2014

SPAN 301-02 Advanced Spanish II

Jose Maria Mantero
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SPANISH 301: ADVANCED SPANISH II  (Spring 2014)

**Class Meetings:**  T/TH  
**Professor:**  José María Mantero  
**Office Hours:**  T/TH:  9.00-9.45; 11.15-1.00  
**Office:**  Schott 806  
**Campus phone:**  x4395  
**Phone:**  x4395  
**Email:**  mantero@xavier.edu

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**Required Texts:**  
Leeser, Michael J. et al. *Así lo veo. DVD program.*  

**Recommended:**  
A Spanish dictionary

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**Course Description:** This is a third-year language development course for majors, minors, and for students wishing to continue their Spanish studies after their last language requirement course, SPAN 202, or have placed in an upper level course. This course is a continuation of SPAN300. It is designed to emphasize the development of language proficiency and to meet the National Standards for Foreign Language Education. Through community-based themes and connections to the Spanish-speaking community, students will review grammatical concepts, expand their vocabulary, and increase their communication strategies and communication skills. The students will also increase their knowledge and understanding of Hispanic cultures through readings, discussions and required community-engaged work. Classroom instruction and discussions will be exclusively in Spanish. Whenever necessary, supplementary materials will be incorporated into the curriculum of the class.

**Course Objectives:** The principal goal of this class is to offer students the opportunity to communicate in Spanish – to speak with others, to express ideas in writing, to read and understand what others have written. Practice in class is essential to achieve the goals of the class. By the end of the semester the student will have:

* acquired a higher degree of proficiency in all modes of communication;  
* reinforced their knowledge of grammar and vocabulary through discussions and specific reading and writing exercises;  
* acquired knowledge, awareness and respect for Spanish-speaking cultures and societies, as well as a deeper understanding of his/her own culture by being exposed to authentic historical, cultural and literary texts written by and for heritage speakers of Spanish;

These objectives prepare students to meet standard 2b of the XU Modern Language Standards.

**Responsibilities of students:**

* Attend and participate in class regularly. Failure to attend or to participate in class will affect your class participation final grade. You will earn a grade for your active participation at each class that includes your preparation (Attendance Policy and Class Participation Criteria are included).  
* Prepare assignments before class. It is imperative to keep up with the schedule of the assigned material and the written exercises. The time in class will be devoted to discuss the readings and cultural aspects and to the review/clarification of grammatical concepts and exercises in the textbook and Manual de actividades and any other supplemental materials. You are expected to turn in assignments on time. No late assignments will be accepted.  
* We expect you to actively seek the help of the professor when having problems with any aspect of the course.  
* Take all tests and exams at scheduled times. You are responsible for all material covered in class and in the text. There will be no make-ups given for tests and exams.  
* Failure to do assignments will affect your class participation and final grade.  
* Electronic devices should be turned off during class.
*Exhibit appropriate and respectful classroom behavior. Eating, sleeping, reading the paper, laughing at other students, and negative attitudes and actions are all inappropriate classroom behaviors. Should you exhibit rude, disruptive or disrespectful behavior, you will be asked to leave the classroom and will be referred to the appropriate administrator.

*Please use the lavatory facilities PRIOR to arriving to class, unless, of course, it is an emergency, as entering and leaving are disruptive and distracting to both the instructor and classmates.

*Please do not start packing up before the end of the official class period as others are trying to hear what the instructor or another classmate is trying to say.

*Please do not participate in side discussions during classroom presentations by the instructor or other students. It is considered rude and disrespectful, not to mention you may be missing important information that is being conveyed.

*Please schedule your appointments, expected phone calls, flights, etc., around your courses. If a family member or another person is scheduling a flight for you, be sure that person has a copy of your class schedule. If a given class time is not convenient for you, you should either choose another course or time block or adapt to the time you have chosen.

*Please respect the questions and opinions expressed by other students in the class.

In turn, you can expect me to be professional, objective, well prepared, and ready for every single class session. You can expect me to be fully available to meet with you during my office hours and on special appointed times, and to give you implicit and explicit corrective feedback.

**Evaluation:**

*Chapter quizzes: There will be four short quizzes over the course of the semester. There are no make-up quizzes. The quizzes will take approximately 25 minutes and they will test specific themes, grammatical concepts, vocabulary, and readings from a particular chapter.

*Vocabulary presentation: You and another student will be responsible for presenting vocabulary from a specific lesson to the class from a chapter section (7-12). You may use any media you wish, as long as there is an explicit connection between your activity and the vocabulary. Some examples include: summarizing a news article from a Spanish-language newspaper; introducing us to a work of Spanish-language literature (poem, novel, short story, essay or play) that touches on the topic or that uses it as its principal theme; using music or a song; offering a biography of someone from a Spanish-speaking nation that illustrates much of the vocabulary and proceeding to establish explicit parallels between her/his life and the concepts; and organizing an interactive game, among others. If you would like additional suggestions or would like to suggest another creative alternative, I am more than happy to listen and help. You will have a maximum of ten minutes to complete the presentation/activity and will be graded individually on the following criteria: Effectiveness of presentation (40%), Oral exposition (30%), Preparation (30%).

*Exams: There will be two examinations: a midterm and a final. In cases of verifiable illness or emergency the student is responsible for notifying the instructor before the exam or as soon as reasonably possible. If a student misses the midterm due to a verifiable and documented illness, the final exam will count twice. The format of the exams will be similar to the tests but will cover more material.

*Essays: There will be two essay papers dealing with the cultural aspects of a specific chapter discussed in class and following some of the guidelines suggested in the textbook. Each essay should be a minimum of 400 and a maximum of 600 words in length, typed and double-spaced using a font no smaller than 12pt. Detailed guidelines for this requirement will be provided.

*Proyecto final: You will write a research paper of between five (minimum) and seven pages (maximum) (approximately 1500-2000 words) that explores a particular theme in a work of literature from the list. For this research paper, you will use the text to prove a specific thesis about that short story, novel, play, essay, and poem or collection of poems. No text nor author may be studied by more than one student, so it is important to consider more than one possibility in case your first option is not available. Please speak with me if you are unsure about the process or if you would like to speak further about possible works.

In your study, your thesis may have any type of specific focus: biographical (something you want to prove that relates to the author’s life), cultural (something you want to prove that relates to a particular
cultural theme or detail), historical (something you want to prove that relates to a specific historical moment or event), gender (something you want to prove that relates to gender identities such as feminism, sexism, discrimination, etc.), economic (something you want to prove that relates to the creation/ destruction of wealth, poverty, oppression, etc.), among others. Please keep in mind: This is a textual analysis that cites from the original text to prove and support the thesis you have constructed. Above all, you must support any observation you make about the text with textual evidence.

Since this is a research project, in the text of your paper you must reference/use a minimum of five scholarly articles in Spanish from one of the research databases on the library’s Web page. To access these databases, you will enter the Library tab, click on “Articles and Databases,” then click again on “Articles and Databases” and begin your research by using a specific database (Modern Language Association, Hispanic American Periodicals Index, etc.) or “Select a database by subject” and choosing either “Latin American Studies” (if your thesis takes you in that direction) or “Modern Languages.” General Web pages on the Internet are not considered scholarly research. If there is a particular Web page you would like to use, please consult me beforehand. Otherwise it will not count toward your five scholarly articles. Remember: You are proving a demonstrable thesis using the text. It is not an encyclopedia entry. To that end, you must take a position. For example, “The character of Don Quixote in the novel Don Quixote represents the gradual death of optimism in the Modern era.” For this topic, your research would take two paths: 1) You would search for articles that study Don Quixote as a pessimist, the change of Don Quixote and his more realistic worldview, Don Quixote as a novel that predicts more current denigrations of optimism, etc.; and 2) Most significantly, you would cite textual examples from the novel that reflect how Don Quixote gradually becomes less optimistic and more pessimistic/realistic as the narrative advances. Your articles do not have to reflect your perspective perfectly (if they do, then how is your study original?); your articles simply demonstrate that you are an informed researcher who has consulted and read the relevant bibliography on the text and topic that you are studying. For the bibliography, you must use the Modern Language Association (MLA) format.

Your paper will be evaluated according to the following criteria: MLA Format (5%), Thesis, Outline, and Preliminary Bibliography (10%), Grammar (10%), Style/Use of Language (10%), Organization (10%), Research (15%) and, most importantly, Textual Analysis (40%).

On January 28 you must turn in the name of the work that you will study for the final research project; February 25 you will turn in the thesis, a detailed outline, and an annotated preliminary bibliography (i.e., for each bibliographical entry you must write a short two- to three-phrase paragraph that justifies the relevance of the entry to your project) and earn a grade for this that will be based on the extent of details and organization that you provide; and the final paper is due the beginning of class on April 15. If you do not turn in the research paper on the day it is due your paper will suffer a deduction of ten points for every day that it is late.

*Class participation, attendance, homework: As always, class participation and attendance are essential in a language class. Your homework, active participation, progress, effort, and general attitude toward language learning will be evaluated. As should be self-evident, if you are not in class to participate it will affect your final grade.

*Final oral interview: Each student will meet with the instructor, outside of class during the last two weeks of the semester. The interview will last approximately 10-15 minutes. Failure to keep the assigned time of the interview will result in a 0.

Evaluation:

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<th>Evaluation</th>
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<td>Quizzes (4)</td>
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<td>Final Project</td>
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<td>Oral presentation (5%)</td>
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<td>Written report (10%)</td>
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<td>Composiciones</td>
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Grading Scale

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Grading Scale: A=4.0, A-=3.7, B+=3.3, B=3.0, B-=2.7, C+=2.3, C=2.0, C-=1.7, D+=1.3, D=.7, F=0.
Calendario:

Enero     14: Introducción
           16: Lección 7: (tx) 220-231; (m) 115-119
           21: (tx) 232-237; (m) 121-124
           23: (tx) 238-246; (m) 125-128
           28: (tx) 247-253

Turn in title of work to be studied for final project

           30: Prueba 1; Lección 8: (tx) 254-260; (m) 131-136

Febrero   4: (tx) 261-268; (m) 137-142
           6: (tx) 269-276; (m) 143-147; Composición 1
           11: (tx) 277-283
           13: Prueba 2; Lección 9: (tx) 284-294; (m) 149-154
           18: (tx) 295-301; (m) 155-160
           20: (tx) 302-309; (m) 161-165
           25: (tx) 310-315; repaso

Entregar tesis y esquema para el proyecto final

           27: EXAMEN 1 (sobre lecciones 7, 8 y 9)

Marzo       4: No hay clase
           6: No hay clase
           11: Lección 10: (tx) 316-323; (m) 167-172
           13: (tx) 324-330; (m) 173-178
           18: (tx) 331-338; (m) 179-183; Composición 2
           20: (tx) 339-345
           25: Prueba 3; Lección 11: (tx) 345-356; (m) 185-190

Abril    1: (tx) 366-374; (m) 197-202
           3: (tx) 375-379
           8: Prueba 4; Lección 12: (tx) 380-388; (m) 203-207
           10: (tx) 389-396; (m) 209-212
          15: (tx) 397-404; (m) 213-215

Entregar proyecto final
I. ACADEMIC HONESTY

You should be aware of the University policy on Academic Honesty, excerpted here from pp. 54-55 in the 2006-2008 University Catalog. 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. 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 is a 0 for the day’s participation and will not be dropped. 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. If a student enters after the class has begun but sooner than then five minute limit, that student will be considered tardy. Two tardies are equal to one absence, so it is recommended that you arrive in class punctually. If you have a class or circumstances that will affect your arriving on time, please let me know. Students are strongly discouraged to schedule appointments or interviews during class time.

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

III. CRITERIA FOR CLASS PARTICIPATION

Superior: 90-100 points
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

Average: 76-88 points
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, specially 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

Unsatisfactory: 60-74 points
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

Not enough to evaluate: 0 points
I used English in class
I did not complete my homework assignment
I did not pay attention during activities
I slept, read the newspaper, did homework, etc., during activities
I came to class late or left early
I never participated

IV: COMPOSICIONES

Las composiciones deben ser escritas a computadora a doble espacio, contener un mínimo de cuatrocientas (400) palabras y un máximo de seiscientas (600) palabras y estar bien organizados con un título, una introducción, un cuerpo y una conclusión. Al final del texto, debes escribir el número de palabras que contiene el ensayo.

La nota se divide en tres secciones: 1) Comunicación efectiva de los puntos principales (30%); 2) Uso correcto y variado de vocabulario (35%); y 3) Uso correcto y variado de estructuras gramaticales (35%).

Las siguientes características se considerarán con respecto a la nota:

<table>
<thead>
<tr>
<th>Comunicación 30 pts posibles</th>
<th>Vocabulario 35 pts posibles</th>
<th>Estructuras 35 pts posibles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excelente (90-100 points)</td>
<td>Usa vocabulario preciso y variado</td>
<td>Usa una variedad de estructuras para el tópico</td>
</tr>
<tr>
<td>Bien (80-89)</td>
<td>Usa vocabulario correcto con alguna variedad</td>
<td>Usa una o más estructuras apropiadas</td>
</tr>
<tr>
<td>Aceptable (70-79)</td>
<td>Usa algo de vocabulario correcto, pero poca variedad</td>
<td>Usa una estructura apropiada; puede intentar otras</td>
</tr>
<tr>
<td>Bajo expectativas mínimas (60-69)</td>
<td>A veces usa vocabulario correcto</td>
<td>Se ven intentos de usar estructuras correctas</td>
</tr>
<tr>
<td>Problemas serios (menos de 60)</td>
<td>Frecuentemente, el vocabulario es incorrecto</td>
<td>No intenta usar estructuras correctas</td>
</tr>
</tbody>
</table>

Corrección de ensayos

Después de la primera versión, tendrás la oportunidad de corregir, re-entregar tu composición y recibir un **máximo** de diez puntos adicionales (si se han corregido todos los errores correctamente). Si no se entrega una versión revisada, recibirás como nota final la primera nota de la composición.
- CG: Cambiar el género (de masculino a femenino, o vice versa). / Change gender agreement (from masculine to feminine, or vice versa).
- CN: Cambiar el número (de singular a plural, o vice versa). / Change number agreement (from singular to plural, or vice versa).
- CO: Cambiar el orden de la estructura de la oración. / Change the order of the structure of the sentence.
- FA: Falta el acento. / The accent mark is missing.
- FP: Falta una palabra. / A word is missing.

<table>
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<tr>
<th>Conjunction</th>
<th>Preposition</th>
<th>Verb</th>
<th>Adjective</th>
<th>Pronoun</th>
<th>Article</th>
<th>Noun</th>
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- OFV: Otra forma verbal: Otro tiempo y/o conjugación. / Different verb tense and/or conjugation.
- OP: Otra palabra. / Another word.
- OF: Otra frase / Another sentence.
- ORT: Error de ortografía. / Spelling mistake.
- OV: Buscar otro verbo. / Find another verb.
- : Invertir el orden. / Swap the words.

V: 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 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.
Limited 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.)

VI. TEXTOS PARA EL PROYECTO FINAL:

Allende, Isabel (Chile). Paula (1994) (memoirs)
Álvarez, Julia (República Dominicana). En el tiempo de las mariposas (1994) (novel)
Azuela, Mariano (México). Los de abajo (1915) (novel)
Bécquer, Gustavo Adolfo (España). Rimas (1868) (poetry)
Benedetti, Mario (Uruguay). El cumpleaños de Juan Ángel (1971) (poetry)
Carballido, Emilio (México). El censo (1977) (play)
Cardenal, Ernesto (Nicaragua). Salmos (1967) (poetry)
Castellanos, Rosario (México). El eterno femenino (1975) (play)
Cortázar, Julio (Argentina). "La noche boca arriba" (1956) (short story)
Echevarría, Esteban (Argentina). "El matadero" (1839) (short story)
Espronceda, José de (España). "Canción del pirata" (1835) (poem)
Ferré, Rosario (Puerto Rico). "La muñeca menor" (1980) (short story)
García Lorca, Federico (España). La casa de Bernarda Alba (1936) (play)
Gómez de Avellaneda, Gertrudis (Cuba). Sab (1841) (novel)
Guillén, Nicolás (Cuba). Sóngoro Cosongo (1931) (poetry)
Laforet, Carmen (España). Nada (1945) (novel)
Machado, Antonio (España). Campos de Castilla (1912) (poetry)
Martí, José (Cuba). Versos sencillos (1891) (poetry)
Mistral, Gabriela (Chile). Lagar (1954) (poetry)
Neruda, Pablo (Chile). Confieso que he vivido (1971) (memoirs)
Pardo Bazán, Emilia (España). “Las medias rojas” (1888) (short story)
Quiroga, Horacio (Uruguay). “La gallina degollada” (1917) (short story)
Rulfo, Juan (México). “No oyes ladrar a los perros” (1953) (short story)
Storni, Alfonsina (Argentina). Lenguídez (1920) (poetry)