

FALL 2014

LSPA 200—SECOND YEAR SPANISH I

Colorado State University
Department of Foreign Languages and Literatures

TEXTOS PARA LA CLASE - INFORMACIÓN DEL INSTRUCTOR

Materials:

- Foerster, Sharon, and Anne Lambright. *Punto y aparte*. 5th ed. New York: McGraw Hill, 2014. (Textbook, workbook, and Connect. All available bundled at CSU Bookstore)
- Campoy, F. Isabel, and Alma Flor Ada. *Cuentos que contaban nuestras abuelas*. New York: Aladdin Libros en Rústica, 2006. ISBN-13 978-1-4169-3965-8 (available from Amazon.com)

Bilingual Dictionary or access to

www.wordreference.com

Additional materials at the instructor's discretion



OBJETIVOS—

LSPA200 is a student-centered, activities-driven class that employs an immersion approach to help students use Spanish to express themselves in realistic contexts and for real-life tasks. By the end of the semester students will develop their proficiency in

Spanish at the intermediate level in five goal areas or the “5 C’s” (5 National Standards for Foreign Language Learning: Communication, Culture, Connections, Communities, Comparisons). Students will also improve their listening, speaking, reading, and

writing skills while practicing communicative tasks such as describing, comparing, narrating in the past, expressing likes, dislikes, reacting, recommending, hypothesizing, and talking about future events. **This course will be conducted in the target language.**

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Office Hours: Lunes 2-3pm, Miércoles 12-1pm, Viernes 10-11am

Section: 001 & 006

Class Hours: 9am MWF, 1pm MWF

Class Room: Clark C 362 (9am), Clark C 361 (1pm)

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“THE 5 C’S:

National Standards for Foreign Language learning. Communication is at the heart of second language study, whether the communication takes place face-to-face, in writing, or across centuries through the reading of literature. Through the study of other languages, students gain a knowledge and understanding of the **cultures** that use that language and, in fact, cannot truly master the language until they have also mastered the cultural contexts in which the language occurs. Learning languages provides **connections** to additional bodies of knowledge that may be unavailable to the monolingual English speaker. Through **comparisons** and contrasts with the language being studied,

students develop insight into the nature of language and the concept of culture and realize that there are multiple ways of viewing the world. Together, these elements enable the student of languages to participate in multilingual **communities** at home and around the world in a variety of contexts and in culturally appropriate ways. **“Knowing how, when, and why to say what to whom”** All the linguistic and social knowledge required for effective human-to-human interaction is encompassed in those ten words. Formerly, most teaching in foreign language classrooms concentrated on the how (grammar) to say what (vocabulary). While these components of language are indeed cru-

cial, the current organizing principle for foreign language study is communication, which also highlights the why, the whom, and the when. So, while grammar and vocabulary are essential tools for communication, it is the acquisition of the ability to communicate in meaningful and appropriate ways with users of other languages that is the ultimate goal of today’s foreign language classroom.”

http://www.actfl.org/sites/default/files/pdfs/public/StandardsforFLLexecsumm_rev.pdf

SPEAKING

: 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

“The limits of my language are the limits of my world.”

— [Ludwig Wittgenstein](#)

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, moving from sentence-level discourse to paragraph-level discourse. Inter-

mediate-level speakers are understood by interlocutors who are accustomed to dealing with non-native learners of the language in all three communicative modes: Interpersonal, Interpretive, and Presentational.

WRITING

Writers at the Intermediate level are characterized by the ability to meet practical writing needs, such as simple messages and letters, and requests for information. 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.

10 REASONS WHY LEARNING A FOREIGN LANGUAGE IS IMPORTANT!



Learning a language...

1. ... improves your grasp of English.
2. ... enhances your confidence.
3. ... gives you a wider understanding of world affairs.
4. ... widens your career / job options.
5. ... improves international relations.
6. ... makes travelling easier and more enjoyable.
7. ... connects the world and promotes peace.
8. ... helps you make friends in new countries.
9. ... shows you are open minded and tolerant.
10. ... boosts brain power.

LISTENING

At the Intermediate level, listeners can understand information conveyed in simple, sentence-length speech on familiar or everyday topics. They are generally able to comprehend one utterance at a time while engaged in face-to-face conversations or in routine listening tasks such as understanding highly contextualized messages, straightforward announcements, or simple instructions and directions. Listeners rely heavily on redundancy, restatement, paraphrasing, and

contextual clues.



EXÁMENES

Exámenes There will be 3 exams during the semester. Please see the course calendar to note the dates of all exams. Exams will include sections to assess your proficiency using the grammatical structures, and vocabulary to perform the communicative function focused on in the unit. Other sections may include listening and/or reading comprehension activities and exercises to determine your understanding of cultural content.

Examen final: At the end of the semester you will take a cumulative

exam to evaluate your acquisition of the material covered during the semester. The listening comprehension section is administered during the last week of classes and the written section is administered during final exam week.

Pruebas (minimum 4): Periodically your instructor will give a short quiz over material recently covered or assigned. These may or may not be announced previously so it is important to be prepared for class each day.

EXPRESIÓN

Expresión oral All three modes of oral expression (Interpersonal, Interpretive, and Presentational) will be evaluated using activities that may include, but are not limited to: presentations, group discussions, debates, skits, and out of class interviews. Please consult the oral expression proficiency rubric(s) in RamCT.

Expresión escrita Your writing is already evaluated in the following categories: exams, final exam, quizzes, and homework. Additionally, your written communication skills will be evaluated based on your submissions of real-life, task-based writing assignments. There will be at least one composition and at least four short writing exercises,

READING

At the Intermediate level, readers can understand information conveyed in simple, predictable, loosely connected texts. Readers rely heavily on contextual clues. They can most easily understand information if the format of the text is familiar, such as in an email, train schedule, film review, a weather report or a social network posting.

Please consult ACTFL's proficiency guidelines for more information:

<http://www.actfl.org/sites/default/files/pdfs/public/>

Evaluación:

Exámenes	35%
Examen final	20%
Pruebas	15%
Expresión oral	10%
Expresión escrita	15%
Tareas	5%

*"La lengua es la piel del alma
Language is the skin of the soul."
- Fernando Lázaro Carreter*

such as journal/blog entries, emails, letters, speeches, summaries, responses to readings, and reflections. At least one of the short writing exercises will be based on your participation in a Spanish Club activity. Your instructor will clarify the assignment and will announce where and when the Spanish Club will meet.

TAREAS

Instructors will regularly assign exercises of various types. For those exercises from the workbook, you will be graded on completion and correction: that is, you must complete all assigned exercises, and then you must check the answers in the back and correct any mistakes you've made **with a pen of another color** in order to receive full credit.

Note: For every contact hour in class you are expected to prepare 2 hours out of class.

Make-up Policy:

Absences will be excused only in the case of verifiable illness or other legitimate emergency (**with** supporting documentation). **Assignments will not be accepted after the due date and no make-ups will be allowed for quizzes or exams if the absence is not excused.**

Miscellaneous:

It is the student's responsibility to read the syllabus and remain abreast of any change. If you have questions over the material being covered ask **immediately**, don't wait until the end of the semester.

To earn an A in this course (**93 or more**), all required and recommended work must be completed in an exceptional manner. The points accumulated in the above areas will be totaled and the percentage will determine the final grade as follows:

A: 93 or more;
A-: 90-92;
B+: 87-89;
B: 83-86;
B-: 80-82;
C+: 77-79;
C: 73-76;
D: 60-72;
F: <60

Please note that at C is 73-76 and a D is 60-72.

Ask if you have doubts!!!

ACADEMIC INTEGRITY

This course will follow the Academic Integrity Policy of the Colorado State University General Catalog (Page 7) and the Student Conduct Code, which defines academic dishonesty as: "misconduct including but not limited to: cheating, plagiarism, unauthorized possession or disposition of academic materials, falsification, or facilitation of acts of misconduct. Plagiarism includes the copying of language, structure, images, ideas, or thoughts of others and is related only to work submitted for credit." [Partial quote from <http://catalog.colostate.edu/front/policies.aspx>. Read original if in doubt.]

In addition, plagiarism in the language classroom includes the use of translators and unauthorized help from peers and native speakers. You may not submit work from a prior class (self-plagiarism).

Academic dishonesty will be subject to disciplinary action, and may result in failure of the course. Both the student and the office of Conflict Resolution and Student Services will be informed of the disciplinary action in writing. You will be given the opportunity to use the following HONOR PLEDGE on selected assignments in the class:

"I give my word of honor that I have neither given nor received any unauthorized assistance on this assignment." Signed _____ (This pledge should be written at the bottom of all assignments, quizzes, exercises, essays and/or exams for the class.)

*NOTE: A student's decision to forego signing the honor pledge shall not be used as evidence of academic misconduct and shall not negatively impact a student's grade.

SCHEDULE

The course will follow the schedule listed below. However, the instructor reserves the right to make modifications in the assignments, dates or other work as necessary.

25 agosto	Introducción	Los cinco amigos y las siete metas comunicativas
27 agosto	Para empezar	
29 agosto	Para empezar	Prueba diagnóstica
1 septiembre	No hay clase	
3 septiembre	Capítulo 1	Descripción y Comparación
5 septiembre	Capítulo 1	
8 septiembre	Capítulo 1	
10 septiembre	Capítulo 1	
12 septiembre	Capítulo 1	
15 septiembre	Capítulo 1	
17 septiembre	Capítulo 1	
19 septiembre	Capítulo 1	
22 septiembre	Capítulo 1	
24 septiembre	Capítulo 1	Examen Capítulo 1
26 septiembre	Cuentos	
29 septiembre	Cuentos	
1 octubre	Cuentos	Evaluación del cuento (Written/Read/Spoken - not decided yet)
3 octubre	Capítulo 2	Narración en el pasado
6 octubre	Capítulo 2	
8 octubre	Capítulo 2	
10 octubre	Capítulo 2	
13 octubre	Capítulo 2	
15 octubre	Capítulo 2	
17 octubre	Capítulo 2	
20 octubre	Capítulo 2	
22 octubre	Capítulo 2	
24 octubre	Capítulo 2	Examen Capítulo 2
27 octubre	Cuentos	
29 octubre	Cuentos	
31 octubre	Cuentos	Evaluación del cuento (Written/Read/Spoken - not decided yet)
3 noviembre	Capítulo 3	Reacciones y recomendaciones
5 noviembre	Capítulo 3	
7 noviembre	Capítulo 3	
10 noviembre	Capítulo 3	
12 noviembre	Capítulo 3	
14 noviembre	Capítulo 3	
17 noviembre	Capítulo 3	

19 noviembre	Capítulo 3	
21 noviembre	Capítulo 3	Examen Capítulo 3 (¡Debéis tomarlo este día!)
24-28 noviembre	¡Buenas vacaciones!	
1 diciembre	Cuentos	
3 diciembre	Cuentos	
5 diciembre	Cuentos	Evaluación del cuento (Written/Read/Spoken - not decided yet)
8 diciembre	Repaso	
10 diciembre	Repaso	
12 diciembre	Capítulos 1-3	Examen final auditivo en clase
15 diciembre	Capítulos 1-3	Examen final 14h-16h El lugar será anunciado

