

**Spanish Language Program**  
**Spanish 301 – Advanced Conversation**

**University of Massachusetts**  
**Spring 2009**

Instructor \_\_\_\_\_

Course Section \_\_\_\_\_

Office address \_\_\_\_\_

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

**¡Hola y bienvenidos!**

Spanish 301 is an advanced conversation course designed for students who want to improve their communicative abilities in Spanish. A variety of cultural texts will be the base for classroom activities. This course combines a content-based language instruction with an interactive task-based approach. Students will be expected to actively participate in a variety of interactive small and large group activities. These activities are designed to improve your conversational skills and your practical knowledge about culture and language. You will participate in a variety of communicative activities such as: dialogues, conversations, interviews, film reviews, group discussions and presentations. Your participation in these activities will require you to use Spanish in various situations that reflect normal use of different varieties of Spanish. The class will be conducted in Spanish.

**Required Texts and Materials**

- *Revista. Conversación sin barreras. 2nd EDITION* Blanco, García, Aparisi. Published by Vista Higher Learning.

- Harper Collins Spanish College Dictionary, Third Edition or newer.

**Prerequisites:** Grade of C or higher in Spanish 240.

**Course Objectives:** Upon successful completion of this course, you will:

1. Have improved your communicative abilities (oral and written in Spanish), especially at the presentational mode.
2. Expand your vocabulary in Spanish so as to enable you to understand and read in Spanish accurately a variety of texts: newspapers, magazines, literature pieces, etc.
3. Improve your pronunciation.
4. Expand your cultural knowledge of the cultures of the Spanish-speaking world.
5. Help you become an independent learner of learning, i.e. responsible for your own learning of the Spanish language and culture.

**Assessment:** Assessment and testing procedures will be representative of the type of language instruction offered through classroom activities.

<b>Components</b>	<b>Percentage</b>
4 Participation grades	15 %
Homework and assignments	10%
2 Film reviews	10%
1 CD recording	10 %
2 Oral exams (1 group oral exam & 1 individual interview)	20 %
2 Exams (Midterm and Final)	20 %
1 Class individual presentation	5 %
Group presentation	10 %
<b>Total</b>	<b>100%</b>

**Grading Scale**

<b>Grade</b>	<b>Percentage</b>
<b>A</b>	100-94
<b>A-</b>	93-90
<b>B+</b>	89-87
<b>B</b>	86-84
<b>B-</b>	83-80
<b>C+</b>	79-77
<b>C</b>	76-74
<b>C-</b>	73-70
<b>D+</b>	69-67
<b>D</b>	66-65
<b>F</b>	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, you will be allowed a total of **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 (15%)

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.**

### Homework, quizzes, and assignments (10%)

You are responsible for completing all the assigned online activities (Supersite). Late homework and/or excuses for not having your homework in class every class period will not be accepted. There may be quizzes at unannounced times. They can only be made up in the case of excused absences provided they are justified in advanced or 48 hours after the absence.

### Film review (10%)

You will write two film review essays. Throughout the semester, you have to watch at least two Spanish films at home and write a critique in Spanish about something that struck you in the movie. No late work will be accepted without an official documented excuse. See attached grading criteria. You will turn in a first and a final draft for each composition.

**Format:** Students must do a Spanish spell check for any writing assignment (this feature is available in word processing programs at every computer lab on campus). Reviews 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:	Manolo García	Borrador # 1, etc. -o- Versión Final
	Spanish 301 Sec _____	# de palabras
	Título	11 de junio de 2008

**Cd Recording (10 %)**

Each group should hand in a recording of spontaneous speech about a topic that will be announced by the instructor. The recording should last between 10 and 20 minutes and its content **cannot be read**. The grade will be based on its content, fluency, grammar, pronunciation, and vocabulary. The due date is indicated in the course calendar.

**Oral Exams (20%)**

Spoken language and pronunciation will be evaluated in *two oral interviews*. Your interviews will be based on general themes or topics treated in class. See the attached grading criteria. 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.

**Exams (20%)**

There will be *two cumulative written exams* assessing your comprehension of the material discussed in class. They will cover all material previously handled, but will focus on the most recent readings, information given in presentations, as well as information presented in class discussions. Also, you will find vocabulary and grammatical elements on these exams as they pertain to the readings and themes. **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.**

**Class presentation (5 %)**

You will be required to give a short individual oral presentation in Spanish. It should last for five minutes and your instructor will provide you with a topic. You need to include short questions about your presentation at the end of it. You are encouraged to discuss your topic with the instructor beforehand.

You will be expected to use props, charts, pictures, and/or visual aids. 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. Practice your presentation thoroughly and be well prepared. Your oral abilities will be evaluated through this presentation. Your classmates will also play an active role answering questions about the content of your presentation.

**Group presentation (10%)**

This presentation will be a 20-minute group presentation in front of the class. The specific requirements will be described at a later date. Again, it will be used to evaluate your proficiency in Spanish. Presentations will be graded on creativity, content and language – so be creative and well prepared! **Attendance on 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. See the attached grading criteria.

**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.**

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

**Academic Integrity:** Plagiarism, 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 disenrollment from the course.

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

<b>WEEK AND DAY</b>	<b>DATE</b>	<b>In Class work</b>	<b>KEY DATES</b>
<b>Week 1</b>			
M	1/26	Introducción	Download and print syllabus
W	1/28	Syllabus – Capítulo 1	
F	1/30	Capítulo 1	
<b>Week 2</b>			
M	2/02	Capítulo 1	
W	2/04	Capítulo 1	
F	2/06	Capítulo 1	
<b>Week 3</b>			
M	2/09	Capítulo 3	Last Day Add/Drop period
W	2/11	Capítulo 3	
F	2/13	Capítulo 3	
<b>Week 4</b>			
M	2/16	<b>NO CLASS</b>	<b>Presidents' Day</b>
W	2/18	Capítulo 3	
F	2/20	Capítulo 2	
<b>Week 5</b>			
M	2/23	Capítulo 2	<b>Film Review 1 due</b>
W	2/25	Capítulo 2	
F	2/27	Capítulo 2	
<b>Week 6</b>			
M	3/2	Capítulo 2	
W	3/04	<b>Oral Exam 1 (Group oral exam)</b>	
F	3/06	<b>Presentaciones individuales</b>	
<b>Week 7</b>			
M	3/09	<b>Presentaciones individuales</b>	
W	3/11	Repaso (Capítulos 1 -3)	

F	3/13	<b>Examen 1 – Capítulos 1-3</b>	
<b>Week 8</b> M	3/16	NO CLASS	<b>Spring Break</b>
W	3/28	NO CLASS	<b>Spring Break</b>
F	3/20	NO CLASS	<b>Spring Break</b>
<b>Week 9</b> M	3/23	Capítulo 4	
W	3/25	Capítulo 4	
F	3/27	Capítulo 4	<b>Film review 2 due</b>
<b>Week 10</b> M	3/30	Capítulo 4	
W	4/01	Capítulo 4	
F	4/03	<b>Examen Oral 2 (Entrevistas individuales)</b>	
<b>Week 11</b> M	4/06	<b>Examen Oral 2 (Entrevistas individuales)</b>	
W	4/08	Capítulo 5	
F	4/10	Capítulo 5	
<b>Week 12</b> M	4/13	Capítulo 5	
W	4/15	Capítulo 5	
F	4/17	Capítulo 5	<b>CD recording due</b>
<b>Week 13</b> M	4/20	NO CLASS	Patriot's Day
<b>Tu</b>	4/21	<b>Moday Schedule Capítulo 6</b>	
W	4/22	Capítulo 6	
F	4/24	Capítulo 6	
<b>Week 14</b> M	4/27	Capítulo 6	
W	4/29	Capítulo 6	
F	5/01	Repaso (Capítulos 4 – 6)	

<b>Week 15</b> M	5/04	<b>Exam 2 (Capítulos 4 - 6)</b>	
W	5/06	PROYECTO CULTURAL	<b>Group work in class</b>
F	5/08	<b>Presentaciones de grupo</b>	
<b>Week 16</b> M	5/11	<b>Presentaciones de grupo</b>	Last day of classes

## GRADING CRITERIA FOR PARTICIPATION

<b>BEFORE &amp; AFTER CLASS</b>	<b>NEVER</b>			<b>ALWAYS</b>	
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
<b>DURING CLASS TIME</b>	<b>NEVER</b>			<b>ALWAYS</b>	
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
				<b>GRADE:</b>	<b>/25</b>

### 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.

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### ADDITIONAL COMMENTS

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

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### GRADING CRITERIA FOR COMPOSITIONS

<b>PRE-WRITING</b>		
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
<b>WRITTEN COMPOSITION</b>		
<b>Content and vocabulary</b> 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
<b>Organization</b> 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
<b>Grammar</b> 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
<b>POST-WRITING</b>		
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
		<b>GRADE:     / 50</b>

## GRADING CRITERIA FOR ORAL EXAMS

<b>COMPLETION OF ORAL TASK</b>		
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	
<b>CONVERSATION DYNAMICS</b>		
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	
<b>CLARITY OF MESSAGE and VOCABULARY USED</b>		
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	
<b>GRAMMAR</b>		
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	
<b>GRADE:</b>		<b>/ 50</b>

## FINAL PROJECT GRADING CRITERIA

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Topic: \_\_\_\_\_

<b>CONTENT, ORGANIZATION, VOCABULARY USED</b>		
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
<b>ORAL PRESENTATION</b>		
<b>Comprehensibility</b>		
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
<b>Fluency</b>		
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
<b>Pronunciation</b>		
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
<b>GRADE:</b>		<b>/ 50</b>

**Comments:**

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### GRADING CRITERIA FOR CD-RECORDINGS

<b>COMPLETION OF ORAL TASK</b>		
Completed Cd Recording with little or no problem. Completely comprehensible. No help needed. Maintained a very active attitude during the whole exam.	14	13
Completed oral Cd Recording. Would be understood by a sympathetic interlocutor. Needed some vocabulary and information to complete the task. Somewhat active.	12	11
Completed Cd Recording with some difficulty. Would be able to make him/herself understood by a very sympathetic interlocutor accustomed to interacting with non native listeners.	10	9
Had problems completing the Cd Recording. Would probably not have succeeded if listener were not an English-speaker in a real situation	8	
<b>CONVERSATION DYNAMICS</b>		
Connected ideas. Obviously comfortable speaking Spanish.	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 listener was more dependent on the listener's helping than on the speaker.	6	
<b>CLARITY OF MESSAGE and VOCABULARY USED</b>		
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	
<b>GRAMMAR</b>		
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	
<b>GRADE:</b>		<b>/ 50</b>