

2016

SPAN 102-02 Elementary Spanish II

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SYLLABUS

Spanish 102 (Elementary Spanish II)
Fall Semester 2016

Section: 02

Class Meetings: **MWF 8 am**

Room: **Alter 203**

Professor /Instructor: Kelly Fulton

Office: **Schott 912**

Office Hours : 7:30 am MWF in classroom

10:00 – 10:30 am MW in Schott 912 (or by appt.)

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Course Description: This is the second semester of a beginning Spanish course for students who have credit in Spanish 101 or **have placed into the course by examination after having had two or more years of the language in high school.** Students are **required to take a placement test in the language that they took in high school.**

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.** 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 still **need to fulfill the requirement with SPAN 102 and SPAN 201.** In order to change levels from what he/she placed into, the student needs to see the chair or the language coordinator. Please consult with the instructor if you any other question regarding placement.

The principal goal of language study is 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 target language will be used during class.** In order to achieve these goals **class attendance and participation** are very important.

Course Objectives: You can expect to have obtained the following skills in increasing depth upon successful completion of each level of the course. Students 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
- ask and answer questions on a variety of everyday topics, describe people and places, narrate recurring (present) events, future events and exhibit some ability to narrate past events
- describe daily routine, greet another, order food, share personal information, describe interests etc.
- read simple material related to Hispanic literature and culture
- write about everyday activities, people, food, places and events, recurring, past and future

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 responsibly 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 Materials**1) Adelante Dos, 2nd edition, (with Supersite access code + WebSAM)****Author: Jose Blanco****Publisher: Vista Higher Learning****ISBN: 9781618579584**

***A new second edition textbook, with a Supersite + WebSAM code is required: The publishing company will NOT sell codes.**

2) TalkAbroad credit for two conversations (to be purchased in bookstore or online at <https://talkabroad.com/>)

Student Responsibilities:

- **Attend class regularly and participate** in class activities. Attendance and participation will be recorded daily and comprise **10%** of the final grade. Therefore, irregular attendance and/or lack of preparation or participation will result in a lower grade. It has been shown that students who are prepared and ready to engage in class discussion and activities are more likely to be successful in the course. **(Consult Attendance Policy and Participation Policy below, but please note that any student with 6 or more unexcused absences will receive a grade of F for this course.)**

If religious observance or a medical condition will cause you to be absent from class or otherwise affect your ability to complete academic assignments, you must notify the instructor in advance and make necessary arrangements to complete the entire course

- **Homework (Tarea):** Assignments will include the following: WebSAM and Lab Manual online exercises, and additional assignments per instructor. **Students should always review grammatical explanations in the textbook and view grammar tutorials on Supersite before the class for which they are assigned.** This will allow for greater comprehension and facilitate student participation during class sessions. The instructor/professor may or may not collect written homework, but you are responsible for preparing it. ***Late work will not be accepted.***
- **Take all quizzes and exams at the scheduled times** as indicated in the syllabus calendar.
- **Electronic devices should be turned off during class and testing.** Students who are seen texting will be counted absent for that class meeting.
- **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.) Do not laugh at classmates' attempt to express themselves in Spanish; ***everyone should feel comfortable to speak without judgment from their peers and instructor.***
- **Complete an assignment related to Hispanic culture.** (Guidelines included at the end of syllabus).
- **Ask questions** about all assignments in class or during office hours

Inclusivity Statement

I am committed to providing an atmosphere for learning that respects diversity and in which all students feel comfortable and safe to learn. In order to build a classroom community I ask that students:

- share their unique experiences, values and beliefs;
- be open to the views of others ;
- honor the uniqueness of their peers;
- appreciate the opportunity that we have to learn from each other in this community;
- communicate in a respectful manner;
- keep confidential discussions that the community has of a personal (or professional) nature;
- utilize this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the Xavier community.

Assessment and Evaluation policies

Testing: There will be 4 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**. There will be a total of **4 tests** (*pruebas*) during the semester.

Exams: **There will be no individual make-ups for exams except in verifiable cases of illness or emergency** (problems with work schedule or personal travel plans are not normally valid excuses). **The student is responsible for notifying the teacher before the exam or as soon as possible**. The mid-term exam will be reviewed in class and may also be reviewed in the instructor's office. **Both exams, mid-term and final examination, will be kept in the instructor's office.**

Homework: Assignments will include the following: Online homework and lab manual through the Supersite, and additional assignments per instructor. It is your [the student's] responsibility to note the due dates for all assignments and tests. **Late work will not be accepted without the student first notifying the dean as to the reason for the absence.** See the section on page 10 on Academic Honesty at XU. **Students should always review grammatical explanations in textbook and view grammar tutorials on the Supersite before the class for which they are assigned.** Very little time will be spent in class presenting the grammar. Classroom time will be for clarification to allow for greater comprehension and facilitate student participation.

Compositions: There will be 2 **compositions**, to be **written in class** per the instructor's guidelines.

TalkAbroad: There will be two 30-minute conversations with a native Spanish speaker throughout the semester via Skype. Detailed instructions will be given at the beginning of the semester.

Final Oral Interview: There will be a **10-minute oral interview** with another student and 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 at the end of the semester. You will sign up for the interview date and time. **Failure to keep your appointment will result in a zero (0).**

Cultural Event Reaction Paper: It is required that all students attend a cultural program related to the Hispanic world and write a paper about it, following the explicit guidelines provided below the calendar on page 7.

Evaluation: The final grade will be computed as follows:

Midterm exam	10%
Final exam	15%
Tests (4)	15%
Homework	15%
Compositions (2)	10%
Participation/Attendance	10%
Final Oral interview	10%
Talkabroad sessions (2)	10%
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%-60%	D
	82%-80%	B-		
	79%-77%	C+	59 and below	F

A grade of “C” is what students can expect who meet the requirements stated in this syllabus. To earn above a “C”, students must demonstrate above average (“B”) or outstanding (“A”) performance. (See page 13 for Grading Criteria)

CALENDARIO

AUGUST

- 22 **Introducción. Lección de repaso. Review** concepts from SPAN 101: numbers, nouns, articles, adjectives and placement and how to share personal information.
- 24 **Introducción. Lección de repaso. Review** present of **SER** and **ESTAR** and **when to use them to greet others and describe persons, places, and things and their location**
- 26 **Introducción. Lección de repaso. Review** present tense of regular and irregular verbs, *ir*, *venir*, and *tener*
- 29 **Introducción. Lección de repaso. Review** Preterit of regular and irregular verbs used to describe past events
- 31 **Lección 1. La rutina diaria** págs. 19-23 and **overall review of the past tense (preterite)** Págs. 12-17. Contrasting your activities in the present and past

SEPTEMBER

- 2 **Lección 1.** Págs.27, Pronunciación. **Expressing what you and others do in the course of your daily routines** (Reflexive verbs). Págs. 30-33.
- 5 **LABOR DAY HOLIDAY**
- 7 **Lección 1.** Págs. 34-37 **Referring to non-specific people and things** (Indefinite and negative words).
- 9 **Lección 1.** Págs 38-39 **Expressing who you were and where you went in the past** (Preterite of *ser* and *ir*). Pag 29 *El mate*
- 12 **Lección 1.** Págs. 40-43 **Talking about likes and dislikes** (Verbs like *gustar* and *molestar*).
- 14 **Lección 1.** Págs. 44-45 (Recapitulación); Págs. 52-53 **Perú**
- 16 **PRUEBA 1, LECCIÓN DE REPASO y LECCION 1**
- 19 **Lección 2:** Págs.79-83 **La comida**, buying and ordering food in Spanish and exploring different types of Hispanic cuisine.
- 21 **Lección 2:** Págs. 84-85 y 89-91 Pronunciación y **Cultura: Frutas y verduras de América**
- 23 **Lección 2. Expressing more actions in the past** (Preterite of stem-changing verbs). Págs. 92-94.
- 26 **Lección 2.** Págs. 99-103 **More than, less than, better than and the best** (Comparisons) Págs.104-105 (Superlatives); Págs. 106-107 (Recapitulación)
- 28 Págs. 114-115 **Guatemala;** **PRUEBA 2 LECCIÓN 2**
- 30 **Lección 3: Las fiestas**, celebrations and participants págs. 141-145 y **COMPOSICION 1**

OCTOBER

- 3 **Lección 3.** Págs. 152-155 y 156-157 **Expressing more actions in the past** (Irregular verbs in the preterite and verbs that change meaning in the preterite)
- 5 **Lección 3.** Págs. 170-171 **Chile**

- 7 **FALL HOLIDAY**
- 10 **Lección 3.** Págs. 158-159; **Ways of identifying and selecting** (*¿Qué and cuál?*); Págs.162-163 (Recapitulación)
- 12 **REPASO PARA EL EXAMEN PARCIAL (MIDTERM)**
- 14 **EXAMEN PARCIAL** (Repaso y L1 to 3)
- 17 **Lección 4. *En el consultorio*,** common illnesses, the body and health care services, págs. 195-199; pág. 203 Ortografía; pág. 204 **Cultura: Servicios de Salud**
- 19 **Lección 4.** Págs. 206-209. **Describing people, places and things in the past with the** imperfect tense.
- 21 **Lección 4.** Págs. 210-213 **Two different ways to talk about the past.** (The preterite and the imperfect).
- 24 **Lección 4.** Págs. 218-219 **Talking about how often or how much you do things** (Adverbs), Págs.220-221 (Recapitulación)
- 26 **Lección 4.** Pág. 227 **FlashCultura: La salud,** Págs. 225 **Escuchar**
- 28 **Lección 5.** Págs. 257-261. **La Tecnología,** describing, using and assessing technologies.
PRUEBA 3 LECCIÓN 4.
- 31 **Lección 5.** Págs. 268-271 **Giving directions or orders to someone of your same status.** (Familiar commands) **DEADLINE TALK ABROAD 1**
- NOVEMBER**
- 2 **Lección 5** Págs. 272-275 **Talking about purpose, reason, destination and other things** (*Por and para*),
- 4 **Lección 5.** Págs. 276-277 **Actions that are experienced mutually** (Reciprocal reflexives) Pág. 289 **Flash Cultura: Maravillas de la tecnología.**
- 7 **Lección 5.** Págs. 278-281 **Talking about ownership** (Stressed possessive adjectives and pronouns);
- 9 **Lección 5.** Págs 282-283 (Recapitulación); **COMPOSICION 2**
- 11 **Lección 6.** Págs. 317-321 **La vivienda,** private and public spaces we inhabit, (homes, hotels, public transit, bathrooms, restaurants, etc.)
- 14 **Lección 6.** Pág. 325, Ortografía; Págs. 326-327 **Cultura: El patio central y Las islas flotantes del lago Titicaca.** **PRUEBA 4 LECCIÓN 5**
- 16 **Lección 6.** Págs. 328-331 **Forming more complex sentences** (Relative Pronouns)
- 18 **Lección 6.** Págs. 332-335 **Giving directions or orders to someone to whom you wish to show respect or to groups of people** (*usted/ustedes* commands)
- 21 **Lección 6.** Págs. 344-345 (Recapitulación), Pág. 350 **En pantalla: Anuncio de Balay**
- 23 **THANKSGIVING BREAK**
- 25 **THANKSGIVING BREAK**
- 28 **Review and contrast of the two past tenses: Preterit and Imperfect**

30 **Lección 6.** Pág. 351 **Flash Cultura: La casa de Frida; REVIEW** of *ser - estar*

DEADLINE TALK ABROAD 2

DECEMBER

- 2 **Lección 6.** Págs. 352-353 **Panamá, REVIEW** of *por- para*
- 5 REPASO PARA EL EXAMEN FINAL – **REVIEW** of *gustar* and similar verbs
- 7 REPASO PARA EL EXAMEN FINAL
- 9 REPASO PARA EL EXAMEN FINAL (Repaso **and C1,2,3,4, 5 and 6**)

Final Exam Week December **12-16.** **For your specific final exam dates and times,** consult the Fall Final Exam Schedule found under the Academic Calendar tab on the XU Hub. **The exam will be in your usual classroom unless otherwise announced.**

INSTRUCTIONS FOR REACTION PAPER ON CULTURAL EVENT

This represents 5% of the course for SPAN 101, 102, 201, 202. Points are earned by attending an on-campus cultural program related to the Hispanic world 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 two weeks** 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.

You should cover all of the topics listed below in a type-written and double-spaced reaction paper about three pages in length. The personal reaction and what you learned section should each be *at least* a paragraph in length. Points are not earned merely by turning something in, but are based on the quality of the work submitted (i.e. accuracy, completeness, expression, quality of the prose, etc.) **Pay special attention to the Academic Honesty section below as you complete your paper!**

Points are distributed as follows (based on 100):

Information about event*:	1-10 pts.
Summary/Comments/Main ideas or themes:	1-40 pts.
What learned/Personal reaction:	1-50 pts.

*(If the country information is wrong, a maximum of 5 pts. may be deducted)

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:

1) **A written report on a book or a film** available on video related to Hispanic world following the instructions for number one above. This must be approved in advance by instructor. (Maximum 50 pts. You may only do one video.)

2) A **written report on a book or a film** with **additional bibliography**, which has been approved in advance by your instructor (copies of what you read **must** be attached to the report). (Maximum 100 points)

3) A **special project** of a cultural nature approved in advance by your instructor. (e.g. travel abroad, visit to the Hispanic art section of a national museum.) 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 on the website. This policy applies to all courses in the Department of Classics and 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 Classics and 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 multiple skills and moves at a fast pace, is regular class attendance.

The entire range of students’ skills can be evaluated only if they are in class. Therefore, we will allow NO absences without penalty. Absences will result in a loss of 3% per absence from the 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 from scheduling 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>	
<ul style="list-style-type: none"> • 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 	(100-90)
<u>Average</u>	
<ul style="list-style-type: none"> • 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 	(88-78)
<u>Unsatisfactory</u>	
<ul style="list-style-type: none"> • 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 groupwork had little impact on accomplishing the task • I seldom participated in class 	(76-60)
<u>Not enough to evaluate</u>	
<ul style="list-style-type: none"> • I used English only in class • I did not pay attention during activities • I often slept, texted, studied for another class, etc., during activities • I was absent frequently • I came to class late or left early • I never participated in class 	(59-0)

IV. GRADING CRITERIA

A - VERY GOOD TO EXCELLENT

- Demonstrates very good to excellent command of the language AT THIS LEVEL.
- Exhibits meaningful, appropriate and thorough written and oral responses with interesting and pertinent detail.
- Exhibits ease of expression.
- Makes every effort to use the target language in class.
- Makes few word-order errors.
- Speech is virtually free of significant errors in syntax and exhibits good use of verbs.
- Uses wide range of vocabulary, including idiomatic usage.
- Exhibits a high level of fluency with strong attempts at more complicated structures.
- Exhibits good intonation and largely accurate pronunciation with a slight accent.
- Possesses a very good command of the conventions of written language (orthography, sentence-structure, paragraphing and punctuation).
- Exhibits a high level of comprehension in listening and reading activities.
- Demonstrates nuanced understanding of and appreciation for cultural differences.

B - GOOD

- Clearly demonstrates competence AT THIS LEVEL.
- Exhibits meaningful, appropriate responses orally and in writing with sufficient detail
- Exhibits good command of the language.
- Makes a good effort to use the target language; avoids using English in class.
- Uses conventions of the written language that are generally correct. Exhibits loose organization, but main ideas exhibit some word-order errors.
- Speech has few errors of syntax and appropriate use of verbs.
- Uses above-average range of vocabulary.
- Exhibits good idiomatic usage and little awkwardness of expression.
- Exhibits good fluency with some attempts at more complicated structures.
- Exhibits acceptable intonation and pronunciation with a distinct accent.
- Possesses good command of the conventions of written language (orthography, sentence-structure, paragraphing and punctuation).
- Exhibits good level of comprehension in listening and reading activities.
- Demonstrates strong understanding of and appreciation for cultural differences.

C - ACCEPTABLE

- Demonstrates some competence AT THIS LEVEL.
- Exhibits appropriate but limited oral and written responses with reliance on simple structures.
- Exhibits some detail, but not sufficient in speech and writing.
- Makes some effort to use the target language in class.
- Exhibits many word-order errors. Makes some attempts at organization, but with confused sequencing
- Exhibits some serious errors in syntax and some successful correction. Makes frequent errors in complex structures.
- Exhibits some fluency but hesitant. Pronunciation does not interfere with communication.
- Exhibits a moderate range of vocabulary and idiomatic usage. Few anglicisms.
- Makes errors in intonation and pronunciation and exhibits a heavy accent.

- May make frequent errors in orthography and other conventions of the written language.
- Possesses moderate command of the conventions of written language (orthography, sentence-structure, paragraphing and punctuation).
- Understands main elements when listening and reading.
- Demonstrates some understanding and of appreciation for cultural difference

D - WEAK TO POOR

- Demonstrates incompetence AT THIS LEVEL.
- Exhibits oral and written responses, which force interpretation of meaning and/or appropriateness.
- Exhibits attempts to translate or use English; avoids using or speaking in the target language.
- Exhibits poor command of the language, marked by frequent serious errors of syntax even in the most elementary structures.
- Exhibits limited use of grammatical structures and lack of organization.
- Exhibits unfinished answers due to lack of resources. Generally gives narrow responses.
- Possesses limited fluency. Exhibits poor pronunciation that interferes with communication.
- Exhibits a narrow range of vocabulary and idiomatic usage.
- May exhibit pervasive errors of orthography and excessive word-order errors.
- Exhibits little evidence of correct syntax and frequent anglicisms.
- Makes errors in intonation and pronunciation that interfere with the listener's comprehension.
- May occasionally exhibit correct structures when writing.
- Possesses occasional command of the conventions of written language (orthography, sentence-structure, paragraphing and punctuation).
- Exhibits very little comprehension when listening and reading.
- Demonstrates very little understanding of and appreciation for cultural differences.

F - UNACCEPTABLE

- Demonstrates incompetence AT THIS LEVEL.
- Exhibits irrelevant or incomprehensible answers orally and in writing.
- Exhibits little evidence of oral literacy; avoids using or speaking in the target language.
- Exhibits extensive weakness in syntax and pronunciation and consistent grammatical errors that impede communication.
- Accesses few vocabulary resources. Possesses little or no sense of idiomatic usage.
- Exhibits severe problems with orthography that may interfere with written communication.
- May occasionally exhibit a few correct structures when writing. (orthography, sentence-structure, paragraphing and punctuation).
- Exhibits practically no understanding of target language when listening and reading.
- 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)