I. **Texts/Materials:**
No single individual textbook is used. Copies of some of the readers (e.g. *El Cid*, *El coronel no tiene quien le escriba*, *Don Quijote*) and other materials such as a Grammar Flip Chart will be provided by the instructor. We also make occasional use of the following works: *Civilizacion y Cultura: Intermediate Spanish*, 6th edition; and *Literatura y Arte: Intermediate Spanish*, 6th edition. You will be expected to have one:
- a) 3-ring binder or folder to gather the numerous handouts distributed throughout the year
- b) notebook for journal-writing,
- c) Spanish-English dictionary.

II. **Course Description:**
In Level IV students continue to develop and refine the major skills of listening, speaking, reading and writing. They read and comprehend authentic texts which include advanced grammatical structures (i.e. passive voice, subjunctive and conditional moods, indirect discourse), and topics that are technical, scientific, philosophical and literary. Students’ writing and speaking also reflect advanced grammatical structures and an ever-expanding, sophisticated, and eloquent vocabulary. In particular, writing and speaking tasks will reflect the ability to analyze issues, engage in critical thinking, and move beyond simply descriptive prose. Students become more adept at comprehending the speech of native speakers, speaking at a normal rate of speed, in most situations.

Learning experience designs include:

- El Español: el origen del idioma, el *Spanglish*
- El Cid: la Edad Media en España
- *El Coronel no tiene quien le escriba* de Gabriel García Márquez
- *Don Quijote de la Mancha*
- El arte y los artistas del mundo hispano
- Cuentos de Julio Cortázar--el realismo mágico
- Movimientos Revolucionarios en América Latina
- La Visión de EEUU en el mundo hispano
- San Manuel Bueno-- la religión y el existencialismo

Once a week students will participate in a class debate or *charla*, and they will listen to (and do some comprensión and vocabulary exercises) a podcast from [www.notesinspanish.com](http://www.notesinspanish.com). Journal writing/compositions are also assigned each week.

III. **Teaching and Learning Methodology and Philosophy**
The goal of IMSA’s World Language program is the harmonious development of all four language skills: speaking, listening comprehension, reading and writing, within a cultural
context. Students are provided opportunities for the development of communicative competency within an immersion environment. The immersion environment is enhanced by the use of authentic materials and technology.

IV. Student Expectations:
One of the objectives of the World Language Team is to enable students to discover what they personally need in order to communicate in a foreign language. This places a greater responsibility on the individual student and assumes that they will display the motivation, maturity and personal responsibility necessary to participate in this sort of language acquisition environment. Students are expected to be in class daily, be punctual, be well prepared and participate fully in class activities. Unnecessary use of English will have a detrimental effect on language acquisition and their grade. In other words, written work may be excellent, but if one regularly breaks into English during small group activities, they should not expect to receive an A. In addition, students are expected to speak Spanish informally with the instructor, classmates and other Spanish students and with anyone who speaks the language. Remember.

Timely completion of homework is essential for successful participation in class. You should understand that assignments are not necessarily only written documents, but also include thinking about the language, practicing, learning, studying, reading and memorizing. All assignments must be handed in on time. If you miss a class, call or e-mail a classmate (and after that, if needed, your instructor) to find out what was assigned for the next day.

The amount of time outside of class that a student needs to spend in order to acquire proficiency in Spanish varies from individual to individual. A reasonable expectation is 20 minutes per day. Shorter daily study sessions are much more conducive to language acquisition than one or two longer periods during the week.

V. Assessment practices, procedures, and processes.
Assessment involves both the teacher and the student. The teacher provides regular feedback on student performance. The student follows through on the teacher’s feedback, and engages in self-assessment. Emphasis is on continued efforts to improve student’s language proficiency.

Students are assessed daily on the production of written and spoken language, and on reading and listening comprehension. Essential elements of effective communication are the creative use of vocabulary in context, and grammatical and syntactical accuracy. Written assessments include journal writing, essays, short writes, quizzes, and exams. Written performance assessment includes orthography, diacritical markings, legibility, punctuation, organization, and style. Oral performance is assessed through informal conversations, individual and group work, in-class presentations, and video assessments. Oral performance assessment includes quality of pronunciation, intonation, and fluency.

All grades will be posted on Powergrade, but please note that only a letter grade (not a current or cumulative percentage) will be used for grades, and that the only grades assigned for the first quarter (in keeping with the World Languages Team policy) will be P, C or D.

VI. Instructor
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Office Hours: A/C days: 9:30-10:45; B/D days:2:15-3:00 and any other time I am not teaching, by appointment. A135A