

University of Nevada, Reno  
 Department of Foreign Languages & Literatures  
**SPANISH 211 – Course Components**

*¡Bienvenidos!* Welcome to Spanish 211, the third semester that follows 111 and 112 in UNR's Basic Spanish Language Program where you will cover Chapter 13 to 18 of *Puntos de Partida* 8<sup>th</sup> edition. What follows is basic information about the course, information that you should understand thoroughly.

**Metas (goals):** The goals of Spanish 211, like Spanish 111 and 112, are various. 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:

- talking about feelings
- talking about your wishes and desires
- expressing hypothetical events

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

- gross national product and the economy in some parts of the Spanish-speaking world
- the media; geography and culture of Central America and the Caribbean
- Hispanics in the U.S.

**Who can take this course?** This course is for students who have completed Span 111 and 112 at UNR. If you have had two semesters 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 211, please take the BYU Spanish placement test. Refer to: [www.unr.edu/cla/fl/BSLP/PlacementPolicies.doc](http://www.unr.edu/cla/fl/BSLP/PlacementPolicies.doc)

**TEXTBOOKS**

- *Puntos de Partida* (PP), 8<sup>th</sup> edition
- *QUIA-CENTRO Workbook* (M) & *Lab Manual* (Lab), 8<sup>th</sup> edition
- Good Spanish-English dictionary

**WEBSITES**

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

**EVALUATION:**

Exámenes: #1: 13 & 14 (15%) #2: 15 & 16 (15%) #3: 17 & 18 (15%)	Redacciones (3)	Oral	Tarea (Centro: Workbook & Lab)	Participación	Pruebas	Final exam Scanton (chaps. 13-18)
45%	15%	10%	5% each=10%	5%	5%	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

**UNIVERSITY POLICY:** The Department of Foreign Languages and Literatures is committed to equal opportunity in education for all students, including those with **documented** physical and/or learning disabilities. Any student with a disability needing academic adjustments or accommodations is requested to contact the **Disability Resource Center** (Thompson Building Suite 101, Phone: 784-6000) as soon as possible to arrange appropriate accommodations.

# Course Components of Spanish 211

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 mainly in Spanish. If you don't understand something, raise your hand and ask your instructor for help. 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 in a variety of ways.

- (a) In the textbook there are activities (indicated with an icon in the margin) that require you to listen to the instructor for information.
- (b) Finally, all the listening activities for the Lab are found on QUIA-CENTRO [www.mhhe.com](http://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.

**4. SPEAKING.** It is expected that both the instructor and the student will use Spanish almost exclusively in the classroom. Your speaking will be evaluated in the following manner:

- (a) Your instructor will evaluate you either daily or weekly for how well you perform these output activities as Participation. Your instructor will explain how he/she will evaluate you.
- (b) You will have one oral interview that will test your speaking abilities.

**5. WRITING.** In the second 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 is the current material, keep in mind that language learning is cumulative so that you are always responsible for material previously covered.

- (a) Each exam will address the structures (grammar, vocabulary) covered in specified chapters. The final exam on the scantron is comprehensive covering information presented in chapters 13-18.
- (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](http://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 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. PRUEBAS.** These quizzes will either be announced ahead of time or will 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 to allow more than 5 excused absences.

**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](http://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](http://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

Nombre: \_\_\_\_\_

Fecha: \_\_\_\_\_

Composition Profile (211)				
	Score	LEVEL	CRITERIA	COMMENTS
CONTENT		<b>30-27</b>	EXCELLENT TO VERY GOOD: knowledgeable • substantive • thorough development • relevant to assigned topic	
		<b>26-22</b>	GOOD TO AVERAGE: some knowledge of subject • adequate range • limited development of thesis • mostly relevant to topic, but lacks detail	
		<b>21-17</b>	FAIR TO POOR: limited knowledge of subject • little substance • inadequate development of topic	
		<b>16-13</b>	VERT POOR: does not show knowledge of subject • non-substantive • not pertinent • OR, not enough to evaluate	
ORGANIZATION		<b>20-18</b>	EXCELLENT TO VERY GOOD: fluent expression • ideas clearly state/supported • succinct • well-organized • logical sequencing • cohesive	
		<b>17-14</b>	GOOD TO AVERAGE: somewhat choppy • loosely organized but main ideas stand out • logical but incomplete sequencing	
		<b>13-10</b>	FAIR TO POOR: non-fluent • ideas confused or disconnected • lacks logical sequencing and development	
		<b>9-7</b>	VERY POOR: does not communicate • no organization • OR, not enough to evaluate	
VOCABULARY		<b>20-18</b>	EXCELLENT TO VERY GOOD: sophisticated range • effective word/idiom choice and usage • word form mastery • appropriate register	
		<b>17-14</b>	GOOD TO AVERAGE: adequate range • occasional errors of word/idiom form, choice, usage <i>but meaning not obscured</i>	
		<b>13-10</b>	FAIR TO POOR: limited range • frequent errors of word/idiom form, choice, usage • <i>meaning confused or obscured</i>	
		<b>9-7</b>	VERY POOR: essentially translation • little knowledge of vocabulary, idioms, word form • OR, not enough to evaluate	
LANGUAGE		<b>25-22</b>	EXCELLENT TO VERY GOOD: effective complex constructions • few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions	
		<b>21-18</b>	GOOD TO AVERAGE: effective but simple constructions • minor problems in complex constructions • several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions	
		<b>17-11</b>	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>	
		<b>10-5</b>	VERY POOR: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR, not enough to evaluate	
MECHANICS		<b>5</b>	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing	
		<b>4</b>	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing <i>but meaning not obscured</i>	
		<b>3</b>	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing • <i>meaning confused or obscured</i>	
		<b>2</b>	VERY POOR: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • OR, not enough to evaluate	
<b>TOTAL SCORE</b>		<b>READER COMMENTS</b>		

## Oral Grading Components (211)

### ***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 5 = \_\_\_\_\_

Accuracy \_\_\_\_\_ x 5 = \_\_\_\_\_

Fluency \_\_\_\_\_ x 4 = \_\_\_\_\_

Vocabulary \_\_\_\_\_ x 3 = \_\_\_\_\_

Pronunciation \_\_\_\_\_ x 3 = \_\_\_\_\_

Total Score: \_\_\_\_\_