

Dixie State University  
Department of Humanities  
SPAN 3040 Intermediate Grammar & Oral Proficiency, 4 credits –  
Fall 2017

Section:	1 CRN 41897	Classroom:	UPLAZB 110B 10-10:50am M-Th
Instructor:	Dr. Michael Cartmill	Office Hours:	M,W 1-2pm; T,Th 11-12; F 10-11
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### Course Materials

1. Butt, John and Carmen Benjamin. *A New Reference Grammar of Modern Spanish*. 4<sup>th</sup> ed. (or later). Various publishers.
2. Bilingual dictionary (not pocket type).
3. Access to the internet for reading on-line Spanish-language newspapers using: <http://lanic.utexas.edu/>

**Introduction:** While the main focus of the course will be oral proficiency, there will be some of the other language skills as well: reading, writing, and culture.

**Course Description:** Emphasis on oral production through discussion of topics drawn from texts and other media addressing current events. Additionally, the course addresses intermediate grammar topics through reading and listening exercises. Native speakers or those who have acquired intermediate proficiency through extended residence (e.g. native speakers, military service, extended family visits, church missions) are not eligible to take this class. Prerequisite: SPAN 2020 or instructor permission.

**Departmental Objectives:** By the end of the Spanish Program, students will be able to show progress in the following areas:

1. **Oral Proficiency:** Students will be able to communicate at the Advanced range level in accordance with the ACTFL guidelines for Speaking. Description of guidelines available at <http://actflproficiencyguidelines2012.org/speaking>
2. **Writing Proficiency:** Students will be able to express themselves at the Advanced Mid-level in accordance with the ACTFL guidelines for Writing: Description of guidelines available at <http://actflproficiencyguidelines2012.org/writing>
3. **Cultural Awareness:** Students will show understanding of other cultures in accordance with the Standards for Foreign Language Learning. Description of guidelines available at [http://www.actfl.org/sites/default/files/Standardsfor\\_FLLexecsumm\\_rev.pdf](http://www.actfl.org/sites/default/files/Standardsfor_FLLexecsumm_rev.pdf)
4. **Literature Analysis:** Students will be able to analyze literary works in Spanish

**Course Objectives:** Students will be able to communicate at the Intermediate level and approaching the Advanced level according to the ACTFL Proficiency Guidelines for Speaking and for Writing.

- Oral Proficiency - Speakers at the Intermediate level are distinguished primarily by their ability to create with the language when talking about familiar topics related to their daily life. They are able to recombine learned material in order to express personal meaning. Intermediate level speakers can ask simple questions and can handle a straightforward survival situation. They produce sentence-level language, ranging from discrete sentences to strings of sentences, typically in

present time. Intermediate-level speakers are understood by interlocutors who are accustomed to dealing with non-native learners of the language.

Speakers at the Advanced level engage in conversation in a clearly participatory manner in order to communicate information on autobiographical topics, as well as topics of community, national, or international interest. The topics are handled concretely by means of narration and description in the major times frames of past, present, and future. These speakers can also deal with a social situation with an unexpected complication. The language of Advanced-level speakers is abundant, the oral paragraph being the measure of Advanced-level length and discourse. Advanced-level speakers have sufficient control of basic structures and generic vocabulary to be understood by native speakers of the language, including those unaccustomed to non-native speech.

- **Writing Proficiency**—Writers at the Intermediate level are characterized by the ability to meet practical writing needs, such as simple messages and letters, requests for information, and notes. In addition, they can ask and respond to simple questions in writing. These writers can create with the language and communicate simple facts and ideas in a series of loosely connected sentences on topics of personal interest and social needs. They write primarily in present time. At this level, writers use basic vocabulary and structures to express meaning that is comprehensible to those accustomed to the writing of non-natives.

Writers at the Advanced level are characterized by the ability to write routine informal and some formal correspondence, as well as narratives, descriptions, and summaries of a factual nature. They can narrate and describe in the major time frames of past, present, and future, using paraphrasing and elaboration to provide clarity. Advanced-level writers produce connected discourse of paragraph length and structure. At this level, writers show good control of the most frequently used structures and generic vocabulary, allowing them to be understood by those unaccustomed to the writing of non-natives.

- **Culture**—Students will be able to outline cultural differences between their own and that of the people whose language they are learning

**My Teaching Philosophy:** Language learning has to be personalized and internalized in order to truly take root and become part of a student's core knowledge. While the classroom provides a dynamic forum for using the language, practicing, experimenting, and perfecting specific skills, the short time of exposure it provides should be supplemented by out-of-class opportunities and study. The pursuit of acquiring and maintaining a superior level of proficiency in a foreign language is a life-long endeavor, even more so if one lives in an area or country outside of a native-speaking community. Students, therefore, are encouraged and should be empowered from the beginning to self-educate, to find motivation, and seek out exposure to the language on their own.

Your success in this course depends on you and the time you put into it. Though not required, a good dictionary is essential to expanding your word usage and correct selection of definitions. Learn the words you need to talk about you and your particular situation, family, likes, job, etc. Keep a small notebook to write down vocabulary words you want to look up. Trying to remember them all during the day and writing

them down later will result in the loss of many potential new words. It's helpful to expose yourself to the language as much as possible, four hours a week is relatively very little. You can pick a television show, read an on-line newspaper from any country of your interest, etc. Be creative!

Beginning and even intermediate students often feel inhibited speaking in front of others—get into the habit early of speaking and using as much Spanish as you can from the beginning! You WILL make mistakes; it is expected and is part of the process of language learning. Most people don't even speak their native language without errors, don't expect to be perfect, but also be open to corrections. Learning a new language can be frustrating at times, the more open-minded you are when attending class, the easier concepts will be internalized.

**Grades:** Final grades will be determined on a percent of the total possible and in accordance with the following descriptions. No extra credit is offered. You earn your final grade, whatever it ends up being. Experience has proven to me that in this class, the three most important ingredients for success are attendance, participation, and daily effort outside of class to practice the concepts.

**A students:** Attend class regularly and participate in class to help make it a stimulating environment. These students show enthusiasm to discover new skills and complete all course requirements on time with precision and insight and reflect this on exams and assignments.

**B students:** Attend class regularly and add to a stimulating classroom environment. They complete all work on time and with precision and insight.

**C students:** Show satisfactory mastery of subject and perform beyond minimum course expectations and show moderate understanding of material.

**D students:** Show borderline understanding of subject and rarely meet minimum expectations.

### **Grades:**

Final grades will be determined on a percent of the total from chapter tests, workbook assignments, listening tests, and speaking tests, less deductions for excessive absences.

<b>Oral Interviews (x4)</b>	<b>50%</b>
<b>Presentations (x2)</b>	<b>25%</b>
<b>Homework/grammar</b>	<b>15%</b>
<b>Final</b>	<b>10%</b>

**A. Oral Interviews:** As indicated, there will be four throughout the semester. These are one-on-one interviews covering comprehension, pronunciation, fluency, vocabulary, and grammar. Time will vary, though most will take place during class time.

**Late/early tests:** You are expected to take tests on the scheduled dates. Late and early tests may be assessed a 10% penalty. If there is a verifiable emergency, contact me ASAP, and I will try to work with you. However, leaving early for vacations is not an emergency, so plan your vacations ahead of time. The premature purchase of a plane ticket is also not an emergency.

- B. Presentations:** There will be two presentations during the semester. As part of oral proficiency, giving a prepared presentation is one way to assess one’s level of mastery. The presentation will have two parts: the oral presentation and a written page to accompany the presentation. They will be assessed together for a total presentation grade. Topics will be chosen by the student and length will be determined in advance. Presentations will be graded on Subject, Content, Personal Presentation, Aids, and Use of Language.
- C. Homework/Grammar:** The regular, daily homework will come from reading online newspapers from Spanish-speaking countries, which will also generate topics of conversation for in-class discussions. These will also serve as topics for in-class presentations. Thus it is essential that reading is done consistently and in earnest. Grammar topics will arise as we discuss the readings from the newspapers and the relevant chapter will be covered in our reference book, and subsequent grammar “quizzes” will take place to supplement the homework.
- D. Attendance/Participation:** **Although not a formal part of your grade,** regular attendance is a key to a student’s success. I expect students to attend class and to participate. Also arriving late and/or leaving early is disrupted and should be avoided. Four absences will be excused, but your grade will be lowered for additional absences. A student who misses 15 or more classes will receive an F grade.

Grading Scale:	93-100 = A	90-92 = A-	87-89 = B+	83-86 = B
	80-82 = B-	77-79 = C+	73-76 = C	70-72 = C-
	67-69 = D+	63-66 = D	60-62 = D-	0-59 = F
	Less absences.			

- E. Final Exam:** The final exam will be held as scheduled by the university and will be comprehensive. It will follow the same format as the other written exams. No early or make-up exam given—a purchased plane ticket is not an excuse to miss the final.

**Class Policies:** Speak as much Spanish in class as you can.

Turn off cell phones and ***DO NOT*** get them out during class. There may be specific activities where cell phones can be used, you will be notified when that happens.

**No food or drink except for water**

Arrive on time and stay the entire time. If you do have a legitimate need to arrive late to class or to leave early, let me know.

Cheating in any form will be disciplined according to policy.

Be respectful of the learning environment and your classmates.

**Tutoring:** Limited tutoring may be available in the Browning Center in the Tutoring Center. If you need extra help, please come and talk to me.

## **DSU POLICIES, PROCEDURES, AND SEMESTER DATES**

Click on this link - <http://academics.dixie.edu/syllabus/> - for comprehensive information on Semester Dates, the Final Exam Schedule, and university resources such as the library, Disability Resource Center, IT Student Help Desk, Online Writing Lab, Testing Center, Tutoring Center, and Writing Center. In addition, please review DSU policies and statements with regards to Academic Integrity, Disruptive Behavior, and Absences related to university functions.

**Disability Statement:** If you are a student with a medical, psychological, or learning disability or think you might have a disability and would like accommodations, contact the Disability Resource Center (652-7516) in the Student Services Center. The Disability Resource Center will determine the eligibility of the student requesting special services and determine the appropriate accommodations related to their disability.

**Academic integrity:** In order to ensure that the highest standards of academic conduct are promoted and supported at the University, students must adhere to generally accepted standards of academic honesty, including but not limited to, refraining from cheating, plagiarizing, falsification, misrepresentation, and/or inappropriately colluding or collaborating. The University shall consistently hold students accountable for instances of academic dishonesty and apply appropriate consequences. For more information, see the Student Academic Misconduct section of DSU policy at <http://dixie.edu/humanres/polstu.html>

**Title IX:** DSU seeks to provide an environment that is free of bias, discrimination, and harassment. If you have been the victim of sexual harassment/misconduct/assault we encourage you to report this to the college's Title IX Director, Cindy Cole, (435) 652-7731, [cindy.cole@dixie.edu](mailto:cindy.cole@dixie.edu). If you report to a faculty member, she or he must notify the Title IX Director about the basic facts of the incident.

**Final Exam:** The final exam for this class will be given according to the published schedule. Section 1 is scheduled for Monday, December 11, 2017 from 9:00am to 10:50am

## Spanish 3040 – Otoño 2017 -- Horario de clases

### agosto

21	lunes	Introducción
22	martes	Repaso/conversación
23	miércoles	Discusiones
24	jueves	Gramática

28	lunes	<i>Artículos</i>
29	martes	Discusiones
30	miércoles	Gramática
31	jueves	Cultura—México

### septiembre

4	lunes	<b>Día feriado (no hay clase)</b>
5	martes	Gramática
6	miércoles	Práctica oral
7	jueves	<b>Entrevistas orales</b>

11	lunes	<i>Artículos</i>
12	martes	Discusiones
13	miércoles	Gramática
14	jueves	Cultura—España

18	lunes	<i>Artículos</i>
19	martes	Discusiones
20	miércoles	Gramática
21	jueves	Cultura—Caribe

25	lunes	<i>Artículos</i>
26	martes	Discusiones
27	miércoles	Preparación
28	jueves	<b>Presentaciones</b>

### octubre

2	lunes	<i>Artículos</i>
3	martes	Discusiones
4	miércoles	Práctica oral
5	jueves	<b>Entrevistas orales</b>

9	lunes	<i>Artículos</i>
10	martes	Discusiones
11	miércoles	Gramática
12	jueves	<b>No hay clase (descanso)</b>

16	lunes	<i>Artículos</i>
17	martes	Discusiones
18	miércoles	Gramática
19	jueves	Cultura—Centroamérica

23	lunes	<i>Artículos</i>
24	martes	Discusiones
25	miércoles	Gramática
26	jueves	Cultura—Región Andina

30	lunes	<i>Artículos</i>
31	martes	Discusiones

### noviembre

1	miércoles	Práctica oral
2	jueves	<b>Entrevistas orales</b>

6	lunes	<i>Artículos</i>
7	martes	Discusiones
8	miércoles	Gramática
9	jueves	Cultura—Cono Sur

13	lunes	<i>Artículos</i>
14	martes	Discusiones
15	miércoles	<b>Preparación</b>
16	jueves	<b>Presentaciones</b>

20	lunes	<i>Artículos</i>
21	martes	Discusiones
22	miércoles	<b>Día feriado (no hay clase)</b>
23	jueves	<b>Día feriado (no hay clase)</b>

27	lunes	<i>Artículos</i>
28	martes	Discusiones
29	miércoles	Práctica oral
30	jueves	<b>Entrevistas orales</b>

### diciembre

4	lunes	<i>Artículos</i>
5	martes	Discusiones
6	miércoles	Gramática
7	jueves	Último día/repaso/notas

### EXAMEN FINAL

Sección 1, clase de las 10:00—el lunes, 11 de diciembre a las 9:00