

**ADVANCED SPANISH I  
SPANISH 300  
FALL 2009**

**Class Meetings:** TR 11:30-12:45  
**Professor:** Diane Ceo-DiFrancesco **Office:** Schott 909  
**Office Hours:** Tuesdays and Thursdays 1:00-2:00  
And by appointment  
**Phone:** 745-3423  
**email:** ceo-difr@xavier.edu

**Required Texts:**

Nichols, Pennie A., Jane A. Johnson, Lynne R. Lemley, Lucía Osa-Melero. *En Comunidad*: McGraw Hil, 2009

Nichols, Pennie A., Jane A. Johnson, Lynne R. Lemley, Lucía Osa-Melero. *Manual de actividades*: McGraw Hill, 2009

TELL ME MORE access card (available in the XU bookstore)

**Recommended:**

A Spanish dictionary (*Diccionario Usual*. Larousse, for example)

**Course Description:** This is a third-year language development course for majors, minors, and for students wishing to continue their Spanish studies after their last language requirement course, SPAN 202, or have placed in an upper level course. The course is designed to emphasize the development of the four basic language skills listening, speaking, reading and writing. The students will review grammatical concepts and structures, and expand their knowledge of verbs, vocabulary, and colloquial expressions in order to improve their communication skills. The students will also increase their knowledge and understanding of Hispanic cultures in a through readings, discussions and community-engaged activities. Classroom instruction and discussions will be exclusively in Spanish. Whenever necessary, supplementary materials will be incorporated into the curriculum of the class.

**Course Objectives:** The principal goal of this class is to offer students the opportunity to communicate in Spanish – to speak with others, to express ideas in writing, to read and understand what others have written. Practice in class is essential to achieve the goals of the class. By the end of the semester the student will have:

- \*acquired a higher degree of proficiency in speaking, listening, reading and writing;
- \*reinforced their knowledge of grammar and vocabulary through discussions and specific reading and writing exercises;
- \*acquired knowledge, awareness and respect for Spanish speaking cultures and societies, as well as a deeper understanding of his/her own culture by being exposed to authentic historical, cultural and literary texts written by and for heritage speakers of Spanish;
- \*participated in community-engaged work while developing language skills, strengthening the student's foundations of grammar and vocabulary and making connections with the local Spanish-speaking community.

These objectives prepare students to meet standard 2b of the XU Modern Language Standards.

**Responsibilities of students:**

\* Attend and participate in class regularly. Failure to attend or to participate in class will affect your class participation final grade. You will receive a grade for your **active** participation at each class (**Attendance Policy** and **Class Participation Criteria** are included).

\* Prepare assignments before class. It is imperative to keep up with the schedule of the assigned material and the written exercises. The time in class will be devoted to discuss the readings and cultural aspects and to the review/clarification of grammatical concepts and exercises in the textbook and *Manual de actividades* and any other supplemental materials. You are expected **to turn in assignments on time.**

\* Take all tests and exams at scheduled times. You are responsible for all material covered in class and in the text. There will be no make-ups given for tests and exams.

\* Failure to do assignments will affect your class participation and final grade.

\* Electronic devices **should be turned off** during class.

\* Exhibit appropriate and respectful classroom behavior. Eating, sleeping, reading the paper, laughing at other students, and negative attitudes and actions are all inappropriate classroom behaviors. Should you exhibit rude, disruptive or disrespectful behavior, you will be asked to leave the classroom and will be referred to the appropriate administrator.

### **Evaluation:**

\* **Chapter quizzes:** There will be four short quizzes over the course of the semester. There are no make-up quizzes. The quizzes will take approximately 25 minutes and they will test specific grammatical concepts, vocabulary, and readings from a particular chapter.

\* **Exams:** There will be two examinations: a midterm and a final. **In cases of verifiable illness or emergency the student is responsible for notifying the instructor before the exam or as soon as reasonably possible.** If a student misses the midterm due to a verifiable and documented illness, the final exam will count twice. The format of the exams will be similar to the tests but will cover more material.

\* **Essays:** There will be **three** essay papers dealing with the cultural aspects of a specific chapter discussed in class and following **some** of the guidelines suggested in the “¡A escribir” section of the chapter. Each essay should be a minimum of **two pages** long (400-600 palabras). Detailed guidelines for this requirement will be provided.

\* **Proyecto final:** Students will complete community-engaged activities in the Cincinnati area. These activities will be presented in both an individual written project for each student and an oral class presentation during the last week of the semester. A minimum of 20 contact hours over the course of the semester is required. Guidelines will be provided for the written and oral aspects of the project, as well as the community-engaged work.

\* **Class participation, attendance, homework:** As always, class participation and attendance are essential in a language class. Your homework, active participation, progress, effort, and general attitude toward language learning will be evaluated. As should be self-evident, if you are not in class to participate it will affect your final grade.

\* **Final oral interview:** Each student will meet with the instructor, outside of class during the last two weeks of the semester. The interview will last approximately 10-15 minutes. **Failure to keep the assigned time of the interview will result in a 0.**

**Evaluation:**

Quizzes (4)	20%
Final Project:	15%
Oral presentation (5%)	
Written paper (10%)	
Exam # 1	15%
Exam # 2	15%
Ensayos (3)	10%
Participation/Attendance	5 %
Homework	5%
Tell Me More assignments	5%
Final oral interview	10 %

**Calendario:**

25 de agosto	Introducción al curso. Cap. 1, pp. 2-5
27	Cap.1, pp. 6-11
1 de septiembre	Cap.1, pp. 12-16
3	Cap. 1, pp. 17-23
8	Cap. 1, pp. 24-28 <b>Prueba # 1 (Cap. 1)</b>
10	Cap. 2, pp. 29-35
15	Cap. 2, pp. 36-41
17	Cap. 2, pp. 42-47
22	Cap. 2, pp. 48-53 <b>Ensayo # 1</b>
24	Cap. 3, pp. 54-57 <b>Prueba # 2 (Cap. 2)</b>
29	Cap. 3, pp. 58-63
1 de octubre	Cap 3, pp. 64-71
6	Cap. 3, pp. 72-77
8	<b>FESTIVO</b>
13	Repaso para el examen
15	<b>Examen # 1: Capítulos 1-3</b>
20	Cap. 4, pp. 79-87
22	Cap. 4, pp. 88-91
27	No hay clase (XU Sustainability Day)
29	Cap. 4, pp. 92-97
3 de noviembre	Cap. 4, pp. 98-103 <b>Ensayo #2</b>
5	Cap. 5, pp. 104-107 <b>Prueba # 3 (Cap. 4)</b>
10	Cap. 5, pp. 108-117
12	Cap. 5, 118-123

17	Cap. 5, pp. 124-130 <b>Ensayo #3</b>
19	Cap. 6, pp. 131-139
24	Cap. 6, pp. 140-143 <b>Prueba # 4 (Cap. 5)</b>
26	<b>FESTIVO</b>
1 de diciembre	Cap. 6, pp. 144-149
3	Cap. 6, pp. 150-155
8	<b>Entrega de Proyectos escritos, Presentaciones de los proyectos finales</b>
10	<b>Presentaciones de los proyectos finales, Repaso</b>

### **15 de diciembre, 10:30-12:20: Examen # 2: Capítulos 4-6**

#### **I. ACADEMIC HONESTY**

You should be aware of the University policy on Academic Honesty, excerpted here from pp. 54-55 in the 2006-2008 University Catalog. This policy applies to all courses in the Department of Modern Languages.

“All work submitted for academic evaluation must be the student’s own. Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another’s efforts is prohibited as is the use of any work untruthfully submitted as one’s own.

Penalties for violations of this policy may include one or more of the following: a zero for that assignment or test, an “F” in the course, and expulsion from the University”

Your instructor may use plagiarism detecting software, such as Turn-It-In, to review your written assignments. As you can see, penalties for violations can be severe, so you are encouraged to submit only your own work in all your classes

#### **II. Department of Modern Languages ATTENDANCE POLICY**

The Department of Modern Languages at Xavier University strives to increase the student’s fluency and competency in listening, comprehension, speaking, reading, and writing while providing a solid grammatical background for the modern language offered. The focus is on a communicative and proficiency-based approach while providing an in depth exposure to the workings of both language and culture of the target language. A significant key to success in a modern language course which teaches a skill and moves at a fast pace is **regular class attendance**.

The entire range of the students’ skills can be evaluated only if they are in class. Therefore, we will allow **NO** absences without penalty. Any absence will result in a loss of **3% per absence** from the student’s final course **participation** grade. Attendance will be accurately documented to ensure fairness in enforcement. If a student is more than **5 minutes late, he/she will be COUNTED AS ABSENT**. Students are **strongly discouraged** to schedule appointments or interviews during class time!

There is a strict **NO MAKE-UP POLICY**. A grade of zero will be given for any missed work.

#### **III. Criteria for CLASS PARTICIPATION**

<u>Rating</u>	<u>Points</u>
<b><u>Superior</u></b>	
I greeted people and took leave using Spanish expressions	25-22.5
I used English only after asking permission and after I attempted to express myself in Spanish	(100-90)
I listened attentively when others spoke and showed respect for my peers	
<b>I actively participated in all activities and discussions and had a positive attitude</b>	
I came prepared to class everyday	

My presence made a positive impact on getting tasks done

### **Average**

I greeted people and took leave using Spanish expressions 22-19  
I sometimes got distracted, did not pay attention when others spoke, and was occasionally disrespectful (88-76)  
I occasionally used English, specially in pair work or without attempting to express myself in Spanish first  
I showed interest in activities and **participated, though sometimes passively rather than actively**  
I generally came prepared to class

### **Unsatisfactory**

I used more English than Spanish in class 18.5-15  
I did not pay active attention during activities (74-60)  
I was often distracting and disrespectful of my peers  
I was frequently unprepared for class  
My presence in group work had little impact on accomplishing the task  
**I seldom participated**

### **Not enough to evaluate**

I used English only in class 14-0  
I did not pay attention during activities (59-0)  
I often slept, read the newspaper, did homework, etc., during activities  
I was absent frequently  
I came to class late or left early  
**I never participated**

## **IV. GRADING CRITERIA**

### **A. VERY GOOD TO EXCELLENT**

Very good to excellent command of the language AT THIS LEVEL.  
Meaningful, appropriate and thorough written and oral responses with interesting and pertinent detail.  
Ease of expression.  
Makes every effort to use the target language in class.  
Very good command of conventions of written language (orthography, sentence structure, paragraphing and punctuation). Few word-order errors.  
Virtually free of significant errors in syntax and good use of verbs.  
Wide range of vocabulary, including idiomatic usage.  
High level of fluency with strong attempts at more complicated structures.  
High level of comprehension in listening and reading activities.  
Good intonation and largely accurate pronunciation with slight accent.  
Demonstrates understanding of and appreciation for cultural differences.

### **B - GOOD**

Clearly demonstrates competence AT THIS LEVEL.  
Meaningful, appropriate responses orally and in writing with sufficient detail  
Good command of the language.  
Makes a good effort to use the target language; avoids using English in class.  
Conventions of the written language generally correct. Loosely organized, but main ideas present with some word-order errors.  
Few errors of syntax and appropriate use of verbs.  
Above-average range of vocabulary.  
Good idiomatic usage and little awkwardness of expression.

Good level of comprehension in listening and reading activities.  
Good fluency with some attempts at more complicated structures.  
Acceptable intonation and pronunciation with distinctive accent.  
Demonstrates strong understanding of and appreciation for cultural differences.

### **C - ACCEPTABLE**

Suggests competence AT THIS LEVEL.  
Appropriate but limited oral and written responses with reliance on simple structures.  
Speaks and writes with some detail, but not sufficient.  
Comprehensible but strained expression; halting, may self-correct.  
Makes some effort to use the target language in class.  
May have frequent errors in orthography and other conventions of the written language.  
Many word-order errors. Some attempts at organization, but with confused sequencing.  
Some serious errors in syntax and some successful correction. Frequent errors in complex structures.  
Some fluency but hesitant. Pronunciation does not interfere with communication.  
Understands main elements when listening and reading.  
Moderate range of vocabulary and idiomatic usage. Few anglicisms.  
Errors in intonation and pronunciation with heavy accent.  
Demonstrates some understanding and of appreciation for cultural differences.

### **D - WEAK TO POOR**

Suggests incompetence AT THIS LEVEL.  
Oral and written responses force interpretation of appropriateness and/or meaning.  
Attempts to translate or use English; avoids using or speaking in the target language.  
Poor command of the language marked by frequent serious errors of syntax even in the most elementary structures. Limited grammatical structures and lack of organization.  
Unfinished answers due to lack of resources. Generally, narrow responses.  
Limited fluency. Poor pronunciation and it interferes with communication.  
Narrow range of vocabulary and of idiomatic usage.  
Pervasive errors of orthography may be present. Excessive word-order errors.  
Little control of syntax and frequent anglicisms.  
Occasional redeeming features such as correct advanced structure.  
Very little understanding when listening and reading.  
Errors in intonation and pronunciation that interfere with listener's comprehension.  
Demonstrates very little understanding of and appreciation for cultural differences.

### **F - UNACCEPTABLE**

Demonstrates incompetence AT THIS LEVEL.  
Irrelevant or incomprehensible answers orally and in writing.  
Unacceptable from almost every point of view.  
Glaring weakness in syntax and pronunciation. Constant grammatical errors impede communication.  
Few vocabulary resources. Little or no sense of idiomatic usage.  
Practically no understanding of target language when listening and reading.  
Severe problems with orthography that may interfere with written communication.  
Demonstrates practically no understanding of and appreciation for cultural differences.

(These standards or interpretations of the grading scale 0-100 are applied to the goals and objectives of each level i.e. SPAN 101, 102, 201 etc.)