

**MISSOURI WESTERN STATE UNIVERSITY**  
**Dept. of English, Foreign Languages and Journalism**  
**SPA200 - Intermediate Spanish I - Semestre de Primavera de 2010**  
**Monday - Wednesday - Friday from 1:00 to 1:50 - Murphy 113**  
**Prof. Karina Elizabeth Vázquez**

Syllabus on line:

Office: 212 G

Office Hours: Lunes, miércoles y viernes de 2:30 a 3:30; martes de 10 a 11 hs.

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### **Course description**

SPA 200 is a continued study of the Spanish language and culture. Students will learn intermediate-level grammatical structures and vocabulary and also review previously learned elementary-level concepts. There will also be some cultural information which we will study. The course content will prepare you have contact with any Spanish-speaking people or if you travel to Spain or Latin America, and also is a requirement for the second intermediate course, SPA201, and SPA 302 Spanish Advanced Grammar and Composition.

### **Course standards:**

1. Students comprehend Spanish when listening to a variety of sources.
2. Students communicate by speaking Spanish for a variety of purposes and audiences.
3. Students comprehend Spanish when reading a variety of materials.
4. Students communicate by writing Spanish for a variety of purposes and audiences.
5. Students demonstrate knowledge and understanding of the cultures of the Spanish-speaking world.

**Course objectives.** By the end of the semester, you should be able to:

- 1- Communicate by using simple/complex Spanish grammatical structures.
- 2- Refer to the past by using preterite and imperfect past tenses.
- 3- Express emotions, negations, and disbeliefs.
- 4- Speak and be understood in social situations, ask and answer questions regarding the urban life and jobs.  
Use the subjunctive in nominal, relative, and conditional clauses.
4. Write paragraphs about specific topics involving creativity and critical reflection.
5. Explain and compare cultural aspects of the Spanish-speaking world.

**Topics to be studied:** La naturaleza - En la ciudad - El bienestar - El mundo del trabajo - Un festival de arte - Las actualidades.

### **Requirements to take this class:**

- SPA101, o
- Enough grade in the “placement test”
- A similar course in another institution, with the previous approval of the Foreign Language Coordinator at MWSU

**Required Text:** *Vistas 3<sup>rd</sup> Edition, authors Blanco / Donley. With Web-Sam code*

**Final Grade:** Your final grade does not determine your worth as a human being nor does it pertain to my personal regard for you. It is a barometer of your performance both in and outside of class. Final grade evaluation is done according to the following activities:

1. Participation (includes attendance, homework, in class oral participation, quizzes)	20%
2. Web-Sam On line Workbook/Lab Manual assignments	20%
3. Compositions (2)	10%
4. Exams (2)	20%
5. Final Exam (Comprehensive)	20%
6. Oral exam	5%
7. Cultural presentation	5%

**Participation:** a) Participation in class: Facility in oral communication is the most important goal for many foreign language students. The best way to develop such facility is to **practice speaking**. Students are encouraged to speak as much as possible during class time, without fear of making the inevitable mistakes (making mistakes helps you learn!!). Moreover, **be advised that a large part of the participation component of your final grade will be based on how well your instructor observes you actively and enthusiastically participate (using Spanish) in class throughout the semester.** Homework will not be accepted after the date on which it is due. Homework assignments will be given out periodically by your instructor. Coming to class prepare with the homework is a way of showing how engaged are you in participating actively in this course.

b) Participation in Culture: Learning a language is learning about a new culture, it is not about translating words from one language to the other, but rather learning how the meaning of such words might provide different social connotations. As part of the grade in participation, every student is required to experience **at least two cultural events outside of the classroom**. Only one of these can be attending to a film in Spanish. Often in campus there is a Foreign Film series each semester, there are events organized by the Spanish Club, and also by ALAS (Association of Latin American Students). Your participation can be from another event in Campus, in the community or surrounding areas, consult with your instructor for approval.

**WebSam:** All workbook activities will be assigned from the Web-Sam electronic workbook so you will need to have access to the Internet in order to complete them. There will be written and audio components to the on-line workbook, these may be done anywhere you have Internet access. Workbook exercises will be assigned for each lesson and must be completed by the deadline shown in the on-line assignment. *Late submissions will not be accepted.*

**Compositions:** Students will have one composition at home and another in class that will require you to put together your knowledge of basic grammar structures with their need for communicating ideas in an effective and creative way. For the at home composition, students will receive instructions in anticipation. The day of the in class composition, the instructor will give to the students a topic that they will have to develop following specific directions.

**Exams (2):** There will be an exam at the end of every two chapters covering all the material in the chapters, but due to time restrictions some items will be emphasized more than others. Make-up exams are at the discretion of the instructor. If you know in advance that you will not be able to take a test, you may make an appointment with your instructor to take it early. There will also be other chapter quizzes.

**Final Exam:** At the end of the semester every student of this level will have a Final exam that will integrate all the main communicative structures worked throughout the semester.

**Oral Exam:** Before the Final Exam, students will have an oral test that will consist in a conversation with the instructor or a conversation with a partner on pre-given topics. Students will receive a list of possible topics they must be prepared to talk on the day of the test. Oral exams will be administered during the office hours of your instructor.

**Cultural Presentations:** Throughout the semester, students will have to make a presentation about any topic related to the social/cultural/political actuality in the Spanish speaking countries. Topic regarding the differences between the Hispanic and English cultures will also be considered. The presentation will last FIVE MINUTES, and will take place at the beginning of the class. If the student misses that class, he or she will receive a 0. The presentation can not be read. The professor can grade with 0 any read or memorized presentation.

**Foreign Language Lab in Murphy 107** You will have open access to the Foreign Language lab from 8 - 6 Mon. - Thurs. and 8 - 4:30 Fridays. As in any other lab, *you need to sign in when you enter.*

**Final grade evaluation** is based on the following scale:

A 90-100 B 80-90 C 70-80 D 60-70 F below 60

### \*\*\*Attendance Policy\*\*\*

In order to improve student learning as well as to achieve compliance with federal financial aid policies, Western has a mandatory attendance policy for all 100-level courses and all 200-level courses.

You will be given an excused absence when acting as an official representative of the university, provided you give prior written verification from the faculty/staff supervisor of the event. Other forms of excused absences are those where you have **some type of written documentation** (a doctor's note, etc.) All other absences will be deemed unexcused. Furthermore, students are required to remain in the classroom for the entire 50 minutes. Except in the very rare instance of a genuine emergency anyone that leaves class before the class ends will be marked as absent for that day.

**You will be allowed three (3) unexcused absences during the semester.** Each unexcused absence thereafter will result in the lowering of the participation part of your grade by two percentage points. Furthermore, the maximum number of unexcused absences allowed for this class before the midterm report, October 14, 2009 is five (5). Thus, if you have six (6) unexcused absences before the midterm you will be reported to the Registrar's Office, who will automatically withdraw you from this class. The Financial Aid Office will reduce financial aid as appropriate. If you reach six (6) unexcused absences anytime after midterm you will automatically receive a grade of "FA" for the course.

### Academic Honesty Policy and Due Process

Academic honesty is required in all academic endeavors. Violations of academic honesty include any instance of plagiarism, cheating, seeking credit for another's work, falsifying documents or academic records, or any other fraudulent activity. Violations of academic honesty may result in a failing grade on the assignment, failure in the course, or expulsion from the University. When a student's grade has been affected, violations of academic honesty will be reported to the Provost or designated representative on the Academic Honesty Violation Report forms.

Please see the 200-10 Student Handbook and Calendar for specific activities identified as violations of this policy and the student due process procedure. This handbook is also available online at

<http://www.missouriwestern.edu/handbook/index.pdf>

### ADA Americans with disabilities Act

Any student in this course who has a disability that prevents the fullest expression of abilities should contact me personally as soon as possible so we can discuss class requirements.

## CLASS SCHEDULE <sup>[1]</sup>

### Enero

**M 20** Presentación del curso. Revisión de conceptos básicos

**V 22** Capítulo XIII: Vocabulario: La naturaleza

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**L 25** Capítulo XIII: Estructura 13.1 - The subjunctive with verbs of emotion (Parte I)

- M 27** Capítulo XIII: Estructura 13.1 - The subjunctive with verbs of emotion (Parte II)
- V 29** Capítulo XIII: Estructura 13.2 - The subjunctive with doubt, disbelief, and denial (Parte I)
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**Febrero**

- L 1** Capítulo XIII: Estructura 13.2 - The subjunctive with doubt, disbelief, and denial (Parte II)
- M 3** Capítulo XIII: Estructura 13.3 - The subjunctive with conjunctions (Parte I)
- V 5** Capítulo XIII: Estructura 13.3 - The subjunctive with conjunctions (Parte II)
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- L 8** Capítulo XIV: Vocabulario: En la ciudad
- M 10** Capítulo XIV: Estructura 14.1 - The subjunctive in adjective clauses (Parte I)
- V 12** Capítulo XIV: Estructura 14.1 - The subjunctive in adjective clauses (Parte II)
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- L 15** **PRESIDENT'S DAY**
- M 17** Capítulo XIV: Estructura 14.2 - Nosotros/as Commands
- V 19** Capítulo XIV: Estructura 14.3 - Past participles used as adjectives
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- L 22** Review for exam # 1
- M 24** **EXAMEN # 1**
- V 26** Capítulo XV: Vocabulario: El bienestar
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**Marzo**

- L 1** Capítulo XV: Estructura 15.1 - The past perfect (Parte I)
- M 3** Capítulo XV: Estructura 15.2 - The past perfect (Parte II)
- V 5** Capítulo XV: Estructura 15.3 - The present perfect subjunctive (Parte I)

**Directions for the at home composition**

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- L 8** Capítulo XV: Estructura 15.3 - The present perfect subjunctive (Parte II)
- At home composition due**
- M 10** General review of subjunctive

V 12 Capítulo XVI: Vocabulario: El mundo del trabajo

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**SPRING BREAK**

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L 22 Capítulo XVI: Structure 16.1 - The future

M 24 Capítulo XVI: Structure 16.2 - The future perfect

V 26 Capítulo XVI: Structure 16.3 - The past subjunctive (Part I)

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L 29 Capítulo XVI: Structure 16.3 - The past subjunctive (Part II)

M 31 Review for exam

**Abril**

V 2 **EXAMEN # 2**

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L 5 Capítulo XVII: Vocabulario: Un festival de arte

M 7 Capítulo XVII: Structure 17.1 - The conditional

**Directions for the In-class composition**

V 9 **IN CLASS COMPOSITION**

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L 12 Capítulo XVII: Structure 17.2 - The conditional perfect

M 14 Capítulo XVII: Structure 17.3 - The past perfect subjunctive (Parte I)

V 16 Capítulo XVII: Structure 17.3 - The past perfect subjunctive (Parte II)

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L 19 General review of subjunctive and subordinated clauses

M 21 Capítulo XVIII: Vocabulario: Las actualidades

V 23 Capítulo XVIII: Structure 18.1 - SI clauses (Parte I)

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L 26 Capítulo XVIII: Structure 18.1 - SI clauses (Parte II)

M 28 Capítulo XVIII: Structure 18.1 - SI clauses (Parte III)

V 30 Review for oral exams

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**Mayo**

L 3 Capítulo XVIII: Structure 18.2 - Summary of the uses of the subjunctive

## Oral exams week

M 2 Capítulo XVIII: Structure 18.2 - Summary of the uses of the subjunctive

## Oral exams week

V 4 Review for final exam

## CODIGO DE CORRECCIONES PARA LAS COMPOSICIONES

Símbolo	Tipo de error	Ejemplo (incorrecto)	Ejemplo (correcto)
[...]	volver a escribir completamente la sección entre [corchetes] porque no se entiende o no se expresa así en español		
?	Significado oscuro o error que desafía toda posible categorización		
^	insertar	<i>Di el libro a Ana.</i>	<i>Le di el libro a Ana.</i>
+	se usa entre dos símbolos para indicar dos errores en la misma palabra (i.e. o + a)		
a	acento, falta o mal puesto		<i>dia día</i> <i>arból árbol</i>
a-p	se requiere (o no) la “a” personal	<i>Amo mis padres</i>	<i>Amo a mis padres</i>
c	concordancia (agreement)	<i>Ella estudian.</i>	<i>Ella estudia.</i> <i>casa blanco casa blanca</i> <i>la día el día</i>
cv	conjugación verbal	<i>Yo sabo eso.</i>	<i>Yo sé eso.</i>
fv	forma verbal	<i>Me gusta nadando</i>	<i>Me gusta nadar.</i>
g	cualquier otro tipo de error gramatical		
i/s	indicativo vs. subjuntivo	<i>Quiero que estudias.</i>	<i>Quiero que estudies.</i>
ing	palabra o construcción inglesa	<i>Tengo un buen tiempo</i>	<i>Me divierto.</i>
o	ortografía		<i>huego juego</i>
p	preposición	<i>Trabajo a la tienda.</i>	<i>Trabajo en la tienda.</i>
p/i	pretérito vs. imperfecto	<i>Cuando tuve 14 años...</i>	<i>Cuando tenía 14 años...</i>
p/p	confusión entre por y para	<i>Viví allí para dos años.</i>	<i>Viví allí por dos años.</i>
pn	pronombre equivocado, omitido o innecesario	<i>Lo compré un reloj.</i>	<i>Le compré un reloj.</i>
rd	redundancia o muchas palabras para decir poco; falta de concisión		
s/e	ser vs. estar	<i>Somos cansados.</i>	<i>Estamos cansados.</i>
tr	transición defectuosa o ausente		
tv	tiempo verbal	<i>Ayer estudia.</i>	<i>Ayer estudió.</i>
v	vocabulario/diccionario	<i>Hay una tabla.</i>	<i>Hay una mesa.</i>
X	omitir	<i>Quiero un otro perro.</i>	<i>Quiero otro perro.</i>

## RÚBRICAS PARA CALIFICAR LAS COMPOSICIONES

**Prewriting (10 points total)**

Thoroughly completed all required pre-writing tasks. Demonstrated good thought investment. Original and creative.	8 9 10
Completed all required pre-writing tasks. Demonstrated some thought investment. Somewhat creative.	5 6 7
Minimally completed pre-writing tasks. No thought investment.	3 4
No evidence of pre-writing.	1 2

**Content and consideration of Reader (15 points total)**

Interesting content and presentation; ideas well conceived and developed with sufficient examples. Consideration of potential reader readily apparent.	13 14 15
Some interesting content; points not sustained or not fully developed. Consideration of potential reader not always apparent.	11 12
Conventional ideas or clichés; little supporting detail included. Consideration of reader rarely apparent.	9 10
Cursory; gives the impression of writing just to complete the assignment. Consideration of reader not apparent.	7 8

**Structure, logic and transitions (5 points total)**

Logical progression of ideas with well-executed transitions.	5
Logical progression of ideas but often lacks transitions.	4
Gaps in logic or not transitions.	3
Disorganized; appears to have been written as thoughts occurred to the writer.	2

**Grammatical accuracy (15 points total)**

Appropriate level of complexity in syntax with very few errors, if any.	13 14 15
Confined to simpler sentences or structures with very few errors OR shows variety and complexity in syntax with errors that do not affect comprehension.	10 11 12
Errors frequently affect comprehensibility.	7 8 9
Message is largely incomprehensible due to inaccurate grammar which alters or obscures it, OR reader must know English to comprehend much of the message	4 5 6

**Vocabulary and idioms (15 points total)**

Uses appropriate and varied vocabulary; English influence not apparent. No literal translations of English idioms.	13 14 15
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Usually uses appropriate vocabulary with some variety; some error in usage that do not affect the message. Few literal translations.	10 11 12
Often uses inappropriate or non-specific vocabulary (e.g., overuse of "cosa" in place of specific terms); lack of variety in word choice. Frequent literal translations of English idioms.	7 8 9
Uses only elementary vocabulary; creates nonexistent words from English OR uses words in English. Translates English idioms verbatim.	4 5 6

**Total (60 points)**

**Punctuation, spelling, and presentation (5 points total)**

Correct spelling (including accents) and punctuation; neatly typed with correct format as specified	5
Occasional mechanical errors; some spelling mistakes.	4
Frequent mechanical errors; several spelling mistakes.	3
Many mechanical errors, no accents, English spelling and punctuation.	2

**Underlined changes (5 points total)**

Mark OR underlined the corrections/additions made.	5
Did not mark OR underlined the indicated corrections.	0

**Corrections (30 points total)**

Carefully and thoroughly made indicated corrections for content, style and organization.	26 28 30
Completed all editing steps, shows considerable improvement.	20 22 24
Some editing completed, but overall quality of composition similar to first draft.	14 16 18
No evidence of the revisions.	8 10 12

**TOTAL (40 points)**

**FINAL GRADE (100 points)**

## SPANISH FINAL ORAL EXAM RUBRIC

Name \_\_\_\_\_ Section \_\_\_\_\_ Date \_\_\_\_\_

/ 100 .	TARGET	ACCEPTABLE		UNACCEPTABLE
	( A )	STRONG	WEAK	( D - F )
	20 - 19 - 18 - 17 - 16	( B )	( C )	05 - 04 - 03 - 02 - 01
		15 - 14 - 13 - 12 - 11 - 10 - 09 - 08 - 07 - 06		
Content of Message  / 20 .	Goes beyond the task and adds additional details that strengthen the message	Completes the task as given; content of response appropriate	Completes the main parts of the task, but misses some details; response may not be fully pertinent	Does not complete most of the task given and/or response not pertinent to task
Comprehensible / Pronunciation  / 20 .	Response is totally understood by those unaccustomed to dealing with L2 learners	Understood by those used to dealing with L2 learners; mostly understood by those unaccustomed to dealing with L2 learners	Understood by those used to dealing with L2 learners, but there are a few patterns of pronunciation errors	Understood with occasional difficulty by those used to dealing with L2 learners
Fluency  / 20 .	Speaks spontaneously with great ease and natural pauses	Speaks somewhat spontaneously with a few pauses	Speaks somewhat spontaneously most of the time, but has lapses where fluency breaks down	Speaker is unable to sustain level of speaking in the target language; speech contains pauses and hesitations that interrupt the content of the message
Grammatical Accuracy  / 20 .	75% or more of message has a high degree of grammatical accuracy in structures targeted in tasks	Approx. half of message has a high degree of accuracy in structures targeted in tasks	Less than half of message is accurate in structures targeted in tasks	Grammar highly inaccurate so as to interfere with comprehensibility
Use of Communication Strategies  / 20 .	Actively maintains the conversation; uses a variety of expressions for making him/herself understood; attempts to negotiate meaning; <u>listens and responds fully to what partner says</u>	Uses expressions for making him/herself understood; asks for clarification when necessary; <u>listens to most of what partner says and makes several responses to what partner says</u>	Attempts to make him/herself understood; may ask for repetition; <u>listens to some, but not all, of what partner says and makes at least one response to what partner says</u>	Makes little attempt to clarify and make him/herself understood; mostly reactive; easily abandons the message; <u>may not listen to partner and may not respond at all to what partner says</u>

[1] The professor reserves the right to **modify the syllabus** based on unforeseen circumstances. Any changes to the syllabus will be announced in class.