

2016

SPAN 201 Intermediate Spanish II

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Spanish 201 (Intermediate Spanish II)

SYLLABUS

Fall semester 2016

Sections... 01, 04, and 08

Class Meetings: MWF

Room:

Professor /Instructor: Robin Sotelo

Office: Schott 908

Office Hours:

Phone: 513-745-3542

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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 Spanish 103, 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 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 Adelante TRES 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, events, people and places in the news

Spanish 101, 102 and 201 course 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.**

Required Materials:

1. *Adelante! Tres (w/Supersite & WebSAM Access Code) 2nd Edition

Author: Jose Blanco

Publisher: Vista Higher Learning

ISBN: 9781618579881

***A new second edition textbook package which includes a NEW Supersite + WebSAM code is required, as Supersite access codes cannot be used more than once. The publishing company will NOT sell codes separately.** Students will need the new access code provided on the inside of the textbook to register for the Supersite, which includes important components such as homework and grammar tutorials. Please keep this in mind if you choose to purchase course materials from an off campus provider such as Amazon.

2. TalkAbroad credit for 3 required conversations with a native speaker (to be purchased from the XU bookstore or online.)

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. 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**

- **Follow language learning strategies** provided to you and develop your own.
- **Store all electronic devices during class sessions. Students who are seen texting will be counted absent for that class meeting.**
- **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.
- **Ask questions** about all assignments in class or during your instructor's office hours
- **Take all quizzes and exams at scheduled times as indicated on the syllabus calendar below.**
- **Complete an assignment related to Hispanic culture.** (Guidelines included on page 8 of the syllabus).

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.

UNIVERSITY POLICY REGARDING GENDER-BASED DISCRIMINATION AND VIOLENCE

Xavier University seeks to provide an environment that is free from discrimination based on sex and/or gender. If you have experienced sex discrimination, including sexual violence, intimate partner violence, stalking, or sexual harassment, we encourage you to seek support from Xavier's **confidential Advocacy & Prevention Coordinator** and to report to Xavier's **Chief Title IX Officer** and/or **Xavier University Police Department**. Xavier faculty is committed to supporting students and promoting a safe, respectful environment. Therefore, if a student shares information regarding sex discrimination with a Xavier faculty member, that faculty member will share this information with Xavier's Chief Title IX Officer so that she can provide you with comprehensive information on your rights, options, and available resources. When sharing information with a faculty member, you may choose to withhold identifying information until you have spoken to a confidential resource to learn all options and resources. For a list of confidential and non-confidential resources, please see <http://www.xavier.edu/titleix/documents/22015-16XavierGender-BasedSexualMisconductReportingSupportOptions.pdf>.

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-minute 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 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 in red on the syllabus calendar below. 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 150 words 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, 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.**

Evaluation: The final grade will be computed as follows:

Midterm Exam	10%
Final Examination	15%
Tests (4)	15%
Class Participation and Attendance	15%
Homework	10%
TalkAbroad (3)	10%
Compositions (2)	10%
Final Interview	10%
Cultural Event Paper	5%

<u>Grading Scale:</u>	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 (consult page 11 for grading criteria)

CALENDARIO

AUGUST

- 22 **Introducción** y comienzo de Repaso: Presentaciones e intercambio de datos personales (correo electrónico, números, alfabeto, fechas, pasatiempos, preferencias, familia etc.)
- 24 **Repaso. Review SER and ESTAR and when to use them to describe persons, places, and things and their location** (material del instructor) and TENER expressions to express obligation and preference and IR to express future intentions.
- 26 **Repaso. Talking about daily routine:** Verbos reflexivos y recíprocos (material del instructor)
- 29 **Repaso. Talking about likes and dislikes:** Gustar y verbos similares (material del instructor)
- 31 **Repaso. Narrating in the past:** Preterite and imperfect (págs.10-11 y material del instructor)

SEPTEMBER

- 2 **Repaso. Narrating in the past:** Preterite and imperfect (págs.10-11 y material del instructor)
- 5 **LABOR DAY**
- 7 **PRUEBA 1: Lección de Repaso**
- 9 **Lección 1. La Naturaleza** y el medioambiente, págs. 20-25. Cultura: **Los Andes**, págs. 28-29 (u otra selección del instructor)
- 12 **Lección 1. Introduction to the subjunctive. Expressing expectations and hope:** The subjunctive and indicative modes: An overview, págs. 14-17 and A-11 through A-15 (study the classifications.)
- 14 **Lección 1. Expressing emotions, opinions and attitudes:** The subjunctive with verbs of emotion (1.1), págs. 30-33
- 16 **Lección 1. Expressing uncertainty and denial:** The subjunctive with doubt, disbelief and denial (1.2), págs. 34-37
- 19 **Lección 1 Expressing conjecture as to whether an action will take place:** The subjunctive with conjunctions (1.3) págs 38-41
- 21 **Lección 1 Expressing conjecture as to whether an action will take place:** The subjunctive with conjunctions (1.3) págs. 38-41
- 23 **Lección 1** Cultura (selección del libro de texto o material del instructor)
- 26 **Leccion 1.** Recapitulación, págs. 42-43 y 52, **PRUEBA 2: Leccion 1**
- 28 **Lección 2.** Contextos: **La Ciudad**, sitios y quehaceres, págs.75-77

- 30 **Lección 2. Cultura: Paseando en metro**, págs. 84-85, Flash Cultura: [El Metro del D.F.](#) pág. 103; [Cruzar 9 de julio](#), pág. 102; **DEADLINE FOR FIRST TALKABROAD CONVERSATION**

OCTOBER

- 3 **Lección 2. Talking about things that may or may not exist:** The subjunctive with adjectives (2.1) págs. 86-89
- 5 **Lección 2. Giving instructions or expressing suggestions in a group:** Nosotros commands (2.2) págs 90-91
- 7 **FALL HOLIDAY**
- 10 **Lección 3**, Contextos: *El Bienestar*, el cuerpo, la salud y el estrés, p. 129-132, **CULTURA** (selección del libro de texto o material del instructor)
- 12 **Lección 3. Talking about the recent past:** The present perfect (3.1) págs 140-141 (see p. 93 to learn how to form past participles)
- 14 **Lección 3. Talking about actions or events in the past that have taken place before other actions or events in the past:** The Past Perfect (3.2), págs. 144-146
- 17 **Lección 3. Talking about the recent past in sentences that require the subjunctive:** Present Perfect Subjunctive (3.3) págs. 147-149
- 19 **Lección 3.** Recapitulación págs. 150-151, **REPASO PARA EL MIDTERM**
- 21 **REPASO PARA EL MIDTERM**
- 24 **Examen 1 – Mid-term, Lecciones 1-3**
- 26 **Lección 4.** Contextos: **El mundo del trabajo** págs. 185-189
- 28 **Lección 4. An additional way of talking about the future:** El Futuro (4.1) págs. 196-199, Cultura **Beneficio en los Empleos**, págs. 194-195
- 31 **Lección 4.** Lectura. *Esquina Peligrosa*, págs. 92-93 (note: this reading is from Chapter 2)

NOVEMBER

- 2 **Lección 4. Expressing wishes and recommendations in the past:** The Past Subjunctive (4.3) págs. 202-205. **DEADLINE FOR SECOND TALKABROAD CONVERSATION**
- 4 **Lección 4.** Recapitulación, págs. 206-207 y 220, **Lección 5**, Contextos: *Un festival de Arte*, págs. 245-249
- 7 **Prueba #3, Lección 4 + Composición 1**
- 9 **Lección 5. Hypothesizing about the future:** The conditional (5.1) págs. 256-259
- 11 **Lección 5.** The conditional perfect (5.2, for recognition only) págs. 260-262; The Past Perfect Subjunctive, (5.3, for recognition only) págs. 263-265
- 14 **Lección 5.** Recapitulación págs. 266-267 y 278; Cultura: **Museo de Arte Contemporáneo de Caracas y Fernando Botero** págs. 254-255

- 16 **Lección 6** Contextos: *Las Actualidades*. págs. 303-307; **Prueba #4, Lección 5**
- 18 **Lección 6. If this now...then that in the future: Si** Clauses (6.1) págs. 314-317
- 21 **Lección 6** Protestas Sociales págs. 312-313
- 23 **THANKSGIVING**
- 25 **THANKSGIVING**
- 28 **Lección 6.** The Indicative vs. The Subjunctive (6.2) págs. 318-321 **DEADLINE FOR THIRD TALKABROAD CONVERSATION**
- 30 **Lección 6.** The Indicative vs. Subjunctive (material del instructor);

DECEMBER

- 2 Recapitulación págs. 322-323 y 334; **COMPOSICION 2**
- 5 REPASO PARA EL EXAMEN FINAL, **Lecciones 1-6**
- 7 REPASO PARA EL EXAMEN FINAL
- 9 REPASO PARA EL EXAMEN FINAL

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, 103, 201, and 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 typewritten 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.
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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?

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)

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.

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!

If religious observance **or a medical condition (I added this)** 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.

Please be sure to consider this policy when booking travel arrangements and share it with those who may make them for you!!!

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

CLASS PARTICIPATION CRITERIA

<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 	(88-78)

- I showed interest in activities and participated, though sometimes passively, rather than actively
- I generally came prepared to class
- I participated sometimes in class

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 groupwork 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, texted, studied for another class, texted during activities, etc.
 - I was unprepared for class
 - I was absent frequently
 - I came to class late or left early
 - I never participated in class
- 14-0
(59-0)

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)