

Spanish 2010 Course Syllabus

Course: Spanish 2010

E-mail: Andrea.Arambula@huronhs.com

Instructor: Señora Arambula

Phone: 419 433-1234 X1200

Course Description

The goal of this course is to continue the development into the language and culture of the numerous Spanish-speaking countries of the world. With that in mind, the focus of this class will be on divided into four distinct sections that include: listening, speaking, reading and writing in Spanish.

Upon the successful completion of this class students should be able to:

1. **Listen and understand** phrases in Spanish. This will be accomplished through daily instruction in Spanish. Various video and audio clips will be used along with the **Total Physical Response** method of teaching. This method requires students to listen and watch modeling by the teacher to understand the concept, vocabulary or phrase that is being taught. This is to reinforce the listening and comprehension skills needed for understanding Spanish.
2. **Speak** in Spanish using simple and complex phrases. This will be accomplished through daily activities that require the student to respond to questions asked by the teacher in Spanish. The **Total Physical Response** method of teaching requires the student to actively participate in modeling and learning the language. Students will be required not only to speak in Spanish in class, but also to:
 - use Flipgrid.com to respond to questions posed by the teacher. At this site the students will record themselves speaking or responding to the teacher in Spanish.
 - Create dialogues using the themes and vocabulary from units we are studying and present them to the teacher.
 - Students will also be evaluated at least twice a semester verbally with a verbal quiz. This quiz will be given using flipgrid.com during class. The teacher will pose a question to the class and they will have 90 seconds to respond using flipgrid.
 - Students will also be evaluated using situational cards and Flipgrid. The students will be paired up and draw a situation out of a hat. The students will then have 2 minutes to think and brainstorm about the situation, and then will use flipgrid to record themselves having a conversation or debate in Spanish about that particular situation.
3. **Read** basic phrases in Spanish. This will be accomplished through daily activities that require the students to read. The reading selections will begin as simple paragraphs in Spanish. They will then develop into authentic articles from magazines and newspapers from Spanish Speaking countries. These reading selections will include cultural topics from different countries where

Spanish is spoken. This allows the students to see the differences in cultures and practices and allows for discussion and presentations in Spanish.

4. **Write** basic and complex phrases in Spanish. This will be accomplished through daily activities in class that require the students to create simple paragraphs in Spanish. The paragraph structures will gradually increase in difficulty. They will also gradually increase into compositions. The writing samples of the students will gradually increase from one simple paragraph to three paragraphs that may include comparisons and contrasts between cultural practices of our culture and the one being studied or comparisons between the literature selection in the book and a piece of literature that they have read in their English class.

Prerequisite: Must have a B or higher in Spanish 2 class.

Standards for Spanish Class: All assignments and assessments used to teach this class reflect the national standards for Foreign Languages. A copy of these standards can be found at <http://www.actfl.org/i4a/pages/index.cfm?pageid=3392>.

Required texts and Materials:

1. Punto y aparte: Spanish in review, moving toward fluency, 5th edition Foerester and Lambright. McGraw-Hill
2. Manual que acompaña Punto y aparte: Spanish in review, moving toward fluency, 5th edition. Foerester and Lambright. McGraw-Hill.

Recommended texts:

1. A Spanish / English dictionary with many examples (e.g. Collins, Oxford, Larosse)
2. English grammar for students of Spanish, 5th edition, Spinelli. The Olivia and Hill Press, 2003.

Grade Computation:

Your grade for this course will be based on the following work:

Class Participation /Attendance	10%
Written Tests	30%
Verbal Tests	10%
Homework / Classwork	10%
Written compositions	10%
Quizzes	10%
Final exam	20%

Class Participation: You cannot develop good speaking skills in Spanish if you do not actively participate in the class using Spanish. Your class participation grade is computed in the following way:

Each week I print off a seating chart with each student's name included. Every time a student answers a question, they receive a slash mark next to their name (whether the answer is correct or not). At the end of the week ALL of the slash marks are added up and then divided by the number of students in the class. That gives me the passing grade for participation that week (5 out of 5). The points then gradually decline generally in margins of 2 to 3 points.

Please note that this participation grade takes into account a number of variables. These variables include: the use of Spanish in the classroom, the willingness to participate in class, the willingness to participate in group or paired work, respect towards peers and teachers and if a student is sleeping, doing homework for another class, or talking excessively. Please note that students will lose all of their participation points for the week if they have to be removed from class.

Homework: The best way to learn new material is through repetition. Homework is one way to accomplish repetition. You will be expected to do homework everyday. You may have time in class to begin your homework or you may have to complete it at home. Some of the homework for this class is done on the computer in the *Manual* and are self correcting. These exercises may be taken for a grade, or just checked to make sure that they are completed. I may not check or collect every-single homework that is assigned, but it is still important that you do your work every night. Please be advised that assignments are due on the date specified, no late assignments will be accepted.

Quizzes: We will have quizzes on a regular basis in the class. There will always be warning before a quiz. Quizzes will cover Manual exercises, in-class activities, and readings. Some quizzes may be conversational in manner as well.

Written Tests: Generally the tests will be worth 100 points. The tests will cover what we have learned in class and practiced in the homework. They will generally include Listening, writing and sometimes speaking components. The amount of tests in one quarter will be determined on how much we are able to cover in that Semester.

Verbal Tests: During the semester, each student will do two oral exams. The exams will be done individually or in pairs and will last approximately 10-15 minutes. Please find the grading criteria to evaluate these exams at the end of this syllabus.

Class work: There will be times during the year when you will be asked to write sentences, paragraphs, or papers in Spanish. There will also be times when you will be required to create dialogues with a partner and present them to the class. These will be assigned in class and collected in class. They will generally be covering the topic being discussed in the chapter at hand.

Compositions: During the semester, each student will have two composition assignments. Each will be linked to the content and grammar points of the lessons covered. For each composition, we will do activities to prepare before writing the composition in class. Specifications on length and topics will be distributed in class.

on the days that you write your compositions. The grading criteria to evaluate the compositions are at the end of this syllabus. Be prepared to submit a draft and a final version of your compositions.

WRITING GUIDELINES: All written assignments **MUST** be completed individually and with the words of the student. **USE OF AN ON-LINE TRANSLATOR OR A TRANSLATOR OF ANY SORT IS STRICTLY FORBIDDEN AND WILL BE CONSIDERED A VIOLATION OF THE ACADEMIC HONESTY POLICY OF** Bowling Green State University and Huron High School.

Grade Calculation and Grading Scale:

The grade for this class is calculated by dividing the points earned in the class by the total points possible. That percentage is the grade for the quarter. The Grading Scale is as follows:

90-100	A
80-89	B
70-79	C
60-69	D
0-59	F

Teacher Policies:

- All students should arrive 100% prepared for class. (With their Books, Workbooks, paper, pencils, etc. with them.) They should have their homework out and ready on their desk when the bell rings for the class to begin.
- Make-up work: Students will only have the amount of days they were absent to make up the work that they have missed. It is the student's responsibility to see me to get the make up work and schedule any make up quizzes or Tests that need to be taken.

Tentative Learning Schedule:

During the First Semester we will cover the following lessons:

- Capítulo 1
- Capítulo 2
- Capítulo 3 (A more detailed schedule will be available when class begins)

** Please be aware that these are TENTATIVE DATES and MATERIAL to be covered on these dates. These dates and/ or quizzes (pruebas), exams and material are subject to change based on necessity of learning or unforeseen events.

ORAL EXAM GRADING CRITERIA

COMPREHENSIBILITY (10%)

- | | | | |
|--|-----|-----|-----|
| • Most is incomprehensible | 6.0 | 7.0 | |
| • Generally comprehensible, but with some interpretation | 8.0 | 8.5 | 9.0 |
| • Almost completely comprehensible, without interpretation | | 9.5 | 10 |

VOCABULARY (25%)

- | | | | |
|---|----|----|----|
| • Inadequate, inaccurate for this level | 13 | 15 | 16 |
| • Barely adequate for the situation and level/ repetitive | 17 | 18 | 19 |
| • Adequate for the situation and level | 20 | 21 | 22 |
| • Broad, precise, impressive for this level | 23 | 24 | 25 |

FLUENCY (10%)

- | | | | |
|---|-----|-----|-----|
| • Halting, fragmented, unnatural pauses | 5.0 | 6.0 | 7.0 |
| • Generally natural and continuous | 8.0 | 8.5 | 9.0 |
| • Very natural with no unnatural pauses | | 9.5 | 10 |

INFORMATION CONVEYED (25%)

- | | | | |
|---|----|----|----|
| • Little information is conveyed; ideas not well-developed | 14 | 16 | 17 |
| • Only basic information is conveyed; ideas fairly well-developed | 19 | 20 | 21 |
| • Most necessary information is conveyed; ideas very well-developed | 23 | 24 | 25 |

GRAMMAR (20%)

- | | | | |
|--|----|----|----|
| • Almost inaccurate except for stock phrases | 6 | 8 | 10 |
| • Frequent errors, uncertain control of the language | 12 | 13 | 14 |
| • Fair control of the language; some errors | 15 | 16 | 17 |
| • Very good control of the language; very few errors | 18 | 19 | 20 |

PRONUNCIATION (10%)

- | | | | |
|---|-----|-----|-----|
| • Pronunciation is frequently unintelligible | | 4.0 | 5.0 |
| • Heavy English influence requires concentrated listening | 6.0 | 6.5 | 7.0 |
| • Occasional mispronunciations | 8.0 | 8.5 | 9.0 |
| • Very few mispronunciations to be conspicuous | | 9.5 | 10 |

TOTAL SCORE (100 point maximum)

WRITTEN COMPOSITION GRADING CRITERIA

WRITING MECHANICS (5%)

- | | | | |
|---|-----|-----|--|
| • Frequent errors of punctuation, paragraphing, capitalization, spelling, accents | 2.0 | 3.0 | |
| • Occasional errors of punctuation, paragraphing, capitalization, spelling, accents | 3.5 | 4.0 | |
| • Few errors of punctuation, paragraphing, capitalization, spelling, accents | 4.5 | 5.0 | |

STRUCTURE/COHESIVNESS (10%)

- | | | | |
|---|-----|-----|-----|
| • Composition is a series of separate sentences with no transitions; ideas confused or disconnected | 6.0 | 7.0 | 7.5 |
| • Composition is choppy/disjointed but has a few transitions; main ideas present, though not clearly stated | 8.0 | 8.5 | 9.0 |
| • Composition flows smoothly with adequate transitions; main ideas fairly well stated, well-organized | | 9.5 | 10 |

VOCABULARY (25%)

- | | | | |
|---|----|----|----|
| • Inadequate/limited range for this level; frequently confuses word meanings, uses English. | 13 | 15 | 17 |
| • Adequate range but not outstanding for this level; some confusions of word meanings. | 19 | 21 | 23 |
| • Broad range; almost or completely precise in word choice; impressive for this level. | | 24 | 25 |

CONTENT (30%)

- | | | | |
|--|----|----|----|
| • Minimal information provided; inadequate development of topic | 15 | 17 | 19 |
| • Information is adequate; mostly relevant to topic but lacks sufficient detail; adequate development of topic | 22 | 25 | 27 |
| • Information is fairly complete and relevant to topic; original and thorough development of topic | 28 | 29 | 30 |

GRAMMAR (30%)

- | | | | |
|--|----|----|----|
| • Almost complete lack of attention to grammatical points recently covered; major problems with structures present | 15 | 17 | 19 |
| • Adequate accuracy in basic grammatical points recently covered; adequate range of grammatical structures covered up to that point | 22 | 25 | 27 |
| • Wide range of grammatical with few significant errors; few errors of <i>ser/estar</i> , negation, agreement, tense, articles, pronouns, prepositions | 28 | 29 | 30 |

TOTAL SCORE (100 point maximum)
