

SYLLABUS

Spanish 201 (Intermediate Spanish I)
Fall Semester 2009

Sections ...01-10

Class Meetings: MWF
Professor:
Office Hours:
e-mail:

Room:
Office:
Phone:

Course Description. This is the third semester of a beginning Spanish course for students who have credit in Spanish 102 or have placed into the course by examination. Please consult with the instructor if you have questions regarding placement. The principal goals of language study are to practice the four language skills (speaking, listening, reading and writing) in order to learn to communicate in Spanish (talk with others, express ideas in writing, read and understand what others have written) and learn about the Hispanic world.

Course Objectives. You can expect to have obtained the following skills in increasing depth upon successful completion of each level of the course:

- * You should be able to understand most Spanish spoken at normal pace, and develop skills and coping strategies for filling in the gaps of imperfect comprehension.

- * You should be able to ask and answer questions on a variety of everyday topics, describe people and places, narrate recurring (present) events. You should be able to achieve some ability narrating past and future events as well as expressing hypothetical situations in the present and in the past.

- * You should be able to perform many daily routines, such as making phone calls, telling people to do something, giving advice and suggestions.

- * You will gain some experience in reading materials written for the native-speaking reader.

- * You should be able to write and express opinions and feelings about everyday topics, descriptions of people, places, recurring events, and literary Hispanic authors.

- * In order to achieve these goals **class attendance and participation** are very important. Therefore, irregular attendance and/or lack of preparation or participation will result in a lower grade. (Consult Attendance Policy)

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

Required Textbook:

Blanco, José A.. ¡Adelante! Tres. Vista Higher learning, 2009
Supersite is free with the purchase of worktext (Lab manual activities)
Tell Me More license code card

Responsibilities of Students:

- * Attend and participate in classes regularly.
- * Listen and complete all activities in the lab workbook.
- * Do the exercises in the workbook and textbook.
- * **Prepare the assignments before class.** The professor may or may not collect homework exercises from the texts or from the workbook/lab workbook; in either case, the student is responsible for preparing them as assigned and **turning them in at the date assigned by the instructor. Any penalty**

for late work will be determined by the instructor. Students will have the opportunity to ask questions about all assignments. .

* **Take all tests and exams at scheduled times.** Students are responsible for all material covered in class, in the texts, and for schedule changes announced in class.

* **Show respect for classmates and instructor by observing appropriate behavior in class:** i.e. not interrupting or speaking when classmate/instructor is answering or explaining.

** **Electronic devices should be turned off during class and testing. Infractions will be reported to the disciplinary bodies of XU**

* Complete an assignment related to Hispanic culture. Guidelines for this requirement are included at the end of the syllabus.

Irregular attendance and failure to do the assignments will affect your performance and final grade. (Consult Class Participation Criteria)

Testing: There will be periodic **lesson tests, a midterm, and a final examination.** Dates for the tests and exams are listed in the syllabus. Format will vary. It may include multiple choice, fill-ins, short answers and essay. Each of the **tests** will consist of oral and written parts.

Make-up Policy:

Tests: There will be **no make-ups for tests.** The instructor will drop the lowest **test** grade of the semester.

Exams: **There will be no individual make-ups for exams.** In verifiable cases of illness or emergency (problems with work schedule or travel plans are not normally valid excuses), the grade from the next exam will be counted for the missed one. The student is responsible for notifying the teacher **before the exam** or as soon as reasonably possible. In no case may a student miss more than one exam. A second missed exam would be recorded as O. The midterm exam will be reviewed in class and in the instructor's office. **Both exams, midterm and final examination, will be kept in the instructor's office.**

Compositions: There will be **four compositions**, as stated on the syllabus. Each one should be **one and a half page long, typed and double spaced.** Detailed guidelines for this requirement will be provided

Oral presentations. There will be a short oral presentation (five minutes), **in Spanish**, by each student, based on the cultural information covered in the textbook. This presentation will take place towards the end of the semester as indicated in the syllabus. The students will have an opportunity to evaluate the presentation of his/her classmates. Guidelines for the presentation will be given to you after the midterm.

Final oral interview. There will be a 10-15 minutes interview, with your professor in Spanish, to evaluate your oral proficiency. You will be asked to speak on a variety of topics, including those covered in the course. This interview will take place towards the end of the semester. You will sign up for the interview at this time. **Failure to keep up your appointment will result in a 0.**

Evaluation: The final grade will be computed as follows:

Midterm Exam	15%
Final Exam	20%
Tests	25%
Compositions	10%
Participation-Attendance/HW/TMM	15%
Oral interview	5%
Oral Presentation	5%
Cultural Project	5%

Grading Scale:	100%-93%	A	76%-73%	C
	92%-90%	A-	72%-70%	C-
	89%-87%	B+	69%-67%	D+
	86%-83%	B	66%-63%	D
	82%-80%	B-	62%-60%	D-
	79%-77%	C+	59 and below	F

*(Consult Grading Criteria)

Calendario

26 de agosto	Introducción; Lección de repaso, págs. 16-17
28	Lección de repaso: Fotonovela, págs. 14-16; págs. 18-19
31	Lección 1: <i>La naturaleza</i> . Contextos, págs. 22-25; Ortografía, pág. 29
2 de sept.	Lección 1: Fotonovela, págs. 26-28 Cultura: Los Andes, págs- 30-31; The subjunctive with verbs of emotion (1.1), págs. 32-33
4	Lección 1: Págs. 34-35; The subjunctive with doubt... (1.2), págs. 36-39
7	FESTIVO
9	Lección 1: Subjunctive with conjunctions (1.3), págs. 40-43; Recapitulación, págs. 44-45
11	Lección 1: Panorama: <u>Colombia</u> , págs. 48-49
14	Lección 2: <i>La ciudad</i> . Contextos, págs. 72-75; Prueba # 1: Lección 1
16	Lección 2: Fotonovela, págs. 76-78; Ortografía, pág 79; Cultura: El metro, págs. 80-81
18	Lección 2: The subjunctive with adjectives (2.1), págs. 82-85; Nosotros commands (2.2), págs. 86-88; Composición # 1: pág 58 (Síntesis)
21	Lección 2: Past participles as adjectives (2.3), págs. 89-91; Recapitulación, págs 92-93
23	Lección 2: Lectura: “Nada”, págs. 92-93
25	Lección 2: Panorama: <u>Venezuela</u> , págs. 97-97
28	Lección 3: <i>El bienestar</i> . Contextos, págs. 120-123; Prueba # 2: Lección 2
30	Lección 3: Fotonovela, págs. 124-126; Ortografía, pág 127; Cultura: Spas..., págs. 128-129; The present perfect (3.1), págs. 130-131
2 de octubre	Lección 3: Págs. 132-133; The past perfect (3.2), págs. 134-136: Composición # 2: pág. 106 (Síntesis)
5	Lección 3: The present perfect subjunctive (3.3), págs. 137-139; Recapitulación, págs. 140-141
7	Lección 3: Lectura: “Un día de éstos”, págs. 142-143; Prueba # 3: Lección 3
9	FESTIVO
12	Lección 3: Panorama: <u>Bolivia</u> , págs. 144-145
14	Examen # 1: Lecciones 1-3
16	Lección 4: <i>El mundo del trabajo</i> . Contextos, págs. 168-171

19	Lección 4: Fotonovela, págs. 172-174; Ortografía, pág. 175; Cultura: Beneficios..., págs. 176-177
21	Lección 4: El futuro (4.1), págs. 178-181; Approval of topic for oral presentation (art, music, food, history, etc.
23	Lección 4: The future perfect (4.2), págs. 182-183; The past subjunctive (4.3), págs.184-185; Composición # 3, pág. 154 (Síntesis)
26	Lección 4: Págs. 186-187; Recapitulación, págs. 188-189
28	Lección 4: Lectura: “A Julia de Burgos”, págs. 190-191
30	Lección 4: Panorama: <u>Nicaragua</u> , págs. 192-193; <u>La República Dominicana</u> , págs. 194-195
2 de nov.	Lección 5: <i>Un festival de arte</i> . Contextos, págs. 220-223; Prueba # 4: Lección 4
4	Lección 5: Fotonovela, págs. 224-226; Ortografía, pág. 227; Cultura: Museo de Arte...págs. 228-229
6	Lección 5: The conditional (5.1), págs.230-233; The conditional perfect (5.2), págs. 234-236 (for recognition only); Composición # 4, pág. 204 (Síntesis)
9	Lección 5: The past perfect subjunctive (5.3), págs. 237-239 (for recognition only); Recapitulación, págs. 240-241; Lectura: Federico García Lorca, págs. 242-243
11	Lección 5: Panorama: <u>El Salvador</u> , págs. 244-245; Presentaciones
13	Lección 5: <u>Honduras</u> , págs. 246-247; Presentaciones
16	Lección 6: <i>Las actualidades</i> . Contextos, págs. 272-275; Prueba # 5: Lección 5
18	Lección 6: Fotonovela, págs. 276-278; Ortografía, pág. 279; Cultura: Protestas..., 280-281; Presentaciones
20	Lección 6: Si clauses (6.1), págs. 282-285; Presentaciones
23	Lección 6: Summary of the subjunctive (6.2), págs.286-289; Presentaciones
25	FESTIVO
27	FESTIVO
30	Lección 6: Recapitulación, págs. 290-291; Presentaciones
2 de dic.	Lección 6: Lectura: “Don Quijote y ...”, págs. 292-293; Prueba # 6
4	Lección 6: Panorama: <u>Paraguay</u> , págs. 294-295; Presentaciones
7	Lección 6: Panorama: <u>Uruguay</u> , págs. 296-297; Presentaciones
9	Repaso; Presentaciones
11	Repaso

(martes-viernes:15-18 de diciembre) Examen final. Consult Fall Schedule for final exam date

I. ACADEMIC HONESTY

You should be aware of the University policy on Academic Honesty, as stated on the Web site. 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>
<u>Superior</u>	
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	
I actively participated in all activities and discussions and had a positive attitude	
I came prepared to class everyday	
My presence made a positive impact on getting tasks done	
I participated actively in class	
<u>Average</u>	
I greeted people and took leave using Spanish expressions	22-19.5
I sometimes got distracted, did not pay attention when others spoke, and was occasionally disrespectful	(88-78)
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	
I participated sometimes in class	
<u>Unsatisfactory</u>	
I used more English than Spanish in class	19-15
I did not pay active attention during activities	(76-60)

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** in class

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** in class

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 nuanced 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.)

INSTRUCTIONS FOR REACTION PAPERS FOR CULTURAL EVENTS

5% of the grade is allotted to a cultural activity report for SPAN 101, 102, 201, 202. Points may be earned as follows:

Attend a cultural program related to the Hispanic world on campus or an off-campus program approved by your instructor. Write a reaction paper in English following the instructions below. To receive credit, you must be turn in your paper within one week of the event. Events will be announced in class or posted around campus. (Maximum 100 points)

Please note: While a variety of activities will be offered during the semester that will allow you to fulfill this requirement, it is your responsibility to complete your cultural activity before the end of the semester. All reaction papers must be turned in personally to the instructor (not left in a mailbox or put under a door) by the last day of classes. Under no circumstances will a cultural reaction paper be the occasion for an incomplete.

The student should cover all of the topics listed below. In order to do so, the reaction paper should be **about three pages**. The part on personal reaction and what you learned should each be at least a paragraph in length.

Points are distributed as follows (based on 100):

Information about event: (If the country information is wrong, maximum of 5 pts.)	1-10 pts.
Summary/Comments/Main ideas or themes:	1-40 pts.
What learned/Personal reaction:	1-50 pts.

Points are not earned merely by turning something in. Points earned are based on the quality of the work submitted (i.e. accuracy, completeness, expression, etc.).

1) **Play or Feature Film**

Introduction or first paragraph should include:

- Title and date of event
- Where or by what group presented?
- Name of director or author?
- From what country and/or cultural group?
- About what country and/or cultural group?

The part below is to be written in complete sentences in good, clear prose:

- Brief summary of plot (include where and when action takes place)
- Comments on characters and/or actors
- Main ideas or themes
- What did you learn from the film or play?
- Personal reaction

2) **Documentary**

Introduction or first paragraph should include:

- Title and date of event
- Where or by what group presented?
- Name of director or producer (or group produced by or for)?
- From what country and/or cultural group?

The part below is to be written in complete sentences in good, clear prose:

- Brief summary of main ideas
- What did you learn from the film?
- Personal reaction

3) **Speaker(s)**

Introduction or first paragraph should include:

- Title and date of event
- Name(s) of speaker(s)?
- Where or by what group presented?
- From what country and/or cultural group?
- Speaking about what country and/or cultural group?

The part below is to be written in complete sentences in good, clear prose:

- Brief summary of main ideas
- What did you learn from the speaker(s)?
- Personal reaction

4) **Concert or Dance Performance**

Introduction or first paragraph should include:

- Title and date of event
- Where or by what group presented?
- Name(s) of artists
- From what country and/or cultural group?
- Music/dance from what country/countries and/or cultural group(s)?

The part below is to be written in complete sentences in good, clear prose:

What kind of music/dance was performed?

Which songs/dances did you particularly like and why?

What did you learn about Hispanic music/dance in general and/or the music/dance from specific countries?

Personal reaction

5) **Exhibition**

Introduction or first paragraph should include:

Dates of exhibition\Date attended

Where or by what group presented?

From what country and/or cultural group?

What artists included?

The part below is to be written in complete sentences in good, clear prose:

What kind of works were included in this exhibit?

Which ones did you particularly like and why?

What did you learn about Hispanic culture in general and/or the particular country/countries?

Personal reaction

***If unable to attend an event**, you may do one or more of the following with your instructor's prior approval:

*A written report on a book or a film available on video related to Hispanic world following the instructions below. Must be approved in advance by instructor. (Maximum 50 pts. May only do one video.)

* As above with additional bibliography approved in advance by your instructor (copies of what you read must be attached to the report). (Maximum 100 points)

*A special project of a cultural nature approved in advance by your instructor. A project that you are using to fulfill a requirement for another class is not sufficient, although an expansion of such a project is a possibility. Any special projects **should be completed at least one week before the end of classes**. (Maximum 100 points)