



SYLLABUS & COURSE CALENDAR

SPAN 201: Intermediate Spanish I

Spring 2022 • February 21 – June 15 / Tuesday and Thursday • 15:00 pm 16:15 pm

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Office: G641 Office Hours: Tuesday 10:00am-11:30 am – Thursday 13:30pm-14:30 pm. If you cannot make it during these hours, we can schedule an individual session.

TABLE OF CONTENTS

COURSE DESCRIPTION AND LEARNING OUTCOMES	2
COURSE PREREQUISITES AND PLACEMENT	2
MATERIALS	2
TECHNICAL SKILLS	3
COURSE REQUIREMENTS	3-5
1. ATTENDANCE & PARTICIPATION : 20%	3
2. HOMEWORK : 15%	4
3. COMPOSITIONS : 15%	4
4. QUIZZES : 15%	4
5. CHAPTER EXAMS : 20%	5
6. ORAL ASSESSMENT : 15%	5
ASSESSMENT	5
MAKE-UPS& ROUND UP	6
CLASSROOM ETIQUETTE	6
GMU HONOR CODE	6
SEXUAL MISCONDUCT AND INTERPERSONAL VIOLENCE	6
GMU EMAIL ACCOUNTS	6
UNIVERSITY POLICIES AND CATALOG	6
FERPA	7
DISABILITY SERVICES	7
UNIVERSITY CALENDAR	7-8
INCLEMENT WEATHER	8
WEEKLY COURSE CALENDAR	9-17
RUBRICS: CLASS PARTICIPATION RUBRIC COMPOSITION RUBRIC ORAL ASSESSMENT RUBRIC	18-20

COURSE DESCRIPTION

SPAN 201 is a three-credit semester course for **intermediate students of Spanish** who **have completed SPAN 101 and SPAN 102** successfully, or have taken the placement exam. SPAN 201 is designed around the 5 national standards of foreign language education: **communication, cultures, connections, comparisons, and communities**. We address those standards through a variety of listening, speaking, reading and writing activities in class and online. We put into practice the **FLIPPED-CLASSROOM** approach, a *pedagogical model* in which the typical **lecture and homework elements of a course are reversed**. In other words, in this class, **students are expected to study new material outside of class and to make the most of your time to practice using Spanish in an applied context during class sessions**.

Major topics to be covered: Identifying historical dates and events, Talking about activities in the past, Giving instructions, advice and recommendations, Expressing purpose, wishes and social conventions.

Grammatical structures to be covered: Ser and estar, Present progressive tense, the preterit and the imperfect, double object pronouns, formal and informal commands, the present perfect, past participles used as adjectives, the present subjunctive and some of its uses.

LEARNING OUTCOMES

Upon successful completion of the course students will be able to:

1. Understand speech used by Spanish-speakers on several topics as well as radio and television announcements from a variety of Spanish-speaking countries.
2. Participate in more intricate communicative exchanges, asking and answering questions in simple conversations on both general topics and those related to the cultures of Spanish-speaking countries as well as initiating and responding to statements.
3. Understand and interpret material, such as brochures, articles from Spanish-language newspapers and magazines, that imparts information to which the reader brings personal interest and/or knowledge.
4. Use the acquired vocabulary and grammatical structures to write short texts with a reader in mind, such as messages, letters, announcements, advertisements, descriptions, and short narratives in the present, past, and future tenses;
5. Demonstrate knowledge and critical understanding of the products, practices, and perspectives of the Spanish-speaking world.
6. Use several online tools to learn new material and to practice the four skills.
7. Reflect on and incorporate effective strategies to work toward autonomous language learning.

COURSE PREREQUISITES

SPAN201: You must have successfully passed these courses at GMU:

SPAN101: Elementary Spanish I / **SPAN102:** Elementary Spanish II or the equivalent at another institution, or appropriate placement score, or permission of instructor.

If you	You must take
have never studied Spanish AND have not learned Spanish outside of the classroom (e.g, by speaking Spanish at home, by living in a Spanish-speaking country)	SPAN 101: Elementary Spanish I
have completed SPAN 101 at GMU or the equivalent of 101 at another college	SPAN 102: Elementary Spanish II

PLACEMENT: If you have studied Spanish in high school (2+ years), you are recommended to take the placement test regardless of how long ago this took place. **Please discuss the foreign language requirement for your degree with your major advisor.**

You do not need to take the placement exam if you have submitted DELE, AP, IB or CLEP exam scores to George Mason University as proof of your proficiency in Spanish.

MATERIALS

Required: ***“Contextos A2/B1 (Libro del alumno - Editorial Edinumen)”*** (We will cover several chapters (10 to 17). Can be purchased in <http://enamuh.com/> (*textbook ordering service*). Guideline for users available in [Blackboard](#). **Bb**



Notes:

1. The textbook is preferred and should be brought to every class.

Highly recommended:

1. **NAVER Diccionario** Spanish-Korean Dictionary. <https://dict.naver.com/>
2. **WordReference.com** Spanish-English Dictionary. <https://www.wordreference.com/>

TECHNICAL SKILLS

It is expected that you possess the following technical skills:

- navigate the World Wide Web using different Web browsers;
- experience in using the learning management system, Blackboard ([Click here](#) for Blackboard's video tutorials https://help.blackboard.com/Learn/Student/Watch_Videos);
- communicate via email including sending attachments;
- use office applications such as Microsoft Office (or similar) to create documents;
- be comfortable uploading and downloading saved files and assignments in Blackboard;
- be capable downloading and installing software.



COURSE REQUIREMENTS

1. ATTENDANCE & PARTICIPATION: 20%

Classes will be conducted mostly in Spanish, and active participation is a major requirement. The participation grade is not earned by just coming to class. Students need to proactively participate and demonstrate they are fully prepared and have completed all assignments for the class. Furthermore, students must volunteer to participate and not expect to be called on by the instructor. Students absent on any given day will receive a zero grade for participation for that day. It is the student's responsibility to find out about assignments from a classmate. Therefore, exchanging email addresses with at least two classmates during the first week of class is highly recommended.

Students will frequently be asked to work in pairs or small groups and are expected to make every attempt to communicate in Spanish. Class work will include activities such as role plays, oral and written questions and answers, small group/pair work, discussions, and activities from the textbook. The additional in-class activities created by the instructor can be counted as Attendance & Participation.

The [participation rubric](#) can be found on page 21. Participation will be recorded daily, and an average will be entered into [Blackboard](#)'s Grade Center approximately every three weeks, with a total of four grades spread out throughout the semester.

***Attendance policy:** Regular attendance and active class participation are expected from all students in this class. At the end of the semester every subsequent absence that is something other than documented illness that is serious enough to require medical attention, religious observance, participation in a University-sponsored activity, or a special circumstance will result in a 2-point deduction from their Weighted Total grade. If you believe that your absence(s) should not carry the points' deduction, you must notify your instructor as promptly as possible and not wait until the end of the semester or when the grades have been posted in Blackboard and/or Patriot Web.

Students who are **late to class** by more than 15 minutes will be entered as **“absent”** in the attendance record.

Please notify your instructor in writing no later than the second week of the semester of any absences you anticipate due to religious observances and/or university-sponsored activities. Social distancing will be practiced in all classroom activities.

2. HOMEWORK: 15%

***As classes move online during COVID-19, students will be completing the assignment online.** The student's book contextualized activities will help students learn grammar and vocabulary, develop listening, reading, speaking and writing skills, and connect to culture. The activities in the **student's book** are for preparation and **are not graded**.

Graded Assignments.

The online component that accompanies **CONTEXTOS A2/B1** is one of the most important aspects of this class, and it needs to be completed at home on **ELEteca**, a learning management system integrated with the student's book, that should be accessed through: (<https://eleteca.edinumen.es/login/index.php>). In order to access **ELEteca**, students need to purchase the textbook and use the online code that comes with the corresponding textbook and follow the registration instructions located in Blackboard to activate your digital contents. *Email the instructor in case of any issue.*

You are responsible for completing the assigned work on the due dates via **ELEteca**. Other activities, such as the **videos activities are graded** and for most of them only three attempts are allowed. The highest grade of the three will be computed. PLEASE, do not hesitate to contact me if you are unable to get the correct answers after the second attempt so that I can help you. Bear in mind that the main purpose of these activities is for the students to be prepared to participate in class by using what they have studied at home; this is the essence of the **"FLIPPED CLASSROOM"** methodology that is implemented in this course. Therefore, students are required to complete the activities and be submitted in person to the instructor as specified on the calendar. **Late submitting assignments will be penalized.** PLEASE, do not request to have your homework graded once the semester is finished or once the chapter's grade has been posted in Blackboard. It is your responsibility to submit the assigned activities on the days indicated in the syllabus. "I forgot", "I didn't notice" or any technical problems with your personal computer are not valid excuses for not submitting your homework. **Currently under approval.*

3. COMPOSITIONS: 15%

There will be **two in-class compositions** focusing on the vocabulary and grammar structures discussed in class. Your instructor will assign the topic on the same day of the composition, and it will include the material discussed in class up to that day. As the in-class compositions are meant to assess what you have learned, the use of the textbook or dictionaries is not allowed. This course emphasizes the importance of the writing process and, therefore, composition writing involves two steps: **1. In-class first draft (70%), 2. Typed final draft that you'll have to hand in to your instructor (30%).** The first draft should be submitted in class on the day and the final draft is due on next day of class. Please note that the bar for revisions is higher than it is for the original essay. A paper that received an A- the first time around, and that was not revised based on your instructors' comments, would probably receive a B on the revision. Should you fail to provide a second draft, the grade you obtained for your first draft will be the only one recorded and you will receive a grade of "0" for the second draft. A [grading rubric](#) is available on page 22. Please consult it to know what is expected of you in each of these writing assignments. **Late final drafts will be penalized with a deduction of 10% per day. After the third day, work will not be graded and a grade of zero will be entered.**

The following will receive **no credit (0) or a more serious penalty**:

- Texts that evidence help from other instructors, friends, electronic translators, etc. **What you write must be produced solely by you.**
- Copies of other texts.
- Texts that do not follow directions.

All revised versions of compositions must be typed according to the following guidelines:

- Include as a header on the first page: name, course number, the date and a title in Spanish.
- Use font Times New Roman 12 pt. and one-inch margins all around.
- One and a half-space the text and use standard 8 ½ by 11 paper and legible black ink.
- Write the number of words at the end of your composition.
- Do not submit a paper without accents. While typing your work, if you have a PC you can use:
á = alt + 160 ü = alt + 129 é = alt + 130 ñ = alt + 164 í = alt + 161
j = alt + 173 ó = alt + 162 ç = alt + 168 ú = alt + 163

Note: To type the numbers, you must use the numeric keypad on the right side of your keyboard, not the number keys on the top row.

Orin Office for Windows: For accented vowels: Press Ctrl + ' , then the vowel (ctrl + ' + a = á)

For Ñ: Press Ctrl + ~, then the letter n (ctrl + ~ + n = ñ)

Mac users: Hold down the Option key, and while holding it down, type the letter e; then release those keys and type the

Letter that you want the accent to appear on: á = Opt + e, then ae = Opt + e, then e í = Opt + e, then I
ó = Opt + e, then o ú = Opt + e, then u ñ = Opt + n, then n ü = Opt + u, then u ÿ = Opt + 1 ç = Opt + shift + ?

4. QUIZZES: 15%

There will be a **total of four short (10-15-minute) quizzes**. The quizzes are meant to consolidate the understanding of the main points in the covered lessons. The dates for the quizzes, as well as the material that each quiz will cover are included in the [calendar](#) below.

5. CHAPTER EXAMS: 20%

There will be 2 chapter-exams which will test a variety of skills and information and will also include a **listening** comprehension section. A study guide will be provided prior to each exam. The dates are included in the [calendar](#) below. The exams cannot be made up for unless they are missed due to an emergency, in which case you need to provide documentation to be allowed to take the exam on a different date. Please notify your instructor in writing no later than the second week of the semester of any absences you anticipate due to religious observances and/or university-sponsored activities.

6. ORAL ASSESSMENT: 15%

Students' speaking skills will be formally assessed by means of a role-play presentation (5%) and an interview (10%) with the instructor:

- The first oral assessment item consists of an on-the-spot, role-play presentation involving 3-4 participants per group.** On the specified date (see calendar), students will submit the names of the group participants and the chosen topic. The instructor will provide a list of possible topics to be considered; students can contribute ideas as well. In all cases, the oral performance assessment should reflect class discussions and grammar/vocab. items studied so far. Students are encouraged to rehearse out of class. However, no notes will be allowed during these assignments as they are meant to be as spontaneous as possible as opposed to a memorized speech by each student.
- The second oral assessment item consists of an individual interview with the instructor.** The four topics of the interview, which are related to the material covered in class, will be made available in advance, and the student should be ready to answer questions on the four topics. No notes can be used during the interview as it is meant to be a spontaneous exchange as opposed to a memorized speech by each student. At the discretion of the instructor, this conversation will be recorded. The oral exam will take place on the day of the final exam; a 10-minute slot will be assigned to each student. Attendance is required only for the individual exam appointment (each instructor will provide a chart with the corresponding appointments). An [evaluation rubric](#) can be found on page 23, and plenty of practice will be provided during the semester.
- If required, **to prevent possibly spreading COVID-19** to others Students' speaking skills could be formally assessed by means of a **virtual group conversation** (5%) and a **virtual oral interview** with the instructor (10%).

ASSESSMENT

The progress made by students in this class will be evaluated according to the following criteria:

Assignments	%	Grade scale
1. Attendance & participation	20	A+ 97-100 A 93-96
2. Homework	15	A- 90-92 B+ 87-89
3. Compositions (2 x 2 drafts)	15	B 83-86 B- 80-82
4. Quizzes (4)	15	C+ 77-79 C 73-76
5. Chapter exams (2)	20	C- 70-72 D 60-69
6. Oral Assessment (Role-play presentation: 5% & Individual interview: 10%)	15	F 0-59

Notes:

1. Late work will be penalized with a deduction of 10% per day. After the third day, work will not be graded and a grade of zero will be entered. **Missed assignments, exams, oral activities, etc. will receive grades of zero, which will be computed in the final average.**
2. All graded writing assignments (exams, quizzes, compositions, and homework assignments done inside or outside class must be your own work. You should familiarize yourself with the sections on [cheating](#) and [plagiarism](#) of GMU's Honor Code [<https://oai.gmu.edu/mason-honor-code/full-honor-code-document/>]. Please talk to your instructor if you have any questions about the concept of academic integrity.
3. For GMU policies about grades, please check: <http://catalog.gmu.edu/policies/academic/grading/>

MAKE-UPS AND ROUND UP

No make-ups are allowed for exams, quizzes, oral examinations, in-class compositions, oral presentations, or any other graded assignment in this course. In the event of a medical emergency or other extreme situation, each case will be discussed on an individual basis. In such a case, the student must notify his/her instructor in advance by electronic mail. **NOTE** that oversleeping, minor illness, travel or vacation plans, parking trouble, and similar situations are not valid emergency cases. Therefore, please make sure to plan ahead.

When the final grade on Blackboard is less than 0.5 to the next grade level, instructors are allowed to round up the grade. For example, 72.51-72.99 can be rounded up to 73=C. This is at the discretion of the instructor.

CLASSROOM ETIQUETTE

The main focus of **SPAN 102** is interpersonal face-to-face interaction in Spanish. Therefore, **the use of cell phones or any other electronic devices will not be allowed unless required for an activity.** Classes may not be recorded (audio or video) without the instructor's consent. Learning a language requires rigorous discipline; for that reason, **punctuality** is a requirement in this course, and your grade will be penalized if you arrive late or leave early without prior instructor's consent. Late arrivals will be considered as absences. Please refrain from eating and drinking in the classroom without consent of the instructor.

George Mason University is committed to providing equal opportunity and an educational and work environment free from any discrimination on the basis of race, color, religion, national origin, sex, disability, veteran status, sexual orientation, or age. Mutual respect and civility of others will be considered an essential component of students' participation in this class.

GMU HONOR CODE

Upon applying for admission, all Mason students sign a commitment to uphold the [Mason Honor Code](#), and to "pledge not to cheat, plagiarize, steal, or lie in matters related to academic work." All students are responsible for understanding the Honor Code, as well as for reporting any violations. For more information on the Honor Code and its requirements, the Academic Integrity Website: <http://oai.gmu.edu>

Plagiarism, or the use of someone else's words, ideas, sequence of ideas, or other intellectual or creative work without proper acknowledgment, constitutes an Honor code violation. All students are strongly encouraged to read the Writing Center's online guide for avoiding plagiarism: <http://writingcenter.gmu.edu/?p=499>. In this course, you are NOT allowed to have a native speaker, or a more advanced student correct your homework or compositions.

If you have any doubts about the types of assistance that you are permitted to receive from others, ask your professor. Students who violate the [Honor Code](#) in this course will be reported to the Mason's Honor Committee: (<http://oai.gmu.edu>) and should expect to receive an "F" in the course.

[Click here](#) [<https://oai.gmu.edu/take-the-pledge/>] to take the GMU Honor Code pledge.

SEXUAL MISCONDUCT AND INTERPERSONAL VIOLENCE

George Mason University is committed to providing a safe learning, living, and working environment free from discrimination. The University's environment is meant to be experienced as vibrant and dynamic, and one that includes ample opportunities for exploration of self, identity and independence. Sexual misconduct and incidents of interpersonal violence deeply interrupt that experience, and George Mason University is committed to a campus that is free of these types of incidents in order to promote community well-being and student success.

George Mason University encourages individuals who believe that they have been sexually harassed, assaulted or subjected to sexual misconduct to seek assistance and support. Confidential resources are available on campus at **Office of Student Affairs**. Address: Suite G414. Email: mksa@gmu.edu / Phone: +82-32-626-5050. Hours: 9:00am to 12:00pm and 1:00pm to 6:00pm, Monday through Friday.

Mason Live/Email (GMU Email)

Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate your account and check it regularly. All communication from the university, college, school, and program will be sent to you solely through your Mason email account. [See <https://masonlivelogin.gmu.edu/login>].

UNIVERSITY POLICIES AND CATALOG

The University Catalog, <http://catalog.gmu.edu>, is the central resource for university policies affecting student, faculty, and staff conduct in university affairs. For university policies, please visit <http://universitypolicy.gmu.edu>

FERPA (Family Educational Rights and Privacy Act)

The Family Educational Rights and Privacy Act of 1974 (FERPA), also known as the "Buckley Amendment," is a federal law that gives protection to student educational records and provides students with certain rights. [See <http://registrar.gmu.edu/ferpa/>].

Disability Services

If you have a learning or physical difference that may affect your academic work, you will need to furnish appropriate documentation to **Office of Student Affairs**. Address: Suite G414. Email: mksa@gmu.edu / Phone: +82-32-626-5050. Hours: 9:00am to 12:00pm and 1:00pm to 6:00pm, Monday through Friday. If you qualify for accommodation, the ODS staff will give you a form detailing appropriate accommodations for your instructor. In addition to providing your professors with the appropriate form, please take the initiative to discuss accommodation with them at the beginning of the semester and as needed during the term. Because of the range of learning differences, faculty members need to learn from you the most effective ways to assist you. If you have contacted the Office of Disability Services and are waiting to hear from a counselor, please notify your instructor.

UNIVERSITY CALENDAR [<https://masonkorea.gmu.edu/academic-calendars/spring-2022>]

<i>Spring 2022</i>	<i>Full Semester</i>
First Day of Classes	Mon Feb 21
Last Day to Add Classes	Mon Feb 28
Independence Movement Day (no classes)	Tue Mar 1
Last Day to Drop Classes (with 100% tuition refund)	Mon Mar 7
Presidential Election (no classes)	Wed Mar 9
Last Day to Drop Classes (with 50% tuition refund)	Mon Mar 14
Unrestricted Withdrawal Period (100% tuition liability)	Tue Mar 15-Fri Apr 1
Mid- Progress Reporting Period	Mon Mar 21-Fri Apr 15
Selective Withdrawal Period (100% tuition liability)	Sat Apr 2-Fri Apr 29

Spring 2022	Full Semester
Incomplete Work Due to Instructor	Fri Apr 22
Incomplete Grade Changes Due to Registrar	Fri Apr 29
Labor Day (no classes)	Sun May 1
Children's Day (no classes)	Thu May 5
Spring Recess (no classes)	Fri May 6
Buddha's Birthday (no classes)	Sun May 8
Make Up Day 1 (Follow Wednesday Schedule. Monday classes do not meet)	Mon May 9
Regional Election (no classes)	Wed Jun 1
Last Day of Classes	Fri Jun 3
Memorial Day (no classes)	Mon Jun 6
Reading Day(s)	Tue Jun 7
Examination Period	Wed Jun 8-Wed Jun 15
Graduation Ceremony	TBD
Degree Conferral Date	Sat Jun 18



Note: The dates and deadlines listed on the SPAN102 course calendar are for full semester courses only.

It is the student's responsibility to speak to the instructor in advance should their religious observances impact their participation in class activities and assignments. A calendar of religious holidays and observations can be found on the University Life website [see: <http://ulife.gmu.edu/calendar/religious-holiday-calendar/>]

Inclement Weather: In the case of inclement weather, the Basic Spanish Program follows GMU procedures. Note that assignments might have to be completed via Blackboard. In that case, your instructor will get in touch with you via e-mail, if possible, or make announcement on Blackboard to explain changes to course assignments.


SPAN201 ~ TR~ Spring 2022
CALENDAR OF THE COURSE (There might be announced minor changes)


<p style="text-align: center;">Week _ Important Dates Date_Chapters #_Objectives</p>	<p style="text-align: center;">Tarea para hoy (homework for today)</p> <ul style="list-style-type: none"> The main reference for the activities is: “Contextos A2/B1” (Libro del alumno - Editorial Edinumen). Students are responsible to complete all assigned activities. Additional homework may be assigned in preparation for in class activities. 	<p style="text-align: center;">Trabajo en clase (In class)</p> <p><i>Instructors are encouraged to select and incorporate communicative and task-based activities from the textbook and/or the Instructors Resources manual, and unassigned activities. Supplementary material such as video clips, songs, short readings, and comic strips may be presented in class.</i></p>
<p>SEMANA (Week) 1 Mon Feb 21: First day of classes</p>		
<p>Tue Feb. 22 Objectives:</p> <ul style="list-style-type: none"> Understand the course dynamics and instructor/student responsibilities. Understand the rationale under “the flipped classroom” and “the communicative approach to language learning”. Get acquainted with your classmates and instructor. Clarify doubts about the syllabus & assignments. Review SPAN102 main grammar. 	<p style="text-align: center;">BEFORE COMING TO CLASS:</p> <p>Read complete course description and calendar.</p> <ul style="list-style-type: none"> Review SPAN 102 main grammar topics. Become familiar with the textbook “Contextos A2/B1 (Libro del alumno - Editorial Edinumen)” (how it works & what type of exercises students should expect. Sign in and Register on LEteca following the guidelines available in Blackboard (Content Area). If you encounter any tech issues with the registration process, please notify your instructor by email. 	<p>-Course introduction (an overview and syllabus in detail, clarify doubts about the syllabus, the assignments)</p> <p>-Review SPAN 102 main grammar topics through Blackboard activities Bb (Instructions in Assignment section).</p> <p>-Introduction to Unidad 10 :“ ¿Dígame?”</p>
<p>Thu. Feb. 24 Objectives: Unidad 10 :“ ¿Dígame?”: Objectives:</p> <ul style="list-style-type: none"> Review uses verbs SER and ESTAR. 	<p style="text-align: center;">BEFORE COMING TO CLASS:</p> <ul style="list-style-type: none"> Review SPAN 102 main grammar topics. Read: Gramática: Verbs SER/ESTAR and adjectives. (p.24/25). Vocabulario (p. 33) LEtecaGraded Homework. Gramática <ol style="list-style-type: none"> Videoclase 19 – Video (Watch the video just to see the examples) Videoclase 19 - Activity Casa del español - Street interview 20 - Video. (Just to see the examples) Casa del español - Street interview 20 - Activity 	<p>- Selected activities from Unidad 10:</p> <p>-Gramática: Ser/Estar (pp. 24-25) <i>Textbook: 10.1 - 10.2 - 10.3 / *EA 10.2-10.3</i></p> <p>-2.B Comunicación (p.20): Making Emphatic statements. *IW + Video “Hola qué tal”</p> <p>*EA:Extension activities *IW: Interactive Whiteboard</p>

Date_Chapters #_Objectives	BEFORE COMING TO CLASS	IN CLASS
SEMANA (Week) 2 Last Day to Add Classes: Mon Feb 28 Independence Movement Day (no classes): Tue Mar 1 Mon Mar 7: Last Day to Drop (with 100% tuition refund)		
Tue. Mar. 01 (no classes)		
Thu. Mar. 03 Unidad 10 :“ ¿Dígame?”: Objectives: <ul style="list-style-type: none"> • Present Progressive Tense. • Types of Shops (<i>Las tiendas</i>) • Asking how much something costs 	<ul style="list-style-type: none"> -  Read: Grammar appendix:  Attention! • Present progressive tense (p. 25) ELEteca Graded Homework. Hablamos de... <ol style="list-style-type: none"> 1. En una tienda 2. ¿Qué están haciendo? 3. Ir de compras 	<ul style="list-style-type: none"> - Selected activities from Unidad 10: - Present progressive tense (p. 25) <i>Textbook:</i> 10.4 / 10.5 - 1A Vocabulario 1B Comunicación: (pp.14 -16) <i>Textbook:</i> 10.1 / 10.2 / 10.3 Additional in-class activities: - Video: “<i>Hola ¿qué tal?</i>” 🎥
🕒 Suggestions: <ol style="list-style-type: none"> 1. You can also review the grammar and vocabulary by checking grammar appendix starting from page 233. 2. Studying out loud may help you acquire better the sounds and structure of the language. Also look for connections between words and put the vocabulary you are trying to memorize into a usable context. This will allow you to recognize better recall and use what you're learning. Don't simply look at the vocabulary lists! 3. One of the key tips to be successful language learner is to incorporate reviewing old material into your study schedule. Learning a foreign language is a constant process of learning it, forgetting some of it, relearning it, forgetting a bit less, and relearning it again until it becomes familiar and automatic. You should organize your study time, to make some time to review the old material so it stays fresh into your mind. 		

Date_Chapters #_Objectives	BEFORE COMING TO CLASS	IN CLASS
SEMANA 3 Presidential Election (no classes): Wed Mar 9 Last Day to Drop Classes (with 50% tuition refund): Mon Mar 14		
Tue. Mar. 08 Unidad 10 :“ ¿Dígame?”: Objectives: <ul style="list-style-type: none"> Numbers (<i>los números 100-999</i>) Go Shopping (<i>Ir de compras</i>) 	- 📖 Read: 1A Vocabulario: Los números (100-999) (p. 15) EL Eteca Graded Homework. Vocabulario y comunicación <ol style="list-style-type: none"> ¡Qué caro es! ¿Cuánto cuesta? En la tienda Las tiendas 	- Selected activities from Unidad 10: -Vocabulario: (p. 15) <i>Textbook:</i> 10.4 / 10.5 / 10.6 - Hablamos de...: Ir de compras (pp.12-13) <i>Textbook:</i> 10.1 / 10.2 / 10.4 / 10.5 -Comunicación: (pp.16-17) <i>Textbook:</i> 10.8 / 10.9 / 10.11
Thu. Mar. 10 Unidad 10 :“ ¿Dígame?”: Objectives: <ul style="list-style-type: none"> Informal commands Unidad 15 :“ Cosas de casa”: <ul style="list-style-type: none"> Affirmative and negative commands Commands and pronouns 	- 📖 Read: Grammar appendix: 👁 Attention! <ul style="list-style-type: none"> Informal commands. (pp. 26-27) Unidad 15 :“ Cosas de casa”: Affirmative and negative commands / Commands and pronouns (pp. 145-146) EL Eteca Graded Homework. ¡En vivo! <ul style="list-style-type: none"> Video Activity EL Eteca Graded Homework. Gramática <ol style="list-style-type: none"> Videoclase 20 - Video (<i>Watch the video just to see the examples</i>) Videoclase 20 - Activity 	- Selected activities from Unidad 10: -Gramática: (pp.26-27) <i>Textbook:</i> 10.8 / 10.6 / 10.9 -Comprensión de lectura (p.28) <i>Textbook:</i> 10.1 / 10.2 / 10.3 -Expresión escrita (p. 29) <i>Textbook:</i> 10.6 Additional in-class activities: - Video: “Hola ¿qué tal?” 🎥
- Tips & Suggestions: Start reviewing for Exam 1. Plan ahead! Break up your review sessions into small units. Prioritize your revision on improving on the areas you are having difficulties. You can set up a study session with a classmate or two. The benefits of studying in a small group are numerous. - 🕒 Suggestion: When you watch or listen to a recording , remember that you don't have to understand everything and you have the opportunity to replay it. Before viewing the video , take a look at the exercise(s) you have to complete. During the first viewing, listen for the general idea. The second time, listen for details. Note: All videos can be viewed with captions in Spanish. Tip: As you read, look up unknown words but instead of constantly referring to a dictionary every time you encounter a word you don't recognize, attempt to figure out the meaning of the word from the context of the sentence. Read for meaning. Focus on the overall message being communicated, then check it out in the dictionary to see if your guessing was correct. You may not understand everything that is said in the video the first time you watch it. You should try to listen to the main ideas and understand key differences between the characters. You may need to replay specific parts to increase your comprehension.		
SEMANA 4 Unrestricted Withdrawal Period: Tue Mar 15-Fri Apr 1. Mid-Term Progress Reporting Period: Mon Mar 21-Fri Apr 15		
Date_Chapters #_Objectives	BEFORE COMING TO CLASS	IN CLASS
Tue. Mar. 15	• 📖 Read: 2A Vocabulario: El lenguaje telefónico.	- Selected activities from Unidad 10:

Objectives: Unidad 10 :“ ¿Dígame?”: <ul style="list-style-type: none"> On the Phone: Useful Expressions needed for a phone call. Pronunciation in Spanish. 	ELEtecaGraded Homework. Vocabulario y comunicación. <ol style="list-style-type: none"> Lenguaje telefónico Lenguaje telefónico 2 ELEtecaGraded Homework. Gramática <ol style="list-style-type: none"> Casa del español - Street interview 19 - Video. (<i>Just to see the examples</i>) Casa del español - Street interview 20 – Activity ELEtecaGraded Homework. Destrezas & Evaluación. <ol style="list-style-type: none"> Comprensión de lectura. Self assessment. 	-Vocabulario: El lenguaje telefónico (pp.18-20) <i>Textbook:</i> 10.13 / 10.14 / 10.15 / 10.16 / 10.17 / 10.18 / 10.19. -Pronunciación: Las palabras esdrújulas. (p.21) <i>Textbook:</i> 10.1 / 10.2 / 10.3 Additional in-class activities: - Video: “Hola ¿qué tal?” Teléfono 📞.
Thu. Mar. 17 Objectives: Unidad 11 :“ Eran otros tiempos”: <ul style="list-style-type: none"> Adjective to describe characteristics. Asking and giving opinions. 	- Read: Comunicación: 1B. Asking and giving opinions and asking why (p.40). • Vocabulario (p. 57)	- Selected activities from Unidad 11: -Vocabulario: 1A. Las características (pp.38-39) <i>Textbook:</i> 11.1 / 11.2 / 11.3 / 11.4 / 11.5 -Comunicación: 1B. Asking and giving opinions and asking why (p.40). <i>Textbook:</i> 11.7 / 11.8 / 11.9 / 11.10 Additional in-class activities: - Video: “Hola ¿qué tal?” 🗣️
SEMANA 5		
Date_Chapters #_Objectives	BEFORE COMING TO CLASS	IN CLASS
Tue. Mar. 22 Quiz 1 Unidad 11 :“ Eran otros tiempos”: <ul style="list-style-type: none"> Personality Adjectives. Expressing agreement and disagreement. 	Study for Quiz 1 ELEtecaGraded Homework. Vocabulario y comunicación. <ol style="list-style-type: none"> Dar opiniones Expresar acuerdo o desacuerdo Adjetivos para cosas Adjetivos para personas Adjetivos para personas 2 	-Quiz 1 (15-20 min.) Selected activities from Unidad 11: - 2A Vocabulario: Personality Adjectives. (p.42) <i>Textbook:</i> 11.11 / 11.12 / 11.13 / 11.14 /11.15 - 2B Comunicación: (p.44) <i>Textbook:</i> 11.18 / 11.19 / 11.20 Additional in-class activities: - Video: “Hola ¿qué tal?” 🗣️
Thu. Mar. 24 Unidad 11 :“ Eran otros tiempos”: <ul style="list-style-type: none"> Imperfect tense of regular verbs. Time expressions with the imperfect. 	- Read: Grammar appendix: 👁️ Attention! • Gramática: Imperfect tense of regular verbs. (p. 48) ELEtecaGraded Homework. Vocabulario y comunicación. <ol style="list-style-type: none"> Preguntar y dar opinión 	Selected activities from Unidad 11: - Gramática: (p.48) <i>Textbook:</i> 11.1 / 11.2 / 11.3 -Gramática. (p.49) <i>Textbook:</i> 11.4 / 11.5 Additional in-class activities: - Video: “Hola ¿qué tal?” 🗣️

SEMANA 6		
Selective Withdrawal Period (100% tuition liability): Sat Apr 2-Fri Apr 29		
Tue. Mar. 29 Unidad 11 :“ Eran otros tiempos”: <ul style="list-style-type: none"> Imperfect tense of irregular verbs 	-  Read: Imperfect tense of irregular verbs (p. 50) ELEtecaGraded Homework. Gramática. <ol style="list-style-type: none"> Videoclase 21 - Video (<i>Watch the video just to see the examples</i>) Videoclase 21 - Activity Videoclase 22 - Video (<i>Watch the video just to see the examples</i>) Videoclase 22 - Activity Casa del español - Street interview 21 - Video Casa del español - Street interview 21 - Activity Casa del español - Street interview 22 – Video Casa del español - Street interview 22 - Activity 	Selected activities from Unidad 11: - Gramática: (p.50) <i>Textbook:</i> 11.8 / 11.9 / 11.10 / 11.11 / 11.12 - Hablamos de (p.36) El pasado <i>Textbook:</i> 11.2 / 11.3 / 11.5 Additional in-class activities: - Video: “Hola ¿qué tal?” 🎥
Thu. Mar.31 Quiz 2 Unidad 11 :“ Eran otros tiempos”: <ul style="list-style-type: none"> pronunciation diphthongs 	- Study for Quiz 2 ELEtecaGraded Homework. Hablamos de... <ol style="list-style-type: none"> El pasado Expresar acuerdo Fotos del pasado 	- Quiz 2 (15-20 min.) Selected activities from Unidad 11: - Pronunciación <i>Textbook:</i> 11.1
SEMANA 7		
Date_Chapters #_Objectives	BEFORE COMING TO CLASS	IN CLASS
Tue. Apr.05 Composition 1 <ul style="list-style-type: none"> Produce an 100-120-word composition in class on an unannounced topic 	Study for in-class composition 1 ELEtecaGraded Homework. Destrezas & Evaluación. <ol style="list-style-type: none"> Comprensión de lectura. Self assessment. 	Composition 1: 100-120 word in-class composition
Thu. Apr.07 Study for Exam 1	-Review for Exam 1 (Unidad 10 “¿Dígame?” Unidada 11 “Eran otros tiempos”)	Examen1: (50 min.)


Date_Chapters #_Objectives	BEFORE COMING TO CLASS	IN CLASS
SEMANA 8		
Tue. Apr. 12 Unidad 12 ¡Ha estado genial!	-  Read: Gramática: Present perfect (p.72) 🎥 Attention! • Vocabulario: (p. 81)	Selected activities from Unidad 12: - 1A. Vocabulario. Otras actividades de ocio:


<ul style="list-style-type: none"> Talking about leisure activities. The present perfect. (Part I) 	ELEteca Graded Homework. Vocabulario y comunicación. <ol style="list-style-type: none"> Actividades de tiempo libre Actividades de tiempo libre 2 	<p>(p.62).</p> <p>Textbook:12.1</p> <p>-Gramática (pp.72-73)</p> <p>Textbook:12.1 / 12.4 / 12.5</p> <p>- Video: "Hola ¿qué tal?" 🗣️</p>
<p>Thu. Apr. 14</p> <p>Unidad 12 ¡Ha estado genial!</p> <ul style="list-style-type: none"> The present perfect. (Part II): Talking about recent activities Talking about activities in the past and what they were like 	<p>ELEteca Gramática. (Watch the video just to see the examples)</p> <ol style="list-style-type: none"> Videoclase 23 – Video Videoclase 24 – Video Casa del español - Street interview 23 – Video Casa del español - Street interview 24 - Video <p>ELEteca Graded Homework. Gramática.</p> <ol style="list-style-type: none"> Videoclase 23. Activity. Videoclase 24. Activity. Casa del español. Street Interview 23 Video Activity. Casa del español. Street Interview 24 Video Activity 	<p>Selected activities from Unidad 12:</p> <p>-1B. Comunicación: (p.64)</p> <p>Textbook: 12.6 / (p.73: 12.6 / 12.7</p> <p>-2B. Comunicación: (p.64)</p> <p>Textbook: 12.18 / 12.19 / 12.21</p> <p>- Video: "Hola ¿qué tal?" 🗣️</p>
<p>SEMANA 9</p> <p>Incomplete Work Due to Instructor: Fri Apr 22</p>		
<p>Tue. Apr. 19</p> <p>Unidad 12 ¡Ha estado genial!</p> <ul style="list-style-type: none"> The present perfect. (Part III) Making comparisons 	<p>ELEteca Graded Homework. Hablamos de...</p> <ol style="list-style-type: none"> Actividades recientes El fin de semana pasado ¿Cómo te ha ido? 	<p>Selected activities from Unidad 12:</p> <p>-Hablamos de... (pp.60-61):</p> <p>Textbook:12.1 / 12.2 / 12.3</p> <p>-Comunicación: (p.63)</p> <p>Textbook: 12.3 / 12.4 / 12.5</p> <p>- 1B Comunicación: (p.65)</p> <p>Textbook:12.10 / 12.11</p>
<p>Thu. Apr. 21</p> <p>Quiz 3</p> <p>Unidad 12 ¡Ha estado genial!</p> <ul style="list-style-type: none"> At the hotel: learn how to book a room, check in as well as useful hotel-related vocabulary. 	<p>-Study for Quiz 3</p> <p>ELEteca Graded Homework. Vocabulario y comunicación.</p> <ol style="list-style-type: none"> El superlativo Hablar de cómo ha ido algo Hablar de cómo ha ido algo 2 En el hotel 	<p>Quiz 2 (15-20 min.)</p> <p>Selected activities from Unidad 12:</p> <p>- 2A Vocabulario: En el hotel: (pp.66-67)</p> <p>Textbook: 12.12 / 12.13 / 12.14 / 12.15 / 12.16 / 12.17.</p> <p>- Pronunciación: G/J (p.69)</p> <p>- Video: En el hotel 🗣️</p>

SEMANA 10		
Incomplete Grade Changes Due to Registrar: Fri Apr 29		
Date_Chapters #_Objectives	BEFORE COMING TO CLASS	IN CLASS
Tue. Apr. 26 Objectives: Unidad 12 ¡Ha estado genial : <ul style="list-style-type: none"> Indefinite pronouns & adjectives Direct & indirect object pronouns: the use of direct and indirect object pronouns together. 	<ul style="list-style-type: none"> Read: Grammar appendix: Attention! Gramática: Indefinite pronouns & adjectives (p. 73) Read: Sabor Latino: Argentina: un país literario (pp.78-79) Listen to argentinian accent watching the VIDEO “Me gusta leer” ELEteca Graded Homework. Destrezas & Evaluación. <ol style="list-style-type: none"> Comprensión de lectura. Self assessment. 	Selected activities from Unidad 12: -Gramática (p.73) <i>Textbook:</i> 12.8 / 12.9 -Gramática (p.75) <i>Textbook:</i> 12.10 / 12.11 /12.12 Additional in-class activities: Comprensión de lectura: El Camino de Santiago (p.76): 12.1 / 12.3 - Expresión escrita: Talk about staying at a hotel.
Thu. Apr. 28 Unidad 13” Había una vez”: <ul style="list-style-type: none"> Describing and reacting to what happened. Contrast of the imperfect and the preterit. 	<ul style="list-style-type: none"> Read: Grammar appendix: Attention! Gramática: Contrast of the imperfect and the preterit. (p.96) ELEteca Gramática. (Watch the video just to see the examples) <ol style="list-style-type: none"> Videoclase 25 – Video Videoclase 26 – Video Casa del español - Street interview 25 – Video Casa del español - Street interview 26 - Video 	Selected activities from Unidad 13: -1B Comunicación (p.88) <i>Textbook:</i> 13.8 / 13.5 / 8.10 / 13. 6 -Hablamos de...: Las vacaciones (p.194) <i>Textbook:</i> 13.2 *IW + Video “Hola qué tal” *IW: Interactive Whiteboard
SEMANA 11		
Labor Day (no classes): Sun May 1 Children's Day (no classes): Thu May 5 Spring Recess (no classes): Fri May 6 Buddha's Birthday (no classes): Sun May 8		
Tue. Nov. 2 Unidad 13” Había una vez”: <ul style="list-style-type: none"> Using the preterit, imperfect, and present perfect. Soler + infinitive 	<ul style="list-style-type: none"> Read: Grammar appendix: Attention! Using the preterit, imperfect, and present perfect. (p.97) ELEteca Graded Homework. Gramática. <ol style="list-style-type: none"> Videoclase 25. Activity. Videoclase 26. Activity. Casa del español. Street Interview 25 Video Activity. Casa del español. Street Interview 26 Video Activity 	Selected activities from Unidad 13: - Gramática. (p. 97) <i>Textbook:</i> 13.4 / 13.5 <i>Textbook:</i> 13.9 / 13.10 *EA 13.1 *IW 13.3 + Video “Hola qué tal” *EA:Extension activities *IW: Interactive Whiteboard
Thu. May. 05 (no classes)		

SEMANA 12		
Make Up Day (Follow Wednesday Schedule. Monday classes do not meet.): Mon May 9		
Date_Chapters #_Objectives	BEFORE COMING TO CLASS	IN CLASS
Tue. May. 10 Unidad 13" Había una vez": <ul style="list-style-type: none"> Contrast of the preterit, imperfect, and present perfect. 	Watch the video 🎥 in "Sabor latino": Cuba, vida y música 🇨🇺 ELEtecaGraded Homework. . Hablamos de... <ol style="list-style-type: none"> ¿Qué pasó? Contar historias ¿Qué hacían? 	Selected activities from Unidad 13: -Hablamos de... (pp. 84-85) <i>Textbook:</i> 13.2 / 13.3 / 13.4 / 13.5 -1A Vocabulario: Los tipos de texto (p.86) <i>Textbook:</i> 13.1 / 13.2 / 13.3 / 13.4 Video "Hola qué tal" 🎥
Thu. May. 12 Unidad 13" Había una vez": <ul style="list-style-type: none"> Making apologies and excuses, accepting apologies. Interrogative and Exclamatory Sentences . 	ELEtecaGraded Homework. Vocabulario y comunicación. <ol style="list-style-type: none"> Aceptar disculpas Diálogos sobre disculpas Pedir disculpas y justificarse Tipos de textos Historias y anécdotas ELEtecaGraded Homework. Destrezas & Evaluación. <ol style="list-style-type: none"> Compresión de lectura. Self assessment. 	Selected activities from Unidad 13: -2B Comunicación: (pp.91-92) <i>Textbook:</i> 13.4 / 13.5 / 13.11 / 13.12 -Pronunciación: (p. 93) <i>Textbook:</i> 13.1 / 13.2
SEMANA 13		
Tue. May. 17 Unidad 17 ¡Ojalá!: <ul style="list-style-type: none"> Present subjunctive: regular verbs Talking about NGO (non-governmental organization) 	- 📖 Read: Grammar appendix: 👁 Attention! <ul style="list-style-type: none"> Present subjunctive: regular verbs (p. 192) Vocabulario (p. 201) 	Selected activities from Unidad 17: - Gramática. (pp.192-193) <i>Textbook:</i> 17.1 / 17.2 / 17.3 -1A Vocabulario: (pp.182-183) <i>Textbook:</i> 17.1 / 17.2 / 17.3 / 17.4 / 17.7 Video "Hola qué tal" 🎥
Thu. May. 19 Unidad 17 ¡Ojalá!: <ul style="list-style-type: none"> Present subjunctive: irregular verbs Expressing purpose, wishes and social conventions 	- 📖 Read: Grammar appendix: 👁 Attention! <ul style="list-style-type: none"> Present subjunctive irregular verbs (p.193) ELEtecaGraded Homework. Hablamos de... <ol style="list-style-type: none"> Deseos y futuro Expresar deseos Expresar deseos 2 	Selected activities from Unidad 17: -2 Gramática . (pp.193-194) <i>Textbook:</i> 17.4 / 17.5 / 17.6 / 17.7 / 17.8 -1B Comunicación: <i>Textbook:</i> 17.9 / 17.10 / 17.11 / 17.12 / 17.13 Video "Hola qué tal" 🎥

Date_Chapters #_Objectives	BEFORE COMING TO CLASS	IN CLASS
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SEMANA 14		
Tue May. 24 Unidad 17 ¡Ojalá!: <ul style="list-style-type: none"> Talking about feelings, emotions and making value judgements. 	ELEtecaGraded Homework. Vocabulario y comunicación. <ol style="list-style-type: none"> Expresar deseos ¿Cuándo se produce un hecho Para y para que Las ONG y el voluntariado Las ONG Vocabulario solidario 	Selected activities from Unidad 17: - 2A Vocabulario: (p. 186) <i>Textbook:</i> 17.14 / 17.15 / 17.17 / 17.18 - 1B Comunicación: (p. 188) <i>Textbook:</i> 17.21 / 17.22 / 17.23 Video “Hola qué tal” 🎥
Thu May. 26 Produce an 120-150-word composition in class on an unannounced topic instructions. <ul style="list-style-type: none"> Submit list of group members for role-play. See Bb for details. 	Study for in-class composition 2 . Suggestion: Complete pre-writing activities posted in Bb Sign up for your interviews. Your instructor will provide a sign-up sheet to choose your interview partner.	Composition 2: 120-150-word in-class composition (25 min.)  -Submit list of group members, brief description of theme for role-play, and date.
SEMANA 15 Regional Election (no classes): Wed Jun 1 Last Day of Classes: Fri Jun 3		
Tue May. 31 Unidad 17 ¡Ojalá!: <ul style="list-style-type: none"> Present subjunctive: Expressing wishes 	ELEtecaGraded Homework. Gramática. <ol style="list-style-type: none"> Videoclase 34. Video. (<i>Watch the video just to see the examples</i>) Videoclase 33. Activity. Videoclase 34. Activity. Casa del español. Street Interview 33 Video Activity. Casa del español. Street Interview 34 Video Activity. 	Selected activities from Unidad 17: - Hablamos de...: (pp.180-181) <i>Textbook::</i> 17.1 / 17.2 / 17.3 / 17.4 / 17.5 / 17.6
Thu Jun. 2 (final day of our class) Quiz 4 Unidad 17 ¡Ojalá!: <ul style="list-style-type: none"> Review chapter's 17 vocabulary 	- Quiz 4 - Pronunciación: Los diptongos e hiatos:acentuación. (p.189) ELEtecaGraded Homework. Evaluación. <ol style="list-style-type: none"> Self assessment. 	-Quiz 4 (15-20 min.) Selected activities from Unidad 17: - Pronunciación: (p.189) <i>Textbook:</i> 17.1 / 17.2
SEMANA 16 Memorial Day (no classes): Mon Jun 6 Reading Day(s): Tue Jun 7 Examination Period: Wed Jun 8-Wed Jun 15		
Thu. Jun. 9 CHAPTER EXAM *ENTREVISTAS PERSONALES: please arrive 15 mins. before your assigned time	PREPARE FOR CHAPTER EXAM PREPARE FOR YOUR PERSONAL INTERVIEW Work on review activities for the exam	CHAPTER EXAM ENTREVISTAS PERSONALES Interview practice (in pairs)

* Depending of the of COVID-19 situation		
Tue. Jun. 14 *Role-play presentations Role-play presentations assessment * Depending of the of COVID-19 situation Review for CHAPTER EXAM (Unidades. 6,7,9)	Prepare for Role-play presentations General Review for the Exam	Review for CHAPTER EXAM (Unidades. 6,7,9,)  Role-play presentations -Role-play presentations assessment
CHAPTER EXAM Date and time: _____ Spring 2022 Exam Schedule Exam Schedule (under review)		

CLASS PARTICIPATION RUBRIC

Spanish 100 & 200 levels

<u>90 – 100 (A-, A, A+)</u> <ul style="list-style-type: none"> • Effort is made to speak Spanish all the time • Improvement is consistent with a strong effort • Asks thoughtful and clarifying questions, response to both classmates and instructor • Listens attentively when others speak • Attitude exhibited is positive and enthusiastic • <u>Is consistently prepared for class</u> • Attends class and arrives on time 	<u>80 – 89 (B-, B, B+)</u> <ul style="list-style-type: none"> • Occasionally speaks English in classroom situations • Some improvement is visible • Responds to questions and occasionally initiates interaction • Listens attentively • Attitude exhibited is positive and enthusiastic • <u>Is often prepared for class</u> • Attends class but occasionally arrives late
<u>70 – 79 (C-, C, C+)</u> <ul style="list-style-type: none"> • Effort to speak Spanish not consistently made • Improvement is minimal (evidence of commitment not visible) • Interaction is seldom initiated • <u>Class preparation needs improvement</u> • Attendance is inconsistent, arrives late often 	<u>69 and below (D, F)</u> <ul style="list-style-type: none"> • Does not use Spanish in class • Effort and attitude do not contribute positively to classroom situations • Poor listening skills exhibited • <u>Class preparation is lacking or poor</u> • Poor attendance and/or punctuality

Created by Professors Sonia Balasch, Carla Burns, and Mónica Mulholland to be used at the Basic Spanish Program
(based on the CUA model).

COMPOSITION RUBRIC
Spanish 100 & 200 levels

AREAS	POINTS and DESCRIPTORS
CONTENT (30%)	<p>27-30 EXCELLENT TO VERY GOOD: Thorough development of the topic. Relevant to assigned audience and purpose. Included the required themes.</p> <p>23-26 GOOD TO AVERAGE: Limited development of topic. Mostly relevant to assigned audience and purpose, but lacks detail. Included some themes.</p> <p>17-22 FAIR TO POOR: Little substance. Inadequate development of topic. Not relevant to audience and/or purpose.</p> <p>0-16 VERY POOR: Non-substantive. Not pertinent, or not enough to evaluate.</p>
ORGANIZATION (15%)	<p>13-15 EXCELLENT TO VERY GOOD: Well planned and organized. Logical sequencing. Clear topic sentences. Cohesive. Uses a variety of connectors. Followed paragraph requirements.</p> <p>10-12 GOOD TO AVERAGE: Loosely planned and organized but main ideas stand out. Somewhat choppy. Logical but incomplete sequencing. Few topic sentences. Few connectors.</p> <p>7-9 FAIR TO POOR: No evidence of planning. Not well organized. Lacks logical sequencing or development. Little or no use of connectors.</p> <p>0-6 VERY POOR: Does not communicate. No organization, or not enough to evaluate.</p>
GRAMMAR/ LANGUAGE USE (25%)	<p>23-25 EXCELLENT TO VERY GOOD: Correct use of targeted grammar structures. Few errors in verb tense/mood choice, agreement, number, word order/function, articles, pronouns. Meaning not obscured.</p> <p>19-22 GOOD TO AVERAGE: Effective use of simple targeted constructions. Problems with complex targeted constructions. Several errors of agreement, tense, number, word order/function, articles, pronouns, but meaning seldom obscured.</p> <p>12-18 FAIR TO POOR: Major problems in targeted simple/complex constructions and language functions. Frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns. Fragments, run-ons, deletions. Meaning confused or obscured.</p> <p>0-11 VERY POOR: Virtually no mastery of sentence construction rules. Dominated by errors. Does not communicate or too poor to evaluate.</p>
VOCABULARY (20%)	<p>17-20 EXCELLENT TO VERY GOOD: Very good range for the level. Effective word choice and usage. Ample use of targeted vocabulary. Attempts use of vocabulary not yet studied.</p> <p>13-16 GOOD TO AVERAGE: Adequate range for the level. Some errors of word form, choice or usage, but meaning not obscured. Acceptable use of targeted vocabulary.</p> <p>7-12 FAIR TO POOR: Limited range. Frequent errors of word form, choice or usage. Meaning confused or obscured.</p> <p>0-6 VERY POOR: Little knowledge of targeted vocabulary or word form, or not enough to evaluate.</p>
MECHANICS* (10%)	<p>8-10 EXCELLENT TO VERY GOOD: Demonstrates mastery of conventions. Fewer than three errors of spelling, punctuation, capitalization, accents.</p> <p>5-7 GOOD TO AVERAGE: Four to six errors of spelling, punctuation, capitalization, accents.</p> <p>2-4 FAIR TO POOR: More than seven errors of spelling, punctuation, capitalization, accents. Many typos.</p> <p>0-1 VERY POOR: No mastery of basic conventions. Dominated by errors of spelling, punctuation, capitalization and accents.</p>

*This area includes features of writing conventions: clarity, sentence organization, grammar, spelling, punctuation and capitalization.

This rubric is an adaptation of the Spanish Basic Program composition rubric created by Professors Sonia Balasch-Rodríguez, Carla Burns, and Mónica Mulholland.

ORAL ASSESSMENT RUBRIC ~Spanish 100 & 200 levels

AREAS	POINTS and DESCRIPTORS
VOCABULARY (25%)	<p>22-25 EXCELLENT TO VERY GOOD: Broad range, appropriate for context, resourceful; demonstrates preparation.</p> <p>17-21 GOOD TO AVERAGE: Resourceful, errors do not obscure meaning; demonstrates preparation.</p> <p>14-16 FAIR: Errors are frequent but generally do not preclude comprehension; or limited vocabulary - even if accurate.</p> <p>10-13 POOR: Inadequate for level, errors sometimes preclude comprehension; key words not prepared.</p> <p>0-9 VERY POOR: Inaccurate, insufficient for level; incomprehensible.</p>
CONTENT / CONVERSATIONAL APPROPRIACY / CREATIVITY (30%)	<p>27-30 EXCELLENT TO VERY GOOD: Informative; original & well-developed answers; demonstrates creativity; and/or detailed answers.</p> <p>23-26 GOOD TO AVERAGE: Questions answered; limited development of ideas; most information relevant to topic, at least some social conventions included; creative.</p> <p>19-22 FAIR: Questions answered but minimally; and/or limited connection of ideas; and/or lacks social conventions.</p> <p>15-18 POOR: Lacks logical sequencing; little substance; says less than required.</p> <p>0-14 VERY POOR: Little information conveyed, disconnected or disorganized ideas, and/or fails to engage with instructor.</p>
GRAMMAR / STRUCTURE (25%)	<p>22-25 EXCELLENT TO VERY GOOD: Wide range of structures, mostly accurate.</p> <p>17-21 GOOD TO AVERAGE: Meaning generally clear despite mistakes; good range of structures.</p> <p>14-16 FAIR: Mistakes sometimes affect meaning, though adequate; and/or limited range of grammatical structures.</p> <p>10-13 POOR: Meaning frequently unclear due to frequent errors; extremely limited range of grammatical structures.</p> <p>0-9 VERY POOR: Generally inaccurate, with exception of set phrases; largely incomprehensible.</p>
PRONUNCIATION/FLUENCY (20%)	<p>18-20 EXCELLENT TO VERY GOOD: Language flows well, no unnatural pauses; few mispronunciations.</p> <p>15-17 GOOD TO AVERAGE: Clearly making an effort to pronounce accurately; occasional mispronunciations; few unnatural pauses.</p> <p>12-14 FAIR: Discourse flows; mispronunciations are comprehensible, shows preparation.</p> <p>10-11 POOR: Listener must make a concerted effort to understand; halting speech, lack of sufficient preparation.</p> <p>0-9 VERY POOR: Halting, fragmented, unnatural pauses make it difficult to follow, pronunciation frequently unintelligible.</p>

This rubric is an adaptation of the Oral Presentation Grading Sheet by George Mason University's Basic Spanish Program created by Dr. Jennifer Leeman, 2002-2004 and updated by Dr. Mónica Mulholland, 2014.

Note: To encourage spontaneity in language use, students are not allowed to read during the oral presentation and interview. If you read from any notes, your instructor will automatically take off at least 15 points from the overall oral presentation and/or interview grade.