

University of Nevada, Reno
Department of Foreign Languages & Literatures
Course Components - SPANISH 112

¡Bienvenidos! Welcome to Spanish 112, the second semester that follows SPAN 111 in UNR's Basic Spanish Language Program where you will cover Chapter 7 to 12 of *Puntos de Partida* 8th edition. What follows is basic information about the course, information that you should understand thoroughly.

GOALS: There are various goals of Spanish 112. The first is to develop some basic communicative skills in Spanish as a second language. These include, but are not limited to, the following sample abilities:

- describing leisure activities
- expressing your likes and dislikes
- giving and receiving directions
- talking about events in the past, talking about what you did last weekend and contrast that with what you used to do as a child

A second goal is to develop **rudimentary knowledge of cultural differences** between the U.S. and the Spanish-speaking world. Some examples are:

- holidays in the Spanish-speaking world
- geography and culture of South America
- important historical events in the Spanish-speaking world
- differences in how birthdays and other important occasions are celebrated
- differences in tipping and other customs in restaurants and hotels

Who can take this course?

This course is for students who have had Spanish 111 at UNR. If you have had one semester of college Spanish somewhere else, you may enroll in this course. If you have previous experience with Spanish but do not know if it is enough to enroll in SPAN 112, please take the BYU Spanish placement test. Refer to: www.unr.edu/cla/fl/BSLP/PlacementPolicies.doc

TEXTBOOKS: The following materials are required and are available at the University bookstore. You will use these materials also in SPAN 211.

- *Puntos de Partida* (PP) – **8th** edition
- QUIA-CENTRO *Workbook & Lab Manual*, **8th** edition
- Good Spanish-English dictionary

WEBSITES:

- Access to *Puntos de Partida Online Learning Center/QUIA*: www.mhhe.com/puntos8
- Access to syllabus & course components: www.unr.edu/cla/fl/BSLP/BSLP.html
- You can buy your Electronic (QUIA) codes here for the workbook and lab manual: <http://www.mhhe.com/>

EVALUATION:

Exámenes (3) Whole class period	Actividades de escritura (3)	Actividades orales	Tarea (Centro: Workbook & Lab)	Participación	Examen final en Scrantron (caps 7-12)	Quizzes
40%	15%	10%	5% each=10%	5%	10%	10%

GRADING SCALE:

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
100-93	92-90	89-87	86-83	82-80	79-77	76-73	72-70	69-67	66-63	62-60	59-0

Course Components of Spanish 112

Students are responsible for all information contained in this document and for all updates provided.

1. COURSE POLICY. All classes are conducted at least 90% in Spanish; English is to be limited to 10% by the instructors or the students. The purpose of this policy is to maximize your contact with the oral language. Please ask your instructor to slow down or repeat if you have not understood something. If you can't express something in Spanish the way you want to, try to think of a simpler way to get the same idea across. If you need to speak to the instructor in English, do so after class or during their office hours. You are required to bring your textbook and manual to class every day.

2. LISTENING COMPREHENSION. After the first day of class, your instructor will speak almost exclusively in Spanish. Do not allow yourself to tune out; if you don't understand something, raise your hand and ask your instructor for help. Having a class run exclusively in Spanish is the best way for you to be in daily contact with spoken Spanish. Be cooperative and try your best to speak only Spanish as well. Over the course of the semester, you will learn how to understand and communicate. You will improve your listening skills by being in class listening to your classmates and instructor and by completing in a variety of ways the listening activities for the Lab manual are found on QUIA-CENTRO www.mhhe.com.

3. READING. There are two types of reading sections and reading activities that appear in the textbook. One is called *Un Paso Más*, and it consists of readings that complement the chapter theme and country of focus. Activities for these reading sections include pre- and post-reading activities, as well as activities that encourage the development of reading strategies. Other readings appear in the section *Perspectivas culturales* sections, which features readings about various countries or regions of the Spanish-speaking world. Activities for this reading section can be found in the *Puntos de Partida* Centro page. Many of these activities will be assigned as part of your lesson submissions.

4. SPEAKING. It is expected that both the instructor and the student will use Spanish almost exclusively in the classroom. *Puntos de Partida* involves both input and output activities allowing you to achieve Intermediate Low proficiency on the [ACTFL](http://www.actfl.org) (American Council on the Teaching of Foreign Languages) scale for speaking. You may even reach the Intermediate Mid level. Your speaking skills will be evaluated in the following manner:

Your speaking will be evaluated in the following manner:

- (a) Each *chapter* is set up so that you will first be exposed to a vocabulary or grammar structure followed by activities that have you produce the structures orally (indicated with two heads), meaning that you use the structures seen previously to express yourself.
- (b) You will have one oral interview that will test your speaking abilities. Your instructor will give you details.

5. WRITING. In the first year of Spanish study, writing is seen as a way to practice the material you are studying, as well as an art in itself. You will improve your writing through the following activities:

- (a) There are many short writing assignments in the textbook;
- (b) Activities found in the *Workbook*;
- (c) Redacciones (writing exercises) taken from the textbook or workbook.

6. EXAMS. Although the focus of each exam will cover material in specific chapters, keep in mind that language learning is cumulative so that you are always responsible for material previously covered.

- (a) Each exam will test the structures (grammar and vocabulary) in the chapters covered. The final exam on the scantron is comprehensive and covers information presented in chapters 7 through 12.
- (b) Your instructor might assign additional pop-quizzes.

7. WORKBOOK & LABORATORY MANUAL (electronic):

Instructions on accessing CENTRO will be given to you by your instructor. The electronic version of the *Workbook* and *Laboratory Manual* is also known as QUIA/CENTRO. You will submit two types of activities to your instructor via Centro: 1) exercises that will be graded by the website giving you immediate feedback and 2) exercises that your instructor will correct within Centro. In order to access Centro, you will need:

- The Centro registration codes you purchased online at www.mhhe.com.
- Your instructor will provide you an additional registration code specific to the course.

Grading:

- You will be allowed to make three attempts to doing the automatically corrected Workbook and Laboratory activities.
- Only grades above 80% will be accepted for credit for those activities.
- The system will allow you to submit the work up until midnight of the date set.
- The tallied score that Centro keeps will not be the same score your instructor will use in your WebCT gradebook. However, the weight/evaluation will be the same.
- You will have points deducted for not correctly using Spanish diacritics (accents, tildes, upside down question marks, upside down exclamation marks). Centro has a convenient box where you will find all of these for easy access and insertion.
- The **instructor corrected** sections of the Workbook & Lab Manual will count for **5%** of your final grade.
- Completion of the **automatically corrected** components of the Workbook and Lab Manual will count for **5%** of the final grade.

8. PARTICIPATION. Your instructor will inform you as to how they will measure your participation in class. The norm is that each week/day you will evaluate your own participation level based on the criteria provided below. Your instructor will indicate whether she/he agrees with your auto-evaluation. You may contact your instructor during office hours to review your participation grade for the week prior. You have two class meetings following a participation grade assessment to discuss any discrepancy. Student athletes, band members and members of other such university organizations should bring a letter from their supervisor or specific department at the beginning of the semester indicating the dates they will miss. Those days will be averaged out at the end of the semester. Participation points are the only points that you will NOT be able to make-up.

9. QUIZZES. These quizzes may be announced ahead of time or they may be pop-quizzes. Your instructor will provide more information about these.

10. MAKE-UP POLICY. Any student missing classes, quizzes, examinations or any other class or lab work because of observance of religious holidays should be given an opportunity during the semester to make up the missed work. It is the responsibility of the student to notify the instructor in writing, if the student intends to participate in a religious holiday that does not fall on state holidays or periods of class recess. This policy does not apply if administering an assignment at an alternate time would impose an undue hardship on the instructor or the institution, which could not reasonably have been avoided. Other excused absences are those for which you present a medical excuse that states the time and date that you were in the doctor's office, or certification that you are representing the University of Nevada, Reno in a university sponsored event, etc. **You must present documentation of your excused absence within 2 days of your return to class.** Note that instructors will not accept documentation that is presented more than two days after the absence. It is in your interest to communicate with your instructor before a planned absence (e.g., surgery, inter-collegiate sports event), or to call or e-mail your instructor (or have a friend do it) if you become suddenly ill. Excused absences will allow you to take an exam, write a composition, take an oral, or turn in late homework. Participation points are the only points that you will NOT be able to make-up. It is up to the instructor's discretion whether to allow more than 5 excused absences during one semester.

11. SPECIAL CIRCUMSTANCES. Please inform your instructor within the first week of the semester if you have a disability that may require some modification of seating, testing, or other class requirements so that appropriate arrangements may be made.

12. TUTORING CENTER. If you need extra help, you can contact the Foreign Languages & Literatures Office (775-784-6055) for a list of tutors available. In addition, you can contact the Tutoring Center at 784-6801 or www.unr.edu/acssv. This service is no longer free.

13. EXPECTED STUDENT BEHAVIOR. Students are required to read, and act in accordance with, university policies. Student conduct information is found at the following website: www.unr.edu/stsv/acdisp.html. Acting in accordance with this policy, it is expected that all work (exams, compositions, workbook/lab manual assignments or any other evaluation assigned or offered for a grade or credit) will be the student's own. A tutor or other qualified person may help with explanations or grammatical points and/or answer specific questions, but compositions, and all other graded assignments, are to be done and corrected by the student without assistance. Learning is a personal effort for personal intellectual enrichment. Cheating and plagiarism violate the integrity of the learning experience. Students are expected not to give or receive help during

tests and exams and must acknowledge fully any ideas, materials or quotations taken from another source for either written or oral use. The policies on academic misconduct also apply to the inappropriate use of Machine Translation, Web-based translation engines, or Web texts. Penalties for cheating and plagiarism may include a failing grade on a particular exam or paper; a failing grade for the entire course; disciplinary action; or dismissal.

14. Surreptitious or covert video-taping of class or unauthorized audio recording of class is prohibited by law and by Board of Regents policy. This class may be videotaped or audio recorded only with the written permission of the instructor. In order to accommodate students with disabilities, some students may have been given permission to record class lectures and discussions. Therefore, students should understand that their comments during class may be recorded.

Student Self-Evaluation Participation Criteria

Outstanding = 5 points

- arrives for class on time
- greets people and takes leave using Spanish expressions
- speaks exclusively in Spanish during whole class and group discussion
- during whole group discussion, often initiates interactions by responding to classmates' comments in addition to responding to instructor questions
- works on comprehension skills by listening attentively when others speak
- participates in all activities with enthusiasm and a positive attitude
- often asks questions when something isn't clear
- contributes actively during group activities and has a positive attitude.

Average = 4 points

- arrives no more than 5 minutes late for class
- sometimes greets people and takes leave using Spanish expressions
- speaks Spanish during whole group discussions, and rarely uses English during small group activities
- during whole group discussion, participation is only sometimes limited to answering instructor questions
- is usually an active listener when not participating during whole class or group interactions and only rarely does not listen while others talk
- participates in all activities, sometimes enthusiastically
- usually asks for help in Spanish when something isn't clear, but not always

Below Average = 3 points

- arrives late for class
- sometimes uses more English than Spanish during group activities and whole class activities
- during whole group discussion, participation is often limited to answering instructor questions
- is usually an active listener when not participating during whole class or group interactions and only rarely does not listen while others talk
- sometimes contributes actively during group activities
- sometimes contributes to getting the task done in group work

Unacceptable = 0 points

- arrives late for class
- uses more English than Spanish when speaking with the instructor or class members
- doesn't listen while others talk
- doesn't contribute much to getting the task done in group work
- contributes to the failure of activities by not completing small group or individual assignments
- works on assignments for other classes
- absent

Oral Grading Components (112)

Communication

- A** Displays communicative ease with in context(s); creative, resourceful; easily understood; takes risks
- B** Topics handled adequately; ideas clearly conveyed; requires little effort to be understood; some creativity.
- C** Topics handled adequately but minimally; ideas conveyed in general; basically on-task but no more
- D** Requires extra-sympathetic listening; parts of message still not understood; minimally successful
- F** Topics handled in totally unsatisfactory manner; unsuccessful communicative effort.

Accuracy

- A** Shows exceptional control of required grammar concepts and correctness in a variety of contexts.
- B** Makes some grammar mistakes that do not affect meaning (agreement, articles, etc.); reasonably correct.
- C** Makes more serious mistakes that often give unintended meaning (conjugation, tense inconsistency, word order mistakes, etc.); although generally adequate.
- D** Meaning frequently obscured by grammar mistakes; very poor control of a wide range of concepts.
- F** Meaning completely obscured by grammar mistakes; totally inadequate control.

Fluency

- A** Normal, “thoughtful” delay in formulation of thought into speech; language flows; extended discourse.
- B** Takes longer than necessary to organize thoughts; says more than required.
- C** Speech somewhat disjointed because of pauses; language very halting.
- D** Painful pauses make speech hard to follow; says less than required.
- F** Speech totally disjointed; long pauses interrupt flow of thought and meaning.

Weighting of Grades

- A** = 4.5-5.0
- B** = 4.0-4.4
- C** = 3.5-3.9
- D** = 3.0-3.4
- F** = below 3.0

Vocabulary

- A** Very conversant with vocabulary required by given context(s); excellent control and resourcefulness.
- B** Vocabulary mistakes generally do not affect meaning (wrong gender, wrong preposition, etc.); attempts at resourcefulness.
- C** Adequate, although more serious mistakes give unintended meaning (wrong preposition, incorrect word choice, mangled words, etc.)
- D** Meaning frequently obscured by minimal/inadequate mastery of vocabulary.
- F** Meaning totally obscured; inadequate vocabulary.

Pronunciation

- A** Correct pronunciation and intonation; very few mistakes; almost native-like.
- B** Some mispronunciation; meaning still clear; tries to “sound” like a native Spanish speaker.
- C** Pronounced foreign accent requiring extra-sympathetic listening; comprehensible.
- D** Meaning frequently obscured by poor pronunciation; minimally comprehensible; very “American”
- F** No effort at all to “sound” native like; often incomprehensible.

Communication	_____ x 3 = _____
Accuracy	_____ x 4 = _____
Fluency	_____ x 3 = _____
Vocabulary	_____ x 5 = _____
Pronunciation	_____ x 5 = _____

Nombre: _____

Fecha: _____

Composition Profile (112)

	Score	LEVEL	CRITERIA	COMMENTS
CONTENT		20-18	EXCELLENT TO VERY GOOD: knowledgeable • substantive • thorough development • relevant to assigned topic	
		17-14	GOOD TO AVERAGE: some knowledge of subject • adequate range • limited development of thesis • mostly relevant to topic, but lacks detail	
		13-10	FAIR TO POOR: limited knowledge of subject • little substance • inadequate development of topic	
		9-7	VERY POOR: does not show knowledge of subject • non-substantive • not pertinent • OR, not enough to evaluate	
ORGANIZATION		20-18	EXCELLENT TO VERY GOOD: fluent expression • ideas clearly state/supported • succinct • well-organized • logical sequencing • cohesive	
		17-14	GOOD TO AVERAGE: somewhat choppy • loosely organized but main ideas stand out • logical but incomplete sequencing	
		13-10	FAIR TO POOR: non-fluent • ideas confused or disconnected • lacks logical sequencing and development	
		9-7	VERY POOR: does not communicate • no organization • OR, not enough to evaluate	
VOCABULARY		30-27	EXCELLENT TO VERY GOOD: sophisticated range • effective word/idiom choice and usage • word form mastery • appropriate register	
		26-22	GOOD TO AVERAGE: adequate range • occasional errors of word/idiom form, choice, usage <i>but meaning not obscured</i>	
		21-17	FAIR TO POOR: limited range • frequent errors of word/idiom form, choice, usage • <i>meaning confused or obscured</i>	
		16-13	VERY POOR: essentially translation • little knowledge of vocabulary, idioms, word form • OR, not enough to evaluate	
LANGUAGE		25-22	EXCELLENT TO VERY GOOD: effective complex constructions • few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions	
		21-18	GOOD TO AVERAGE: effective but simple constructions • minor problems in complex constructions • several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions	
		17-11	FAIR TO POOR: major problems in simple/complex constructions • frequent errors of negations, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions • <i>meaning confused or obscured</i>	
		10-5	VERY POOR: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR, not enough to evaluate	
MECHANICS		5	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing	
		4	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing <i>but meaning not obscured</i>	
		3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing • <i>meaning confused or obscured</i>	
		2	VERY POOR: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • OR, not enough to evaluate	
TOTAL SCORE		READER COMMENTS		