

SPANISH 2213 (formerly 3303) - COURSE OUTLINE
(University of Calgary equivalent: Spanish 303)

Semester: Winter 2008

Instructor:

E-mail:

Office:

Office Phone:

Department Office Phone: 440-6528

Office Hours: Monday 3-4pm Thursday 12-2pm

Required textbooks: *Reflejos*, Renjilian-Burgy, Mraz, Chiquito and De Darer.
 Reflejos, Manual de actividades +CD

Course Description: The course is intended for students who have successfully completed Spanish 2211 (formerly 3301) or have the consent of the department. The main objectives of Spanish 2213 (formerly 3303) are:

- To offer students opportunities to acquire communicative skills at an intermediate level within the contexts presented.
- To develop reading and analytical skills of texts on Hispanic cultures.
- To engage students in the discussion of culturally specific content in order to develop an awareness of the Hispanic way of life.
- To develop writing skills at an intermediate level of complexity.

Important Information

- It is strongly recommended that students take a very active role in building their communication skills in the target language. The instructor can help individual students with directed study on specific areas of difficulty or interest. Students are encouraged to take full advantage of the instructor consultation hours.

- Students are expected to do, on their own, the written activities from the Workbook and the Listening Comprehension activities based on the CD's textbook and workbook.

- Students are expected to write all exams and all compositions. Exams and compositions which are not written will be given a grade of zero.

- All “**pruebas**” include **4** sections: 1) Listening comprehension, 2) Vocabulary, 3) Grammar, 4) Questions related to chapter topics.

- The **Mid term Exam** and the **Final Exam** include 1) Vocabulary 2) Grammar
3) Paragraph writing, 4) Questions on readings.

-A total of **2 compositions** will be required. They will be written in class. The composition topic will be given in advance. Students are encouraged to hand in a draft for feedback.

- The **ORAL Exam** will consist of questions related to chapters 7-11 topics. Students are encouraged to make appointments for oral practice with the assistants **in person** during their office hours (posted on their office door: **EA 2035**).
- There is only **one** make-up exam for tests, which will be administered at the end of the semester. A student who will miss a test **MUST WRITE AN E-MAIL** to the instructor **IN ADVANCE**, providing an adequate explanation in order to be allowed a re-write. **There are no make-ups for in-class compositions.**
Students are advised to familiarize themselves with those sections of the College calendar which pertain to all students. Please refer to www.mtroyal.ca/codeofstudentconduct with respect to academic dishonesty and non-academic misconduct.
- To be eligible to pass the course, you must pass the **FINAL EXAM**.

EVALUATION:	GRADING SCALE:
The final grade for the course will be determined as follows:	A+ 97-100%
1. Written Exams 27 % (Pruebas 1(8%)-2 (9%)-3 (10%))	A 93-100%
2. Midterm 18%	A - 89-92%
3. Compositions (2) 10%	B+ 85-88%
4. Oral Exam 10%	B 80-84%
5. Final Exam 30%	B- 75-79%
6. Attendance & Participation 5%	C+ 70-74%
	C 65-69%
	C- 60-64%
	D+ 55-59%
	D 50-54%
	F 49-lower

Participation: Students are expected to do all the assigned homework and participate in class discussion about topics covered in class.

Attendance in class is essential for language learning. It has a 5% value of the total mark.

Attendance will start to be counted from week 2 and will be assessed in the following way:

Up to 2 hours missed	<i>No deduction</i>
From 3 to 4 hours missed	<i>1% deduction</i>
From 5 to 6 hours missed	<i>2% deduction</i>
From 7 to 8 hours missed	<i>3% deduction</i>
Over 9 hours missed	<i>5% deduction</i>

SPANISH 3303 – Winter 2007 – Tentative Course Schedule

MES	SEMANA	CAPÍTULO	lunes	miércoles
ENERO	(1) 07-11	Capítulo 7	Revisión Actividad oral	Gramática/Conversación
	(2) 14-18	Capítulo 7	Gramática /Conversación Prueba de diagnóstico	Gramática
	(3) 21-25	Capítulo 7	Gramática/Conversación	Gramática/Lectura 7
FEBRERO	(4) Ene28-Feb1	Capítulo 8	Gramática/ Conversación	Prueba 1 (Cap 7)
	(5) 04-08	Capítulo 8	Gramática/ Conversación	Gramática/Lectura 8
	(6) 11-15	Capítulos 8 & 9	Gramática/ Conversación	Gramática/Conversación Composición 1 (en clase)

Feb18-22

READING BREAK

MARZO	(7) Feb25- 29	Capítulo 9	Gramática/ Conversación	Prueba 2 (Cap 8)
	(8) 03-07	Capítulo 9	Gramática/Lectura 9	Gramática/ Conversación
	(9) 10-14	Capítulo 10	Gramática/ Conversación	Midterm (Cap. 7-8-9)
	(10) 17-21	Capítulo 10	Gramática/Lectura 10	Gramática/Conversación
	(11) 24-28	Capítulo 10	Gramática/Conversación	Gramática / Conversación Composición 2 (en clase)
ABRIL	(12) Mar31-Abr04	Capítulo 11	Gramática/Conversación	Gramática/ Lectura 11
	(13) 07-11	Capítulo 11	Gramática/Conversación ORAL EXAM (Final oral exams by appointment)	Prueba 3 (Cap 10-11) Gramática/ Conversación
	(14) Lunes 14		REVISION ORAL EXAM (Final oral exams by appointment)	

OUTCOMES

Listening: Able to understand main ideas and some details of interactive exchanges, narrations and news reports of some complexity that are related to the thematic content of the course such as music, food, technology, art and the environment.

Speaking: Able to handle successfully a variety of communicative tasks related to the thematic content of the course. Can initiate and sustain conversation on topics beyond most immediate needs. Learners can use connected discourse for simple narration and explanations using past and future verb tenses.

Reading: Able to understand main ideas and details as well as interpret readings such as articles and short stories on familiar topics. Able to apply reading strategies to derive meaning from original texts written for native speakers.

Writing: Able to produce written material of different genres such as dialogues, summaries, narrations and essays on familiar topics using more complex sentence structures. Able to make use of cohesive devices and to develop ideas in more detail using a richer vocabulary and idiomatic expressions on the topics discussed in class.

Culture: Develop a better understanding of the social and artistic features of Hispanic cultures which will be achieved through readings, video excerpts, in class oral discussions. Able to examine and analyze similarities and differences between Spanish-speaking cultures and compare them to the students' own culture.

ASSESSMENT

Listening: Listening comprehension exercises of audio and video material from the textbook and the laboratory manual incorporated in the class tests. Topics include music, food, technology, art and the environment

Speaking: In class oral activities such as dialogues and group work.

Reading: Comprehension questions and summaries from readings in the Reading textbook.

Writing: Guided compositions and paragraph writing of different genres such as dialogues, summaries, narrations and essays on familiar topics using more complex sentence structures (conditional sentences, passive voice, imperfect subjunctive ...)

Culture: Content information questions and some interpretation of cultural aspects of Spanish speaking countries related to the textbook readings, video excerpts and oral presentations on Hispanic personalities.

GRADE	ASSESSMENT CRITERIA
A	<p>The learner is able to sustain understanding over longer stretches of oral connected discourse on a number of rich but uncomplicated cultural topics. Can express ideas and opinions about the cultural content discussed. Can use present, past and future time consistently. Able to handle successfully and with ease a variety of uncomplicated communicative tasks and social situations.</p> <p>Able to read with full understanding cultural texts and stories of some length dealing with a variety of topics of some structural complexity. Can get main ideas and details from narrative and descriptive texts. Can write summaries and provide opinions on issues of the readings. Can express present, future, conditional and past time consistently in writing as well as more advanced semantic structures in guided activities. Shows the use of rich and extensive vocabulary from the cultural content discussed in class.</p>
B	<p>The learner is able to understand main ideas and facts but misses some details in connected discourse on uncomplicated cultural topics. Can usually express present, past and future time quite accurately. Able to handle successfully a variety of uncomplicated communicative tasks and social situations.</p> <p>Able to read short texts and stories but with inconsistent understanding. Can write summaries and provide some opinions with quite some clarity and accuracy. Can usually express present, future, conditional and past time accurately as well as use some more advanced semantic structures in guided written activities. Shows a good use of vocabulary from the cultural content discussed in class.</p>
C	<p>The learner has trouble understanding main ideas and facts but can still understand the gist of connected discourse. Has difficulty in expressing a variety of uncomplicated communicative tasks. Able to read short texts and stories but understanding is uneven. Can write paragraphs but has some trouble expressing opinions clearly. There are some errors in uncomplicated grammar, vocabulary and spelling. Present past, future and conditional verb conjugations are sometimes used inaccurately but meaning is not obscured.</p>
D	<p>The learner has trouble understanding main ideas and facts but can still understand the gist of connected spoken discourse on the cultural topics of the course. Has trouble building a variety of uncomplicated communicative tasks. Able to read short texts and stories but understanding is uneven and needs a lot of support to get the main ideas. Can write paragraphs but has much trouble expressing opinions clearly and accurately due to frequent errors in grammar, vocabulary and spelling. Present, past, future and conditional verb conjugations are not used very accurately but meaning is not obscured. Writing is characterized by very simple sentences with many errors. Able to meet the minimum speaking, listening, reading and writing requirements on the cultural content of the course.</p>
F	<p>The learner shows an unsatisfactory control of basic grammar structures in both speaking and writing. Has great difficulty in understanding written information and in expressing ideas. Lacks of sufficient vocabulary, basic structures and accurate present, past, future and conditional verb conjugations.</p>