

2013

SPAN 202-74 Intermediate Spanish II

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SYLLABUS

Spanish 202 (CRN 56441) (Intermediate Spanish II)
Second Summer Session 2013 (July 1 -August 8)

Section: 74

Instructor: Marlena Thiemann

Office: 912 Schott Hall

Phone: 513-745-3464 (ML Dept. for messages only)

Office Hours: Saturdays 10:30 am. – noon. Or video-chat on ooVoo by appointment.

Class Meetings: MWR 6:00-8:15 PM and F July 5 or T July 9 to make up missed July 4 class.

ARM 2

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Course Description: This is the fourth semester of a beginning Spanish course for students who have credit in Spanish 201 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. **The course will be conducted entirely in Spanish.**

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; develop skills and coping strategies for filling in the gaps of imperfect comprehension
- Ask and answer questions about people, places, pastimes, daily life, health, and travel
- Describe people and places
- Express likes and dislikes
- Narrate recurring (present) events
- Narrate past and future events as well as express hypothetical situations in the present and past
- Perform daily routines, such as making phone calls
- Give advice, recommendations, and suggestions
- Read materials written for a native-speaker
- Write and express opinions and feelings and make comparisons
- Discuss important Hispanics (authors, artists, and political figures) and their countries

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

Required Textbooks

Blanco, José A. et al. Facetas: Nivel Intermedio, Curso Breve. Vista Higher Learning, 2012.

----- A new Student Activities Manual and answer key. VHL, 2012

****Supersite is free with the purchase of new text!**

A Spanish-English dictionary (Vox, Cassells, or University of Chicago)

Student Responsibilities

* **Attend and participate in classes regularly to attain course goals listed above.** For each absence 3% will be deducted **from the 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** from scheduling other activities during class time. Note below that attendance, participation, speaking and comprehension are over 50% percent of your grade (see page 3).

* **Complete all assigned activities** in the written Workbook and listening sections of the Lab Manual and online textbook Supersite **before the class** for which they are assigned; watch the short films and do any corresponding exercises prior to class as well. The professor may or may not check homework exercises; 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 and in the texts, and for schedule changes announced in class and/or on Blackboard.

* **Show respect for classmates/instructor by observing appropriate behavior in class:** i.e. **refrain from interrupting or speaking** when classmate/instructor is answering or explaining.

* **Electronic devices should be turned off during class and/or testing.** Having phones on in class will result in a reduction in participation points. **Cell phone infractions during exams will be reported to the disciplinary bodies of XU per the Academic Honesty policy below.**

Testing: There will be **four lesson tests, a midterm exam, and a comprehensive final examination**. Dates for the tests and exams are listed in the syllabus. Exams will cover all material assigned in the textbook and covered in class. Format will vary but each **test** will consist of listening and written parts.

There will be **no make-ups for tests**. The instructor will drop the lowest test/missed test grade. There will be **no make-ups for the midterm exam**. In verifiable cases of illness or emergency (problems with work schedule or travel plans are **not** normally valid excuses), the score from the final exam will count for the missed midterm score. The student is responsible for notifying the instructor as soon as reasonably possible.

There will be no make-ups for the final exam.

Compositions: There will be **three compositions to be written in class**. The instructor will assign the topic (in the syllabus), suggested in the textbook (*Atando cabos* section), at least a week before the composition is due. Detailed guidelines for this requirement will be provided.

ACADEMIC HONESTY

You should be aware of the University policy on Academic Honesty as it appears in 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 written assignments. Tutors are to help with general questions and grammatical problems; tutors are not to correct work that is

going to be submitted for a grade. **Copying homework from a classmate or from internet sources, including translation services, will be considered violations.** Consequently, submit only your own work in all your classes.

Voice Board: There will be two Voice Boards activities, in the Supersite, scheduled for **July 18 and August 1, at the Language Resource Center, 404 CLC.** Missing the voice boards will result in a zero. Detailed guidelines for this requirement will be provided.

Evaluation: The final grade will be computed as follows:

Midterm exam.....	15%
Final Examination.....	20%
Tests (4).....	15%
Class Participation/Attendance/Homework.....	20%
Compositions (3).....	15%
Voice Boards.....	15%

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 below)

Calendario

1 de julio (lunes)	Introducción; Lección 1: <u>Las relaciones personales</u> , págs. 1-5; Fotonovela: págs. 6-9; Enfoques: Parejas sin fronteras, págs. 10-13
3	L1: Repaso de gramática- El presente, ser y estar y las formas progresivas, págs. 14-25
4 (jueves)	FESTIVO
*(5) (viernes)	
8	L1: Cinemateca: <i>Diálogo</i> y Flash Cultura, págs. 26-29; Cultura: Sonia Sotomayor, págs. 35-38; Lección 2: <u>Las diversiones</u> , págs. 41-45; (Asignar composición)
*9 (martes)	L2: Fotonovela: págs. 46-49; Enfoques: El nuevo cine mexicano y Flash Cultura, págs. 50-53; Prueba 1: Lección 1(págs. 1-40)
10	L2: Repaso de gramática: Complementos directos e indirectos, gustar y otros verbos parecidos, verbos reflexivos, págs. 54-65
11	L2: Cinemateca: <i>Espíritu deportivo</i> págs. 66-69. Cultura- El toreo: ¿cultura o tortura? págs.76-78; Atando cabos, pág. 79: Composición #1: “Un correo electrónico”
15	Lección 3: La vida diaria, págs. 81-85; Fotonovela: págs. 88-89; Enfoques: La familia real y Flash Cultura, págs. 90-93. Prueba 2: Lección 2

- 17 L3: Repaso de gramática; El pretérito, el imperfecto y el contraste entre los dos, págs. 93-105
- 18 L3: Cinemateca: *Adiós Mamá*, págs. 106-109; Cultura- El arte de la vida diaria. págs. 116-118; **VOICE BOARD: LRC 404 CLC**
- 22 **Examen parcial: Lecciones 1-3, págs. 1-120; Lección 4: La salud y el bienestar, págs. 121-125; Fotonovela: págs. 126-128; (Asignar **composición**)**
- 24 L4: Ampliación: pág. 129; Enfoques y Flash Cultura: págs. 131-133; Repaso de gramática: **Los mandatos, págs. 140-143**; El subjuntivo en cláusulas nominales, págs. 134-139
- 25 L4: Repaso de gramática: Por y para, págs.144-147; Cultura: La ciencia: La nueva arma en una guerra antigua, págs. 157-160; Atando cabos, pág. 119, **Composición # 2: “Una anécdota en el pasado”**
- 29 **Lección 5: Los viajes, págs. 163-167; Fotonovela: págs. 168-171; Enfoques: la ruta del café y Flash Cultura, págs. 172-175; **Prueba 3: Lección 4**; (Asignar **Composición**)**
- 31 L5: Repaso de gramática: Comparativos y superlativos, expresiones negativas, afirmativas e indefinidas y el subjuntivo en cláusulas adjetivales, págs.176-187
- 1de agosto L5 Repaso de gramática: El pretérito perfecto y el pretérito pluscuamperfecto, págs. 188-191; Cinemateca: *El anillo*, págs. 192-195; Cultura: la ruta maya, págs. 201-204; **VOICE BOARD, LRC 404 CLC**
- 5 **Lección 6: La naturaleza, págs. 205-211; Fotonovela, págs. 212-215; Repaso de gramática: El futuro, el condicional y el subjuntivo en cláusulas adverbiales, págs. 220-227; Atando cabos, pág. 205, **Composición #3: “Un decálogo”****
- 7 L6: Repaso de gramática: El pasado del subjuntivo y las cláusulas condicionales, págs. 228-235; **Prueba 4: Lección 5**
- 8 **Repaso y Examen final (Cap. 1-6)**

I. 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**.

II. Criteria for CLASS PARTICIPATION

<u>Rating</u>	<u>Points</u>
<u>Superior</u> 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)
<u>Average</u> 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, especially 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)
<u>Unsatisfactory</u> 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)
<u>Not enough to evaluate</u> I used English only in class I did not pay attention during activities I often slept, read the newspaper, TEXTED , 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)

III. 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 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, 202 etc.)

