

Valdosta State University Faculty of Arts and Sciences
Department of Modern and Classical Languages

Course Information

Course Number and Sections	SPAN 2011
Course Name	Intermediate Conversation
Credits	01
Prerequisite	SPAN 2002

Course Description

A course in conversational Spanish with emphasis on increasing the speaking performance level of students and preparing them to take the assessment interview, the oral proficiency interview (OPI), as a requirement to entry into the major. Students may repeat SPAN 2011 for elective credit without enrolling in SPAN 2010. SPAN 2011 may be repeated to a maximum of 3 hours credit.

Textbook and materials: No textbook is required. It is expected that students are concurrently taking SPAN 2010, and have access to online programs like ILearn and/or Quia. Additional web resources for this course may be Yabla TV, BBC languages, and others, used for oral presentations and discussions.

Student Responsibility:

It is the student's responsibility to know the administrative procedures established by the University that will be observed in this class. This is especially important regarding dropping or withdrawing from courses of instruction. Students must adhere to deadlines for drops and withdrawals in order to avoid academic and financial penalties.

Standards:

Learning Goals for the VSU General Education Core may be accessed at: <http://www.valdosta.edu/academic/VSUCore.shtml>

In this document ACTFL refers to the American Council on the Teaching of Foreign Languages Proficiency Guidelines, which can be found at: <http://www.sil.org/lingualinks/languagelearning/OtherResources/ACTFLProficiencyGuidelines/contents.htm>
And (Speaking, revised 1999; Writing, revised 2001)
<http://www.actfl.org/i4a/pages/index.cfm?pageid=4236>

The Program outcomes for the Spanish program can be found at the following site:
<http://www.valdosta.edu/mcl/assessments.shtml>

Future and prospective teachers (Foreign Language Education majors) may consult the Conceptual Framework of the College of Education at:
<http://www.valdosta.edu/coe/ecre/documents/COEConceptualFrameworkELEMENTSANDINDICATORS2.doc>

Goals:

Develop fluency and learn methods of communication as prescribed by ACTFL Proficiency Guidelines. Pedagogy informs all aspects by providing diverse formats (discussion topics, role-plays, interviews, oral presentations, and brief cultural readings) that provide ample practice in the Five Cs; Communication, Cultures, Connections, Comparisons, and Communities.

Outcomes:

As a conversational component of SPAN 2010, you will be also able to communicate on selected topics and in appropriate situations at the intermediate-low to intermediate-mid level of proficiency, demonstrating varying degrees of mastery of selected grammatical structures and concepts and vocabulary items.

Performance at the intermediate level is usually characterized by the following:

1. You can create in the language (you don't have to rely exclusively on memorized utterances).
2. You can ask questions as well as answer them.
3. You can describe yourself and others (e.g., family) in the present and past time frames (physical appearance, personality traits).
4. You can communicate using a range of vocabulary beyond the elementary level, appropriate to communication on specific topics or in typical social situations (e.g., describing your academic major, courses, and career plans).
5. You can handle simple "survival situations" in the target culture (e.g., finding lodging, buying food, eating in a restaurant, using public transportation, shopping, etc.)
6. You can demonstrate an understanding of spoken messages or cues within a limited social context.
7. You will be able to express and support an opinion and talk about emotions and beliefs and doubts relating to a limited range of topics (e.g., religion, politics, work).
8. You usually speak and write in simple sentences and phrases and most frequently use the present tense, although you will be able to narrate simple events in the past. Errors are frequent, but your speaking and writing are intelligible to native speakers who are used to dealing with foreigners.

The practices listed in objectives should provide the student with the ability to do the following in each skill: (based on ACTFL Guidelines for this **intermediate-low to intermediate-mid** target level at

<http://www.sil.org/lingualinks/LANGUAGELEARNING/OtherResources/ACTFLProficiencyGuidelines/contents.htm>

(Based on ACTFL Guidelines, <http://www.actfl.org>)

ACTFL "Can Do" Statements for Intermediate Mid Target level

Interpersonal Communication	Presentational Speaking	Presentational Writing	Interpretative Listening	Interpretative Reading
I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.	I can make presentations on a wide variety of familiar topics using connected sentences	I can write on a wide variety of familiar topics using connected sentences.	I can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. I can understand the main idea in conversations that I overhear.	I can understand the main idea of texts related to everyday life and personal interests or studies.

COURSE OUTCOMES AND ASSESSMENT CORRESPONDANCE:

Course Outcomes	Assessment Instruments Used to Measure	Types of Assessments	ACTFL/NCATE Program Standards	Major Outcomes
1	1,2,3	Formative oral activity Summative activity	1.a, 1.b	1, 2, 4
2	1,2,3	Formative oral activity Summative activity	1.b, 1.c	1, 2, 3, 4
3	1,3	Formative oral activity Summative activity	1.a, 1.b,	1, 2, 4

4	1,3	Formative oral activity Summative written activity	2.a,2.c	1, 2, 3, 4
5	1,3	Formative oral activity Summative activity	1.a,2.1.b	1, 2, 3, 4, 6,
6	1,2,3	Formative oral activity Summative activity	1.a,1.b	1, 2, 3, 4
7	1,3	Formative oral activity Summative activity	2a, 2.b, 2.c	1, 2, 3, 4, 6,
8	1,2,3	Formative oral activity Summative activity	1.a,1.b, 1.c	2, 4

***Comprehensive Assessment Rubric (To be completed by the instructor)**

	4	3	2	1
Task completion Self-directedness and thoroughness in fulfilling the requirements of the situation Score =	Completes all required tasks without prompting or questioning by the instructor. Provides most details/data essential to the transaction.	Completes most required tasks without prompting. Needs to be questioned to provide some details/data essential to the transaction.	Completes some required tasks without prompting. Needs to be questioned to provide many details/data essential to the transaction.	Completes very few required tasks without excessive prompting. Needs to be questioned to provide most details/data essential to the transaction.
Comprehension and Interpersonal Communicative Strategies Active participation and responsiveness in conversation; Ability to clarify misunderstanding Score=	Consistently participates actively and responds in conversation; usually clarifies by asking questions. Responds appropriately to unexpected complications.	Almost always participates actively and responds in conversation; often clarifies by asking questions. Hesitates a bit in comprehending unexpected complications, but then responds appropriately.	Often participates actively and responds in conversation. May avoid attempts at clarification. Hesitates a great deal in comprehending unexpected complications and/or does not respond appropriately.	Rarely participates actively or responds in conversation. Avoids any attempt at clarification. Shows evidence of not comprehending unexpected complications and/or cannot respond to them at all.
Vocabulary Appropriate, varied, and rich use of words in context Score =	Consistently uses appropriate and logical vocabulary for the context. Uses a broad range and variety of vocabulary.	Almost always uses appropriate and logical vocabulary for the context. Uses a somewhat limited range and variety of vocabulary.	Often uses appropriate and logical vocabulary for the context. Uses a more limited range and variety of vocabulary.	Rarely uses appropriate or logical vocabulary for the context. Uses a clearly limited range and variety of vocabulary.
Grammar Accurate word order, verb endings, noun/adjective agreement Score=	Consistently uses well---constructed sentences. Controls almost all verb conjugations and consistently observes agreement. Almost perfect; some minor, very few major errors.	Almost always uses well-constructed sentences. Controls most verb conjugations and almost always observes agreement. Majority of structures are accurate.	Often uses well-constructed sentences. Controls some verb conjugations and frequently observes agreement. Approximately half of structures are accurate.	Rarely uses well-constructed sentences. Controls very few verb conjugations and rarely observes agreement. Less than half of structures are accurate.

Comprehensibility Degree to which the language produced is understandable to a native speaker Score =	Pronunciation is consistently correct, especially in terms of vowel sounds. Very few words are mispronounced, and there is very little English interference. Very few brief pauses to reorganize thoughts. Message totally comprehensible.	Pronunciation is almost always correct. Some words are mispronounced, there is some English interference, but utterances are still understandable. One or two pauses of somewhat considerable length. Majority of message is comprehensible.	Pronunciation is often correct. Many words are mispronounced, there is a lot of English interference which often makes utterances difficult to understand. Several pauses of more considerable length. Approximately 1/2 of message is comprehensible	Pronunciation is rarely correct. Most words are mispronounced, English is used, and most utterances are not understandable. Number and length of pauses distracts significantly. Less than 1/2 of message is comprehensible.
Total raw score				

*This rubric was adapted with slight modifications with the permission of Dr. Eileen Glisan of the Spanish and Teacher Education Program at the Indiana University, Pennsylvania.

ASSESSMENT INSTRUMENTS AND GRADE DISTRIBUTION: Class activities include oral discussions, simulated OPI (SOPI), group work and presentations of news articles and documentaries from web resources. Students will alternate reading Hispanic newspaper articles online with watching video documentaries for their weekly presentations. After the video reviews or articles are presented, a relevant topic is picked among them to open a class discussion. Topics should be related to interesting and constructive knowledge out of international cultures, science, politics, education, and current events.

1. Two oral proficiency interviews: (65%) There are two major interviews. The Mid-Term interview is 25% and the End-Term interview is 40%. These two OPI simulated interviews could be done in the classroom or in my office to evaluate your oral skills, proficiency and progress. Your grade will be determined by your improvement in oral expression, pronunciation, grammar correctness, syntax, and fluency to communicate effectively in Spanish. Students are supposed to reach an Intermediate Low-Mid level of proficiency according to ACTFL guidelines.

2. Participation, Preparation, Attendance: (20%) Equal participation is required of each student. To enhance and improve your communicative skills you are expected to prepare out of class by practicing speaking, reviewing and practicing grammar rules, completing online Spanish programs, on a daily basis. Assignments will include specific readings, and oral reports on news or video documentaries from the Spanish speaking world via Yabla TV.

3. Oral Quizzes; (15%) Various oral quizzes will be administered during the semester to assess individual progress and improvement in vocabulary usage, grammar structure, and correct syntax. These quizzes can also be informal assessments made during class discussions and oral presentations of news or other topics. Every presentation and discussions are also considered in this performance-based category.

Classroom policies:

1. Always be prepared with all assignments. You are responsible for all announcements and materials covered in class during an absence. No less than one hour daily preparation and practice is recommended.

2. Attendance: Tardiness, early departures, and entering or leaving the room while class is in session are inappropriate and unacceptable practices. Students are expected to remain in class unless they are ill. Please inform me if you are sick or have a condition.

Absences: More than 3 unaccepted absences may result in an administrative drop, reduction of final grade, or assignment of an F for the course. Student must prove reason for absence based on documented illness, death, accident, required attendance at official VSU events, or prearranged medical appointments. Bring a copy of absence verification. A phone call or email message prior to or immediately following an absence is required. You are responsible for all announcements and materials covered in class during an absence.

3. PLEASE, **NO** active cell phones, gum, food, hats, sunglasses, food or beverages in class, except water.

Note: Take charge of your learning. The professor and text are resources and guide. Since class only meets for an hour a week you are responsible for managing your time and exposure to the target language. Class time is used for practice. Effort does not mean quality, and effort is expected from everyone. This course requires at least one hour of effective exposure to listening and reading Spanish daily.

Academic Integrity:

Please review the Valdosta State University statement on Academic Integrity:

<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>. The statements and policies published in all sections of this site will be observed and enforced in this class.

Title IX Statement: Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Director of the Office of Social Equity, titleix@valosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

Access Statement: Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU's Access Office or email: access@valdosta.edu.

Since this class is a conversation clinic, oral discussions and / or presentations are due every class meeting