**Yale University**

**Department of Spanish and Portuguese**

**Yale Summer Session**

**QUITO SPANISH LANGUAGE AND CULTURE PROGRAM**

**SPAN S-130 & S-140: Intermediate Spanish I & II**

**Summer 2022**

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 *Spanish Dept. Office: Humanities Quadrangle, 302 York St.*

**Schedule:** Monday-Friday

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| Monday\* | Tuesday | Wednesday\* | Thursday | Friday |
| 9-11:00 | 9-12:30 | 9-11:00 | 9-12:30 | 9-12:00 |

 \* Span S149 Cultural Studies of Ecuador will meet Mondays and Wednesdays 11:00-1 pm.

I. **Materials:**

Blanco, José and Colbert, María. Enfoques (5th edition) with required code (*Supersite with webSAM*). Due to occasional, unexpected issues with Wi-Fi availability in Ecuador,we strongly recommend all students purchase a paper copy of the textbook.

The textbook package (Enfoques 5th ed. together with the code called *Supersite with webSAM*) is available at:

-Vista Higher Learning website for Yale (<https://vistahigherlearning.com/school/yale>).

 Choice of format:

 -Loose-leaf textbook + Supersite Plus Code (w/WebSAM + vText) 6-month access.

 ISBN 978-1-54331-255-3: $152.

 -Code only (comes with a digital textbook): ISBN 978-1-54331-254-6: **$135.**

**Recommended:**

* The *Enfoques* Supersite offers a variety of resources within each lesson for review and further practice (*Animated Grammar Tutorials, Vocabulary, Pronunciation, Fotonovela, Cinemateca*)
* wordreference.com (Spanish-English, English-Spanish dictionary)
* rae.es (Spanish dictionary)

**Please buy your materials during the month between the end of the spring semester and the beginning of summer classes.**

II. **Course Description:**

SPAN 130 / 140 (Intermediate Spanish I and II) are both intensive courses of 1.5 credits each that meet Monday through Friday throughout the program (with some exceptions, marked in the syllabus). The Quito program also includes a culture course (span 149) of 1.0 credit. These courses help develop proficiency by integrating grammar and vocabulary in communicative activities, which include film discussions, textual analysis, projects, and presentations. The courses are conducted in Spanish.

Upon completion of these courses, most students will be able to perform at intermediate and advanced levels, according to ACTFL guidelines. SPAN 140 admits to L5 courses.

Grammar and vocabulary are practiced through communicative activities, with role-plays, conversations, multimedia projects, and other classroom activities based on readings and films. Readings are of authentic Spanish-language texts, including stories, newspaper articles, and poems.

III. **Expanded Description**: This program has two components: the first three weeks (weeks 1-3) are conducted on the Yale campus; and the rest of the program (weeks 4-8), in Quito, Ecuador. Students will further develop their linguistic skills in Spanish and increase their understanding of the language and culture of Ecuador within an intensive immersion program. Each student is assigned an Ecuadorian host family near the Universidad de las Américas.

**Specific Objectives**. SPAN S130 is designed to consolidate what students have learned in previous courses and to advance from an Intermediate Low to an Intermediate Midlevel according to the ACTFL Proficiency Guidelines (2012). By the end of SPAN S140, students who have successfully completed the work will have achieved the Intermediate High-Advanced Low Proficiency Level as described by the ACTFL guidelines.

**COURSE POLICIES:**

1. **Attendance:** Regular attendance is crucial to the successful attainment of the course objectives. Therefore, students are required to attend classes on a daily basis. No absences are allowed except for a confirmed health issue (consult student guidebook). Arriving late or leaving early will affect negatively on the student’s participation grade. Instructors may request Cut Restriction for any student who accumulates more than one absence. Graded evaluations cannot be made up without a confirmed excuse or permission in advance from the Director of Study Abroad, Kelly McLaughlin.
2. **Communications:** Canvas will be our online platform. Multifactor Authentication (by token or by Push; not by Call or Text Message) is necessary to access Canvas when off campus or abroad.
3. **Class Discussions:** In the interest of stimulating conversation, some controversial topics may be discussed. Students are encouraged to present, explain, and defend their views always in a respectful manner. They are not expected to agree with the views expressed by others, nor will their grades depend in any way on the views they choose to express.
4. **Grading:** Final grades will not be curved or rounded up.

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| A = 100- 94 | A- = 93.9 – 90 | B+ = 89.9 - 87 | B = 86.9 – 84 | B- = 83.9 - 80 | C+ = 79.9 – 77 |
| C = 76.9 – 74 | C- = 73.9 – 70 | D+ = 69.9 - 67 | D = 66.9 – 64 | D- = 63.9 – 60 | F = below 60 |

1. **Emergencies:** In Quito, your instructors will give you their Ecuadorian and US phone numbers. Also, a Whatsapp group will be set up for communication among the class members (including the instructors). Whatsapp does not consume data if WiFi is available. In the event of an emergency (natural disaster, terrorist attack, sickness, etc.), always contact your instructor(s) first, and do so as soon as possible.

**GENERAL INFORMATION:**

**a) Office hours** will be help by appointment. Nevertheless, students are strongly encouraged to come to office hours to talk about class topics, learning strategies, individual opportunities for improvement, the course materials, or any other academic concern. Each instructor will be available only on the days she teaches. When necessary, office hours may be held via Zoom.

**b) Expectations on the Yale campus and abroad:** Certain behaviors will not be tolerated, such as plagiarism, unfair treatment of host family members, bullying, the use of drugs, sexual misconduct, or alcohol abuse. This program adheres to all rules and regulations of Yale University while in New Haven and abroad. If a student does not respect the rules and regulations, he/she will face dismissal from the program.

Please be aware that study abroad participants are not allowed to drive a car when abroad. They are also not permitted to travel outside of Ecuador during the program.

c) **Academic Integrity and Plagiarism:** We follow Yale policies about academic integrity, which you can read here.

d) **Student Accessibility Services**: We all learn in different ways. If there are aspects of this course that impede your learning or create barriers to your inclusion, please let me know. Together we can develop strategies to help you succeed in the course.

Some learning needs are best handled through Student Accessibility Services. For more information and to request a special accommodation for this class, please see: https://sas.yale.edu .

e) **Respect for Diversity**: We expect that our courses will serve students from all diverse backgrounds and perspectives, that students learning needs are addressed, and that the diversity that students bring to class is viewed as a resource, strength, and benefit. Please let us know at any time if you have suggestions as to how the course can be improved for you and other students.

**COURSE COMPONENTS**

A) **Homework:** Due to the intense nature of this course, homework (from Supersite and Canvas) must be done daily and may take 1- 3 hours per day. Late Supersite homework is penalized at -10% per day. Other late homework will not be accepted.

**Supersite**. To access the Supersite online, go to www.vhlcentral.com and create an account. You will be asked for the code that came with your textbook, your university, and your course. Your homework will appear on a pop-up window with the due dates clearly visible. You are allowed **two attempts** for most exercises but only one attempt for others (i.e: true/false).

Supersite and other activities are due at9:00 amon the day for which they are assigned on [vhlCentral](https://www.vhlcentral.com/)/ Canvas. These activities help you understand and use the structures of the language, and include reading, viewing, and comprehension of texts/videos. It is important to plan ahead and do the exercises regularly in order to better comprehend aspects that will be studied and practiced in class. For additional practice, you can do any Supersite exercises not assigned. This will not affect your grade.

Supersite quizzes will be assigned at the end of each lesson of *Enfoques*. The Supersite component of the homework grade will consist of daily homework activities (60% of the grade) and Supersite quizzes (40%).

B) **Participation and Preparation:** Class participation is crucial for learning a foreign language and includes willingness to participate actively in class by asking and answering questions, communicating in Spanish only,providing your opinion or analysis, etc. In Quito, it will include asking questions during tours and excursions as well as during lectures or student presentations. Due to the intense nature of the program, preparation in advance is essential.

C) **Oral exam:** There will be one oral exam in SPAN 130, in which students will converse on topics related to the course. The instructors will provide more information as the date approaches.

D) **Oral presentation:** During the last week of classes in Quito, each student will do an oral presentation with other members of the special project groups relating to their area of study (Agribusiness, Environment, Law). More information will be provided as needed.

E) **Reflections:** Students will produce 2 short reflections per course on aspects studied in the program (approximately 100 words, Times New Roman 12, double-spaced). Late assignments will not be accepted.

F) **Written exams:** In SPAN 130, there will be one midterm exam (lessons 1-3) and one final exam (lessons 4-6). In SPAN 140, there will be a midterm exam (lessons 7-9) and a final exam (lessons 10-12). Evaluations are cumulative but will focus on specific lessons.

 **GRADE DISTRIBUTION S130 AND S140**

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|  | **SPAN 130** | **SPAN 140** |
| Participation and Preparation | 15% | 15% |
| Homework: (incl. daily Supersite activities, lesson quizzes, projects) | 25% | 20% |
| Reflections | 5% | 5% |
| Oral presentations/oral exam | 15% | 20% |
| Midterm exam | 20% | 20% |
| Final exam | 20% | 20% |

**SPAN S130**

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| **FECHA** | **TEMAS DE CLASE** | **PREPARACIÓN Y TAREA** **PARA EL DÍA SIGUIENTE** |
| **S E M A N A 1 - N E W H A V E N** |
| lunes, 30 de mayo9:00-1:00 | Introducción al curso.Introducción al tema: Las relaciones personales: Ser y estar.Cortometraje: *Mr. Blue-footed Booby* (piquero de patas azules).  | -*Enfoques*:Estudie **Vocabulario** pp. 2-3**, The present tense** pp. 14-15, **Ser and estar** pp. 18-19.-“La música tradicional del Ecuador” y Festival del Pasillo en España (Canvas) -Supersite |
| **Clase de cultura** (11-1:00 pm) |
| martes, 31 de mayo9:00-12:30 | Presente de indicativo (verbos regulares e irregulares) Cortometraje: *Flechazos*Lectura: “La música tradicional del Ecuador” y Festival del Pasillo en España | -*Enfoques*:Estudie vocabulario: **Las diversiones** (pp. 42-43) y **Object pronouns** (pp. 54-55)-Supersite (incl. quiz). -Tarea de Cultura (consulte el syllabus de Span 149). |
| miércoles,1 de junio9:00-1:00 | **Lección 2: Las diversiones**Vocabulario (42-45)Pronombres de complemento directo e indirecto  | Lea**: “El Carnaval: Fiesta de San Pacho en Quibdó Colombia”**-*Enfoques*:Lea: **Double object pronouns** (p. 55) y **Gustar and similar verbs** (pp. 58-59). -Supersite- Responder a preguntas de ***Self-evaluation*** en Canvas: Assignments. |
| **Clase de cultura** (11-1:00 pm) |
| jueves,2 de junio9:00-12:30 | Lectura: **“El Carnaval: Fiesta de San Pacho en Quibdó Colombia”**Gustar y verbos similares Pronombres de complemento directo e indirecto, dos pronombres Preparación del mini-podcast | -Preparación del podcast y de la presentación del podcast-*Enfoques:* Estudie **Reflexive Verbs** (pp. 62-63). -**Supersite** |
| viernes,3 de junio9:00-12:00 | **Presentación del podcast**Cortometraje: “Di algo”Reflexivos  | -*Enfoques*: Estudie vocabulario: **La vida diaria** (pp. 82-83) y **The preterite** (94-95). Hacer ej. 1 (p. 96).-**Supersite**-**Tarea de Cultura** (consulte el syllabus de Span 149) |
| **S E M A N A 2 - N E W H A V E N** |
| lunes,6 de junio9:00-1:00 | **Lección 3: La vida diaria**Vocabulario. Pretérito. Cortometraje: **“El empleo”** | -Lea ***Me acuerdo***de Martín Kohan (parte I).-*Enfoques:* Estudie **The Imperfect** (p. 98-99) y **The Preterite vs. the Imperfect**  (pp. 102-103). Hacer ej. 1 (p. 104).-**Supersite** |
| Clase de cultura (11-1:00 pm) |
| martes7 de junio9:00-12:30 | Análisis de *Me acuerdo* de Martín Kohan (selección) Imperfecto de indicativo y Contraste pretérito e imperfecto Cortometraje: “Adiós mamá” | -Lea ***Me acuerdo*** (parte II)-**Supersite**-**Tarea de Cultura** (consulte el syllabus de Span 149). |
| miércoles,8 de junio9:00-1:00 | Análisis de *Me acuerdo* de Martín KohanEscritura del propio *Me acuerdo* | -Escritura del propio *Me acuerdo* -*Enfoques*: Estudie vocabulario **La salud y el bienestar** (pp. 122-123).y lea **The Subjunctive in Noun Clauses** (pp. 134-136) -**Supersite** |
| **Clase de cultura** (11-1:00 pm) |
| jueves,9 de junio 9:00-12:30 | **Lección 4: La salud y el bienestar**Vocabulario Subjuntivo en cláusulas subordinadas sustantivas Lectura: TBD | -**Estudie para el examen parcial (lecciones 1-3).**- *Enfoques:* Lea**Por and Para** (pp. 144-145) y **“El soroche”** (Canvas), conteste Comprensión A. |
| viernes,10 de junio9:00-12:00 | Por/Para Discusión de **“El soroche**”*.* Más práctica del subjuntivo.**Examen Parcial/Evaluación #1** | -**Lea “El almohadón de plumas” de Horacio Quiroga.**-*Enfoques*: Lea **The Subjunctive in Impersonal Expressions** (p. A26) y **Commands**  (pp. 140-141)-**Supersite**-**Tarea de Cultura** (consulte el syllabus de Span 149) |
| **S E M A N A 3 - N E W H A V E N** |
| lunes,13 de junio9:00-1:00 | Análisis de **“El almohadón de plumas”**. Subjuntivo con expresiones impersonales. Mandatos formales. | -*Enfoques:* Lea “**Mujeres de ojos grandes”** (pp. 153-155) y repase: Commands: Imperativo informal (pp. 140-141) *Enfoques:*Estudie vocabulario **Los viajes** (pp. 164-165)-**Supersite** |
| **Clase de cultura** (11-1:00 pm) |
| martes,14 de junio9:00-12:30 | Análisis de: **“Mujeres de ojos grandes”** (Ángeles Mastretta)Mandatos: imperativo informal **Lecc. 5: Los viajes TB** Introducción al tema y vocabulario (164-167) - turismo antiturístico. | *Enfoques:*Lea **The Subjunctive in Adjective Clauses** (pp. 184-185) -Lea **“He visto la noche”**(Manuel Zapata Olivella) - selección-**Supersite**-**Tarea de Cultura** (consulte el syllabus de Span 149) |
| miércoles,15 de junio9:00-1:00 | Análisis de: **“He visto la noche”**(Manuel Zapata Olivella) - selecciónSubjuntivo en cláusulas subordinadas adjetivas | *Enfoques:* Estudie **Negative and Positive Expressions** (pp. 180-181), **Comparatives and Superlatives** (pp. 176-177)y **Pero and sino** (A 31).-**Supersite** |
| **Clase de cultura** (11-1:00 pm) |
| jueves,16 de junio9:00-12:30 | Expresiones afirmativas y negativas Comparativos y superlativos (176-179)**Presentaciones del proyecto de viaje** | *Enfoques*: Estudie vocabulario **La naturaleza** (pp. 204-205) y **The Future** (p. 216-217)-**Supersite** |
| viernes,17 de junio 9:00-12:00 | No hay clase. Preparativos de viaje a Quito. |  |
| **S E M A N A 4 - Q U I T O** |
| lunes,20 de junio9:30-12:30 | **Lección 6: La naturaleza** Vocabulario (204-207)El futuro**Orientación general sobre la UDLA (Universidad de Las Américas).****Almuerzo en la UDLA.** | -*Enfoques:* Estudie **The Subjunctive in Adverbial Clauses** (pp. 220-221)-Lea: **Poemas de Elicura Chihuailaf**-**Supersite** |
| **Tour del centro histórico de Quito.** |
| martes,21 de junio 9:30-12:30 | Subjuntivo en subordinadas adverbiales (220-223 y A34)Analísis de **Poemas de Elicura Chihuailaf** **Proyecto del medio ambiente** | *Enfoques*: Lea **Prepositions: a, hacia y** con (pp. 224-225) o más práctica del subjuntivo en subordinadas adverbiales-Lea el “**Contexto histórico**” de la película y estudie el vocabulario (Canvas)**.** -**Supersite** |
| miércoles, 22 de junio9:30-12:30 | **Prepositions: a, hacia y con**. Película: ***También la lluvia*** | Repaso para el examen final (*También la lluvia*) |
| **Taller de baile****Tarea de Cultura** (para el sábado): Consulte el syllabus de Span 149. |
| jueves,34 de junio9:30-12:30 | Presentaciones: proyecto de medio ambiente Discusión de la película ***También la lluvia***Repaso: subjuntivo en subordinadas adverbiales y adjetivas | Estudiar para el examen final de SPAN 130. |
| viernes, 24 de junio 9:30-12:30 | Análisis del corto: “Animales de alquiler” **Examen final / Evaluación escrita #2** (capítulos 4-6) | *Enfoques*: Estudie vocabulario: **La tecnología y la ciencia** (pp.244-245) y lea **Present Perfect** (pp. 256-257)  |
| 15h00-16h00: Presentación de proyectosRecepción con profesores, personal de la UDLA y familias anfitrionas (Hora: TBD) |

**SPAN S140**

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| **S E M A N A 5 - Q U I T O****EL EXAMEN ORAL** se realizará el lunes, 27 de junio en el lugar y la hora acordados con sus profesoras.  |
| lunes, 27 de junio9:30-12:30 | **Lección 7: La tecnología y la ciencia. TB** Vocabulario (244-247)Pretérito perfecto de indicativo (p.258).Examen oral de SPAN 130 (a partir de las 11:30). | - Lea **“Por qué no puedes dejar de tocar tu móvil”** de Marta Peirano. -*Enfoques:* Lea **The Past Perfect** (p. 260). -Supersite |
| -**Tarea de Cultura** (consulte el syllabus de Span 149). |
| martes, 28 de junio9:30-12:30 | Pluscuamperfecto de indicativo. (261 y A39).Análisis de **“Por qué no puedes dejar de tocar tu móvil”**Cortometraje: *La mina de oro* (266-269)  | -Lea **“Las buenas inversiones”**. Conteste *Comprensión* (pp. 39-43). **-**-*Enfoques*: Estudie vocabulario: **La economía y el trabajo** (pp. 282-283) y **The conditional** (pp. 294-295).   |
| **Span 149:** Excursión a la Capilla del Hombre |
| miércoles,29 de junio9:30-12:30 | **Lección 8: La economía y el trabajo.** Vocabulario (284-285)Cláusulas condicionales (con “si”)Análisis de:**“Las buenas inversiones”** (Julio Cortázar). | *-Enfoques*: Lea **The past subjunctive (**pp. 298-299) y **Si clauses with simple tenses (p**p. 302-303).-Lea: **Los pronombres relativos: Que/quien(es)** (Canvas). -**Supersite** |
| jueves, 30 de junio | Imperfecto de subjuntivoCláusulas con ‘si’ (probables, hipotéticas del presente/futuro) Pronombres relativos I: que/quien(es) | -*Enfoques*: Estudie vocabulario: **La cultura popular y los medios de comunicación** (pp. 324-325) y **The present perfect subjunctive** (p. 336) -*Lectura: TBD*-**Supersite** |
| Charla: TBD |
| viernes,1 de julio9:30-12:30 | **Lección 9: La cultura popular y los medios de comunicación.** Vocabulario.Pretérito perfecto de subjuntivo**Composición 1** de cultura (Span 149) | Lea **Los pronombres relativos** (Canvas) y *Enfoques*: **The neuter lo (**p.342). Conteste 1/p. A50.-**Supersite****Span 149** - Consulte el syllabus de su proyecto. |
| **S E M A N A 6 - Q U I T O** |
| lunes, 4 de julio9:30-12:30 | Los pronombres relativos IIEl pronombre neutro ‘lo’.Cortometraje: “Historia de un oso” | Lea **“Barrio chino”** de Guadalupe Dueñas y conteste Comprensión.  |
| 15h00-17h30 – Reunión de proyectos (Span 149) |
| martes, 5 de julio9:30-12:30 | Análisis del cuento: **“Barrio chino”** (Guadalupe Dueñas)Cortometraje: “Sintonía” | -**Estudiar para el examen parcial (lecciones 7-9).**- *Enfoques:* Estudie vocabulario: **La literatura y el arte** (pp. 360-361). -**Span 149** - Consulte el syllabus de su proyecto. |
| miércoles, 6 de julio9:30-12:30 | **Lección 10: La literatura y el arte.**Vocabulario (360-363).Aclaración de dudas.**Examen parcial/Evaluación #1**  | -*Enfoques*: Lea **The conditional perfect (**p. 374), **The past perfect subjunctive (**p. 376) y “**Continuidad de los parques**” (pp. 383-386).-**Supersite** |
| 15h00-17h30 – Reunión de proyectos (Span 149) |
| jueves, 7 de julio | EXCURSIÓN AL ORIENTE**Jueves al domingo (7 al 10 de julio)** |  |
| viernes, 8 de julio | EXCURSIÓN AL ORIENTE | ¡Ojo! Tarea: arriba. |
| **S E M A N A 7 - Q U I T O** |
| lunes, 11 de julio9:30-12:30 | Condicional perfecto.Pluscuamperfecto de subjuntivo. Análisis de **“Continuidad de los parques”** (Julio Cortázar)  | -*Enfoques:* Estudie vocabulario: **La política y la religión** (pp. 394-395) - Lea Introducción a *Con mi corazón en Yambo*.-Supersite |
|  martes, 12 de julio9:30-12:30 | **Lección 11: La política y la religión**Vocabulario.Película: *Con mi corazón en Yambo* | -Lea **El estilo indirecto** (Canvas) y **Si clauses with compound tenses** (*Enfoques,* p. A56) -Supersite |
|  Charla: TBD |
| miércoles, 13 de julio9:30-12:30 | El estilo indirectoCláusulas con ‘si’(hipotéticas del pasado)**Composición 2 de Cultura** (Span 149) | -*Enfoques:* Lea **The passive voice**, **The impersonal *se*** y **The passive *se*** (pp. 406 y 408). -Supersite |
| jueves,14 de julio | **No hay clase de español** | ***Excursiones relacionadas con los proyectos******Jueves, 14 de julio al sábado, 16 de julio*** |
| viernes, 15 de julio | **No hay clase de español** | ***Excursiones relacionadas con los proyectos******Jueves, 14 de julio al sábado, 16 de julio*** |
| sábado, 16 de julio | **No hay clase de español**  | ***Excursiones relacionadas con los proyectos******Jueves, 14 de julio al sábado, 16 de julio*** |
| **S E M A N A 8 - Q U I T O**  |
| lunes, 18 de julio9:30-12:30 | Actividad oralVoz pasivaSE pasivo | -*Enfoques:* Estudie ***Se* to express unexpected events** (p*.* 409)-Lea **“El oráculo”** de Iván Egüez y conteste *Comprensión* A y B. -Supersite |
| martes, 19 de julio9:30-12:30 | Análisis de **“El oráculo”** (Iván Egüez), SE accidental **Composición 3 de Cultura** (Span 149) | - Lea **“Los astros y vos”** y conteste *Comprensión* (Canvas).- *Enfoques:* Lea **Prepositions: de, desde, en, entre, hasta, sin** (pp. 412-413). -Supersite |
| **Span 149 y 140: Presentaciones orales.** |
|  miércoles, 20 de julio9:30-12:30 | Preposiciones: *de*, *desde*, *en*, *entre*, *hasta* y *sin* Análisis de: **“Los astros y vos”** (Mario Benedetti) | *Enfoques:* Lea **Uses of the infinitive** (pp. 450-451). Repaso para el examen final. |
| **Span 149 y 140: Presentaciones orales.**  |
| jueves, 21 de julio9:30-12:30 | Usos del infinitivo Cortometraje: “Yolanda” (Ecuador), Repaso general y aclaración de dudasEvaluación del curso | **Estudie para el examen final.** |
| viernes,22 de julio9:30-12:30 | Examen final/Evaluación #2 | ¡Feliz viaje de regreso! ¡Felices vacaciones!Esperamos que continúen con sus estudios de español. |