

**Span 301: Advanced Spanish: Oral
Skills Emphasis**

Mon., Wed., 6-7:50 p.m.

location: MC 318

class no. 4076

Spring 2009

Professor Stephen Gingerich

Office: Rhodes Tower 1628

Office Hours: Tues. 3-5, Wed. 4-6, or by
appt.

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Objectives: Students in this course will consolidate their Spanish language skills at the advanced level by way of written and, especially, oral practice. This is an exciting stage of language learning, at which students must work to identify and address their individual shortcomings. They must, therefore, make a commitment to completing all homework and to working closely with the instructor to improve their Spanish proficiency, including comprehension and expression, speaking and writing.

A thorough description of the characteristics of **advanced proficiency** can be found in the Department of Modern Languages' *Handbook for Students*. They include:

- **Grammar:** Students should be able to use most tenses, moods, and grammatical features, with some limitations.
- **Oral:** students should be able to use discuss familiar and unfamiliar topics within the context of everyday activities and cultural experiences. Their speech should include some complex structures and more than one tense.
- **Writing:** students should be able to write a short, two page composition on a familiar topic and work towards a longer composition by the end of the semester. Style may not be authentic, but shows basic control of vocabulary and language details, using past, present, and future tenses.
- **Aural:** student should be able to follow conversations and presentations by other students, as well as short lectures by the professor.
- **Reading:** student should be able to read new materials, using a dictionary, with little difficulty. Graded readers should pose little difficulty, beginning with less than 700 words and increasing to 1500 at the end of the semester.
- **Culture:** students should already possess significant knowledge about Hispanic cultures in the U.S. and abroad, and should be ready to increase that knowledge.

Required Text (available in the University Bookstore):

- José A. Blanco, María Isabel García, María Cinta Aparisi. *Revista: Conversación sin barreras*. 2nd Ed. Boston: Vista, 2007.

Web Component: There is a Blackboard site for this course, including a detailed course calendar, grades, online versions of policies and syllabus, and class handouts. It is a resource intended for you to consult frequently as well as an aid in the event that you miss class or have misplaced course materials. **You are automatically enrolled in this page.** The entry page for all CSU Blackboard courses is:
[:https://elearning.csuohio.edu/webct/entryPageIns.dowebct](https://elearning.csuohio.edu/webct/entryPageIns.dowebct)

Grading: Following is the **breakdown** of elements adding up to the course grade.

Homework and pop quizzes	15%
participation	15%
Oral exercises	20%
Short essays	15%
Grammar quizzes	15%
<u>Final OPI</u>	<u>20%</u>
total:	100%

The final grade is based on the university's standard percentage scale: 100-94% A; 93-90% A-; 89-87% B+; 86-83% B; 82-80% B-; 79-77 C+; 76-70% C; 69-60% D; below 59 F

Policies

I. Attendance policy:

- Attending class is crucial to your successful completion of the goals of the class and is therefore **mandatory**. Missing more than **two classes** will cause your final grade to be lowered.
- **Tardiness** is also inappropriate. Two tardies will count as an absence.
- Medical excuses are the only way to get an excused absence. For any other absence (funerals, jury duty, jail sentences, etc.) you should check with me beforehand to see if they will be excused.
- No absence, excused or not, absolves anyone of responsibility for the following class's work (whether, homework, quiz, or exam). You can always check the course web site for assignments and handouts.

II. Your participation grade counts for 15% of your final grade. For your benefit, I will give you a participation grade, up to 25 points, approximately every four weeks. Here is what I look for:

23-25 Student is always alert and prepared for class; he or she shows this by frequently volunteering to speak, by quickly responding to questions that are asked, by participating in group work with enthusiasm, **speaking primarily in Spanish.**

19-22 Student is usually alert and prepared for class, as described above. This student may not volunteer often, but seems to be ready to give answers when called on. Or this student may volunteer often but not show that he

or she is familiar with the material assigned for that day.

15-18 Student is usually alert and prepared for class, as described above. Usually can supply answers when called upon, but may require coaching.

0-14 Often inattentive. Rarely is able to give correct answers to simple questions in class or to participate productively in group work. Rarely volunteers to speak.

III. Homework assignments have been worked out with the assumption that students can be expected to do two hours of work outside of class for every hour spent in class. Of course, different individuals may need more or less time. If you find yourself with extra time or under undue stress to finish assignments in a reasonable amount of time, do consult with me.

Most homework assignments will be graded from 1-10 using the following guidelines:

Homework Rubric

	10	7	5	1
Completeness	Did all the assigned exercises with care; creative	Did most assignment and showed care.	Did half of the assignments. Minimum effort	Did less than 1/2 the assignment.
	(5)	(3)	(2)	(1)
Accuracy and care	Meticulous, accurate	Acceptable presentation; mostly accurate	Inconsistent; disorganized; hard to read.	Inconsistent; messy; rushed; incomplete.
	(4)	(3)	(2)	(0)
Neatness	Identified each exercise appropriately; dated, labeled stapled.	Most exercises identified; not stapled.	Loose pages; hard to know what exercise is what; hard to read	Neither labeled nor stapled; turns in pages without exercises.
	(1)	(1)	(1)	(0)

Note: it is never acceptable to simply quote from your reading in order to answer a question. Unacknowledged quotes are plagiarism, and your assignment will be treated as if it had not been done at all.

You should prepare to discuss the ideas and details of the readings. I recommend taking notes that you can review before class and keeping a **vocabulary notebook**, if you do not already do so, to help you with the ongoing task of increasing your active and passive vocabulary.

You will be asked to hand in written homework assignments, so you should always do them neatly and legibly. **Late assignments** will not be

accepted.

IV. Any student in this course who has a **disability** that may prevent him or her from fully demonstrating his or her abilities should contact me personally as soon as possible so we can discuss the accommodations necessary to ensure full participation in this course and your college experience.

V. Students are expected to be familiar with some manner of **citing sources** from which he or she has culled information. If you have any doubts about how to cite sources, please consult the Modern Languages Handbook for Students and/or confer with me. If you receive any other sort of **outside help** from friends or tutors, you should inform me with a note at the end of the assignment, including the person's name, e-mail or phone number, and a brief description of the help received.

Using the words, ideas, or research of another person without acknowledging them constitutes **plagiarism** and is grounds for an automatic "zero" on the assignment.

VI. Other policies:

A. Anyone who wishes to leave the classroom to go to the bathroom or to get a drink is requested to excuse themselves.

B. It is O.K. to bring a drink to class, but no food will be allowed. Gum chewing is also not permitted during class.

Course Calendar

This is a tentative indication of activities on the days indicated. Definitive assignments are posted under “Calendar” on the course Blackboard page. Handouts will be available electronically on the Blackboard page in the “Handouts” page.

Week 1

21 Jan: Presentaciones

Week 2

26 Jan: características de proficiencia intermedia y avanzada; los tiempos pasados
28 Jan: no hay clase: entrevistas (OPI)

Week 3

2 Feb: ver “Viaje a Marte”; “Celebración de la fantasía”
4 Feb: contar historias; tarea para la **primera redacción**

Week 4

9 Feb: Tertulia; *ser y estar*
11 Feb: ver “Diez minutos”;

Week 5

16 Feb: **NO HAY CLASE**
18 Feb: comentar “Diez minutos” y “Las cuatro fórmulas de la felicidad”

Week 6

23 Feb: “Yo le diría”; **ejercicio oral**
25 Feb: tarea para la **segunda redacción**: describe tu personalidad

Week 7

2 Mar: entregar la redacción; tertulia; las preposiciones
4 Mar: ver “Nada que perder”; ejercicios con las preposiciones

Week 8

9 Mar: Entrevista con Benicio del Toro; **examen de gramática**
11 Mar: **ejercicio oral**; repaso del subjuntivo

Week 9

16 & 18 Mar: Spring Break

Week 10

23 Mar: ver “El ojo en la nuca”; practicar el subjuntivo; “Tú puedes ser crítico”
25 Mar: “empezar **tercera redacción**, una reseña de cine

Week 11

30 Mar: tertulia,

1 Apr: comentar "La tortilla"; repaso del subjuntivo

Week 12

6 Apr: "Yo misma"; **ejercicio oral**; leer español en línea
8 Apr: tertulia; más repaso del subjuntivo

Week 13

13 Apr: "Un día con Ángela";
15 Apr: "Drácula"

Week 14

20 Apr: "Las penas del amor"; último repaso del subjuntivo
22 Apr: **examen de gramática; tarea para redacción 4**; tertulia

Week 15

27 Apr: "Bajo la sombrilla"; oraciones condicionales
29 Apr: "Teléfono";

Week 16

4 May : **ejercicio oral**
6 May: repaso para el OPI final

En vez de un examen final, los alumnos tendrán entrevistas individuales con el profesor durante la semana de exámenes.