SPA 203
INTERMEDIATE SPANISH I (Online)
SUMMER 2018

SPA 203-0990 (3706)

Instructor
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254 Little Hall
581-2080
Office hours: Mondays and Fridays 2:00 – 3:00
and by appointment

Description

An integrated approach. Reading texts as well as other materials will be employed to strengthen reading, writing and especially speaking and comprehension skills. Includes a systematic but gradual review of the essentials of Spanish grammar.

Pre-requisite: SPA 102 Elementary Spanish II, SPA 117 Accelerated Spanish I or equivalent.

3.0 credits

This is the first semester of a 2-semester intermediate course.

Learning Outcomes

SPA 203 Intermediate Spanish I Online is designed to allow students to expand their vocabulary, strengthen their reading and writing skills, and review and build upon their understanding of the fundamentals of Spanish grammar.

The objectives of this class are to meet ACTFL guidelines for intermediate level in listening, speaking, reading and writing.

Listening – Intermediate: “Able to sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places.”
Speaking – Intermediate: “Able to handle successfully most uncomplicated communicative tasks and social situations.”
Reading – Intermediate: “Able to read consistently with full understanding simple connected texts dealing with basic personal and social needs about which the reader has personal interest and/or knowledge.”
Writing – Intermediate: “Able to meet most practical writing needs and limited social demands. Can take notes in some detail on familiar topics and respond in writing to personal questions. Can write simple letters, brief synopses and paraphrases, summaries of biographical data, work and school experiences.”
Source: ACTFL Proficiency Guidelines by American Council for the Teaching of Foreign Languages (See Appendix below).

It is also the goal of this course to develop students’ knowledge and understanding of Hispanic countries in accordance with the National Standards for language learning.

Students will be asked to demonstrate their increased skill level in Spanish through interactive class activities, readings, and textbook activities; writing assignments to be done on the Supersite and WebSAM, written quizzes, oral presentation and exam. They will show their understanding of the different cultures presented in course materials through class activities, written exams and oral presentation.

**Textbook**


It is necessary to buy:

**Third Edition textbook with Supersite Access + WebSAM.**

You can find this as a package at the UMaine Bookstore or get it online.

These materials will be used for SPA 203 Intermediate Spanish I and SPA 204 Intermediate Spanish II.

**Grading**

10% Participation (including preparation and positive engagement in “class”).
20% 5 Quizzes (no make-ups permitted)
15% Oral Interview
15% WebSAM (to submit at the end of each chapter)
20% 5 Conversaciones con la profesora
10% Presentación
10% Final exam

\[\begin{align*}
A &= 94 - 100 \\
A- &= 90 - 93 \\
B+ &= 87 - 89 \\
B &= 84 - 86 \\
B- &= 80 - 83 \\
C+ &= 77 - 79 \\
C &= 74 - 76 \\
C- &= 70 - 73 \\
D+ &= 67 - 69 \\
D &= 64 - 66 \\
D- &= 60 - 63 
\end{align*}\]
$ F \ = \ less \ than \ 60$

**Participation** means:
- Preparation
- Completion of homework

**Written homework and WebSAM assignments** allow you to process, practice, and assimilate new concepts and vocabulary. It also helps you identify areas where you may be confused or require additional explanation. Homework in the form of oral comprehension is designed to hone your listening skills. Without this type of exposure to different voices and accents, your ability to comprehend what others are saying to you will be very limited. Consequently, all assignments form an integral part of this course and play an important role in helping you learn Spanish.

**Failure to complete and submit homework assignments on time will seriously hamper your progress and your grade.**

**No late homework will be accepted.**

**Academic Integrity**

Academic honesty is very important. It is dishonest to cheat on exams, to copy term papers, to submit papers written by another person, to fake experimental results, or to copy or reword parts of books or articles into your own papers without appropriately citing the source. Students committing or aiding in any of these violations may be given failing grades for an assignment or for an entire course, at the discretion of the instructor. In addition to any academic action taken by an instructor, these violations are also subject to action under the University of Maine Student Conduct Code. The maximum possible sanction under the student conduct code is dismissal from the University.

**Oral Interview**

This exam comprises a 10 to 15-minute conversation between the student and professor. You will know in advance the topics to be discussed. To do well in this exam you will need to converse entirely in Spanish, include new vocabulary and grammar in your conversation, and demonstrate an ability to comprehend what is being said to you and to correctly apply the grammar covered during the course. You will choose one turn for this Oral Interview (June 6 – June 10).

**Final Exam**

The Final Exam will be written to reinforce and evaluate students' understanding of the course content and main themes. It will include oral questions, vocabulary, grammar, reading comprehension and writing a composition. This exam will be on June 22.
Calendar

Conversaciones con la profesora: May 21/29, June 4/11/18
Quizzes: May 22/30, June 5/12/19
Oral Interview: June 6/7/8/9/10
Final Exam: June 22

Course Schedule Disclaimer

In the event of an extended disruption of normal classroom activities, the format for this course may be modified to enable its completion within its programmed time frame. In that event, you will be provided an addendum to the syllabus that will supersede this version.

Assistance

Instructor: I will have designated office hours or will attempt to find a time outside of office hours to “meet” with students who have questions. Again, don’t hesitate to approach your teacher if you need any clarification. It is much easier to address questions and doubts when they first arise. Do not wait until you have a collection of doubts before asking for help. Do ask for help if there is anything you don’t understand.

Disability Accommodations

If you have a disability for which you may be requesting an accommodation, please contact Disabilities Services, 121 East Annex, 581-2319, as early as possible in the term.

Sexual Discrimination Reporting

The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell a teacher about an experience of sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct or any form of gender discrimination involving members of the campus, your teacher is required to report this information to the campus Office of Sexual Assault & Violence Prevention or the Office of Equal Opportunity.

If you want to talk in confidence to someone about an experience of sexual discrimination, please contact these resources:

For confidential resources on campus: Counseling Center: 207-581-1392 or Cutler Health Center: at 207-581-4000.
For confidential resources off campus: Rape Response Services: 1-800-310-0000 or Spruce Run: 1-800-863-9909.
Other resources: The resources listed below can offer support but may have to report the incident to others who can help:
For support services on campus: Office of Sexual Assault & Violence Prevention: 207-581-1406, Office of Community Standards: 207-581-1409, University of Maine Police: 207-581-4040 or 911. Or see the OSAVP website for a complete list of services at http://www.umaine.edu/osavp/

Opportunities to Practice Your Spanish

(Even if you just listen in).
This is an event during this Summer 2018. Everybody is welcome!

Spanish Conversation Table. The group meets every Friday at 7:30 p.m. at BAM Books A Million Bookstore at 116 Bangor Mall Blvd., Bangor.
For more information, send an email to: maria.sandweiss@maine.edu
There are a number of other resources that you can utilize outside the classroom: chat rooms and newspapers in Spanish on the web, subtitled videos and DVDs. You can also try listening to music in Spanish, much of which can be found on the Internet.
APPENDIX

ACTFL Proficiency Guidelines

SPEAKING

INTERMEDIATE

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.

Intermediate High

Intermediate High speakers are able to converse with ease and confidence when dealing with the routine tasks and social situations of the Intermediate level. They are able to handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to their work, school, recreation, particular interests, and areas of competence.

Intermediate High speakers can handle a substantial number of tasks associated with the Advanced level, but they are unable to sustain performance of all of these tasks all of the time. Intermediate High speakers can narrate and describe in all major time frames using connected discourse of paragraph length, but not all the time. Typically, when Intermediate High speakers attempt to perform Advanced-level tasks, their speech exhibits one or more features of breakdown, such as the failure to carry out fully the narration or description in the appropriate major time frame, an inability to maintain paragraph-length discourse, or a reduction in breadth and appropriateness of vocabulary.

Intermediate High speakers can generally be understood by native speakers unaccustomed to dealing with non-natives, although interference from another language may be evident (e.g., use of code-switching, false cognates, literal translations), and a pattern of gaps in communication may occur.

Intermediate Mid

Speakers at the Intermediate Mid sublevel are able to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the
target culture. These include personal information related to self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel, and lodging.

Intermediate Mid speakers tend to function reactively, for example, by responding to direct questions or requests for information. However, they are capable of asking a variety of questions when necessary to obtain simple information to satisfy basic needs, such as directions, prices, and services. When called on to perform functions or handle topics at the Advanced level, they provide some information but have difficulty linking ideas, manipulating time and aspect, and using communicative strategies, such as circumlocution.

Intermediate Mid speakers are able to express personal meaning by creating with the language, in part by combining and recombining known elements and conversational input to produce responses typically consisting of sentences and strings of sentences. Their speech may contain pauses, reformulations, and self-corrections as they search for adequate vocabulary and appropriate language forms to express themselves. In spite of the limitations in their vocabulary and/or pronunciation and/or grammar and/or syntax, Intermediate Mid speakers are generally understood by sympathetic interlocutors accustomed to dealing with non-natives.

Overall, Intermediate Mid speakers are at ease when performing Intermediate-level tasks and do so with significant quantity and quality of Intermediate-level language.

**Intermediate Low**

Speakers at the Intermediate Low sublevel are able to handle successfully a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations. Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target-language culture. These topics relate to basic personal information; for example, self and family, some daily activities and personal preferences, and some immediate needs, such as ordering food and making simple purchases. At the Intermediate Low sublevel, speakers are primarily reactive and struggle to answer direct questions or requests for information. They are also able to ask a few appropriate questions. Intermediate Low speakers manage to sustain the functions of the Intermediate level, although just barely.

Intermediate Low speakers express personal meaning by combining and recombining what they know and what they hear from their interlocutors into short statements and discrete sentences. Their responses are often filled with hesitancy and inaccuracies as they search for appropriate linguistic forms and vocabulary while attempting to give form to the message. Their speech is characterized by frequent pauses, ineffective reformulations and self-corrections. Their pronunciation, vocabulary, and syntax are strongly influenced by their first language. In spite of frequent misunderstandings that may require repetition or rephrasing, Intermediate Low speakers can generally be understood by sympathetic interlocutors, particularly by those accustomed to dealing with non-natives.
WRITING

INTERMEDIATE

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.

Intermediate High

Writers at the Intermediate High sublevel are able to meet all practical writing needs of the Intermediate level. Additionally, they can write compositions and simple summaries related to work and/or school experiences. They can narrate and describe in different time frames when writing about everyday events and situations. These narrations and descriptions are often but not always of paragraph length, and they typically contain some evidence of breakdown in one or more features of the Advanced level. For example, these writers may be inconsistent in the use of appropriate major time markers, resulting in a loss of clarity. The vocabulary, grammar, and style of Intermediate High writers essentially correspond to those of the spoken language. Intermediate High writing, even with numerous and perhaps significant errors, is generally comprehensible to natives not used to the writing of non-natives, but there are likely to be gaps in comprehension.

Intermediate Mid

Writers at the Intermediate Mid sublevel are able to meet a number of practical writing needs. They can write short, simple communications, compositions, and requests for information in loosely connected texts about personal preferences, daily routines, common events, and other personal topics. Their writing is framed in present time but may contain references to other time frames. The writing style closely resembles oral discourse. Writers at the Intermediate Mid sublevel show evidence of control of basic sentence structure and verb forms. This writing is best defined as a collection of discrete sentences and/or questions loosely strung together. There is little evidence of deliberate organization. Intermediate Mid writers can be understood readily by natives used to the writing of non-natives. When Intermediate Mid writers attempt Advanced-level writing tasks, the quality and/or quantity of their writing declines and the message may be unclear.

Intermediate Low

Writers at the Intermediate Low sublevel are able to meet some limited practical writing needs. They can create statements and formulate questions based on familiar material. Most sentences are recombinations of learned vocabulary and structures. These are short and simple conversational-style sentences with basic word order. They are written almost exclusively in
present time. Writing tends to consist of a few simple sentences, often with repetitive structure. Topics are tied to highly predictable content areas and personal information. Vocabulary is adequate to express elementary needs. There may be basic errors in grammar, word choice, punctuation, spelling, and in the formation and use of non-alphabetic symbols. Their writing is understood by natives used to the writing of non-natives, although additional effort may be required. When Intermediate Low writers attempt to perform writing tasks at the Advanced level, their writing will deteriorate significantly and their message may be left incomplete.

LISTENING

INTERMEDIATE

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.

Intermediate-level listeners understand speech that conveys basic information. This speech is simple, minimally connected, and contains high-frequency vocabulary.

Intermediate-level listeners are most accurate in their comprehension when getting meaning from simple, straightforward speech. They are able to comprehend messages found in highly familiar everyday contexts. Intermediate listeners require a controlled listening environment where they hear what they may expect to hear.

Intermediate High

At the Intermediate High sublevel, listeners are able to understand, with ease and confidence, simple sentence-length speech in basic personal and social contexts. They can derive substantial meaning from some connected texts typically understood by Advanced-level listeners although there often will be gaps in understanding due to a limited knowledge of the vocabulary and structures of the spoken language.

Intermediate Mid

At the Intermediate Mid sublevel, listeners are able to understand simple, sentence-length speech, one utterance at a time, in a variety of basic personal and social contexts. Comprehension is most often accurate with highly familiar and predictable topics although a few misunderstandings may occur. Intermediate Mid listeners may get some meaning from oral texts typically understood by Advanced-level listeners.
**Intermediate Low**

At the Intermediate Low sublevel, listeners are able to understand some information from sentence-length speech, one utterance at a time, in basic personal and social contexts, though comprehension is often uneven. At the Intermediate Low sublevel, listeners show little or no comprehension of oral texts typically understood by Advanced-level listeners.

**READING**

**INTERMEDIATE**

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 a weather report or a social announcement.

Intermediate-level readers are able to understand texts that convey basic information such as that found in announcements, notices, and online bulletin boards and forums. These texts are not complex and have a predictable pattern of presentation. The discourse is minimally connected and primarily organized in individual sentences and strings of sentences containing predominantly high-frequency vocabulary.

Intermediate-level readers are most accurate when getting meaning from simple, straightforward texts. They are able to understand messages found in highly familiar, everyday contexts. At this level, readers may not fully understand texts that are detailed or those texts in which knowledge of language structures is essential in order to understand sequencing, time frame, and chronology.

**Intermediate High**

At the Intermediate High sublevel, readers are able to understand fully and with ease short, non-complex texts that convey basic information and deal with personal and social topics to which the reader brings personal interest or knowledge. These readers are also able to understand some connected texts featuring description and narration although there will be occasional gaps in understanding due to a limited knowledge of the vocabulary, structures, and writing conventions of the language.

**Intermediate Mid**

At the Intermediate Mid sublevel, readers are able to understand short, non-complex texts that convey basic information and deal with basic personal and social topics to which the reader brings personal interest or knowledge, although some misunderstandings may occur. Readers at this level may get some meaning from short connected texts featuring description and narration, dealing with familiar topics.
Intermediate Low

At the Intermediate Low sublevel, readers are able to understand some information from the simplest connected texts dealing with a limited number of personal and social needs, although there may be frequent misunderstandings. Readers at this level will be challenged to derive meaning from connected texts of any length.