2014

SPAN 201-03 Intermediate Spanish I

Marta Simmons
simmonsmi@xavier.edu

Follow this and additional works at: http://www.exhibit.xavier.edu/modern_languages_syllabi_fall_2014

Recommended Citation
http://www.exhibit.xavier.edu/modern_languages_syllabi_fall_2014/40
This course is the first 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 and will be dedicated to conversation and writing practice, applying the assigned vocabulary and grammar structures to real situations and contexts. Class activities will take place both in the 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. If a student wishes to start a new language, he/she may start any language in 101. Students wishing to move down to SPAN 102 will earn elective credit for that level. In order to change levels the student needs to contact the Language Coordinator, Dr. Natalia Jacovkis at jacovkis@xavier.edu or 513-745-3464.

Course Objectives

Upon successful completion of this course, you will be able to:

- Negotiate meaning using requests, clarifications and conversation strategies;
- Interact with others using culturally appropriate language and gestures on familiar and some unfamiliar topics;
- Express preferences, feelings, emotions and opinions about familiar and some unfamiliar topics;
- Derive meaning from messages and texts using listening, reading and viewing strategies;
- Comprehend and interpret information in authentic messages and informational texts;
- Convey meaning using writing processes and presentation strategies;
- Present information, concepts and viewpoints on familiar and some unfamiliar topics from across disciplines;
- Analyze and describe relationships among products, practices and perspectives and compare them across cultures.
- Perform the basic communication tasks from Spanish 101, 102 and 201 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:

AdelanteTRES: An Invitation to Spanish, 2nd edition SE + SupersitePlus
Author: Jose Blanco
Publisher: Vista Higher Learning
ISBN: 978-1-61857-990-4

The package includes a textbook and Supersite access card.

Student Responsibilities

- **Attend and be ready to participate in classes regularly.** (Consult departmental Attendance and Class Participation norms below.)

- **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.**

“Studying Spanish has allowed me to possibly broaden the selection of people I can reach out to and work with in my career” ~XU Student, Fall 2012
Student Responsibilities, continued

Homework: Assignments will include the following: Supersite online exercises, practice in the textbook, 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 professor may or may not collect written homework, but you are responsible for preparing it. Late work will not be accepted.

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

Grading Scale:

100%-93%=A  
92%-90%=A-  
89%-87%=B+  
86%-83%=B  
76%-73%=C  
72%-70%=C-  
69%-67%=D+  
66%-63%=D  
62%-60%=D-  
59% and below= F

Evaluation: The final grade will be computed as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm exam</td>
<td>10%</td>
</tr>
<tr>
<td>Final Examination</td>
<td>15%</td>
</tr>
<tr>
<td>Quizzes (5, drop one)</td>
<td>15%</td>
</tr>
<tr>
<td>Class Participation and Attendance</td>
<td>15%</td>
</tr>
<tr>
<td>Homework</td>
<td>10%</td>
</tr>
<tr>
<td>Intercambios and Charlas</td>
<td>10%</td>
</tr>
<tr>
<td>Compositions</td>
<td>10%</td>
</tr>
<tr>
<td>Final interview</td>
<td>10%</td>
</tr>
<tr>
<td>Cultural Paper Event</td>
<td>5%</td>
</tr>
</tbody>
</table>

Assessment and Evaluation Policies

Intercambios, Charlas and Final Interview: You will be required to demonstrate competency speaking Spanish, according to the course objectives listed above. Guidelines will be provided by your professor.

Testing: There will be 5 chapter tests (lowest score will be dropped), 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.

Compositions: There will be compositions to be written per the instructor’s guidelines. Your compositions should be at least three solid paragraphs in length and contain vocabulary and grammar that reflect the objectives of this course.

Make-up Policy:

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

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 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.
## S201 Calendario*

<table>
<thead>
<tr>
<th>Fecha</th>
<th>Actividades</th>
<th>Preparar para la clase hoy</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 de agosto</td>
<td>Repaso: págs. 1-7, 10-13 and 18. (Págs. 14-17 will be covered Week 2.)</td>
<td>TRAER: Texto AdelanteTRES&lt;br&gt;Student Information sheet and signed contract&lt;br&gt;PREPARAR: 2 fotos, de ti, practicando un pasatiempo favorito o haciendo tu rutina diaria. Puedes ser en papel, I-Pad o teléfono móvil. Vas a compartirlas con compañeros de clase usando tiempos verbales en el presente, pasado y futuro.</td>
</tr>
<tr>
<td></td>
<td>Descripción personal, clases que vas a tomar este semestre en XU, tu rutina diaria el verano pasado; Repasar el vocabulario correspondiente y las estructuras gramaticales: <em>ser</em>, <em>estar</em>, <em>tener</em>, el presente, pretérito, el imperfecto, y los verbos reflexivos y recíprocos.</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>Repaso: págs. 1-7, 10-13 and 18. Dónde vives, tus deseos, obligaciones y preferencias de comida y pasatiempos. Repasar el vocabulario correspondiente y las estructuras gramaticales: expresiones con <em>tener</em>, <em>gustar</em> y construcciones con <em>se</em>.</td>
<td>TRAER: una lista de lo que <em>tuviste que hacer</em> este verano, de lo que <em>tienes ganas de hacer</em> este semestre y de lo que <em>vas a hacer</em> esta primera semana de clases. PENSAR EN: 2 cosas que te gustan 2 que te molestan 5 cosas que se hacen en Xavier durante Manresa.</td>
</tr>
<tr>
<td>29</td>
<td>Repaso: págs. 1-7, 10-13 y Ortografía, pág. 27. Familiares y amigos y los problemas de salud Repasar el vocabulario correspondiente y las estructuras gramaticales: <em>ser</em>, <em>estar</em>, <em>tener</em>, <em>hay</em>, verbos en presente, pretérito, imperfecto, y verbos reflexivos y recíprocos.</td>
<td>REVIEW QUIZ&lt;br&gt;TRAER: Una foto de ti con tu familia y tus amigos en una celebración o de vacaciones. PENSAR EN: Alguna enfermedad, accidente o visita al hospital que tuviste en el pasado.</td>
</tr>
<tr>
<td>1 de septiembre</td>
<td>Día feriado</td>
<td>No hay clases</td>
</tr>
<tr>
<td>5</td>
<td>Cultura: Los Andes, págs. 28-29; Expressing emotion (1.1), págs. 30-33; Expressing doubt, disbelief and denial (1.2), págs. 34-37</td>
<td>SupersitePlus&lt;br&gt;Additional Assignments TBD</td>
</tr>
<tr>
<td>8</td>
<td>Flash Cultura: Naturaleza en Costa Rica, pág. 49;</td>
<td>SupersitePlus</td>
</tr>
<tr>
<td>5</td>
<td>Discussing future events in a new way (1.3), págs. 38-41; Escuchar: pág. 47</td>
<td>♦ Additional Assignments TBD</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>10</td>
<td>Lección 2: <em>La ciudad</em>. Contextos. págs. 75-79; Recapitulación, págs. 42-43 y 52</td>
<td>♦ SupersitePlus ♦ Prueba Lección 1 ♦ Additional Assignments TBD</td>
</tr>
<tr>
<td>12</td>
<td>Prueba # 1: Lección 1; Ortografía, pág. 83; Cultura: Paseando en metro, págs. 84-85</td>
<td>♦ SupersitePlus ♦ Additional Assignments TBD</td>
</tr>
<tr>
<td>15</td>
<td>FlashCultura: El Metro del D.F. pág. 103; Expressing ideal qualities (2.1), págs. 86-89; Escuchar: pág. 101.</td>
<td>♦ SupersitePlus ♦ Additional Assignments TBD</td>
</tr>
<tr>
<td>17</td>
<td>Energizing others to join you in an activity using <em>Nosotros</em> commands (2.2), págs. 90-92; Describing people, places and things using past participles as adjectives (2.3), págs. 93-95; En pantalla: <em>Cruzar 9 de julio</em>, pág. 102, Lectura: <em>Esquina peligrosa</em>, págs. 98-99.</td>
<td>♦ SupersitePlus ♦ Additional Assignments TBD</td>
</tr>
<tr>
<td>19</td>
<td>CLC 404</td>
<td>Intercambio lingüístico</td>
</tr>
<tr>
<td>22</td>
<td>CLC 404</td>
<td>Lección 3: <em>El bienestar</em>. Contextos, págs. 129-131; FlashCultura: ¿<em>Estrés? ¿Qué estrés?</em> pág. 159</td>
</tr>
<tr>
<td>24</td>
<td></td>
<td>Prueba # 2: Lección 2, Ortografía, pág. 137; Cultura: Spas naturales, págs. 138-139</td>
</tr>
<tr>
<td>26</td>
<td></td>
<td>Expressing <em>what you have done</em> up until now using the present perfect (3.1), págs. 140-143; Expressing what you had done in the past using the past perfect (3.2), págs. 144-146;</td>
</tr>
<tr>
<td>29</td>
<td></td>
<td>Expressing what you wish you had done by now using the present perfect subjunctive (3.3), págs. 147-149; Recapitulación, págs. 150-151 y 162; Escuchar: pág. 155</td>
</tr>
<tr>
<td>1 de octubre</td>
<td></td>
<td>En pantalla: “<em>Iker pelos tiesos</em>, págs. 156-158; Prueba # 3: Lección 3</td>
</tr>
<tr>
<td>3</td>
<td>CLC 404</td>
<td>Intercambio lingüístico</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>EXAMEN PARCIAL: LECCIONES 1-3</td>
</tr>
<tr>
<td>8</td>
<td>Lección 4: <em>El mundo del trabajo</em>. Contextos, págs.185-189; FlashCultura:</td>
<td>♦ SupersitePlus ♦ Additional Assignments TBD</td>
</tr>
<tr>
<td>Día</td>
<td>Tarea</td>
<td>SupersitePlus</td>
</tr>
<tr>
<td>-----</td>
<td>----------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>10</td>
<td><strong>Día festivo</strong></td>
<td>SupersitePlus</td>
</tr>
<tr>
<td></td>
<td><strong>Orthografía, pág. 175; El futuro (4.1), págs. 196-199</strong></td>
<td>Additional Assignments TBD</td>
</tr>
<tr>
<td>13</td>
<td><strong>Expressing what you will have done by a certain time using the future perfect (4.2), págs. 200-201; Cultura: Beneficio en los empleos, págs. 194-195</strong></td>
<td>SupersitePlus</td>
</tr>
<tr>
<td>15</td>
<td><strong>Expressing what you hoped would have happened using the past subjunctive (4.3), págs. 202-205</strong></td>
<td>Additional Assignments TBD</td>
</tr>
<tr>
<td>17</td>
<td><strong>Escuchar: pág. 211; Recapitulación, págs. 206-207 y 220; En pantalla: La leyenda del espantapájaros, pág. 212-214</strong></td>
<td>SupersitePlus</td>
</tr>
<tr>
<td>20</td>
<td><strong>Expressing what you wished you would have done using the past perfect subjunctive (5.3), págs. 263-265; En pantalla: Lo que me prende: Piano, pág. 272</strong></td>
<td>Additional Assignments TBD</td>
</tr>
<tr>
<td>24</td>
<td><strong>Intercambio lingüístico</strong></td>
<td>SupersitePlus</td>
</tr>
<tr>
<td>27</td>
<td><strong>Lección 5: Un festival de arte.</strong> Contextos, pág. 245-249; Ortografía, pág. 254-255**</td>
<td>Additional Assignments TBD</td>
</tr>
<tr>
<td>29</td>
<td><strong>Prueba # 4: Lección 4; Cultura: Museo de Arte Contemporáneo de Caracas y Fernando Botero, págs. 254-255</strong></td>
<td>SupersitePlus</td>
</tr>
<tr>
<td>31</td>
<td><strong>Intercambio lingüístico</strong></td>
<td>SupersitePlus</td>
</tr>
<tr>
<td>3 de noviembre</td>
<td><strong>Expressing what you wished you would have done using the past perfect subjunctive (5.3), págs. 263-265; En pantalla: Lo que me prende: Piano, pág. 272</strong></td>
<td>Additional Assignments TBD</td>
</tr>
<tr>
<td>5</td>
<td><strong>Expressing what you would do using the conditional (5.1), págs. 256-259; Expressing what you would have done in the past using The conditional perfect (5.2), págs. 260-262</strong></td>
<td>SupersitePlus</td>
</tr>
<tr>
<td>7</td>
<td><strong>Intercambio lingüístico</strong></td>
<td>SupersitePlus</td>
</tr>
<tr>
<td>10</td>
<td><strong>Lectura: Federico García Lorca, La Guitarría, págs. 268-269; Escuchar, pág. 271, FlashCultura: Palacios del arte, págs. 273</strong></td>
<td>Additional Assignments TBD</td>
</tr>
<tr>
<td>12</td>
<td><strong>Lección 6: Las actualidades.</strong> Contextos, pág. 303-307**</td>
<td>SupersitePlus</td>
</tr>
<tr>
<td>14</td>
<td><strong>Intercambio lingüístico</strong></td>
<td>SupersitePlus</td>
</tr>
</tbody>
</table>
| 17 | Prueba # 5: Lección 5; Expressing “If this, then.....” using Si clauses (6.1), págs. 314-317 | SupersitePlus  
Additional Assignments TBD  
Preparar para la prueba 5  
Informe |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>Entrevistas orales</td>
<td></td>
</tr>
</tbody>
</table>
| 19 | The indicative mode vs. the subjunctive mode (6.2), págs.318 321 | SupersitePlus  
Additional Assignments TBD |
| 20 | Entrevistas orales | |
| 21 | Cultura: Protestas sociales, 312-313 | SupersitePlus  
Additional Assignments TBD |
| 24 | Escuchar: pág. 327 | SupersitePlus  
Additional Assignments TBD |
| 26, 28 | Días festivos | |
| 1 de diciembre | The indicative vs. the subjunctive (continued) págs.318- 321; | SupersitePlus  
Additional Assignments TBD |
| 3 | Recapitulación, págs. 322-323 y 334 | SupersitePlus  
Additional Assignments TBD |
| 5 | Lectura: “Don Quijote y los molinos de viento”, págs. 324-325 | SupersitePlus  
Additional Assignments TBD  
Repasar para el examen final |
| 7-11 | Repaso Capítulos 1-6, clases virtuales | |
| 15 | Study Day | |

16-19 **EXAMEN FINAL** (Consult Fall Final Exam Schedule found online under Registrar for your class’ specific date and time.)

*Subject to change based on instructional needs.

**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: 70 pts.  
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?

8/2012

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. Xavier University Statement of Academic Honesty:
http://www.xavier.edu/library/xu-tutor/Xaviers-Policy-on-Academic-Honesty.cfm
You should be aware of the University policy on Academic Honesty, as stated on the Web site.
“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

<table>
<thead>
<tr>
<th>Rating</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superior</td>
<td></td>
</tr>
<tr>
<td>I greeted people and took leave using Spanish expressions</td>
<td></td>
</tr>
<tr>
<td>I used English only after asking permission and after I attempted to express myself in Spanish</td>
<td>(100-90)</td>
</tr>
<tr>
<td>I listened attentively when others spoke and showed respect for my peers</td>
<td></td>
</tr>
<tr>
<td>I actively participated in all activities and discussions and had a positive attitude</td>
<td></td>
</tr>
<tr>
<td>I came prepared to class everyday</td>
<td></td>
</tr>
<tr>
<td>My presence made a positive impact on getting tasks done</td>
<td></td>
</tr>
<tr>
<td>I participated actively in class</td>
<td></td>
</tr>
<tr>
<td>Average</td>
<td></td>
</tr>
<tr>
<td>I greeted people and took leave using Spanish expressions</td>
<td></td>
</tr>
<tr>
<td>I sometimes got distracted, did not pay attention when others spoke, and was occasionally disrespectful</td>
<td>(88-78)</td>
</tr>
<tr>
<td>I occasionally used English, especially in pair work or without attempting to express myself in Spanish first</td>
<td></td>
</tr>
<tr>
<td>I showed interest in activities and participated, though sometimes passively rather than actively</td>
<td></td>
</tr>
<tr>
<td>I generally came prepared to class</td>
<td></td>
</tr>
<tr>
<td>I participated sometimes in class</td>
<td></td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td></td>
</tr>
<tr>
<td>I used more English than Spanish in class</td>
<td></td>
</tr>
<tr>
<td>I did not pay active attention during activities</td>
<td>(76-60)</td>
</tr>
<tr>
<td>I was often distracting and disrespectful of my peers</td>
<td></td>
</tr>
<tr>
<td>I was frequently unprepared for class</td>
<td></td>
</tr>
<tr>
<td>My presence in group work had little impact on accomplishing the task</td>
<td></td>
</tr>
<tr>
<td>I seldom participated in class</td>
<td></td>
</tr>
<tr>
<td>Not enough to evaluate</td>
<td></td>
</tr>
<tr>
<td>I used English only in class</td>
<td></td>
</tr>
<tr>
<td>I did not pay attention during activities</td>
<td>(59-0)</td>
</tr>
<tr>
<td>I often slept, read the newspaper, <strong>texted</strong>, did homework, etc., during activities</td>
<td></td>
</tr>
<tr>
<td>I was absent frequently</td>
<td></td>
</tr>
<tr>
<td>I came to class late or left early</td>
<td></td>
</tr>
<tr>
<td>I never participated in class</td>
<td></td>
</tr>
</tbody>
</table>

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.)