



**Course Title:** Beginning Spanish: Part II

**Course Code:** SPA 02

**Instructor Name and Bio:** Maria Cristina Urruela, Ph.D., Stanford University Language Center

### **Class Sessions and Recording**

Meeting days and times Tuesdays 7:00pm -8:50pm PT, Apr. 4 - June 6

Meeting location: Zoom

The class sessions will not be recorded

### **Course Features:**

- Live session
  - Requires interaction and active participation
- Assignments & Coursework
  - Assignments and course materials posted in Canvas
  - Instructor will provide feedback on assignments
  - Students will give final presentations (recorded or live)
- Instructor will hold office hours

### **Course Summary**

This course is meant for beginners who have taken SPA 01 or the equivalent and is designed to help build oral proficiency and comprehension. We will begin with a review of the material in SPA 01.

*\*Please see course page for full description and additional details.*

### **Grade Options and Requirements**

- No Grade Requested (NGR)
  - This is the default option. No work will be required; no credit shall be received; no proof of attendance can be provided.
- Credit/No Credit (CR/NC)
  - Students must attend at least 8 class sessions. and give a short presentation on one well-known/famous Spanish-speaker (artist, writer, scientist, etc)

- Letter Grade (A, B, C, D, No Pass)
  - Students must attend 10 class sessions, complete the portfolios, and give a short presentation on one well-known/famous Spanish-speaker (artist, writer, scientist, etc)

*\*Please Note: If you require proof that you completed a Continuing Studies course for any reason (for example, employer reimbursement), you must choose either the Letter Grade or Credit/No Credit option. Courses taken for NGR will not appear on official transcripts or grade reports.*

### Textbooks/Required Materials

¡Adelante! 2: 3<sup>rd</sup> edition, Vista Higher Learning, which you may purchase here: <https://vistahigherlearning.com/school/stanford>. Please make sure to order **Adelante 2 (there are three volumes): student edition (loose-leaf) Supersite Plus (6 month access) online student activity manual workbook (WebSAM)**

### First Assignment

Please go through “lección de repaso” (up to page 17) and the introductory comments on Canvas.

### Tentative Weekly Outline

FECHA	ACTIVIDADES EN CLASE	TAREA EN CASA (para la próxima clase)
<b>Primera clase: Lección 1, Repaso, La rutina diaria</b>		
Semana 1	Bienvenidos, introducción al curso Repaso general, lección de repaso hasta la página 17 Prezi 1 (y prezis de repaso) Repaso del pretérito	<ul style="list-style-type: none"> <li>• Repasar (<i>Review</i>) lección 1 (y empezar a ver la lección 2)</li> <li>• En el texto: p. 28, La siesta, p.33 #4, p.35 “inténtalo”, p. 52 y 53.</li> </ul>
<b>Segunda clase: Lección 1, La rutina diaria</b>		
Semana 2	Lección 1 y 2: Pretérito ser/ir Verbos reflexivos Gustar y verbos similares Palabras indefinidas Prezi 2	<ul style="list-style-type: none"> <li>• Ejercicios correspondientes en el Supersite</li> <li>• En el texto: p. 91 # 1 y #2, p.95 #2</li> </ul>

PRELIMINARY COURSE SYLLABUS

	En el texto: p. 28, La siesta, p.33 #4, p.35 “inténtalo”, p. 52 y 53.	
<b>Tercera clase: lección 2, La comida</b>		
Semana 3	Lección 2: Verbos que cambian de radical Objetos directos e indirectos Prezi 3 En el texto: p. 91 # 1 y #2, p.95 #2	<ul style="list-style-type: none"> <li>• Ejercicios correspondientes en el Supersite</li> <li>• Portafolio 1</li> <li>• En el texto: p. 120 #4, p. 99 #1 y #2, p. 139 #3 y #4, p. 140 #5 y #6</li> </ul>
<b>Cuarta clase: lección 2, La comida</b>		
Semana 4	Lección 2: Superlativos comparaciones Prezi 4 En el texto: p. 120 #4, p. 99 #1 y #2, p. 139 #3 y #4, p. 140 #5 y #6	<ul style="list-style-type: none"> <li>• Ejercicios correspondientes en el Supersite</li> <li>• Portafolio 2</li> <li>• En el texto: p. 145-reading Semana Santa, p. 147-reading Noche Valdiviana, p. 150-#1 y# 2, p 153-#1. Workbook: 169-#3, 171-#4</li> </ul>
<b>Quinta clase: lección 3, Las fiestas</b>		
Semana 5	Lección 3: Pretéritos irregulares Cambios de significado en el pretérito Prezi 5 En el texto: p. 145-reading Semana Santa, p. 147-reading Noche Valdiviana, p. 149-inténtalo, p. 150-#1 y# 2, p 153-#1. Workbook: 169-#3, 171-#4	<ul style="list-style-type: none"> <li>• Ejercicios correspondientes en el Supersite</li> <li>• Portafolio 3</li> <li>• En el texto: p.157 #1, 158 #2, p.159-#3-7,ver Flash Cultura y contestar pr</li> </ul>
<b>Sexta clase: lección 3, Las fiestas</b>		
	Lección 3: Prezi 6 Pronombres y preposiciones	<ul style="list-style-type: none"> <li>• Ejercicios correspondientes en el Supersite</li> <li>• Portafolio 4</li> <li>• En el texto: vocabulario p. 190, leer páginas 198-199,</li> </ul>

PRELIMINARY COURSE SYLLABUS

Semana 6	En el texto: p.157 #1, 158 #2, p.159-#3-7,ver Flash Cultura y contestar preguntas p. 165	Introducción al imperfecto, p. 200 y 201
<b>Séptima clase: lección 4, En el consultorio</b>		
Semana 7	Lección 4: Prezi 7 En el texto: vocabulario p. 190, leer páginas 198-199, Introducción al imperfecto, p. 200 y 201	<ul style="list-style-type: none"> <li>• Ejercicios correspondientes en el Supersite</li> <li>• En el texto: p.205 “inténtalo”, p.206 #1-2</li> <li>• El pretérito vs el imperfecto</li> <li>• Construcciones con se</li> </ul>
<b>Octava clase: Lección 4, En el consultorio</b>		
Semana 8	Lección 5: Prezi 8 En el texto: p.205 “inténtalo”, p.206 #1-2 El pretérito vs el imperfecto Construcciones con se	<ul style="list-style-type: none"> <li>• Repasar sobre todo el pretérito y el imperfecto. ☺</li> <li>• Construcciones con de</li> </ul>
<b>Novena clase: Lección 5, La tecnología</b>		
Semana 9	Recapitulación final Prezi 10	<ul style="list-style-type: none"> <li>• Repaso general</li> <li>• Presentaciones orales</li> </ul>
<b>Décima clase: Lección 5, La tecnología</b>		
Semana 10	Recapitulación final	<ul style="list-style-type: none"> <li>• Presentacione orales</li> </ul>
<b>Felices vacaciones! ☺</b>		

Portfolio1: *Interpretación auditiva*

This activity seeks to help you improve your listening comprehension while heightening your awareness of local Latino communities and the Spanish-speaking world as a whole. You will watch programs in Spanish on at least three (3) separate occasions for fifteen (15) minutes each time. As you watch, take as many notes as you can. Organize your notes as follows:

Date of viewing:

Name of program and source (TV station, youtube...)

Time began watching:

Time finished watching:

Topics:

Details I understood:

Useful words I picked up in Spanish and their meanings in English:

Please write in English and don't expect to understand every word, or even every topic. It's best to watch from the beginning of the program. Watch for at least 15 minutes per viewing session.

Alternatively, check out the resources page at <http://spanlang.stanford.edu>

Portafolios 2, 3 y 4: *Lecturas*

For each of these Portfolio entries, you'll seek out and read one lectura (reading) of 2 pages (about 500 words) in an area of interest to you (news, poetry, celebrity gossip...) If you read in your field, you're likely to understand many cognates. ☺ As you read, keep in mind key question words to guide you: quién, qué, cuándo, dónde and most importantly, por qué. Then write a brief summary in English of the reading and identify 8-10 new words you've found, together with their English equivalents. When you turn in your portfolio entry, please be sure to include the following:

- 1) your summary and vocabulary list,
- 2) a copy of the article with your new vocabulary highlighted,
- 3) the source citation (URL for online articles or name of publication and date for print articles).

Green Library has a variety of current newspapers and magazines in Spanish in the periodicals area and is a wonderful space for reading and study. If Covid allows, take advantage of your CSP ID to use it. Green also has a wonderful collection of Spanish and Latin American films in the media and microfilm room below, and I believe your CSP ID gives you access to them as well.