2014

SPAN 303-01 Spanish Composition

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Class Meetings: Tuesday & Thursday 11:30-12:45

Room: CIN 201

Professor: María Dolores Goddard

Office: 908 Schott

Office Hours: M: 11:00-12:00; 2:00-3:00
W: 9:30-12:00, 2:00-3:30
T: 2:00-3:30; by appointment

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Required Textbook:
Cuaderno de práctica: Composición: Proceso y síntesis
Spanish/English Dictionary (The Collins Spanish Dictionary), recommended

Course Description: This course is a language development course for majors, minors, and for students wishing to continue their studies of Spanish after their last language requirement course, Spanish 202, or 300-302, or have placed in an upper division course. The course is designed for the practice of written Spanish but, also, to work toward perfecting other language skills (listening, speaking, and reading). Classroom instruction and discussion will be solely in Spanish. The exercises in the text and accompanying workbook are designed to help students expand and refine a number of writing tools-control of grammar, range of vocabulary, rhetorical techniques for organizing information-as well as strategies for getting started, “writing through” problems, reading critically, revising, and rewriting. If time permits, there will be practice on peer editing on the written drafts, besides the instructor’s feedback. The written practice, as well as the discussions in class, will be focused on four major forms of writing: description, narration, exposition, and argumentation. There will be a series of conversations (intercambios) with university students from a Latin American country via Skype. The students will increase their knowledge and understanding of Hispanic culture through these intercambios and the readings in the textbook.

Course Objectives: By the end of the semester you should be able to:

* Write a well-organized composition in Spanish using appropriate grammar, vocabulary, expressions, and structures.
* Write essays about literary works and your own experiences with clear themes and thesis.
* Proofread and correct your own errors as well as those of your classmates.
* Consult, recall and use additional vocabulary, especially in your creative writing.
* Demonstrate creative and critical thought, and ordering of ideas in descriptions, narrations, expositions, and argumentation; paragraph construction; transitions; introductions and conclusions; developing an individual writing style.

**These objectives prepare students to meet standards 1b and 2b of the Xavier University Modern Languages Standards.

Responsibilities of students:
* Attend and participate in class regularly
* Prepare assignments before class. It is imperative to keep up with the schedule of the drafts and compositions, assigned as homework or noted in the syllabus.

* Take all tests at scheduled times. You are responsible for all material covered in class and in the text.

* All electronic devices should be off during class.

* Irregular attendance and failure to do assignments will affect your class participation and final grade. **Attend a Hispanic cultural activity during the semester which will be included in your class participation grade.**

**Evaluation:**

* **Chapter tests:** There will be **five short chapter tests** in the semester as listed on the syllabus. There will be **no make-up for these tests.** (Please, let me know if you are unable to be in class on the assigned date before the test!)

* **Final Research Project:**
Each student will be able to research a **literary, cultural or community (“service” learning) topic** of his/her choice following the guidelines in Chapter 6 and Appendix B (page 273).

A. The final project should be **not less than 4 pages and not more than 5.** The topic should be selected by **Thursday, February 6th.** An **outline of the paper** should be turned in on **Thursday, February 20th.** The project will be completed by **Thursday, April 24th.** A **short oral presentation** (8-10 minutes) of each project will take place on **Thursday, May 1st**, the last day of classes, and on **Tuesday, May 6th**, the assigned date for the final exam. The class will have a chance to evaluate the oral presentations. Detailed guidelines for the project will be provided.

B. For **“Service” learning activity:** Choose a place in the Cincinnati area (from a list provided by the instructor), where you are required to use Spanish, and do “service” at least 15 hours in the semester. Choose your placement by **Thursday, February 6th.** You need to keep a **log or journal**, in Spanish, and **reflect** on your activities, your **challenges** and how you **resolved** them, **benefits**, and how the “agency” or “community” had benefit from your “service”. Photographs are desirable. **Give a brief update of the service to the class on Thursday, February 20th.** **Along with a draft** of your activities until then. The journal in its final version should be turned in on **Thursday, April 24th.** Following guidelines as indicated in A, you will share your complete experiences with the class on **Thursday, May 1st** or **Tuesday, May 6th**, the assigned date for the final exam. The class will evaluate your oral segment of the presentation.

* **Intercambios.** There will be six intercambios (exchanges), via Skype, with students from a Spanish speaking country. **This speaking activity will take place in the LRC 414 CLC.** You will speak about topics discussed in class. You will speak Spanish with the students for 20 minutes and 20 minutes in English to complete the language exchange. You will be required to write a **page evaluation or reflection of each intercambio.** The activity will be 10% of the final grade. You will get additional guidelines for this activity.

* **Out-of-class compositions:** You will hand in the final version of **four compositions**, which you will have revised and rewritten previously. Please, **observe the scheduled dates** for these compositions. Also, include the different drafts of each composition with the **typed final version.** You will get a rubric of the different criteria for the evaluation of the compositions and guidelines to be followed. You will have an opportunity to **correct** the final version your four compositions.

***You should be aware of the University policy on **Academic Honesty** as it appears in the Web site. This policy applies to all courses in the Department of Modern Languages.***
“All work submitted for academic evaluation must be the student’s own. Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another’s efforts is prohibited as is the use of any work untruthfully submitted as one’s own.

Penalties for violations of this policy may include one or more of the following: a zero for that assignment or test, an “F” in the course, and expulsion from the University”

Your instructor may use plagiarism detecting software, such as Turn-It-In, to review your written assignments. Help on specific homework from a tutor is also considered a violation since your work is yours not the tutor’s; tutors can help with general questions and grammatical problems; they are not to correct work that is going to be submitted for a grade. Copying homework from a classmate, copying from internet sources including translation services, will be considered violations. As you can see, penalties for violations can be severe, so you are encouraged to submit only your own work in all your classes.

*Class participation, homework and attendance*: As always, class participation and attendance are essential in a language class. Your active participation, attitude, and progress will be evaluated; irregular attendance and/or lack of preparation or participation will result in a lower grade.

*Entrevista/Speaking test*. There will be an entrevista or speaking test, at the end of the semester, in order to evaluate your oral proficiency. You will be asked to speak on a variety of topics, including those covered in this course. **Failure to keep the assigned time of the interview will result in a 0.**

**Evaluation:**

- Chapter tests: 25% (5)
- Compositions: 25% (4)
- Final Research Project (written/oral): 20%
- Intercambios: 10%
- Class participation/Attendance: 10%
- Entrevista/Speaking test: 10%

**Grading Scale**

- 100%-93% A 76%-73% C
- 92%-90% A- 72%-70% C-
- 89%-87% B+ 69%-67% D+
- 86%-83% B 66%-63% D
- 82%-80% B- 62%-60% D-
- 79%-77% C+ 59 and below F

(Consult Grading Criteria)

**Calendario:**

14 de enero Introducción. Texto: Prefacio; Cap. Prel: págs. 1-3, Primera etapa, 3-5
16 Cap. Prel: págs. 5-7; Segunda etapa: págs. 8-13
21 Cap. 1: **La descripción.** Orientación y Primera etapa, págs. 14-20
23 Cap. 1: Primera etapa, págs. 20-26; Segunda etapa, págs. 26-28
28 Cap. 1: Págs. 29-32; Tercera etapa, págs. 33-36
30 Cap. 2: **La narración.** Orientación, págs. 37-42; Comp. # 1 (Cap. 1); **Intercambio 1**
4 de febrero  Cap. 2: Primera etapa, p ágs. 43-51; **Prueba # 1 (Cap. 1)**
6 Cap. 2: Primera etapa, p ágs. 52-57; Segunda etapa, 57-59
11 Cap. 2: Segunda etapa, p ágs. 59-62; Tercera etapa, p ágs. 63-67
13 Cap. 3: **La exposición (I)**, Orientación, p ágs. 68-73; **Comp. # 2 (Cap. 2); Intercambio 2**
18 Cap. 3: Orientación, p ágs. 74-82; **Prueba # 2 (Cap. 2)**
20 Cap. 3: Primera etapa, p ágs. 82-89; **Outline of Final Research Project**
25 Cap. 3: Primera etapa, p ágs. 89-97
27 Cap. 3: Segunda etapa, p ágs. 100-106; **Intercambio 3**

**4/6 de marzo  VACACIONES DE PRIMAVERA**
11 Cap. 3: Tercera etapa, p ágs. 106-112; **La exposición II. Orientación, p ágs.113-120**
13 Cap. 4: Orientación, p ágs. 121-124; **Prueba # 3 (Cap. 3)**
18 Cap. 4: Primera etapa, p ágs. 124-132
20 Cap. 4: Primera etapa, p ágs. 132-140; **Intercambio 4; Comp. # 3 (Cap. 3)**
25 Cap. 4: Primera etapa, p ágs. 141-145; Segunda etapa, p ágs. 148-150; 154
27 Cap. 4: Tercera etapa, p ágs. 155-165

**1 de abril  Cap. 5: **La argumentación I; Orientación, p ágs. 166-171; **Prueba # 4 (Cap. 4)**
3 Cap. 5: Orientación, p ágs. 171-176; Primera etapa, p ágs. 177-183
8 Cap. 5: Primera etapa, p ágs. 182; 184-186; **Intercambio 5**
10 Cap. 5: Segunda etapa, p ágs. 192-197; 199-202; 207-208
15 Cap. 5: Tercera etapa, p ágs. 208-214; Cap. 6: **La argumentación II: Orientación, p ágs. 215-221; Comp. # 4 (Capítulos 4 y 5) (No hay revisiones)**
17 **JUEVES SANTO**
22 Cap. 6: **Prueba # 5 (Cap. 5); Intercambio 6**
24 Cap. 6: Orientación, p ágs. 233-243; **Entrega de trabajos de investigación**
29 Cap. 6: P ágs. 247-251; 254-256; 259-260
1 de mayo **Presentaciones orales del proyecto de investigación/Evaluación oral**

**martes, 6 de mayo: 10:30-12:20 Presentaciones orales/Evaluación oral: 8:30-10:20**

**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. 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!

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

II. Criteria for CLASS PARTICIPATION

Rating

**Superior:** 25-22.5 (100-90)

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:** 22-19 (88-76)

I greeted people and took leave using Spanish expressions
I sometimes got distracted, did not pay attention when others spoke, and was occasionally disrespectful
I occasionally used English, especially in pair work or without attempting to express myself in Spanish first
I showed interest in activities and **participated, though sometimes passively rather than actively**
I generally came prepared to class

**Unsatisfactory:** 18.5-15 (74-60)

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:** 14-0 (59 and below)

I used English only in class
I did not pay attention during activities
I often slept, read the newspaper, did homework, etc., during activities
I was absent frequently
I came to class late or left early
**I never participated**

**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 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 in comprehensible 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, 202, 300 etc.)