

2015

SPAN 102-05 Elementary Spanish II

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SYLLABUS

Spanish 102 (Elementary Spanish II)

Section 05

Fall Semester 2015

Class Meetings: M, W and F at 10am

Room: **Alter 003**

Instructor: Sra. Anthony

Office: **Schott 912**

Office Hours : Wednesday 11-1150am and by appointment

E-mail: anthonyw@xavier.edu

Course Description: This is the second semester of a beginning Spanish course for students who have credit in Spanish 101 or **have placed in 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 need to fulfill the requirement with SPAN 102 and SPAN 201. In order to change levels from what they were placed in, 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 achieve some ability in narrating past events.
- perform many daily routines, such as greetings and so on.
- read simple material related to Hispanic literature and culture.
- write about everyday activities and describe people and places, recurring, future and past events.

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 Material**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) En Vivo for Spanish 6 sessions access code

ISBN: 9781118946619

It can be purchased at Xavier Bookstore, or online

<http://www.wiley.com/WileyCDA/WileyTitle/productCd-EOARC00718.html>

Student Responsibilities:

- **Attend and participate** in classes regularly. **Irregular attendance and failure to participate will affect your performance and final grade. (Consult Attendance and Class Participation Criteria below on pages 9 and 10)**
- **Check email daily.**
- **Listen and complete** all activities in the WebSam as assigned.
- **Do** other homework assigned by your instructor.
- **Attend Linguameeting Coaching sessions** as directed.
- **Prepare the assignments** before each class.
- **Ask questions** about all assignments in class or during office hours.
- **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 and never laugh at another's efforts.
- **Turn off electronic devices during class and testing.** **Infractions in class will impact the participation grade and those during testing will have severe grade consequences and be reported to the disciplinary bodies of XU.**
- **Complete an assignment related to Hispanic culture.**

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.** In verifiable cases of illness or emergency (problems with work schedule or personal 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 possible.** In no case may a student miss more than one exam. A second missed exam would be recorded as a zero. 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. **Late work will not be accepted.** See the section on page 9 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.

EN VIVO online coaching sessions: As part of the course, students are expected to attend six online coaching sessions. You will sign up for a 30 minutes individual or small group coaching session with a trained native language instructor every two weeks, starting week 3. You will practice speaking in a non-threatening environment via advanced technology. Grades are based on attendance.

Charlas (Communication): There will be two *charlas to assess oral proficiency to date* in the Learning Resource Center in CLC 404 as listed on the syllabus calendar on page 5. You will receive a reminder email as well. You must be on time!

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: You will 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	10%
Tests (4)	15%
Homework	10%
Compositions (2)	10%
Participation/Attendance	10%
Final Oral interview	10%
Charlas (2)	10%
Coaching sessions	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

CALENDARIO

Semana 1

AGOSTO

REGISTER FOR COACHING SESSIONS

- 24 **Introducción. Lección de repaso. Review** concepts from SPAN 101: numbers, \ nouns, articles, adjectives and placement,
- 26 **Introducción. Lección de repaso. Review** present of **SER** and **ESTAR** and **when to use them to describe persons, places, and things and their location**
- 28 **Introducción. Lección de repaso. Review** present tense of regular and irregular verbs, *ir, venir, and tener*

Semana 2

- 31 **Introducción. Lección de repaso. Review** Preterit of regular and irregular verbs used to describe past events

SEPTIEMBRE

- 2 **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
- 4 **Lección 1.** Págs.27, Pronunciación. **Expressing what you and others do when getting yourself ready each day and before bed** (Reflexive verbs). Págs. 30-33.

Semana 3

EN VIVO COACHING SESSION 1 (weeks 3-4)

- 7 **LABOR DAY**
- 9 **Lección 1.** Págs. 34-37 **Referring to non-specific people and things** (Indefinite and negative words).
- 11 **Lección 1.** Págs 38-39 **Expressing who you were and where you went in the past** (Preterite of *ser* and *ir*).

Semana 4

- 14 **Lección 1.** Págs. 40-43 **Talking about likes and dislikes** (Verbs like *GUSTAR*).
- 16 **Lección 1.** Págs. 44-45 (Recapitulación); Págs. 52-53 **Perú**
- 18 **PRUEBA 1, LECCIÓN DE REPASO y LECCION 1**

Semana 5

EN VIVO COACHING SESSION 2 (weeks 5-6)

- 21 **Lección 2:** Págs.79-83 ***La comida***
- 23 **Lección 2:** Págs. 84-85 y 89-91 Pronunciación y **Cultura: Frutas y verduras de América**
- 25 **Lección 2. Expressing more actions in the past** (Preterite of stem-changing verbs). Págs. 92-94. **COMPOSICION 1**

Semana 6

- 28 **Lección 2.** Págs. 99-103 (Comparisons) Págs.104-105 (Superlatives); Págs. 106-107 (Recapitulación)
- 30 Págs. 114-115 **Guatemala; PRUEBA 2 LECCIÓN 2**

OCTOBER

- 2 **Lección 3: *Las fiestas***, págs. 141-145 y 149 Pronunciación

Semana 7

EN VIVO COACHING SESSION 3 (weeks 7-8)

- 5 **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)
- 7 **Lección 3.** Págs. 170-171 **Chile**
- 9 **FALL BREAK**

Semana 8

- 12 **Lección 3.** Págs. 158-159 **Ways of identifying and selecting** (*¿Qué and cuál?*); Págs.160-161 **Pronouns after prepositions** like *para, a*, etc.); Págs.162-163 (Recapitulación)
- 14 **REPASO PARA EL EXAMEN PARCIAL (MIDTERM)**
- 16 **EXAMEN PARCIAL (Repaso y L1 to 3)**

Semana 9

EN VIVO COACHING SESSION 4 (weeks 9-10)

- 19 **Lección 4. *En el consultorio*** págs. 195-199; pág. 203 Ortografía; pág. 204 **Cultura: Servicios de Salud**
- 21 **Lección 4.** Págs. 206-209. **Describing people, places and things in the past with the imperfect tense.** **CHARLA 1 in CLC404, Language Resource Center**
- 23 **Lección 4.** Págs. 210-213 **Two different ways to talk about the past.** (The preterite and the imperfect).

Semana 10

- 26 **Lección 4.** Págs. 218-219 **Talking about how often or how much you do things** (Adverbs), Págs. 225 **Escuchar**, Págs.220-221 (Recapitulación)
- 28 **Lección 4.** Pág. 227 **FlashCultura: La salud; COMPOSICION 2**
- 30 **Lección 5.** Págs. 257-261. ***La Tecnología***, Pág. 265 Ortografía.

Semana 11

EN VIVO COACHING SESSION 5 (weeks 11-12)

NOVIEMBRE

- 2 **Lección 5.** Págs. 268-271 **Giving directions or orders to someone of your same status.** (Familiar commands), **PRUEBA 3 LECCIÓN 4**

- 4 **Lección 5** Págs. 272-275 **Talking about purpose, reason, destination and other things** (*Por* and *para*),
- 6 **Lección 5**. Págs. 276-277 **Actions that are experienced mutually** (Reciprocal reflexives)
Pág. 289 **Flash Cultura: Maravillas de la tecnología.**

Semana 12

- 9 **Lección 5**. Págs. 278-281 **Talking about ownership** (Stressed possessive adjectives and pronouns); **CHARLA 2**
- 11 **Lección 5**. Págs 282-283 (Recapitulación); págs. 290-291 **Argentina**
- 13 **Lección 6**. Págs. 317-321 **La vivienda**, (concentrate on vocab that would be found in a hotel, airport, train or bus station, public bathroom, restaurant, hostel or host family home.)

Semana 13

EN VIVO COACHING SESSION 6 (weeks 13-14)

- 16 **Lección 6**. Pág. 325, Ortografía; Págs. 326-327 **Cultura: El patio central y Las islas flotantes del lago Titicaca. PRUEBA 4 LECCIÓN 5**
- 18 **Lección 6**. Págs. 328-331 **Forming more complex sentences** (Relative Pronouns)
- 20 **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)

Semana 14

- 23 **Lección 6**. Págs 344 -345 (Recapitulación), Pág. 350 **En pantalla: Anuncio de Balay**
- 25 **THANKSGIVING**
- 27 **THANKSGIVING**

Semana 15

- 30 **Review of the two past tenses: Preterit and Imperfect**

DICIEMBRE

- 2 **Lección 6**. Pág. 351 **Flash Cultura: La casa de Frida; REVIEW** of *ser - estar*
- 4 **Lección 6**. Págs. 352-353 **Panamá, REVIEW** of *por – para*

Semana 16

- 7 **REPASO PARA EL EXAMEN FINAL – REVIEW** of *gustar* and similar verbs
- 9 **REPASO PARA EL EXAMEN FINAL**

For the time of your Spanish final exam during the week of December 15-18, go to the XU hub on your computer and press the **Academic Calendar button.** You will find the final exam schedule in the center in the third section down. The exam will be held at the time indicated in your usual classroom.

CULTURAL EVENT Reaction Paper (5% of total grade)

You may experience any of the cultural events listed below, as announced and 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 **in class within one week of the event**. Emailed events will not be accepted. **The personal reaction should each be at least 2 of the 3 total pages.** (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.)

Note too that there are sign-up sheets at most of the XU events which you must sign in order to get credit. You also need to stay for the discussion after the event if there is one.

Introduction:	10 pts.
Summary of main ideas or themes:	20 pts.
Personal reaction:	<u>70 pts.</u>
	100 pts

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: (20 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: (70 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: (20 points)

C. Personal reaction: (70 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: (20 points)

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

C. Personal reaction: (70 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?

What group presented it?
What country and/or cultural group was/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: (20 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: (70 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?

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**. The entire range of the students' skills can be evaluated only if they are in class and participating. Therefore, we will allow **NO** absences without penalty. 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 /interviews during class time!

There is a strict **NO MAKE-UP POLICY**. A grade of zero will be given for any missed work.

II. 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. **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.

III. Criteria for CLASS PARTICIPATION

Rating

Points

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

(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, 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)

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

(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, **texted**, did homework, 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

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.)

