INTENSIVE ELEMENTARY SPANISH
(SPAN 103)

SPRING 2012

DESCRIPCIÓN DEL CURSO

INTENSIVE ELEMENTARY SPANISH (SP 103)

COURSE INTRODUCTION

TEXTS:  
- *Pasaporte: Spanish for Advanced Beginners*  
  Lemond, Barlow, Foerster, McGraw-Hill, 1st ed. 2009

- *Supplementary Materials to Accompany Pasaporte: Grammar Exercises and Speaking Activities*  
  Foerster and Miller, McGraw-Hill, 1st ed., 2009

WEBSITE:  
www.mhhe.com/pasaporte
COURSE GOALS:

In Spanish 103 you will aggressively pursue communicative competency as you review the grammar and vocabulary typical of first-year Spanish courses, all within a stimulating cultural context. After all, language is not independent from culture; on the contrary, each is an expression of the other. You will acquire as well a foundation for effective reading and writing. Spanish 103 requires regular classroom participation and approximately two hours of outside preparation (listening, writing, reading, grammar and vocabulary study) for every hour of class.

The principal aims of this accelerated Spanish language course are to encourage the development of competency and proficiency in the following five language skills – listening, speaking, reading, writing, and cultural understanding, informed by the communicative approach to second language acquisition.

This course may be conducted differently than previous foreign language courses you may have had. In this class we will emphasize the learning of Spanish for real-world purposes, using authentic materials. After the first day in Spanish 103, your instructor will speak exclusively in Spanish; you should make every effort to do likewise. We will be doing many pair and group activities in which you are expected to actively participate and to use only Spanish.

Finally, the course requires continuous and independent work out of the classroom, to consolidate the knowledge and linguistic skills developed during class time. Choose to look for opportunities to speak in Spanish outside the classroom, listen to music in Spanish, read an online newspaper a couple of times a week, and establish specific goals for your own linguistic progress. ¡Bienvenidos a Español 103!

COMMUNICATIVE STRATEGIES

Spanish 103 focuses on seven essential communicative functions:

1. Describing
2. Comparing
3. Reacting and making recommendations
4. Past-tense narration
5. Talking about preferences, likes, and dislikes
6. Speaking about the future
7. Hypothesizing

In-class work throughout the semester will develop the following communicative skills, so that by the end of the course you will be able to:

- Iniciar una conversación
- Cerrar una conversación
- Expresar frustración
- Expresar alegría
- Dar las gracias
- Pedir perdón
- Persuadir
- Hacer una invitación
- Aceptar una invitación
- Pedir una opinión
- Dar una opinión
- Declinar una invitación
- Pedir algo con cortesía
- Hacer planes
- Expresar dificultad en creer algo
- Proponer una solución
- Expresar desacuerdo
SPANISH LANGUAGE PROGRAM POLICIES

A. ATTENDANCE

Regular class attendance is essential for successful completion of the course; attendance is therefore required for all Spanish language courses. It is your responsibility to attend class and keep track of your absences. In case circumstances arise that prevent you from attending class, you are permitted five (5) unexcused absences, about which questions will not be asked nor excuses solicited. Since 5 classes represent a whole week of formal contact, any absence beyond those classes is considered excessive. These 5 absences are not “free” but should be employed judiciously for doctor’s appointments, minor illnesses, attendance at weddings, etc.

It is also essential to be on time. Please be aware that if you are more than 5 minutes late, you will be counted absent.

NOTE: No cell phones, pagers, or other electronic communication devices are to be on or used during class. They are of course entirely prohibited during exams. Absolutely no texting is permitted during class.

B. EXCESSIVE ABSENCES

If you accumulate 6 absences or more, one (1) percentage point per unexcused absence will be deducted from your FINAL GRADE calculation. For example, if you were to miss a total of seven (7) classes during the semester (5 permitted plus 2 unexcused), your final grade would be reduced by two (2) points.

An accrual of 10 absences will result in a failure in the course. If you have accrued 5 absences (allowed) your instructor will contact you and remind you once more of the excess absences policy. If you are close to the limit (10), we will e-mail you and copy the message to your Dean. Once you have exceeded the limit, you will fail the course.

To have your absences excused, you must provide your instructor with official documentation of the reason for your missing class (e.g. extended hospitalization, medical emergency, religious functions, etc.) Documentation must be provided within five (5) class days after you return to class. You will have no opportunity to get any excess absences excused at the end of the semester.

C. LATE WORK AND MAKE-UP EXAMS

Assignments are due at the beginning of class. You are not allowed to turn in late work unless you have a documented excuse. If you present documentation of an emergency, be it medical or otherwise, your instructor will do everything s/he can to help you make up missed class work. Any make-up must be completed within (5) class days.

The general rule, however, is the following: NO LATE WORK IS ACCEPTED and NO MAKE-UP EXAMS OR QUIZZES WILL BE GIVEN unless prior, written permission has been granted for excused absences, only.

It is always your responsibility to find out what was covered in class the day you were absent, to get any updates on assignments, and to come to the next class prepared for that day’s work.

D. GRADING SYSTEM

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<tr>
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<tr>
<td>F</td>
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E. FINAL GRADE COMPONENT WEIGHTING

1. In-class performance - 2 grading periods
   - See page 5 for evaluation criteria
   - Includes Pronunciation Activities

2. Cultural & written assignments
   - Wednesday Assignments and
     Writing Workshops included

4. Oral exams (2)

5. Announced and unannounced quizzes

6. Exams (2 Exams @ 13% each)

7. Final Exam

   Note: The final exam is cumulative, and will be administered only on Wednesday, May 2
   from 3-5pm. There will be NO ALTERNATE DATE for the final exam, so plan accordingly.

F. PREPARATION FOR CLASS

You are expected to study and prepare the assignments specified on the course schedule, which
include activities assigned from the textbook, online activities (OLC), and Supplementary Materials (SM).
To participate actively, you will need to come to class well prepared and willing to practice your Spanish
skills. Your oral participation in class does not imply perfection, but it does require an advancing
ability and a consistent commitment to speaking in Spanish.

1) HOMEWORK: You are required to complete all assignments prior to coming to class, and
occasionally the paired exercises to be completed outside of class. Your instructor may collect and grade
your homework without announcing it. You can expect pop quizzes often.

2) IN-CLASS PERFORMANCE: Your proficiency will be assessed daily, although your will only
receive an averaged grade twice a semester. Your grade is based on your performance, not on your
effort alone: you are expected to attend class and to participate actively. Above-average and
outstanding performance warrants a B or an A. Your proficiency grade includes your contribution in
Spanish in regular class sessions and active participation in Spanish in small-group activities. If you are
in class, but are not prepared and/or do not participate, clearly you have not earned any participation
points for the day.

   This takes into consideration but is not limited to 1) how much you use Spanish; 2) how well you
use Spanish; 3) your preparation for class; 4) your cooperation and leadership in pair and group work; 5)
your consistent efforts to improve and to communicate entirely in Spanish, and 6) your respect and
attitude towards the class, your peers, and your instructor.

   Regarding the use of English: You must make every effort to express your questions in Spanish.
During group work you will be expected to speak in Spanish the entire time. Even if you finish the
assigned activity before the rest of the class, continue to speak in Spanish in your group. This is
extremely important!

   These are the guidelines your instructor will utilize for assessing in-class performance:
### SPANISH 103  IN-CLASS PERFORMANCE EVALUATION CRITERIA

**10 pts. The “A” Student**  
1. initiates and maintains interaction with students and instructor from the moment s/he walks into the classroom  
2. shows leadership in group activities  
3. never uses English in discussions and group activities  
4. asks questions only in Spanish  
5. is always prepared and demonstrates a minimum of errors  
6. attempts to use complete sentences with connectors, conjunctions; always elaborates on answers

**9 pts. The “A-” Student**  
1. maintains interaction with students and instructor  
2. rarely uses English in class and only if has asked permission  
3. always prepared for class  
4. has few errors  
5. voluntarily elaborates on answers with connected sentences

**8 pts. The “B” Student**  
1. shows willingness to participate  
2. cooperates fully in discussions and group activities although not necessarily the leader  
3. answers readily when called upon and has few errors  
4. elaborates somewhat on answers; more than three-word answers  
5. occasionally resorts to English

**7 pts. The “C” Student**  
1. participates more passively than actively  
2. tends to use English, especially in small-group activities when the instructor is not nearby  
3. gives one- to three-word answers  
4. is frequently not well prepared

**6 pts. The “D” Student**  
1. participates grudgingly  
2. speaks mostly English in discussions and small-group activities  
3. generally does not cooperate in group activities  
4. has many errors, makes no effort to correct

**5-0 pts. The “F” Student**  
1. unable to answer when called upon in class; obviously unprepared  
2. is disruptive, prevents other students from hearing, etc.  
3. rarely participates in class activities  
4. is disrespectful of other students and instructor  
5. negative attitude; refuses to answer questions; constantly speaks in English; almost never uses Spanish

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**G. VANDERBILT UNIVERSITY HONOR CODE**  
You are expected to adhere to the Vanderbilt Undergraduate Honor Code. You are expected to neither give nor receive aid in the completion of exams, quizzes, or any work prepared outside of class that is to be submitted for a grade.

Also, in order to attend this course, you will be asked to read, sign, turn in, and abide by the Spanish Language Program’s policy on Academic Integrity and the Vanderbilt Honor Code. Keep in mind that ALL work completed for this course (including Wednesday Tasks) must be the result of your
own, individual effort. If you have any questions at all about what constitutes independent work, please ask your instructor.

H. WEDNESDAY TASKS

Wednesday assignments vary, but are designed primarily to enrich your cultural understanding of the Spanish-speaking world as you advance your writing skills in Spanish. You will complete independent work every Wednesday (the day of the week when instruction generally is not classroom-based). This may entail working on web-based assignments, reading, attending and writing about on-campus events, preparing conversation topics, or the like. However, we may occasionally meet on this day, either for testing or for a group assignment as the need arises.

I. EXAMINATIONS

Every exam is cumulative in nature, that is, it covers all the materials studied up to that point. Assessment of your speaking skills will take place at various points in the semester in other formats. Both oral and written exams will ask you to complete the same type of tasks that you will be practicing either in class or homework throughout the semester. Each written exam will contain the following:

a) Un poco de todo
   1. **Preguntas**: This activity consists of written questions targeting current vocabulary. The questions typically contain two parts and elicit open-ended answers in which the students describe people, places and activities or discuss topics from the current chapter using structures from previous chapters.
   2. **Listening comprehension**: This activity tests students' listening comprehension in a context related to articles and materials seen in the text and in the Online Learning Center. Again topics, vocabulary and grammatical structures from various chapters are woven together. The script will be read (or played) twice. Listening comprehension may also be assessed in quizzes.
   3. **Reciclaje**: The third and final activity of the Un poco de todo section always deals with recycling. A thematically contextualized cloze passage related to the information provided at the beginning of the section tests students' mastery of structures presented in previous chapters. Students demonstrate their comprehension of the content by writing one or two follow-up questions.

b) Cultural material
   In this section you will see a drawing from the chapters being tested as a point of departure to test current vocabulary, as well as to recycle grammar, communicative goals and, where appropriate, vocabulary from previous chapters.

c) Short and extended writing
   This section requires students to respond to a situation with either a short composition or a dialogue. Guidelines, often in the form of questions, are provided. Students are expected to address each of the guidelines or questions with one to two sentences.

d) Communicative goals and grammar
   In this section, grammar is tested in a discrete point fashion. Even though the focus is explicitly on form in this section, the context of each exercise is meaningful and relevant to the cultural themes of the chapters' countries of focus.