

Spanish 3060.002 Fall, 2013
Advanced Spanish Composition and Oral Practice
MWF 10:00-10:50, Lang 309

Concepción Coll de Martinez

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Office: MWF 11:00 - 11:50 a.m.

1:00 - 1:20 p.m. & by appointment

Tutorial - TBA

ODA STATEMENT:

The University of North Texas is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA) pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens. Students must follow the Procedure for Requesting Special Accommodations as indicated in the guidelines. According to these guidelines, “within the first week of class, qualified students must notify the instructor or academic unit liaison for disability accommodation that options to standard methods of educational access will be needed” (part II, section B). The ODA (University Union, suite 324; 565-4323) will issue a Special Accommodation Request Form that the student must present to the instructor within the first week of class. Thank you

COURSE DESCRIPTION AND OBJECTIVES:

This is a composition and conversation course with emphasis on mastering practical/real-world written and spoken Spanish.

Students will:

- Learn to use language strategically, to accomplish objectives and resolve conflicts.
- Develop the ability to handle common situations/conversations in Spanish and negotiate meaning without resorting to English.
- Learn about life in the Hispanic world and how to function in modern and culturally accurate circumstances.
- Expand their vocabulary and improve grammatical accuracy.
- Participate actively in class since this is a course where students are expected to perform.
- Use Spanish at all times unless otherwise indicated by your instructor.

REQUIRED MATERIALS:

- Conversaciones creadoras, third edition, Brown, Martín Gaité, Houghton Mifflin Company, 2006
- Audio CDs that accompany Conversaciones creadoras
- A good Spanish/English dictionary is recommended.

GRADE SPREAD:

A	90%-100%	D	60%-69%
B	80%-89%	F	59%-less
C	70%-79%		

GRADE DISTRIBUTION:

Oral Activities: Skits / Cultural Reports	20%
Homework: Grammar/Vocab	10%
Writing: cultural reports/short compositions	15%
Composition (Mid term)	5%
Group Project	10%
Cultural Presentation (oral)	10%
Vocabulary/Grammar Quizzes (4)	20%
Final Exam (Communication & Culture)	10%

Oral Activities: Weekly Presentations / Skits / Reports

For each chapter students will have several activities and presentations that will be performed for the class. Most of the time this work will be done in pairs or small groups. Presentations could include sharing information about “real world” research done with the help of the internet (planning a vacation, exploring international restaurants, shopping centers, etc.) or it could be a scenario based on conclusions at the end of “conversación creadora”, or scenarios that represent real life situations and conflicts. Evaluation for each participating student will be based on five different categories: comprehensibility, fluency, accuracy, amount and cultural appropriateness of communicated content, and effort to communicate. See detailed information below.

Attendance / In Class Activities / Participation:

Students are expected to attend all classes and attendance will be taken every class. You are allowed **three** free absences this semester which you are encouraged to save for unavoidable circumstances. After the third absence, you will receive a participation grade of “0” for each class that you miss. Arriving late or leaving early will also have a negative effect on your participation grade.

Absences due to religious holidays, illnesses, deaths in family, etc. must be documented within **three** days of the absence. If you know in advance that you must miss a class in which you are expected to perform, you need to let your group members know. Students must come to class well prepared and ready to actively participate. This means that you must read the required materials and complete the homework assigned before coming to class. You will often work in pairs/groups to discuss what you have read/investigated and to share your findings with the class. You will also be working with others to create skits that you will perform for the class.

Activities, both oral and written, will vary from class to class and **every one of them** will count for a grade. Keep in mind that arriving to the finished product (skit, oral report, etc.) is just as important as the final product itself. In other words, you will be using **only Spanish** with your classmates while creating what will be shared or performed. This is the best way for you to become more fluent as you will constantly be pushing yourself to communicate more effectively.

Please note that classroom disruptions or disrespect in any way shown towards your instructor or other students will not be tolerated. You will receive a “0” for each day you cause disruptions; this includes getting off task during class (talking in English, texting, etc.) If you finish an assignment early take advantage of that time to practice your Spanish with your group members!

Writings / Compositions:

You will be writing frequently throughout the semester. Written assignments will be collected when they are due. Several short compositions will be written during the semester. One composition will be written in the Lab, after you have prepared a guided outline and a draft..

Compositions should be printed, double spaced, with 1" margins and 12pt font.

Final Exam:

The final exam will require you to demonstrate the abilities you will have developed throughout the semester. It may include vocabulary acquisition, listening/reading comprehension, cultural understanding and writing. Please note that the University specifically prohibits any deviation from the announced Final Exam Schedule. No make ups for final exams.

Oral Presentation:

Each student will prepare a cultural presentation of his/her choice. Students should research some of the themes suggested in "Conexiones" or ask the instructor for some help. Students will start signing up at the end of the second week. Themes should be approved by the instructor in order to avoid duplicate presentations. More instructions will be given in class.

Group Project:

In groups of two to four, students will choose one or several of the “escenas” from any chapter and prepare a **ten** minute skit and perform it for the class. You will need to incorporate not only the general vocabulary from the chapter your “escena” comes from, but also the “vocabulario útil” at the end of the chapter. You are encouraged to use props, costumes, music, etc. but you cannot read your skit. Some classroom time will be allowed for preparation and practice but if you need more time you will have to practice outside of class.

Vocabulary/Grammar Quizzes:

Vocabulary/grammar quizzes will be given after covering vocabulary and grammar sections of assigned chapters. You must be present in class at the time they are administered in order to take them. No make-ups will be given for unauthorized absences or late arrivals.

Homework:

Homework assignments will be completed outside of class. Such assignments may include but are not limited to readings/listening activities and comprehension questions, vocabulary/grammar exercises, Internet research as well as preparing/rehearsing skits/reports to present to the class. Some but not all of these assignments will be graded and points recorded. Have your homework ready every time. Late assignments will not be accepted.

Outside Help / Academic Integrity:

Homework and compositions should be your own work only. This means no help at all from humans or technology (i.e. translation program). Cheating, plagiarism, and other examples of academic misconduct will be pursued and sanctions will be levied. More specifically, you cannot copy others' compositions or sentences from textbooks, web, etc. You CANNOT have another student, friend or tutor CORRECT or TRANSLATE your work. Your work should reflect your level of proficiency. Any attempt to hand in work that is not yours will automatically receive a zero (0). If you have specific questions about your work, consult with me during office hours.

Student Behavior in the Classroom:

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.unt.edu/csrr

Student Evaluation of Teaching Effectiveness (SETE):

The Student Evaluation of Teaching Effectiveness (SETE), and departmental evaluations, is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

Keeping Records:

Students must keep all their graded materials until the end of the semester. In case of grade disagreement, it will be the student's responsibility to show the graded work.

Foreign Language Computer Lab:

All students enrolled in a Foreign Language are paying to use the computer lab so take advantage of this resource! The Language lab is located in Lang. 105 and the website is <http://www.unt.edu/flc/>. In the lab, you can review grammar/vocabulary topics in the format of practice quizzes, games or other activities using a variety of programs. In addition, you may also watch a Spanish movie on video or DVD.

UNT is launching a new campaign - "Succeed at UNT" - to provide students with consistent messages and accessible links to student support services. Feel free to access www.succeed.unt.edu when you need it.

Welcome to SPANISH 3060. My goal is to help you succeed in this class therefore I want us to work together to that end. If you have any questions or concerns, please come to see me a.s.a.p. during office hours or make an appointment. Thank you. CM.

*****Course outline / syllabus subject to change at the instructor's discretion*****
Spanish 3060.002 Fall 2013

WEEK/DATE	TEXTBOOK / IN CLASS ACTIVITIES AND ASSIGNMENTS L(lunes), M(miércoles), V(viernes)	HOMEWORK – READINGS / ASSIGNMENTS ARE DUE ON THE DAYS THEY ARE LISTED
SEMANA 1 Ago. 28	M: Introducción al curso	
Ago.30	V: Actividad Preliminar p. 7 A	F: Leer: pp 1-9 Preparar: p.7 (A)
SEMANA 2 Sep. 2	L: "Labor Day" No hay clases	L: -----
Sep. 4	M:Cap.1 "El turismo y los hoteles" Notas culturales/comprensión pp.15-16.	M: Leer: pp. 10-15 Contestar: pp. 15-16
Sep. 6	V: Cap. 1." El turismo y los hoteles" Conversaciones Creadoras - Uso del vocabulario en Escenas. pp. 21-24	V: Vocabulario: Hacer pp. 18-20, A- B (entregar)
SEMANA 3 Sep. 9	L: Presentaciones de su investigación "Conexiones" - Escoger su presentación.	L: Conexiones /Internet p. 16
Sep.11	M: Cap.1 (cont) Enlace Gramatical, "Ser y Estar" pp. 25-27. Escenas.	M: Hacer: pp. 26-27
Sep.13	V: Más actividades creadoras pp.29-32	V: Escribir 10 oraciones p. 31 D#2 (entregar)
SEMANA 4 Sep.16	L: Cap. 2. " Los aeropuertos y el transporte" pp. 38-43 - Vocabulary	L: Leer pp. 38-43 / Comprensión A y B. Hacer: pp.45/46 (entregar)
Sep.18	M: Cap.2 (cont.) Conversación Creadora p.50-53 Enlace Gramatical "Gustar y otros verbos como gustar" p. 54-55	M: Escuchar: p.51 Leer: p. 54-55 Hacer: Practica p.55-56 A/B para revisar en clase
Sep.20	V: PRUEBA #1 - (Cap.1 y 2) Escenas pp. 56-57	V: Estudiar para la prueba #1
SEMANA 5 Sep. 23	L: Más actividades creadoras pp. 58-61	L: Escribir: 10 oraciones, p. 60 D#1 o #2 (entregar)
Sep.25	M: Presentación Oral (grupo 1)	M: Prepare for Oral Presentation.

Sep.27	V: Cap. 3. "Los restaurantes y la vida social" pp. 66-71 Notas Culturales.	V: Leer: pp. 66-71 Comprensión Vocabulario p.73 A/B.(entregar)
SEMANA 6		
Sep.30	L: Cap.3. "Conversaciones creadoras p.76-79	L: Prepararse para poder hablar.
Oct.2	M: Cap. 3. Enlace gramatical "Los pronombres" p. 80-81 Escenas p. 82-83	M:Leer pp. 80-81. Preparar pp. 81-82 A/B.
Oct.4	V: Presentaciones orales (grupo 2).	V: Hacer: pp. 86 -D#1 o #2. Preparar Presentaciones Orales.
SEMANA 7		
Oct. 7	L: Cap. 4. "El comercio y la seguridad ciudadana" pp.94-97. Notas Culturales y Comprensión - Vocabulario básico	L: Leer: pp. 94-97 Comprensión Preparar vocabulario pp. 99-101 A/B/C
Oct.9	M: Cap.4. Enlace gramatical. "Pretérito/Imperfecto" pp.106-108.Escenas.	M: Hacer: Practica de gramática pp. 107-108 - (Entregar pp.107 A/B)
Oct.11	V: PRUEBA #2 (Cap. 3 y 4) - Actividades Creadoras pp. 110-113	V: TBA
SEMANA 8		
Oct.14	L: Presentación Oral (grupo 3)	L: Preparar sus presentaciones
Oct.16	M: Preparar el Borrador (draft)	M: Preparar un Esbozo (outline)
Oct.18	V: MEET IN LANG. 106 - COMPOSICION EN CLASE	V: Reunirse en LANG. 106 para escribir su ensayo.
SEMANA 9		
Oct.21	L: Presentación Oral (grupo 4)	L: Preparar presentación oral
Oct.23	M: Cap.5 "La familia y el entretenimiento" pp. 120-124	M: Leer: pp. 120-123. Contestar: p.123-124 - Hacer: pp.126-127 (A/B/C/D) (Entregar)
Oct.25	V: Cap.5. (cont.) Conversación Creadora pp.129-132	V: Escuchar: p. 129-130
SEMANA 10		
Oct.28	L: Cap.5. Presentar su investigación de conexiones oralmente.	L: "Conexiones" p.124
Oct.31	M: Cap.5 (cont) Enlace Gramatical: Las preposiciones. pp. 133-135	M: Hacer: p.134-135 A/B (entregar)
Nov. 1	V: Presentación Oral (grupo 5)	V: Preparar presentaciones orales

SEMANA 11 Nov. 4	L: Escenas: pp. 135-136 Más actividades creadoras	L: Ensayo: p. 139 D #1 o #2
Nov. 6	M: Repaso. Escenas y más actividades creadoras. p. 137-141	M: TBA
Nov. 8	V: PRUEBA #3 (Cap. 4 - 5)	V: Estudiar para la prueba.
SEMANA 12 Nov. 11	L: Presentaciones Orales (grupo 6)	L: Preparar las presentaciones
Nov. 13	M: Cap.7 "La Educación y las Profesiones" pp.172-176 - Vocab	M: Leer: pp. 172-176 Comprensión - Vocab. p. 178 (A-C)
Nov. 15	V: Conversación Creadora: pp.181-184. Escoger presentaciones de grupo.	V: Escuchar: p. 181
SEMANA 13 Nov. 18	L: Cap. 7- Presentar: Conexiones. Trabajar en presentaciones de grupo.	L: Conexión: pp. 176-177
Nov. 20	M: Repaso del subjuntivo pp. 185-189	M: TBA
Nov. 22	V: Repaso gramatical: "el subjuntivo" y Presentaciones Orales (grupo 7)	V: Hacer pp. 187-188 A/B/C
SEMANA 14 Nov. 25	L: PRUEBA #4 (Voc. Cap. 7 y el subjuntivo en cláusulas nominales y adjetivales.Practica de los grupos.	L: Preparar para la prueba el Enlace Gramatical pp. 185 y Nota pp. 230-235 A/B/C
Nov. 27	M: Practica general	M: TBA
Nov. 29	V: "Thanksgiving" (no hay clase)	
SEMANA 15 Dic. 2	L: Presentaciones orales	L: Preparación oral.
Dic. 4	M:Presentaciones orales/Repaso para el final.	M: Preparación oral.
Dic. 6	V: No hay clases	
SEMANA 16 Dic. 13	Viernes: Examen Final- 8:00 a.m.-10:30 In LANG. 309.	

Rubrics for Evaluation and Grading - ORAL EVALUATIONS - MARTINEZ

Comprehensibility

Comprensibilidad/Comprensión

- 1** = Speaker cannot be understood at all; no communication achieved.
- 2** = Speaker can be minimally understood; very little communication achieved.
- 3** = Speaker can be understood generally but with severe problem areas that are barriers to communication; requires bilingual listener.
- 4** = Speaker can be understood clearly with some problem areas that impede communication; bilingual listener helpful but not required.
- 5** = Speaker can be understood clearly with few or no problem areas that impede communication; bilingual listener not needed.
- 6** = Speaker can be understood as a native or near-native speaker; communication is perfect.

Fluency

Fluidez/Vocabulario/Pronunciación

- 1** = Speech is disjointed; vocabulary is insufficient to convey any meaning; no attempt at Spanish pronunciation.
- 2** = Speech is difficult to follow; vocabulary is inadequate to convey much meaning; poor pronunciation impedes comprehensibility.
- 3** = Speech is disjointed due to long pauses; vocabulary is adequate though some errors (e.g., incorrect prepositions or word choice) compromise meaning; pronunciation is comprehensible despite interference of native language.
- 4** = Speech flows but at times is halting due to long pauses; vocabulary is adequate for context and errors (e.g., incorrect prepositions or gender of nouns) do not compromise meaning; pronunciation is good.
- 5** = Speech flows with only brief pauses for thought; vocabulary is well-suited to context; pronunciation is excellent.
- 6** = Speech flows easily and extensively; vocabulary is sophisticated; pronunciation is native-like.

Accuracy

Gramática

- 1** = Grammar errors are so severe that communication is unintelligible.
- 2** = Grammar errors impede communication because many structures are misused.
- 3** = Grammar errors undermine communication because key structures are misused (e.g., wrong conjugation, wrong tense, wrong word order).
- 4** = Grammar errors persist but do not undermine communication (e.g., errors of agreement, misuse of articles, wrong past participle).
- 5** = Grammar errors are infrequent; appropriate structures are used.
- 6** = Grammar is errorless.

Amount and Cultural Appropriateness of Communicated Content

Cantidad de información comunicada/Verosimilitud cultural

- 1** = There is no relevant information communicated and/or cultural information is not accurate.
- 2** = There is little relevant information communicated and/or information is somewhat accurate.
- 3** = There is a fair amount of relevant information communicated and/or cultural information is mostly accurate.
- 4** = There is a substantial amount of relevant information communicated and/or cultural information is mostly accurate.
- 5** = There is an excellent amount of relevant information communicated and/or cultural information is almost entirely accurate.
- 6** = There is an exceptional amount of relevant information communicated and/or cultural information is entirely accurate.

Effort to communicate

Esfuerzo para comunicar/Cumplimiento con el deber

- 1** = Effort is minimal; task is less than 50 percent fulfilled.
- 2** = Effort is fair; task is 50 percent to 70 percent fulfilled.
- 3** = Effort is acceptable; task is 71 percent to 80 percent fulfilled.
- 4** = Effort is very good; task is 81 percent to 90 percent fulfilled.
- 5** = Effort is excellent; task is 91 percent to 100 percent fulfilled.
- 6** = Effort is exceptional; task is fulfilled beyond original expectations

U - F - G - C - E.