

ALTEC SPANISH

Spanish Intermediate II

*See current term
classes schedule for:*

*Course Dates
Instruction Mode
Faculty Information*



INSIDE THE SYLLABUS

1. Introduction
2. Learning Materials
- 3-4. Course Schedule
5. Class Expectations

INTRODUCTION & LEARNING OBJECTIVES

Welcome to Spanish Intermediate II!

In this class, you will develop skills for communicating in Spanish. This is an interactive class, where we use the language to explore meaning and talk about a variety of topics, among them, social media and geography.

We also aim to build intercultural competence by critically examining our own perspectives and comparing them to those of others.

Level Description

Students in Intermediate II will learn to express personally meaningful content using statements and short paragraphs. For example, students will be able to state their opinion about the pros and cons of living in a big city using connected sentences. Students will begin to be able to make self-corrections, to ask direct questions and to manage the various functions of the language when reading, speaking, listening and writing.

SPANISH

Course Structure

Each week you will engage in two live class sessions (either in-person, or remotely via Zoom) with the instructor and other students. This class time will be structured with interactive conversation activities and games.

How to get the most out of this class

One of the ALTEC advantages is affordability. Students are not required to purchase materials. Instead, instructors provide a variety of resources, including learning guides, online and/or open-source curricula, and multi-modal language resources. This is integral to our program, as our classes are customized to meet our students' unique learning needs. Many of these resources are linked to the right and you will have access to a number of additional materials in Canvas.

We recognize that each student has their own learning style and language-learning goals. So, you might think about the collection of materials provided by your instructor as a sort of buffet—use what works best for you to meet your own particular learning goals.

MATERIALS

[Quizlet](#)

You can use this site/app for vocabulary study.

[OER](#)

This is a cost-free, interactive curriculum for Spanish-language learning

[Super Easy Language Videos](#)

This YouTube series produces free learning material from different places in (Latin America and Spain).

[Canvas](#)

Here you will find extra grammar materials, practice quizzes, discussion pages, etc.

[More](#)

Students can find additional resources on grammar, culture, history, etc. here.



week	communicative goals	vocabulary	practice exercises
1	<p>Introductions</p> <p>General review of Intermediate I</p>		
2	<p>Narrate complex personal and historic stories/events in the past Introduction to using the imperfect and preterite together</p>	<p>Los cuentos</p>	<p>Práctica ¿pretérito o imperfecto?</p>
3	<p>To give someone an order using the formal and informal imperative mood</p>	<p>La cocina hispana</p>	<p>Práctica de los mandatos</p>
4	<p>Develop knowledge of the difference between por and para and use them in sentences and questions</p> <p>Describe places, people, or things using past participles as adjectives</p>	<p>La tecnología</p>	<p>Práctica de por o para</p> <p>Práctica de la tecnología</p>

week	communicative goals	vocabulary	practice exercises
5	Express one's opinion concerning the environment and personal/community's conservation efforts using the present perfect	El medioambiente y la naturaleza	Práctica del participio pasado Práctica del presente perfecto
6	Talk about events or actions that have taken place prior to an aforementioned time in the past using the plusperfect tense	El medioambiente y la naturaleza	El pluscuemperfecto
7	Learn about the present subjunctive mood and its uses in different contexts	El bienestar	El subjuntivo presente regular
8	Express facts and personal opinions about nutrition and wellbeing using regular present tense subjunctive	El bienestar	Repaso general

CLASS EXPECTATIONS

Students and faculty are responsible for maintaining an appropriate learning environment in all instructional settings, whether in person, remote or online. ALTEC celebrates and welcomes students from all walks of life. We strive to make our virtual and in-person classes an inclusive and safe space for all regardless of age, gender, race, ethnicity, religion, national origin, disability, and veteran status. We welcome all aspects of people and celebrate and honor diversity.

CU Boulder recognizes that students' legal information doesn't always align with how they identify. Let your instructor know if you have a preferred name and pronouns.

Netiquette (Net-Etiquette)

If a breakout room conversation or situation becomes uncomfortable for you, you are welcome to leave and return to the main room. Remember that we have a wide variety of people in our language class who may come from very different backgrounds and lived experiences than you. Let's keep this in mind in our class and breakout room conversations. If you choose to leave a breakout room, please notify your instructor so they can address the issue in a way that is respectful to you and the other learners.

Accommodations for Disabilities

The University of Colorado is committed to providing universal access to all of our classes and events. For disability accommodations (e.g., sign language interpreters, alternative formats) please [register with Disability Services](#) by first submitting an [Application for Accommodations](#) as soon as possible. Advance notice is necessary to arrange for some accessibility needs.

