

2016

## SPAN 201-07 Intermediate Spanish I

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## SYLLABUS

**Intermediate Spanish I 201**  
**Spring Semester 2016**

**Sections...06**

**Class Meetings:** MWF  
**Professor:** Totten  
**Office Hours:** Wed. 12-1pm

**Room:** Alter 105  
**Office:** Schott 912

**Phone:**  
**e-mail:** tottenk@xavier.edu

**Course Description:** This course is the beginning of the intermediate Spanish sequence. The principal goals of language study are communication and proficiency while learning about the Spanish speaking world. **Classes are conducted in Spanish.** The majority of each class session will be dedicated to conversation and writing practice, applying the assigned vocabulary and grammar structures to **real situations** and contexts. This model places greater responsibility on students' preparation and study of grammatical structures and vocabulary **prior** to class sessions. Class activities will take place both in the assigned classroom and the Language Resource Center, making use of technology

**Placement:** This course is for students who have earned credit for Spanish 102 or who have placed into the course through examination. **All students with 2 years or more of a language in high school are required to take a placement test in the language that they took in high school.** Students wishing to move down to SPAN 102 **will earn elective credit for that level** and will fulfill the requirement with SPAN 201. 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:** Upon successful completion of this course, you will be able to:

Perform the basic communication tasks from S101, S102 and the S201 AdelanteTRES text and explore the following themes through conversation, listening, viewing, reading and writing:

- Outdoor adventures, nature and the environment, recycling and conservation
- City life, daily chores, money and banking
- Health and well-being, exercise and nutrition
- The world of work and your future career
- Expression of doubt and disbelief
- Unreal, imagined and possible persons, places, things, activities and events
- Everyday activities, people and places

**Required Materials:** Students taking 201 this semester should purchase the **REQUIRED COMPONENTS IN ONE PACKAGE:**

**\*Adelante! Tres (W/Supersite & WebSAM Access Code) Edition: 2nd**

Author: Jose Blanco

**Publisher:** Vista Higher Learning

**ISBN:** 9781618579881

**\*TalkAbroad credit for three conversations (to be purchased in bookstore or online)**  
The **Supersite** is free with purchase of the textbook (Lab manual activities are also included in the text). The supersite includes the many important components such as homework and grammar tutorials. Students will need the access code provided in the inside of the textbook to register for the Supersite. **The access code cannot be used more than once; thus, a used text book will not serve you. It is also important to note that the access code cannot be purchased separately.** Please keep this in mind if you choose to purchase course materials from an off campus provider such as Amazon.

**\*\*A new textbook, with a SupersitePlus code, required: The Publishing company will not sell codes**

### **Student Responsibilities:**

- **Attend and be ready to participate in classes regularly.** Notify your instructor via email of issues regarding any extended absences. (Consult departmental Attendance and Class Participation norms below, but **Please note that any student with six or more unexcused absences will receive a grade of F for this course.**)
- **Check syllabus calendar and be alert to all emails, texts, and Canvas messaging about class location and homework.**
- **Follow language learning strategies** provided to you and develop your own.
- **Store all electronic devices during class sessions.**
- **Show respect for classmates and instructor.** Please do not interrupt or speak when others are answering or explaining and never laugh at others' attempts to communicate.
- **Take advantage of the instructor's office hours for any and all questions.**
- **Take all quizzes and exams at scheduled times.**

### **Assessment and Evaluation Policies:**

**Homework:** Assignments will include the following: WebSAM and Lab Manual online exercises, and additional assignments per instructor. **Students should always review grammatical explanations in 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

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

**Final Interview:** You will have a 10-15 minute long conversation in Spanish with your instructor at the end of the semester in which you will utilize themes, vocabulary and grammar we have practiced throughout the course. Given that you will have already conversed with your TalkAbroad partner about some of these themes, you will be able to share interesting conversation points with your instructor at this time.

**Testing:** There will be **4 chapter tests**, a midterm exam and a cumulative final exam. Dates for the tests and exams are listed on the syllabus. Format will vary. All assessments will consist of listening and written sections.

**2 Compositions:** These will be **written in class** per the instructor's guidelines. Your compositions should be at least three solid paragraphs in length and contain vocabulary and grammar that reflect the course.

**Cultural Event Paper:** See instructions for Cultural Activity Reaction paper below.

**Make-up Policy:**

There will be **no make-ups** for Tests. Except for XU sanctioned events, work, illness or family travel plans do not constitute exceptions.

There will be **no individual make-ups** for exams. **In case of a missed mid-term exam, the final exam score will be recorded for both.** In verifiable cases of a sanctioned absence, illness or emergency, the student is responsible for notifying the instructor of particular circumstances prior to the exam.

The mid-term exam will be reviewed in class. All exams will be kept in the instructor's office and may be viewed by appointment.

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

|                                    |     |
|------------------------------------|-----|
| Midterm Exam                       | 10% |
| Final Examination                  | 15% |
| Quizzes (4)                        | 15% |
| Class Participation and Attendance | 15% |
| Homework                           | 10% |
| TalkAbroad                         | 10% |
| Compositions (2)                   | 10% |
| Final Interview                    | 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%-60%      | D  |
|                | 82%-80%  | B- |              |    |
|                | 79%-77%  | C+ | 59 and below | F  |

Spanish 101, 102 and 201 Objectives prepare students to meet standard 2b of the Xavier University Modern Language Standard and the following requirements of the **Xavier University Core Curriculum**:

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

1. Students will organize and express their ideas in writing and orally
2. Students will formulate clear and arguable theses, supported by evidence drawn from appropriate sources
3. 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**

1. Students will recognize the societal, ethical and moral dimensions of discourse, art, information, science and technology
2. Students will relate their knowledge and skills in a reflective and constructive way to their life experiences and the challenges confronting today's world
3. Students will use information and resources responsibly in their communication and research
4. 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**

1. Students will recognize relationships between diversity, inequality, and social, economic, and political power both in the United States and globally
2. Students will describe contributions made by individuals from diverse and/or underrepresented groups to local, national, and global communities
3. Students will consider perspectives of diverse groups when making decisions
4. 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
5. Students will engage Catholic, ecumenical, cross-cultural, and inter-religious perspectives in reflecting upon contemporary issues of significance
6. **Students will communicate in a foreign language and read and interpret cultural materials related to the language studied.**

**I. ACADEMIC HONESTY**

You should be aware of the University policy on Academic Honesty as it appears in the website. 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! **Please note that any student with six or more unexcused absences will receive a grade of F for this course.**

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

### CALENDARIO

#### ENERO

- 11 **Introducción** y comienzo de repaso
- 13 **Repaso.** Ser - Estar (material del instructor)
- 15 **Repaso.** Verbos reflexivos (pg 7), rutina diaria, descripción personal
- 18 **MLK Day**
- 20 **Repaso.** Gustar y verbos similares (material del instructor)
- 22 **Repaso.** Pretérito – Imperfecto pgs. 10-13 y material del instructor
- 25 **Lección 1. La Naturaleza** pags. 20-25. Cultura: **Los Andes**, págs. 28-29 (u otra selección del instructor);

- 27 **Lección 1.** The subjunctive and indicative modes:  
An overview, págs. 14-17 and A-11 through A-15 (study the classifications.)
- 29 **Lección 1.** The subjunctive and indicative modes:  
An overview, págs. 14-17 and A-11 through A-15 (study the classifications.)

## FEBRERO

- 1 **Lección 1.** The subjunctive with verbs of emotion (1.1), págs. 30-**33**;
- 3 **Lección 1.** The subjunctive with doubt, disbelief and denial (1.2), págs. 34-**37**
- 5 **Lección 1** The subjunctive with conjunctions (1.3), pags 38-**41**;
- 8 **Lección 1** Continuar con el subjuntivo (materiales del instructor y selección del libro de texto)
- 10 **Lección 1** Cultura (selección del libro de texto o material del instructor)
- 12 **Lección 1.** Recapitulación, págs. 42-43 y 52, **Prueba # 1: Repaso + Lección 1**;
- 15 **Lección 2.** Contextos: *La Ciudad* Lección 2, Estudiar Vocab. 75-77
- 17 **Lección 2.** Cultura: **Paseando en metro**, págs. 84-85, Flash Cultura: [El Metro del D.F.](#) pág. 103; [Cruzar 9 de julio](#), pág. 102
- 19 **Lección 2.** The subjunctive with adjectives (2.1), págs. 86-**89**;
- 22 **Lección 2. Cultura, Panorama Venezuela**, pág. 104-105 (u otra selección del instructor) ; **DEADLINE FOR FIRST TALKABROAD CONVERSATION**
- 24 **Lección 2.** Recapitulación pág. 96 -97 **Prueba #2, Lección 2**
- 26 **Lección 3, El Bienestar**, p. 129-132, Lectura (selección del instructor)
- 29 **Lección 3.** The Past Perfect, (3.2), págs. 144-146,

## MARZO

- 2 **Lección 3. CULTURA** (selección del libro de texto o material del instructor)
- 4 **Lección 3. Composición 1**

- 7      **SPRING BREAK**
- 9      **SPRING BREAK**
- 11     **SPRING BREAK**
- 14     **Lección 3.** Present Perfect Subjunctive págs. 147-149
- 16     **Lección 3.** Recapitulación págs. 150- 151, **REPASO PARA EL MIDTERM**
- 18     **REPASO PARA EL MIDTERM**
- 21     **Examen 1 – Mid-term, Lecciones 1-3**
- 23     **Lección 4: El mundo del trabajo.** Contextos, págs. 185-189;
- 25     **EASTER**
- 28     **EASTER**
- 30     **Lección 4.** El Futuro (4.1), págs. 196-199, Cultura **Beneficio en los Empleos**, págs. 194-195

## **ABRIL**

- 1      **Lección 4.**, Lectura. *Esquina Peligrosa*, pgs. 92-93 (note: this reading belongs to Chapter 2)
- 4      **Lección 4.** The Past Subjunctive (4.3), págs. 202-205 **DEADLINE FOR SECOND TALKABROAD CONVERSATION**
- 6      Recapitulación, págs. 206-207 y 220, **Prueba #3, Lección 4.**
- 8      **Lección 5, *Un festival de Arte***, contextos págs. 245-249, Cultura: **Museo de Arte Contemporáneo de Caracas y Fernando Botero**, págs. 254-255
- 11     **Lección 5. Lección 5.** The conditional (5.1), págs. 256-259, the conditional perfect (for recognition only) (5.2), págs. 260-262
- 13     **Lección 5.** The Past Perfect Subjunctive, (5.3) (for recognition only) , págs. 263-265
- 15     Recapitulación págs. 266-267 y 278, **Prueba #4, Lección 5**

- 18 **Lección 6 *Las Actualidades***. Contextos, págs. 303-307, Protestas Sociales, págs. 312-313
- 20 **Lección 6. *Si* Clauses (6.1)**, págs. 314-317.
- 22 **Lección 6.** The Indicative vs. The Subjunctive (6.2), págs. 318-321 **DEADLINE FOR THIRD TALKABROAD CONVERSATION.**
- 25 **Lección 6.** Recapitulación págs. 322-323 y 334, **COMPOSICION 2**
- 27 Repaso para el examen final
- 29 Repaso para el examen final

El examen final es en la semana del 3 – 6 de mayo. Por favor, consultar el calendario para encontrar la fecha exacta de la sección

## II. Criteria for CLASS PARTICIPATION

| <u>Rating</u>   | <u>Points</u> |
|---|---------------|
| <u>Superior</u>   |               |
| 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 participated actively in class  |               |
| <u>Average</u>  |               |
| 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 participated sometimes in class   |               |
| <u>Unsatisfactory</u>   |               |
| 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 seldom participated in class

Not enough to evaluate

I used English only in class

14-0

I did not pay attention during activities

(59-0)

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

**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 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)

### 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 one week** 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.)

**Points are distributed as follows** (based on 100):

|  |           |
|--|-----------|
| Information about event:   | 1-10 pts. |
| (If the country information is wrong, a maximum of 5 pts. may be deducted) |           |
| Summary/Comments/Main ideas or themes:                                     | 1-40 pts. |
| What learned/Personal reaction:  | 1-50 pts. |

### **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 below. Must be approved in advance by instructor. (**Maximum 50 pts**. You may only do one video.)

2) As above, but with **additional bibliography** 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. 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)

8/2014