

SPANISH VOCABULARY IN CONTEXT
SPANISH 304.03
FALL 2009

Class Meetings: Sections 01 and 02: Tuesday & Thursday, 10:00-11:15, 11:30-12:45;
Section 03: MWF, 11:30-12:20

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Office Hours: MWF 8:30-9:15; W 1:30-3:30
TR 8:30-9:30; 2:00-3:30 & by appointment

Course description/objectives: This course is a language development course for majors and minors of Spanish, and for students wishing to continue their studies of Spanish after their last language requirement course, Spanish 202; SPAN 300 or 301 is recommended before taking this course. The principal goal of this course is to help students increase their technical and functional vocabulary skills in different situations. The course is designed to provide the student with vocabulary that he/she would not normally find in a regular textbook, besides giving him/her an opportunity to use it in a situational atmosphere. The four language skills will be practiced: listening, speaking, reading, and writing. Different activities will be practiced in order to achieve the goal of the course: pair exercises, role play-skits; associations of different vocabulary; writing practice-list of vocabulary from Spanish to Spanish and using it in a context; supplementary readings and discussions; “stories” based on drawings dealing with a specific vocabulary topic, “trips” in order to use specific vocabulary in a real setting etc..

**These objectives prepare students to meet standards 1b and 2b of the Xavier University Modern Languages Standards.

Text and required materials:

- *Schmitt, Conrad J., Spanish Vocabulary (Mc Graw Hill, Inc., 3rd edition)
- *Spanish to Spanish Dictionary (any), recommended.
- *Supplementary readings and vocabulary from texts, newspapers, magazines, and situation cards provided by the instructor.
- *TellMeMore license card code

Responsibilities of students:

- **Attend and participate in class regularly. Active participation in this class is essential.
- **Prepare assignments before class. Assignments at home will principally be reading and doing the exercises assigned in the textbook, doing the supplementary assignments, and the TMM exercises.
- **Take all quizzes and exams at scheduled time. Students are responsible for all material covered in class and in the text.
- **Irregular attendance and failure to do the assignments will affect your performance and final grade.
- **Attend a Hispanic cultural event in the semester, which will be included in the class participation grade.
- **Show respect for classmates/instructor by observing appropriate behavior in class: i.e. not interrupting or speaking when classmate/instructor is answering or explaining.
- **Turn off electronic devices during class and tests.
- **Schedule a final oral interview with the professor at the end of the semester.

Evaluation:

1- There will be a **midterm examination (20%) and a final examination (20%).**

2- **A supplementary vocabulary list** will be prepared by each student on a given topic (5%) during the semester. The student will choose the 25 most useful-practical vocabulary words presented in the chapter, or a specific vocabulary of his/her choice, give its **Spanish** definition, choose the most meaningful 15 words, and write sentences with each one of them, indicating the correct meaning of the word in the context or situation. A Spanish to Spanish dictionary is needed for this requirement. The list could be handed in to the instructor any time during the semester, but no later than **November 18 or 19!**

3- There will also be a series of short **quizzes**, announced in class, for **20%** of the final grade.

4- **Choice of a final project: (15%)**

a. **Skit:** At the end of the semester the students will present skits to the class (2-3 students in each group), using a vocabulary topic of their choice, and previously approved by the instructor. Topic should be chosen by **September 21 or 22**. The skits should be 5-8 minutes long. As an introduction, explain reason and why that specific vocabulary is of special interest to you. Each group (or students in the group) will provide a “script” of the scene, and an update to the class, by **Thursday, November 12 or Friday, November 13**. The skits will be performed in class or could be taped outside of class, but presented in class starting **Tuesday, December 1 (sections 01 and 02), and Friday, December 4, (section 03)**. The whole class will evaluate the presentations and will give a score to be compiled for a final grade. The final, corrected, written script will be turned in the day of the presentation.

b. **“Service” learning activity:** Choose a place in the Cincinnati area (from a list provided by the instructor), where you are required to use Spanish, and do “service” at least 15 hours in the semester. **This activity must begin at the very beginning of the semester, no later than the 21 or 22 of September.** The student needs to keep a log or journal, written in Spanish, reflect on the activities done during the semester, present the challenges and how they were resolved, the benefits, and how the “agency” or “community” had benefit from the “service”. Photographs, posters, or power point presentations of these activities are desirable! On **November 12 or 13**, you will be asked to give a brief update of the project to the class, and turn in a preliminary journal to the instructor for feedback. The student will share his/her total experiences with the class starting **December 1 (sections 01 and 02), and December 4 (section 03)**; the class will evaluate the oral presentation of the project. The journal in its final, corrected, version will be turned in the day of the presentation.

5- **Final oral interview.** There will be a 10 minute 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 this course. This interview will take place at the end of the semester. You will sign up for the interview the week of **November 16. Failure to keep your appointment will result in a 0. (10%)**

6- As always, **class participation** is essential in a class of this nature. The assignments in **TellMe More** are also of great importance for the participation and homework grade. **(10%)**

Evaluation:

Midterm examination	20%
Final examination	20%
Chapter quizzes	20%
Presentation: Oral and written	15%
Class participation	10%
Final Interview	10%
Vocabulary list	<u>5%</u>
	100%

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

ACTIVIDADES:

26 de agosto	Introducción al curso. Viajando en avión (Cap.1)
28	Viajando en avión (1)
31	En el avión (2); El control de seguridad ... (3)
2 de sept.	En la estación de ferrocarril (4)
4	El automóvil (5)
7	FESTIVO
9	Haciendo una llamada telefónica (7); El lavatorio público (8)
11	En el correo (11)
14	En la peluquería (13)
16	En la tienda de ropa (13); En la tintorería (14)
18	Comprando comestibles (16)
21	En casa (17); Topic of final presentation
23	En casa (17)
25	La casa: Vocabulario suplementario
28	En el teatro y el cine (20)
30	La playa (22)
2 de oct.	El camping (24)
5	El tiempo (25)
7	La educación (27)
9	FALL HOLIDAY
12	El gobierno y la política (30)
14	El gobierno...
16	EXAMEN # 1 (<u>Spanish Vocabulary</u> y vocabulario suplementario)
19	En el consultorio médico (18)
21	En el consultorio: Lectura suplementaria
23	Un examen físico: Lectura suplementaria
26	En el hospital (19); En el hospital: Lectura suplementaria
28	En el hospital: Lectura suplementaria
30	Con el dentista: Lectura suplementaria
2 de nov.	Con el dentista ...
4	Con la dietista: Lectura suplementaria
6	Delitos y crímenes (26); En una estación de policía: Lectura suplementaria
9	En una estación de policía ...
11	Con un agente hispano: Lectura suplementaria

- 13 Problemas de la ciudad: Lectura suplementaria; **Update of final projects: scripts and preliminary journals are due for feedback**
- 16 En el Departamento de Bienestar Social (I): Lectura suplementaria; **Sign up for final interviews**
- 18 En el Departamento de Bienestar Social (II): Lectura suplementaria; **Last day to turn in Vocabulary list**
- 20 Estampillas para alimentos: Lectura suplementaria
- 23 Estampillas para alimentos: Lectura suplementaria
- 25 **FESTIVO**
- 27 **FESTIVO**
- 31 En la Oficina de Seguro Social: Lectura suplementaria
- 2 de dic. En el Departamento de Servicios Sociales: Lectura suplementaria
- 4 Medicaid: El programa federal de servicios médicos: Lectura suplementaria; **Presentaciones**
- 7 Medicaid: El programa federal de servicios médicos: Lectura suplementaria; **Presentaciones**
- 9 **Presentaciones**
- 11 **Presentaciones; Repaso**
- 15 (02) martes, 10:30-12:20: **EXAMEN 2 (Cap. 18, 19, 26 en SV; y vocab suplementario):**
- 17 (01) jueves, 8:30-10:20
- 18 (03) viernes, 10:30-12:20

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>
Superior I greeted people and took leave using Spanish expressions I used English only after asking permission and after I attempted to express myself in Spanish 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	25-22.5 (100-90)
Average I greeted people and took leave using Spanish expressions I sometimes got distracted, did not pay attention when others spoke, and was occasionally disrespectful 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	22-19.5 (88-78)
Unsatisfactory I used more English than Spanish in class I did not pay active attention during activities 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	19-15 (76-60)
Not enough to evaluate I used English only in class I did not pay attention during activities 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	14-0 (59-0)

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.)