

2016

# SPAN 103-04 Accelerated Introduction to Spanish

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## **Spanish 103 (Accelerated Introduction to Spanish) – Fall 2016**

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**Course Description**: This is an accelerated beginning Spanish course for students who have had two or more years of Spanish in high school and scored 195 or below in the placement test, or who have chosen this course after placing in SPAN 102. Please consult with the instructor if you have any other question regarding placement. The principal goals of language study are to practice the four language skills (speaking, listening, reading and writing) while building oral and written proficiency. Additional course objectives pertain to the cultures of the Spanish speaking world. Instruction and coursework is in Spanish in order to fulfill the goals of the course. Upon successful completion of Spanish 103 students will enroll in Intermediate Spanish I: Spanish 201 to complete the core language requirement.

**\*\*Please note: Students with 1.5 years or less of the language in high school are not required to take the placement test; they are considered true beginners and are required to take SPAN 101. All other students (2 years or more of the language in high school) are required to take a placement test in the language that they took in high school.** If a student wishes to start a new language, he/she will start with any language in 101. Students wishing to move down to SPAN 101 **will earn elective credit for that level** and will fulfill the requirement with SPAN 102 and SPAN 201, thus honoring the **original placement of SPAN 103**. In order to change levels the student needs to see the chair or the language coordinator. Please consult with the instructor if you any other question regarding placement.

**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 a slower than normal pace, understand some Spanish spoken at normal pace, and develop skills and coping strategies necessary for filling in the gaps in order to grasp main ideas 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, and achieve some ability in narrating past events.
- You should be able to perform many daily routines, such as greetings and so on.
- You should be able to read any simple material related to Hispanic literature and culture.
- You should be able to write about everyday activities, descriptions of people and places, recurring and past events.

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 Classics Modern Language Standard and the following requirements of the **Xavier University Core Curriculum**:

#### **GOAL 1: Students will be effective communicators in writing and orally**

- Students will organize and express their ideas in writing and orally
- Students will formulate clear and arguable theses, supported by evidence drawn from appropriate sources
- Students will utilize an effective writing process guided by audience, purpose, cultural context, and disciplinary standards

#### **GOAL 5: Students will be integrated individuals who articulate a coherent, ethical perspective on the world and their place in it**

- Students will recognize the societal, ethical and moral dimensions of discourse, art, information, science and technology

- Students will relate their knowledge and skills in a reflective and constructive way to their life experiences and the challenges confronting today's world
- Students will use information and resources responsibly in their communication and research
- Students will utilize intellectual, moral, and spiritual tools and sensibilities to engage faithfully and responsively in the world for the promotion of peace, social justice, and ecological sustainability

#### **GOAL 6: Students will be aware global citizens**

- Students will recognize relationships between diversity, inequality, and social, economic, and political power both in the United States and globally
- Students will describe contributions made by individuals from diverse and/or underrepresented groups to local, national, and global communities
- Students will consider perspectives of diverse groups when making decisions
- Students will interact with sensitivity as members of society and as professionals with people who have ideas, beliefs, attitudes, and behaviors that are different from their own
- Students will engage Catholic, ecumenical, cross-cultural, and inter-religious perspectives in reflecting upon contemporary issues of significance
- Students will communicate in a foreign language, read and interpret cultural materials related to the language studied.

#### **Required Textbook:**

**Title: Puentes 6 edition**

**Author: Marinelli / Laughlin**

Publisher: Cengage learning

The Bundle ISBN will be:

**Marinelli/Laughlin - BNDL: LLF PUENTES**

**9781285934082**

**This will contain:**

**LLF of Puentes 6<sup>th</sup> edition**

**Ilrn Access code**

**Student Activities Manual**

**A new textbook with Puentes iLrn Heinle Learning website code is required. Because this course requires online coursework, you need a new book and an online access code—with a used book you have no code, so shop wisely.**

**TalkAbroad credit for two conversations (to be purchased in bookstore or online)**

#### **Responsibilities of Students:**

- Attend and participate in classes regularly.
- Listen and complete all activities in the Lab Workbook.
- Do the exercises in workbook and textbook.
- **Prepare the assignments before class.** The professor may or may not collect homework exercises from the text. 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 text, in the workbook/lab manual, and for schedule changes announced in class.
- **Show respect for classmates and 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 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.**
- **Please note that any student with six or more unexcused absences will receive a grade of F for this course.**

**(Consult Class Participation Criteria)**

**Testing:** There will be scheduled **lesson tests, a mid-term exam, and a final exam.** Dates for the tests and exams are listed on the syllabus. Format will vary. Each of the **tests and exams** will consist of oral and written parts. Remember that after Lesson 1, each one presumes knowledge of previous material.

**Make-up Policy:**

**Tests:** There will be **no make-ups for tests.** The instructor will drop the lowest test grade or missed test grade in the semester. There will be a total of four tests (pruebas) during 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 mid-term exam will be reviewed in class. **Both exams, mid-term and final examination, will be kept in the instructor's office.**

**Compositions:** There will be **two compositions**, per the instructor's guidelines.

**TalkAbroad:** You will have two 30 minutes long conversations with a native Spanish speaker throughout the semester. Detailed instructions will be given at the beginning of the semester.

**Oral Interview:** There will be an oral interview with classmates and your instructor at the end of the semester.

**Cultural Event Paper:** You will attend a department approved cultural program related to the Hispanic world and write a paper following the guidelines in the syllabus. Be sure to only attend and write your paper at an event that the Classics and Modern Languages Department has approved.

**Evaluation:** The final grade will be computed as follows:

Midterm exam	15%
Final exam	15%
Tests (Pruebas) (4)	15%
Participation-Attendance	15%
Homework	10%
Final interview	5%
Compositions (2)	10%
TalkAbroad	10%
Cultural Event paper	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:**

## AGOSTO

23

Introducción. Paso preliminar, repaso págs. 2-10

25

Cap.1 ¡Así somos! págs. 11- 19 (pronombres personales, verbo estar, adjetivos) y págs. 20-24 (verbos ser, tener, ir)

30

regulares)

Págs. 25-28 (cómo indicar la posesión) y págs. 29-35 (tiempo presente verbos

## SETIEMBRE

1

Págs. 36-41 (verbo gustar) y págs. 42-45 (las preguntas)

6

Cultura Puerto Rico: págs. 46-49

8

Prueba 1 cap.1 y Cap.2 págs. 54-57

13

Págs. 59-65 y págs. 66-68 (verbos en presente con cambio de raíz)

15

Págs. 71-77 (verbos irregulares)

20

Cultura México: págs. 78-81 y Cap.3 págs. 86-90 y págs. 91-95 (adjetivos)

22

Composición 1 (Instructor choice) y págs. 96-99 (comparativos y superlativos)

27

Págs. 100-109 (verbos ser-estar)

29

Prueba 2 (verbos ser-estar /comp.y superlativos) Págs.110-112

## OCTUBRE

4

Págs. 113-119 (verbos reflexivos) y Cultura Venezuela: págs. 120-123

6

Vacaciones de otoño (Fall Break)

11

Cap.4 págs. 128-133 y págs. 136-139 (complementos directos) Brainstorm and discuss TalkAbroad conversation 1

13

Págs. 140-145 (complementos indirectos) y págs.146-147 (dos complementos)

18

Cultura Perú: págs. 148-151 y Repaso examen parcial (mid-term)

20

Examen Parcial (Mid-term) Cap. 1-2-3-4

25

Cap. 5 “La vida estudiantil” págs. 155-162 y págs. 163-164 (verbos encantar e interesar)

27

Págs 168-171 (verbos reg. en pretérito)

TalkAbroad

Conversación 1 due

## NOVIEMBRE

1

Págs.168- 175 (pretéritos) y págs.176 -180 (pretéritos)

3

Composición 2 (Instructor choice) y Cultura Argentina: págs. 184-187

8

Cap. 6 págs. 192-203 (otros verbos como gustar) y págs. 209-210 (palabras indefinidas y negativas)

10

Págs. 211-213 (por y para) y Cultura España: págs. 214-217

15	<u>Prueba 4</u> (pretéritos/ palabras indefinidas/ por y para) y Cap.7 págs. 222-228
17	Págs. 230-232 (repaso pretérito) y págs. 233-237
22	Págs. 241-247 (imperfecto del indicativo) y Brainstorm questions for TalkAbroad conversation 2
24	Feriado Thanksgiving – Happy Thanksgiving!!
29	Págs. 248-250 (imperfecto, pretérito primer contraste) <u>TalkAbroad</u>
<u>Conversación 2 due</u>	
<u>DICIEMBRE</u>	
1	Págs.251-255 (imperfecto, pretérito segundo contraste) y Cultura Costa Rica: págs.:
256-259	
6	Repaso pretéritos versus imperfectos; págs. 230-255 y Entrevistas orales en grupos
8	Repaso general para examen final

**FINAL EXAMS WEEK: December 12 to 16**

**Examen final - Consult Spring Course Schedule for final exam date. DO NOT MAKE PLANS TO TRAVEL UNTIL YOUR DONE WITH ALL YOUR EXAMS \*NO EXCEPTIONS**

**CULTURAL EVENT Reaction Paper (5% of total grade)**

5% of the final grade is allotted to a cultural activity report for SPAN 101, 102, 201, 202.

You may experience any of the cultural events listed below, as approved by the instructor, and write a **3 page typewritten double-spaced reaction paper. To receive full credit, you must follow the guidelines below** exactly and turn in your paper **within one week of the event. The personal reaction should each be at least two pages in length.** (NOTE: To say you learned a lot or that it was interesting does not constitute a reaction) Points earned are based on the quality of the work submitted (i.e. prose, accuracy, completeness, expression, and critical analysis.)

Introduction:	10 pts.
Summary of main ideas or themes:	40 pts.
Personal reaction:	50 pts.
	<b>Total 100 pts</b>

**I. PLAY, FEATURE FILM OR DOCUMENTARY**

**A. Introduction or first paragraph** should include: (10 points)

- Title and date of event **and** a theater stub or program
- Where and by what group was it presented?
- What was the name of director or author? Who were the actors?

- From what country and/or cultural group was it? What language was it in?
- About what country and/or cultural group was it?

**B. Summary of main ideas:** (40 points)

- Brief summary of plot (where/when action takes place) written in your words.
- Comments on characters and/or actors, mood created, genre of film (musical, thriller, etc.)
- Main ideas or themes

**C. Personal reaction:** (50 points)

What did you learn from the film or play? How does it relate to other classes you are taking or have taken? Did it impact you personally or emotionally in any way? What surprised/shocked/made you laugh? Did you like it? Why or why not? What would have made it better in your opinion?

## **II. SPEAKER(S)**

### **A. Introduction or first paragraph should include: (10 points)**

Title and date of event

Name(s) of speaker(s)? What language did he or she speak? Was there an interpreter?

Where and by what group was it presented?

What country and/or cultural group did the speaker represent?

### **B. Summary of main ideas: (40 points)**

### **C. Personal reaction: (50 points)**

What did you learn from the speaker(s)? How does it relate to other classes you are taking or have taken? Did it impact you personally or emotionally in any way? What surprised/shocked/made you laugh? Did you like it? Why or why not? What would have made it better in your opinion?

## **III. CONCERT OR DANCE PERFORMANCE**

### **A. Introduction or first paragraph should include: (10 points)**

Title and date of event

Where or by what group presented?

Name(s) of artists

From what country and/or cultural group was the artist?

From what country/countries and/or cultural group(s) was the music or dance?

### **B. Summary of main ideas: (40 points)**

What kind of music/dance was performed? Describe it in detail (costumes, lighting, mood etc.)

### **C. Personal reaction: (50 points)**

Which songs/dances did you particularly like/dislike and why? What did you learn about Hispanic music/dance in general and/or the music/dance from the specific country? How does it relate to other classes you are taking or have taken? Did it impact you personally or emotionally in any way? What surprised/shocked/made you laugh? What feeling/mood did the piece(s) evoke? What would have made it better in your opinion?

## **IV. EXHIBITION/MUSEUM VISIT**

### **A. Introduction or first paragraph should include: (10 points)**

Dates of exhibition, if it is not in the permanent collection and the date viewed

Where was the exhibit held/ by what group was it presented?

What country and/or cultural group were represented?

What artists were included?

What mediums were used (textiles, marble sculpture, oil painting, watercolors, mixed media, engraving etc)

**B. Summary of main ideas:** (40 points)

What kinds of works were included in this exhibit? Give a detailed description of your favorite piece. What did it say about the artist and his/her culture? What feeling/mood did the piece(s) evoke?

**C. Personal Reaction:** (50 points)

Which work(s) did you particularly like/dislike and why? How does it relate to other classes you are taking or have taken? (E.g. Picasso's Guernica would reflect the horrors of the Spanish Civil War, a work by Frida Kahlo, the pain she suffered in her accident) Did it impact you personally or emotionally in any way? What relaxed/surprised/shocked/made you laugh/think?

What did you learn about Hispanic culture in general and/or the particular country/countries? About the media exhibited in general? What would have made it better in your opinion? Had you been to the museum before and would you go back. Why?

**\*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)

## **I. 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 your written assignments. **Help on specific homework from a tutor is also considered a violation since your work is yours not the tutor’s; tutors can help with general questions and grammatical problems; they are not to correct work that is going to be submitted for a grade. Copying homework from a classmate, copying from internet sources including translation services, will be considered violations.** 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	
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 <b>participated actively</b> in class	
<b><u>Average</u></b>	
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, 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 <b>participated sometimes</b> in class	
<b><u>Unsatisfactory</u></b>	
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 <b>seldom participated</b> in class	
<b><u>Not enough to evaluate</u></b>	
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 <b>never participated</b> 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.)