



SPAN 2001

Intermediate Spanish Language and Hispanic Cultures I

College of Arts & Sciences

Department of Modern and Classical Languages

Course Information

Course Name:	Intermediate Spanish Language and Hispanic Cultures I
Credits:	3
Prerequisite:	Spanish 1002

REQUIRED MATERIALS: Textbook: Plazas: Lugar de Encuentros 5th Edition, Authors: Robert Hershberger, Susan Navey-Davis, Guiomar Borrás A, Cengage Learning, 2011, ISBN: 9781337056779

- Bundle Contains:**
- Access Code to iLrn Heinle Learning Center for Plazas for 24 months
 - Loose-leaf print edition of textbook
 - Spanish to English Dictionary
 - Five (free) hours of Cengage personal tutoring

*Headsets for use with iLrn required to complete video and audio assignments

Course Description

3 credits

Prerequisite: SPAN 1002 or the equivalent. Emphasis on the development of proficiency and communicative competence at the intermediate level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Awareness and understanding of various sociocultural aspects and the distinctiveness of certain cultural traditions.

Goal: Upon completion of the course the student will demonstrate proficiency in the four language skills (listening, reading, writing and speaking) at the Novice High/ Intermediate low level of proficiency as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines (ACTFL) and an awareness of various sociocultural aspects and the distinctiveness of certain cultural traditions.

Method of Evaluation:

Daily work: 20% This includes completed in-class assignments, homework, and pop quizzes. Talking with accuracy, listening with comprehension and cooperating through the use of Spanish in the class. Students will be required to demonstrate mastery of each chapter as we progress through the semester. These demonstrations will take many forms, including original

writings (i.e. compositions), speaking, vocabulary and grammar exercises, and activities which demonstrate listening comprehension. A large portion of the daily work grade will come from the ilrn activities online, assignments given out or done in class, and the student's active participation in Spanish in class. If a student doesn't bring materials, come prepared to participate in Spanish with the instructor and classmates, engages in disruptive or distracting behavior, or doesn't attend to lectures, s/he will receive a zero for a daily participation grade after 2 such events. Attendance and participation are **essential** in this course. It is impossible to recreate the experiences in the learning environment. Please make every attempt to be here every day. Perfect attendance will replace your lowest homework grade with a 100. One absence will replace your lowest homework grade with a 90. Two absences will replace your lowest homework grade with an 80. Three absences will replace your lowest grade with a 70. If there isn't a grade lower than those, then the higher grade will remain. No substitutions will occur if the student has more than three absences. This doesn't mean you shouldn't still do the work we did while you were absent, it simply allows you to be rewarded for good attendance. Language Laboratory: The Language Laboratory is located in West Hall 140. The Lab is open during week days with specific hours posted at the door. IF it's closed during regular hours, contact the secretary in the MCL office, WH 128. You may use the computers there to complete assignments if no class is scheduled there.

Quizzes: 20% We will have at least one quiz per chapter that will assess the content covered up to that point and it may be in the form of a listening, speaking, reading or writing assignment, or a combination of these.

Unit Exams: 40% Paper and pen tests will also be given to test grammar and vocabulary and use of language in a formal test. These tests will cover the new information from the current chapter but may also include anything from the previous chapters as well. A combination of the types of activities as described above in the Quizzes section will be used to gauge the student's ability to read, write, listen and or speak in Spanish using the new content from the chapter and possibly content from the semester's previous chapters. Students are expected to retain the information previously covered and incorporate it into all future lessons as needed.

Final Exam: 20%. In order to master novice high and to attempt intermediate low levels of conversation, as well as to actually be prepared to use the Spanish you learn as a professional, the final exam will reflect the focus on speaking developed throughout the semester. Two times during the semester, once around midterm and again at the time scheduled for the Final Exam, students will meet with the professor and ask questions (given in advance) and then answer similar questions from the professor. Each meeting is worth 1/2 of the final exam grade. The students should compile a master list of questions by adding the ones learned in each chapter so that they can review throughout the whole semester. The instructor will make sure all students have a complete list of all questions before each part of the oral interviews. (See rubric and further explanation below)

Class Attendance Policy: ATTENDANCE AND PUNCTUALITY ARE VERY IMPORTANT! Since foreign languages study is a cumulative process measured by daily evaluation, attendance is very important. Students are expected to come to class on time and be prepared to participate in all class activities showing motivation and interest in the subject matter. No walk-outs during

class are allowed without permission. All absences are treated the same way, whether for illness, funerals, weddings, sports, etc. “The University expects that all students shall regularly attend all scheduled class meetings held for instruction or examination. . . . It is recognized that class attendance is essentially a matter between students and their instructors. Instructors must explain their absence policy in the course syllabus. All students are held responsible for knowing the specific attendance requirements as prescribed by their instructors and for the satisfactory make-up work missed by absences. When students are to be absent from class, they should immediately contact the instructor. A student who misses more than 20% of the scheduled classes of a course will be subject to receive a failing grade in the course.” (2 unexcused absences) will receive an F (see Undergraduate Bulletin, p. 75). Review above in the Daily work section how good attendance will be rewarded.

Course Objectives

At the end of instruction in SPAN 2001 the learner:

1. Can discuss holidays, celebrations, activities and relationships.
2. Can narrate extended descriptions of self and other.
3. Can use formal commands.
4. Can express feelings.
5. Can ask questions.
6. Can negotiate meaning on some topics.
7. Can narrate some events within frameworks of present and past.
8. Can demonstrate understanding of ideas drawn from various media and authentic sources from the Spanish-speaking world including literature, music, newspapers, television, and internet resources.
9. Can maintain and sustain communicative exchanges on topics of a personal/social nature.
10. Can affirm and negate.
11. Can get basic personal information such as name, last name, address, birthdate etc for medical or other service providers.
12. Can discuss migrant population of Georgia.
13. Can make cultural comparisons.
14. Can make connections between cultures.

ACTFL Target Level: Novice High-Intermediate Low: CAN DO STATEMENTS:

- I can have a simple conversation on a number of everyday topics.
- I can ask and answer questions on factual information that is familiar to me.
- I can use the language to meet my basic needs in familiar situations.
- I can talk about people, activities, events, and experiences.
- I can express my needs and wants.
- I can present information on plans, instructions, and directions.
- I can express my preferences on topics of interest.
- I can write about people, activities, events, and experiences.
- I can prepare materials for a presentation.
- I can write about topics of interest.
- I can write basic instructions on how to make or do something.
- I can write questions to obtain information.
- I can understand the basic purpose of a message.
- I can understand messages related to my basic needs.
- I can understand questions and simple statements on everyday topics when I am part of the conversation.
- I can understand messages in which the writer tells or asks me about topics of personal interest.
- I can identify some simple information needed on forms.
- I can identify some information from news media.

Note:

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>

Valdosta State General Education Outcomes can be found at:

<http://www.valdosta.edu/academic/vsu/generaleducationoutcomes.shtml>

Course Objectives	Assessment Instruments used to Measure Objectives	ACTFL/NCATE Program Standards	VSU General Education Outcomes
1	Formative written and oral assessments	1.a, 2.a, 2.a, 2.b	1,2,3,4,6,7,8
2	Formative written and oral assessments	1.a,1,b, 1.c, 2.c	2,4,6,7, 8
3	Formative written and oral assessments	1.a,1.b, 1.c, 2.a	2,4,6,7,8
4	Formative written and oral assessments Summative written examination Summative oral examination	1.a, 1.b,2.a, 2.c	2,4,6,7,8
5	Formative written and oral assessments Summative oral examination	1.a, 1.b, 1.c, 2.a	2,,4,6,7,8
6	Formative written and oral assessments Summative written examination Summative oral examination	1.a, 1.b, 1.c, 2.a, 2.c	1,2,3,4,6,7,8
7	Formative written and oral assessments	1.a, 1.b, 2.a	2,4,6,7,8
8	Formative written and oral assessments Summative written examination Summative oral examination	1.a, 1.b, 1.c, 2.a, 2.b, 2.c	1,2, 3,4,6,7,8

9	Formative oral assessments Summative oral examination	1.a. 1.b., 2.ac	2,3,4,5,6,7
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The final exam is a series of 2 mini-oral exams designed to help increase oral proficiency and measure the students' ability to communicate both asking and answering questions. Each student will meet with the professor and be given 5-6 minutes for the first exam and 5-6 minutes for the second exam. The instructor will make sure students have the list of all the questions they will be expected to ask and to answer on each section of the exam. Each exam is 1/2 of the final exam grade. You can choose the grade/proficiency level you would like to aim for by reading the rubric. I will also explain in class. Basically by demonstrating that you can ask 10 and answer 10 you will show complete mastery and excelling beyond expectations (memorized or better yet spontaneously!) in other words an A. By demonstrating that you can ask 8 and answer 8 you will show complete mastery and starting to go beyond expectations (memorized or better yet spontaneously!) in other words a B. By demonstrating that you can ask 6 and answer 6 you will show mastery in other words a C. I recommend that you find several other students in class to practice with as well as the Spanish tutors at the Student Success Center who should also be able to practice with you. This will help reduce any anxiety or fear of speaking in Spanish and increase your confidence and fluidity.

Here is the rubric that will be used:

Final Exam Oral Proficiency Assessment Rubric

	(90-100)	(80-89)	(70-79)	(60-69)
Able to inquire Score =	Asks 9-10 questions without prompting or questioning by the instructor.	Asks 7-8 questions. Needs to be questioned to provide some details/data essential to the transaction.	Asks 5-6 questions. Needs to be questioned to provide many details/data essential to the transaction.	Asks 0-4 questions. 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=	Able to answer 9-10 questions. Responds appropriately to unexpected complications. Able to clarify.	Able to answer 7-8 questions. Hesitates a bit in comprehending unexpected complications, but then responds appropriately. Able to clarify.	Able to answer 5-6 questions. Hesitates a great deal in comprehending unexpected complications and/or does not respond appropriately. Unable to clarify.	Answers 0-4 questions. Shows evidence of not comprehending unexpected complications and/or cannot respond to them at all. Unable to clarify.
Comprehensibility Degree to which the language produced is understandable to	Pronunciation is consistently correct, especially in terms of vowel sounds. Very	Pronunciation is almost always correct.. One or two pauses of somewhat	Pronunciation is often correct. Many words are mispronounced, Several pauses of more	Pronunciation is rarely correct. Most words are mispronounced, English is used, and most

a native speaker Score =	few brief pauses to reorganize thoughts. Grammar is correct consistently. Vocabulary is correct. Message totally comprehensible . Uses complete sentences always.	considerable length. Grammar is mostly correct. Vocabulary is correct. Majority of message is comprehensible. Uses complete sentences mostly.	considerable length. Grammar is partially correct as is vocabulary. Approximately 1/2 of message is comprehensible, uses complete sentences ½ of the time.	utterances are not understandable. Grammar and vocabulary incorrect and impede communication. Number, length of pauses distracts significantly. Less than 1/2 of message is comprehensible. Doesn't use complete sentences
Total raw score		Converted score		

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 3 courses of instruction. Students must adhere to deadlines for drops and withdrawals in order to avoid academic and financial penalties. It is also the student's responsibility to log on to the online course frequently and to check his or her official VSU email account to check for official course communications.

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.

Student Opinion of Instruction: At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after

they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

Academic Integrity: Cheating, copying, and plagiarism are forms of academic dishonesty and constitute a very serious offence. Participation in such violations may result in failure or even dismissal from VSU. No credit will be given for the work if such violations occur in this course. Even if you study or practice with a classmate, be sure to prepare your own individual work unless it is a group assignment. “Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members’ syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics. The full code is available at: <http://www.valdosta.edu/academics/academic-affairs/vp-office/academic-honesty-policies-andprocedures.php>

Notes: This course syllabus is tentative and subject to revision due to unforeseen circumstances or due to the needs of the class and/or the professor. Your enrollment in this class after the syllabus is made available and/or reviewed signifies admission of receipt and acceptance of the terms outlined herein.

CREATING A HEINLE LEARNING CENTER ACCOUNT

If you do not have an account, you need to create one. To do so, follow these steps:

1. Go to <http://ilrn.heinle.com> and click LOGIN.
2. Click the Create account button.
3. Select a username and password and enter your information, then click Submit.

Note: Remember to write down your username and password and be sure to select the correct time zone. Also, please enter a valid e-mail address so we can send you your password if you forget it.

ENTERING THE BOOK KEY AND COURSE CODE

Enter the book key and course code to complete the enrollment process. You may already have a book key, or you may need to purchase a book key. Depending on your situation, use one of the procedures below. If you activated the book for a previous course, you can start at step 5 of I already have a book key below.

Once you have completed this step, the system lists the course and book on the Student Workstation home page. To enter additional books, enter a book key in the Enter field and click Go.

Note: Book keys can only be used once. Your book key will become invalid after you use it.

I already have a book key:

1. Go to <http://ilrn.heinle.com> and click LOGIN.
2. Enter your username and password and click Log in.

3. At the top of the page, enter your book key and click Go.
4. Click Confirm to confirm your registration information. Your book will appear under the My books heading.
5. Beside the book listing, enter the course code in the Enter course code field and click Go.
6. If necessary, select a class or section and click Submit.

I need to purchase a book key, or would like to access a free 3-week trial.

1. Go to <http://ilrn.heinle.com> and click LOGIN.
2. Enter your username and password and click Log in.
3. At the top of the page, enter the course code and click Go.
4. If necessary, select a class or section and click Submit. The course and books will appear under the My classes heading.
5. Locate the book and click buy.
6. Proceed through the purchase process. If you are not ready to purchase your book key and would like to access a free 3-week trial, follow the instructions on this page. Note that 3-week trials are not available for all titles.

Note: If the buy link does not appear in Step 5, contact your instructor for information about obtaining a book key.

USING HEINLE LEARNING CENTER To access your Student Workstation in the future, go to <http://ilrn.heinle.com> and log in. Here, you can open your book, submit activities, view your results, and view your instructor's feedback. If you have any questions, contact Heinle Learning Center Support at <http://hlc.quia.com/support>.