

University of Waterloo
Department of Spanish and Latin American Studies
SPAN 201 A - Intermediate Spanish I
Monday and Wednesday, 2.30-3.50PM, PAS 2086

Instructor: Annik Bilodeau

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Office Phone: (519) 888-4567 x33606

Office Hours: Monday and Wednesday, 1.00-2.00PM, or by appointment

Email: a2bilodeau@uwaterloo.ca

Conversation lab facilitator: Yaritssa Rodríguez, yaritssa911@hotmail.com

Questions: I will answer questions asked by email within two working days. Students are encouraged to communicate concerns and questions regularly with the professor through email and/or personally during office hours.

Course Description

For students with some knowledge of Spanish. Seeks to reinforce the language, both oral and written, through selected texts and grammar review. Conversation class is also used to increase understanding and speaking skills.

The Department of Spanish and Latin American Studies reserves the right to refuse admission to and / or credit for, any of its language courses to a student who has, in the view of the Department, a level of competence unsuited to that course.

Textbook: Blanco, J. & Tocaimaza-Hatch, C. (2018) *Imagina: Español sin barreras*. Fourth Edition. Boston: Vista Higher Learning. All students will require access to the Supersite PLUS. Both will be used in the course.

Learning Outcomes

- To develop and practice various grammatical concepts of the Spanish language (ie: subjunctive mood, perfect tenses)
- To foster written and oral communication, both within the class environment and outside the class, amongst students
- To provide a potentially useful tool for analyzing the dynamics of cultural expressions
- To develop critical thinking
- To learn that language and culture are closely intertwined
- To incorporate new and more complex vocabulary
- To practice reading techniques which will help to fully understand Spanish grammar and language
- To develop and improve students' listening, speaking, reading and writing skills through a range of communicative activities
- To introduce students to the culture/society of the contemporary Hispanic world

Evaluation

1) Class Work / Performance – 55%

- 2 tests X 10% each = 20%
- 2 compositions X 10% each = 20%
- Participation = 10 %
- Exposé = 5%

Class participation involves a number of variables, including but not limited to:

- Your willingness to participate actively in all class activities
- Your use of Spanish in the classroom
- Your cooperation during group and pair work
- Your respect and attitude toward the class and your peers
- Your daily preparation for each class
- Your instructor may assign written homework that will be collected and graded; these assignments form part of your participation grade
- Your instructor reserves the right to administer pop quizzes on grammar, vocabulary, etc., in order to assess students' preparation. These grades also form part of your participation grade.

The *Exposé* exercise is meant to give you practice in the art of public speaking in Spanish. You will be given a topic to develop and will be asked to speak to the class for approximately 5 minutes. You will not be expected to memorize your talk! You will decide upon a topic in consultation with your instructor. Remember that we all want you to do well, so this should be viewed as an opportunity to “show off” your skills, not as an opportunity for me to cause you unnecessary stress!

2) Conversation Class – 15%

There will be one additional hour of conversation class during the week. Conversation classes will begin the second week of the term. Attendance to both the lecture and conversation class is mandatory for successful completion of the course. Attendance is worth 5%, active participation is worth 10%.

The grade is calculated as follows: 1) There are 11 conversation labs / 5 % = 0,45% per attendance. Make sure to sign the attendance sheet; it's the only proof of your attendance! 2) Participation is graded holistically—If the student is present, participates, asks questions, appears to be engaged, etc... he/she gets a good participation mark. Please note that the attendance mark (5%) and the participation mark (10%) go hand in hand. If you miss more than 5 conversation labs out of 11, your participation mark will not be higher than 5/10.

3) Final Exam 30%

Here are some links that you might find useful for grammar review:

- 1) Real Academia Española: <http://www.rae.es/>
- 2) Reading Comprehension: <http://home.cc.umanitoba.ca/~fernand4//index.html>
- 3) Dictionaries, verb conjugators, etc. <http://cvc.cervantes.es/aula/>
- 4) Newspapers, TV: <http://www.multilingualbooks.com/online-newspapers-spanish.html>

Attendance Policy

Students are expected to come to class on time, and participate in every individual and group activity. As we all have to work together, discrimination and harassment of any kind will not be tolerated. Punctuality is expected as late comers interrupt classes and usually take time to integrate to activities. Three late arrivals will constitute one absence. Working on non-course-related activities is considered an absence. Any absence equals less participation.

Late Work

No late work will be accepted, unless a documented excuse for legal or medical reasons is presented. Students are responsible for their own Internet connection in order to download and upload ON TIME the required homework and assessments from/to content and/or dropboxes in LEARN. Assignments must follow the required formats published in this syllabus and in LEARN.

Information on Plagiarism and Academic Offences

Students are expected to present their own work for any evaluation component, especially for written assignments. Any assignment and homework done in and out of class is subject to scrutiny for plagiarism by the instructor. Cheating is an unacceptable practice. Students must avoid committing this type of academic offence during evaluations. See below for information on, and ways to avoid, Academic Offences. Once again, discrimination and harassment of any kind will not be tolerated.

Electronic Device Policy

Students are allowed to use electronic devices only for course-related activities (e.g. accessing the *Supersite*, online dictionaries, websites relevant to in-class work, online newspapers). It is apparent when a student is constantly accessing social media or working on assignments for other courses. Please, refrain from doing this as anyone doing something other than class work in his/her electronic devices will be deemed absent and not participating. All electronic devices are subject to scrutiny at the discretion of the instructor.

Institutional-required statements for undergraduate course outlines approved by Senate Undergraduate Council, April 14, 2009

Accommodation for Students with Disabilities

Note for students with disabilities: The AccessAbility Services office, located in Needles Hall Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

Academic Integrity

In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. See the [UWaterloo Academic Integrity Webpage \(https://uwaterloo.ca/academic-integrity/\)](https://uwaterloo.ca/academic-integrity/) and the [Arts Academic Integrity Office Webpage \(http://arts.uwaterloo.ca/current-undergraduates/academic-responsibility\)](http://arts.uwaterloo.ca/current-undergraduates/academic-responsibility) for more information.

Grievance

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70, Student Petitions and Grievances, Section 4 \(https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70\)](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70). When in doubt please be certain to contact the department's administrative assistant who will provide further assistance.

Discipline

A student is expected to know what constitutes academic integrity to avoid committing academic offenses and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offense, or who needs help in learning how to avoid offenses (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course professor, academic advisor, or the undergraduate associate dean. For information on categories of offenses and types of penalties, students should refer to [Policy 71, Student Discipline \(http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm\)](http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm). For typical penalties check [Guidelines for the Assessment of Penalties \(http://www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm\)](http://www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm).

Appeals

A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72, Student Appeals \(http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm\)](http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm).

Note for Students with Disabilities

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The Writing Centre

The Writing Centre works across all faculties to help students clarify their ideas, develop their voices, and write in the style appropriate to their disciplines. Writing Centre staff offer one-on-one support in planning assignments and presentations, using and documenting research, organizing and structuring papers, and revising for clarity and coherence. You can make multiple appointments throughout the term, or drop in at the Library for quick questions or feedback. To book a 50-minute appointment and to see drop-in hours, visit www.uwaterloo.ca/writing-centre . Group appointments for team-based projects, presentations, and papers are also available. Please note that writing specialists guide you to see your work as readers would. They can teach you revising skills and strategies, but will not proof-read or edit for you. Please bring hard copies of your assignment instructions and any notes or drafts to your appointment.

General Comments

- Please note that all correspondence via electronic mail will be dealt with in a timely manner, but only during regular office hours. Under no circumstances will term work be accepted if submitted via e-mail.
- There will be NO early final exams; students are expected to remain on campus until the end of the exam period. Please refrain from making travel plans before the final exam schedule is released.
- If a student is absent on a test / quiz / composition day, a written explanation will need to be provided, unless a previous arrangement has already been made with the instructor.
- Due to the nature of this course, it is essential to your progress that you attend class regularly. You will also be expected to participate actively in class discussions, homework correction, and other activities. Tardiness will affect your participation grade! It is the quality of your attendance that counts, and not just the quantity! Note that your participation in class discussions constitutes a substantial part of your final grade.

Grade Descriptions

The following grade descriptions indicate the level of attainment characteristic of the given grade at Intermediate Level with a general indication of the required learning outcomes at each specified grade. They are not designed to define the content; in practice, the grade awarded will depend upon the extent of overall objectives reached. It must be kept in mind that shortcomings in some aspects of the examination may be balanced by better performance in others.

Grade A

- **Speaking and Listening:** Candidates are able to understand normal speech of a native speaker of Spanish and to respond in a basic manner correctly. Pronunciation and intonation are accurate with only the occasional slight mistake or hesitation. There are very few errors in all aspects of the basic structures.
- **Comprehension:** Candidates show clear understanding of a wide range of straight-forward written texts in a variety of registers. They have a very good understanding of grammar, structure, style and register. They understand detail, are capable of appreciation and respond with insight.
- **Writing:** Candidates are able to communicate information, concepts and opinions clearly. Language and expression are generally suitable and sufficiently varied to convey their thoughts and arguments. They use all the range of basic syntax and lexis, with a high level of accuracy and fluency. Their level is generally high in all aspects and errors which occur are normally minor arising most probably from their desire to use more enterprising constructions and vocabulary.
- **Prescribed Topics:** Candidates demonstrate a thorough knowledge of the topics studied with clear and logical presentation and independent judgement of detailed views, arguments and insights in well-structured and coherent essays, without memorization, unsuitable quotations or summarized information.

Grade B

- **Speaking and Listening:** Candidates have few problems to understand the normal speech of a native speaker and to respond readily and without undue hesitation. They are reasonably forthcoming and have some ability to develop their answers. They show competent use of idiom and vocabulary with evidence of a personal viewpoint. They make a fair attempt at accuracy, pronunciation and intonation although the end result may still show native language interference. Errors are more frequent and prompting may be required, especially in the use of more complex language.
- **Comprehension:** Candidates understand a range of written texts in a variety of registers. They show understanding of grammar, structure, style and register. They understand significant details, are capable of identification of points of view, attitudes and emotions.
- **Writing:** Candidates are able to communicate information and opinions clearly. Language and expression are generally quite adequate to convey their thoughts and arguments although limited in range and variety. There is some evidence of their ability to use occasionally a wider range of syntax

and lexis. There are relatively few errors of a serious nature which usually occur because of lapses of attention or incomplete recall, rather than ignorance or failure to understand.

- Prescribed Topics: Candidates demonstrate a sound knowledge of the topics studied with clear and logical presentation of detailed "content", with limited evidence of views, arguments and insights and some capacity for independent judgement in coherently-structured essays.

Grade C

- Speaking and Listening: Candidates' understanding of normal speech by a native speaker is limited and their production is often hesitant and lacking in fluency with restricted vocabulary. The message is transmitted despite a high frequency of errors especially when attempting to use more complex language. Performance is spoilt by frequent, elementary errors. There are several problems to understand and to respond readily and without undue hesitation. Their pronunciation is strongly influenced by their native language. There is no indication of efforts to develop responses beyond the minimum.
- Comprehension: Candidates respond competently only to straightforward questions. They experience difficulty with abstract or complex language. They may resort to copying parts of the text because of their lack of comprehension. They understand the main points but their grasp of detail may be random with limited abilities as regards inferences, points of view, emotions and conclusions. Their understanding of grammar, structure, style and register is limited and basic.
- Writing: Candidates are able to communicate their ideas appropriately, i.e. giving factual information or narrating events, with no linguistic sophistication. Within their limited range of expression and restricted and repetitive vocabulary, spelling and grammar are sometimes inaccurate and inconsistent, with basic errors. Language and expression are generally simple, with a limited range of tenses, stereotyped phrases and native language interference.
- Prescribed Topics: Candidates demonstrate adequate knowledge of the topics studied without focussing on the aspects under consideration. Narration rather than analysis tends to characterize their work with lack of appropriate structure, vague and possibly inaccurate references to factual information.

Grades D and Lower: Let's not even talk about it!