

**Spanish Language Program
Spanish 230**

Instructor _____

Office address _____

Office hours _____

**University of Massachusetts
Spring 2009**

Course Section _____

Office phone _____

E-mail _____

<http://www.umass.edu/spanport/courses/SpanishUndergraduateSyllabi.html>

¡Hola y bienvenidos!

Spanish 230 is the third semester of the Spanish Language Program at the University of Massachusetts. The program runs over four semesters and divides into Spanish 110, 120, 230 and 240. All of these courses meet three days per week and are worth three credits each. Spanish 110 covers chapters 1 through 5 in *VISTAS 3rd Edition*. Spanish 120 covers chapters 6 through 10. Spanish 240 covers chapters 15 through chapters 18. **Spanish 230 covers chapters 11 through 14 of the same textbook, *VISTAS 3rd Edition*.**

REQUIRED TEXTS AND MATERIALS

- *VISTAS 3rd Edition* packet (textbook AND online code for WebSAM and online textbook activities)

Suggested Materials

- Spanish – English / English – Spanish Dictionary

Pre-requisite: Grade of C or better in Spanish 120

Teaching Philosophy: Developing communicative abilities in Spanish and understanding the rich culture of the Spanish-speaking world are the two primary objectives of the course. Consequently, the program combines *content-based language instruction* with an *interactive task-based approach*. This means that the material will be presented to you thematically and that the activities used to reinforce your language development will focus on real-life language situations. You will be expected to actively participate in a variety of interactive small and large-group activities. This course is not based on lectures, but rather on active learner participation in different tasks that require students to use Spanish in various situations that reflect normal use of different varieties of Spanish. The class will be conducted in Spanish in order to provide you with maximum exposure to the language.

Course Objectives

Upon successful completion of the Elementary and Intermediate Spanish Program at UMass Amherst, you will:

1. Speak and understand Spanish with sufficient fluency and accuracy so as to allow you to participate effectively in formal and informal conversations concerning a variety of topics.
2. Read in Spanish accurately enough to understand a variety of genres: from newspaper articles to literature pieces.
3. Write in Spanish appropriately and effectively: from descriptions and narrations to argumentative essays.
4. Develop a sophisticated understanding of the diversity and richness of the cultures and people of the Spanish-speaking world: from basic geographical knowledge to issues connected to cultural diversity and sensitivity.

Assessment

Assessment and testing procedures will be representative of the type of language instruction offered through classroom activities. You will be evaluated based on your achievement of the program and course objectives and the following components:

Components	Percentage
4 Participation grades/ Assignments/ Quizzes	10%
Online exercises (WebSAM)	10%
2 Essays with 2 drafts each	20%
2 Oral exams	20%
3 Chapter exams	30%
Cultural project	10%
TOTAL	100%

Grading Scale

Grade	Percentage
A	100-94
A-	93-90
B+	89-87
B	86-84
B-	83-80
C+	79-77
C	76-74
C-	73-70
D+	69-67
D	66-65
F	64-0

Attendance Policy

Due to the nature of language learning in general, attendance to class is **mandatory** since it is absolutely critical for developing communicative abilities in Spanish. However, it is understood that, periodically, things such as illness may prevent your attendance. Therefore, your grade will not be directly penalized for the first **three unexcused absences** during the semester. These days cover illness, weddings, funerals, job interviews, etc. These are not free days, so use them wisely.

Starting with the **fourth unexcused** absence, *regardless of the reasons for the first three*, **ONE percentage point will be subtracted from the final calculated course grade** for every absence. Late arrivals and early departures from class will also count as absences. **Be prompt!**

Official documented excuses are verifiable: doctor's notes and/or bills; hospital bills, religious holidays (with prior notification), and university sponsored and official athletic excuses. A note that does not meet the above stated requirements is not an official excuse. Your instructor reserves the right to verify any excuse, particularly in instances of excessive absence.

The make-up of any non-exam materials (homework, essays, etc.) will be accepted up to one *class day* after the due date with an official excuse. **After one class day, it will not be accepted at all.** It is always acceptable to turn in work early if you know that you will be absent on a particular day.

Participation (10%)

Every three weeks, throughout this course, **you** will "self-assess" your participation. Your participation involves a number of variables, including, but not limited to the following:

- **Your use of Spanish in the classroom**
 - greeting people and taking leave using Spanish
 - using Spanish during class (i.e. with instructor and in small groups), when asking and responding to questions related (or not related) to the material at hand, when engaged in casual conversation with classmates or instructor...
- **Your willingness to participate in all class activities**
- **Your cooperation during group- and pair-work**
- **Your respect and attitude toward the class and toward your peers**

You will follow the attached criteria to self-assess your participation. **Please note: your instructor reserves the right to raise or lower your self-assessed participation grade if he/she feels that it does not adequately reflect your level of participation.**

Online exercises – WebSAM (10%)

Workbook activities are provided online for your convenience. Please initiate your web access by going to the following website: <http://www.vhldirect.com/umassamherst/> You will be responsible for completing

the activities by the date due. Late work will either result in a lower grade, or will not be accepted at all (consult with your professor). Make sure you plan ahead of time to complete all your assignments on time and prevent that technological mishaps compromise your grade. For tech support visit: support.vhcentral.com, e-mail: techsupport@vistahigherlearning.com or call: (800) 248-2813

Essays (20%)

You will write two essays in Spanish during the semester. Each essay will be composed of two drafts. The individual composition grade for each composition will be a grade based on the scores received on the first draft (40%) and final draft (60%) of the assigned composition. Failure to correct all marked errors and improve the final draft of an essay in format, organization, content, and accuracy will result in a grade of zero. Dates for the completion of each of these assignments are provided in the course calendar. No late work will be accepted without an official documented excuse.

Format: Students must do a Spanish spell check for all two drafts of their compositions (this feature is available in word processing programs at every computer lab on campus). Failure to complete the requirement for minimum length on any draft will result in a grade of zero for the individual composition grade for either composition #1 and #2.

All drafts for the composition must be handed in together. They must be numbered, stapled, and placed in a folder. All drafts and copies for compositions must be typed, double-spaced, with the student's name, the composition title, the draft number, word count and the date the assignment is due on the top of the first page. See model below.

Model:	Lucía Genial	Borrador # 1, etc. -o- Versión Final
	Spanish 230 Sec _____	# de palabras
	Título	20 de julio de 2006

Oral Exams (20%)

Spoken language and pronunciation will be evaluated in *two oral interviews*. In these two interviews, you and a classmate will converse with each other. Your conversations will be based on general themes or topics treated in class. If you miss your oral interview, you will not be allowed to make it up, unless you have a documented excuse. You must contact your instructor immediately and present him/her with acceptable documentation of the missed oral interview in order for it to be made up.

Chapter Exams (30%)

There will be *three cumulative written exams* assessing your comprehension of the material discussed in class and covered in the text and workbook. They will cover all material previously handled, but will focus on the most recent chapters. **No make-up exams will be given without a documented excuse. Documentation must be presented within 48 hours of an absence in order for an exam to be made up. Exams are not curved.**

Cultural Project (10%)

For this class, you will prepare a cultural presentation in groups of three or four students. Topics will be discussed with your instructor later in the semester. You will be expected to interview, use props, visual aids (charts, pictures...), etc. Feel free to be as creative as you wish to present the material to your classmates. Presentations are not to be read although you may refer to note cards written in English. Thus, the presentations should be practiced and well prepared. Your oral abilities will be evaluated through these presentations. **Attendance on cultural presentation days is mandatory. Absences on one of these days will lower your grade significantly.** Details for the presentations will be provided later in the course.

General administrative issues

Expected Time Required (Approximate): A general guideline for the amount of time you should plan to dedicate to this course is **2 hours of homework/review per hour spent in class. Review the material before coming to class, so you will find that the time you spend in class is much more productive in developing your communicative abilities in Spanish.**

Online Activities: Students are responsible for registering themselves for WebSAM and any technical problems that they may have with the program. If the student is experiencing technical difficulty, it is best to contact the technicians at VISTAS directly. Activities can be completed at the computers in the DuBois Library in the Learning Commons

Extra Credit: No extra credit will be given under any circumstances.

Academic Integrity: Plagiarism (including improper use of online translators), cheating, submitting work of another person or work previously used without informing the instructor, tampering with the academic work of others and other forms of academic dishonesty may lead to lowered course grades, failure of the course or more severe measures, depending on judgments of the gravity of the individual case.

Disability Services: During the first week of the course, students with disabilities are responsible for bringing official documentation from UMass Disability Services explaining the nature of the disability and specific arrangements the student will need to complete his/her work. This information will remain strictly confidential.

Code of Student Conduct: Student behavior or speech that disrupts the instructional setting or is clearly disrespectful of the instructor or fellow students will not be tolerated. Disruptive conduct may include but is not limited: 1. Rude or disrespectful behavior; 2. Unwarranted interruptions; 3. Failure to adhere to instructor's directions; 4. Vulgar or obscene language, slurs, or other forms of intimidation; 5. Physically or verbally abusive behavior. Student behavior that is inappropriate will result in being unenrolled from the course.

Course calendar: This schedule is subject to change. Any necessary changes will be announced ahead of time.

WEEK AND DAY	DATE	LESSON	IMPORTANT ASSIGNMENTS
Week 1 M	1/26	Course Introduction WRITING DIAGNOSTIC	Download and print syllabus
W	1/28	SYLLABUS overview Repaso del semestre pasado (Lecciones 6-10)	
F	1/30	Repaso del semestre pasado (Lecciones 6-10)	
Week 2 M	2/2	Lección 11	
W	2/4	Lección 11	
F	2/6	Lección 11	
Week 3 M	2/9	Lección 11	Last Day Add/Drop Period
W	2/11	Lección 11	
F	2/13	Lección 11	

Week 4			
M	2/16	HOLIDAY	President's Day
W	2/18	Lección 11	
F	2/20	EXAM 1-Lección 11	
Week 5			
M	2/23	Lección 12	
W	2/25	Lección 12	
F	2/27	Lección 12	<u>Primer borrador - Ensayo 1</u>
Week 6			
M	3/2	Lección 12	
W	3/4	Lección 12	
F	3/6	Lección 12	<u>Borrador final- Ensayo 1</u>
Week 7			
M	3/9	EXAM 2 – Lección 12	
W	3/11	ORAL 1	
F	3/13	ORAL 1	
Week 8			
M	3/16	Spring Break	
W	3/18	Spring Break	
F	3/20	Spring Break	
Week 9			
M	3/23	Lección 13	
W	3/25	Lección 13	
F	3/27	Lección 13	<u>Primer borrador - Ensayo 2</u>
Week 10			
M	3/30	Lección 13	
W	4/1	Lección 13	
F	4/3	Lección 13	<u>Borrador final - Ensayo 2</u>

Week11 M	4/6	Lección 13	
W	4/8	Lección 14	
F	4/10	Lección 14	
Week12 M	4/13	Lección 14	
W	4/15	Oral exam 2	
F	4/17	Oral exam 2	
Week13 M	4/20	HOLIDAY	Patriot's Day
T	4/21	Lección 14	Monday Schedule
W	4/22	Lección 14	
F	4/24	Lección 14	
Week14 M	4/27	Lección 14	
W	4/29	EXAM 3 – Lecciones 13 & 14	
F	5/1	Writing diagnostic Instructor evaluations	
Week15 M	5/4	PROYECTO CULTURAL	Group work in class
W	5/6	Presentación cultural	
F	5/8	Presentación cultural	
Week16 M	5/11	Presentación cultural	(Tuesday 5/12 – Last day of classes)

GRADING CRITERIA FOR PARTICIPATION

BEFORE & AFTER CLASS	NEVER			ALWAYS	
1. I am responsible for my own progress in Spanish. I always come prepared to class and complete all my assignments on time.	1	2	3	4	5
DURING CLASS TIME	NEVER			ALWAYS	
2. I try to use Spanish as much as possible.	1	2	3	4	5
3. I maintain a positive and attentive attitude during class. I am enthusiastic toward activities and the class in general.	1	2	3	4	5
4. I listen attentively to the instructor and I respect and listen to my peers.	1	2	3	4	5
5. I try to volunteer and participate as much as possible. I am an active and responsible participant in class/ group activities and often take a leading role.	1	2	3	4	5
				GRADE: /25	

MY NEXT STEP

Write one specific objective for the next two weeks so as to improve your class participation considering the above criteria, and evaluate previous objectives. Be specific.

ADDITIONAL COMMENTS

Write a couple of sentences about your participation in any other way that is not expressed above.

GRADING CRITERIA FOR COMPOSITIONS

PRE-WRITING		
Thoroughly completed all required pre-writing tasks. Demonstrated good thought investment. Original and creative.	10	9
Completed all required pre-writing tasks. Demonstrated some thought investment. Somewhat creative.	8	7
Minimally completed pre-writing tasks. No thought investment.		6
No evidence of pre-writing.		5
WRITTEN COMPOSITION		
Content and vocabulary Very complete information. Broad effective use of vocabulary needed for written task.	10	9
Adequate information. Some development of ideas. Few errors with vocabulary.	8	7
Limited information. Ideas present but underdeveloped. Occasional errors with vocabulary.		6
Minimal information. Frequent errors with vocabulary. Presence of English.		5
Organization Ideas connected. Logically ordered from beginning to end. Fluent.	10	9
Order apparent, but somewhat choppy, loosely organized.	8	7
Limited order to the content. Disjointed and/or choppy.		6
Basically a series of separate sentences. No transitions. No apparent order.		5
Grammar Well-edited for grammar needed for task. Very few errors overall.	10	9
Occasional grammatical errors with the grammar needed for task.	8	7
Frequent errors that would probably impede comprehensibility for a reader not accustomed to language learners.		6
Abundance of errors. Mostly incomprehensible.		5
POST-WRITING		
Carefully and thoroughly completed all editing steps.	10	9
Completed all editing steps.	8	7
Editing apparent, but incomplete.		6
No evidence of the required editing steps.		5
		GRADE: / 50

GRADING CRITERIA FOR ORAL EXAMS

COMPLETION OF ORAL TASK		
Completed oral exam with little or no problem. Completely comprehensible. No help needed. Maintained a very active attitude during the whole exam.	14	13
Completed oral exam satisfactorily. Would be understood by a sympathetic interlocutor. Needed some vocabulary and information to complete the task. Somewhat active.	12	11
Completed oral exam with some difficulty. Would be able to make him/herself understood by a very sympathetic interlocutor accustomed to interacting with non native speakers. Needed many vocabulary words and help from the interlocutor and/or instructor to communicate own ideas. Somewhat passive during exam.	10	9
Had problems completing the oral exam. Would probably not have succeeded if partner were not an English-speaker in an exam situation. Needed a lot of help from the interlocutor and/or instructor. Passive attitude.	8	
CONVERSATION DYNAMICS		
Connected ideas. Obviously comfortable speaking Spanish. Natural turn-taking.	12	11
Choppy sequence. Reticent, and slightly longer pauses in turn-taking.	10	9
Disjointed sequence. The listener had to make a lot of effort to understand.	8	7
Short answers with no sequence. The conversation was more dependent on the listener's helping than on the speaker.	6	
CLARITY OF MESSAGE and VOCABULARY USED		
Ideas completely clear, well-developed, to the point, and communicated in a logical sequence. Used vocabulary needed for task effectively with no errors, and was able to create with it. Maintained Spanish throughout the conversation.	12	11
Ideas mostly clear, developed and to the point, and for the most part showed mastery of vocabulary needed for task with some errors, though at times the conversation lacked logical sequence and/or speaker struggled for needed vocabulary.	10	9
Little development or ordering of ideas is apparent; speaker had difficulty and made errors with vocabulary needed for task.	8	7
Ideas confusing, not well-stated, and/or poorly communicated. Frequent errors with vocabulary needed for task and/or vocabulary was inadequate to the task. Communication broke down; speaker lapsed into English very often.	6	
GRAMMAR		
Showed mastery of the grammar needed for task completion. Very few errors overall (i.e., subject-verb agreement, noun-adjective agreement, use of ser/estar, etc.). Appropriate use of register (i.e., tú / usted distinctions, appropriate formality level, etc.).	12	11
Showed limited mastery of the grammar needed for task completion. Some agreement errors were evident, but these generally did not interfere with communication of the message. Mostly appropriate use of register.	10	9
Demonstrated little mastery of the grammar needed for task completion. Numerous agreement errors, including errors which interfered with communication of the message. Inappropriate use of register.	8	7
No mastery of the grammar needed for task completion. Errors constantly interfered with communication of the message. Apparent unawareness of appropriate register.	6	
GRADE:		/ 50

CULTURAL PROJECT GRADING CRITERIA

Name: _____

Date: _____

Topic: _____

CONTENT, ORGANIZATION, VOCABULARY USED		
Well developed ideas, clear, to the point. Very well organized. Rich and extensive vocabulary; very accurate usage.	14	13
Ideas mostly well developed, fairly clear and relevant. Clear organization. Occasionally lacks basic words; generally adequate for situation.	12	11
Ideas present but not well developed. Somewhat disconnected Presentation. Mostly inaccurate or inadequate vocabulary.	10	9
Minimal and/or irrelevant information. Very disorganized. Very limited vocabulary.	8	7
ORAL PRESENTATION		
Comprehensibility		
Completely comprehensible to instructor and classmates.	12	11
Mostly comprehensible but with some errors, sometimes slow and simple.	10	9
Frequent errors in use of language, sometimes impede comprehensibility.	8	7
Mostly incomprehensible to native speakers of Spanish.	6	5
Fluency		
Speech generally natural and continuous; no unnatural pauses.	12	11
Some definite stumbling, but manages to rephrase or continue.	10	9
Speech frequently hesitant and jerky: sentences may be left uncompleted.	8	7
Speech halting and fragmentary: long, unnatural pauses or utterances.	6	5
Pronunciation		
Generally good, accurate stress.	12	11
Rather good but with some striking non-Spanish sounds.	10	9
Generally poor, use of non-Spanish vowels and consonants, incorrect stress.	8	7
Very poor and inaccurate pronunciation patterns.	6	5
		GRADE: / 50

Comments:
