

**Fall, 2009
Spanish 3001
Conversation**

Instructor:**Office:****Office Hours:****Phone and e-mail:****Course Description:**

This course emphasizes speaking fluency. With this goal in mind, the course will also provide exposure to the other language skills (reading and listening-comprehension, writing, vocabulary acquisition, socio-cultural competence) which are integral to developing speaking fluency. Certain grammar points will be reviewed based on the texts and on issues that arise in class. Individual and group presentations provide students with practice in making formal presentations in Spanish, a skill that is necessary for many professional settings such as international affairs, business, and teaching. Classroom and small group discussions will provide practice in a more informal style of speech that is encountered in travel and social situations.

The in-class videos provide listening practice and cultural perspectives. They are short videos made by major Hispanic filmmakers and several have won awards for short film. Students can view the videos outside of class on the “supersite” website for the book. (The access code is included in the purchase of the text book.)

The textbook includes texts from around the Hispanic world which provide students with both cultural perspectives on general topics that will help to stimulate discussions, as well as practice reading and integrated grammar review. **At the instructor’s discretion, WEB activities, other film, reports on University events, or other current events may be assigned to complement the textbook and in class videos.**

Students will frequently be asked to take notes during formal presentations and other listening activities in order to strengthen listening comprehension. In this course, students achieve enduring language growth and meaningful acculturation that otherwise could only be achieved through an extended stay in a Hispanic country.

Required Text: Blanco, José A. et. al. *Revista: Conversación sin barreras, 3rd edition* Vista Higher Learning, 2010 (Student Edition Supersite Passcode is included with the text) (Please note the first and second editions are different in significant ways and will not work for the class)

Other Materials and events:

World Wide Web: Instructors may assign projects that require investigation on the web.
University and local events (i.e. Conference on World Affairs)

Administrative Information:

Students enrolled in this class must have completed SPAN 2120 or SPAN 2150 or its equivalent at another institution and earned a grade of a C- or better. You must receive

departmental approval of equivalent prerequisites. Please contact the course coordinator during her office hours during the first week of classes. If you have any doubt about the appropriateness of your placement in this level, you should take the on-line placement exam (<http://webcape.byuhtrsc.org/?acct=colorado> pass word is ralphie1) and/or speak with the course coordinator (see contact information below).

Please note that this course DOES NOT COUNT towards the Spanish major. (SPAN 3002 Advanced Spanish Conversation which has a prerequisite of SPAN 3000 is the appropriate course for majors and Post-Baccalaureate Secondary Spanish Teacher Licensure Program students). Students may not receive credit for both SPAN 3001 and SPAN 3002 at any point in their academic career.

SPAN 3001 is intended for those who are learning Spanish as a second-language. Native speakers of Spanish will not be admitted to the course. Native speakers of Spanish should consult with the course coordinator for information about courses available to them.

Please note also that this course DOES NOT fulfill the SPAN 3000 requirement. SPAN 3000 is the prerequisite for ALL other upper division Spanish courses.

SPAN 3001 is a multi-section course with multiple instructors and one coordinator/supervisor. If you have a question or problem, please speak with your instructor first. For problems that the instructor cannot solve or for any other reason, students may always contact the course coordinator, Dr. Mary K. Long, Office: McKenna 132B, Phone: (303) 735-4888, e-mail: mary.long @ colorado.edu

Course Objectives:

To increase oral and listening communicative competency in both formal and informal discourse so that students are able to handle most uncomplicated communicative tasks and social situations as well as initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics, though errors may still be evident. (This level corresponds roughly to the ACTFL Proficiency level of Intermediate-High)

Course Requirements:

1) Attendance and participation: Students must complete homework, reading and creative assignments and vocabulary preparation for each class. Students must participate actively and consistently in class activities as well as ask question and provide response to oral presentations given by classmates. **Attendance is required.** Students will be allowed **three** absences. All other absences will lower the participation grade. Because of the oral nature of this class, an extended absence (even for health or personal problems) will significantly lower your grade and may even make it necessary to drop the class. **In the case of extended health or personal problems it is essential that you inform the instructor as soon as possible.**

2) Quizzes: There will be six written or listening comprehension quizzes given during the semester. The specific dates and contents of the quizzes will be announced by the instructor.

3) Initial oral evaluation: Students will present one short individual oral presentations of 2-3 minute at the beginning of the semester to allow the instructor to establish a starting point for students' language skills and help each student to elaborate personal goals for the semester. Follow the specific guidelines indicated on the attached evaluation sheet. The instructor must approve the topic.

4) Mid-term evaluation: Students will do group presentations about a topic previously approved by the instructor. Students will provide the instructor with a list of sources. Students should strive for a professional appearance and demeanor in this presentation. Each group should have 3-4 students and each student should speak for 3-4 minutes for a maximum of 16 minutes per group. The rest of the class will take notes during these presentations and ask questions afterwards. There will be a group component as well as an individual component to this grade. Follow the specific guidelines for research and presentation format indicated on the attached evaluation sheet.

5) Final evaluation: Students will do an individual final presentation of 8-10 minutes on a topic previously approved by the instructor. Students will provide instructor with a list of sources. Follow the specific guidelines indicated for research and presentation format on the attached evaluation sheet. **Because of the oral nature of this class these final oral evaluations count as the final exam and there will be no written final exam. The class will end on the last day of classes: December 11, 2009).**

6) Service Learning: Students interested in beginning work as a volunteer may receive credit for working with Senior citizens or by participating in the Intercambio de comunidades program. Students may also receive credit for ongoing volunteer work with another organization, with which they have been working during the summer or previous semesters as long as the work involves significant (more than 50% of the time) use of Spanish. Students may substitute service learning for three of the quizzes (10% of grade). Please consult the SPAN 3001 service learning information included in this on-line course information.

Grade Distribution:

Attendance and Participation	25%
Quizzes	20%
Oral Report (1)	10%
Group Mid-term presentation	20%
Final Individual presentation	25%

Grading Scale:

A....94-100	B -80-83	D+...68-69
A-...90-93	C+.....78-79	D ... 64-67
B+...88-89	C.....74-77	D - ...60-63
B.....84-87	C-.....70-73	F 0-59

University and Spanish Department Policies

(1) Final Exams

Final exams are to be taken on the day determined by the university and the department. No excuse such as family meetings, employment, travel, etc. will grant an exception to this.

If you have three or more final exams scheduled on the same day, you are entitled to arrange an alternative exam time for the last exam or exams scheduled on that day. To qualify for rescheduling final exam times, you must provide evidence that you have three or more exams on the same day, and arrangements must be made with your instructor no later than the end of the sixth week of the semester (Friday, October 3, 2008).

For the complete final examination policy, see the [University of Colorado at Boulder Catalog](#).

(2) Add / Drop / Waitlist

If you are waitlisted for this class, it is **IMPERATIVE** that you familiarize yourself with departmental policies and deadlines. For this, please visit <http://www.colorado.edu/spanish/waitlist.htm>

(3) Prerequisites not met

If your professor informs you that the system has flagged you as having not met the prerequisites for this course, you should meet **IN PERSON** with Associate Chair Leila Gomez on the day and time indicated by your instructor. If you fail to do so, you may be dropped from the class. Your instructor will inform you of the date and time to meet with Professor Gomez.

(4) Use of electronic devices in the classroom

No text messaging or e-mailing will be tolerated during class. Cell phones must be turned off or on silent and kept in your backpacks or pockets during class. Laptops may only be used to take notes, and/or only with the consent of the instructor. Failure to comply with these rules will result in a loss of all participation points for the day. In other words, that day will be counted as an unexcused absence.

(5) Disability Services

If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services during the first two weeks of class so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities. Contact: 303-492-8671, Willard 322, and <http://www.colorado.edu/disabilityservices>

(6) Religious Observances

Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, please contact your instructor during the first two weeks of class to let her know of any

possible conflicts in order to reschedule the work. See full details at http://www.colorado.edu/policies/fac_relig.html

(7) Classroom Behavior

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at <http://www.colorado.edu/policies/classbehavior.html> and at http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code

(8) Discrimination and Harassment

The University of Colorado at Boulder policy on Discrimination and Harassment, the University of Colorado policy on Sexual Harassment and the University of Colorado policy on Amorous Relationships apply to all students, staff and faculty. Any student, staff or faculty member who believes s/he has been the subject of discrimination or harassment based upon race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the ODH, the above referenced policies and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://www.colorado.edu/odh/>

(9) Honor Code

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-725-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at <http://www.colorado.edu/policies/honor.html> and at <http://www.colorado.edu/academics/honorcode/>

Initial oral evaluation:

Format and Length: Individual oral presentation 2-3 minutes in length, a semi-formal presentation.

Students should NOT read their presentation.

Topic: Students should present an explanation of a topic that reflects their personal interests or professional goals and thus allows the audience to learn something about both the topic and the speaker. Previous instructor approval REQUIRED. (Five points will be lost from the content grade if student has not received approval prior to their day of presentation)

Dress: Professional casual

Audio/Visual Aids: Adequate for the topic being presented. For example, if a student chooses to analyze a poem it may be sufficient to simply provide a transparency of the text of the poem so the class can read along. On the other hand, if a student chooses to present complex numerical data or analyze visual content then a power point presentation may be necessary. Students should discuss this with their instructor when getting approval for their topic.

Normas de evaluación para las presentaciones individuales**Tema/Contenido (OJO: El/la estudiante debe buscar la aprobación del tema de parte del/a instructor/a antes del día de la presentación)**

25 -22 Excelente: Un acercamiento profesional o académico a un tema relevante al curso y/o la formación académica/profesional del estudiante. Las ideas son complejas y la argumentación es excelente.

21 -18 Bueno: Un acercamiento profesional, académico o filosófico a un tema relevante al curso y/o la formación académica/profesional del estudiante. Las ideas se adecuan al tema propuesto y la argumentación está bien sostenida.

17 - 11 Apenas aceptable: Un acercamiento y/o un tema superficial (descripciones de comida, viajes, bailes) Las ideas están mal organizadas y no tienen mucha relación con el tema.

10 – 0 No aceptable: Temas no relevantes ni al curso ni a la formación del estudiante (por ejemplo “como lavarse los dientes” o “mi coche favorito”), acercamientos hechos con el propósito de ofender o de promover un solo punto de vista sobre temas de gran debate en la sociedad. (Está bien presentar temas controvertidas si se presentan varios lados del debate, una estructura de debate es aceptable para las presentaciones de grupo)

Organización/recursos audiovisuales (OJO: los recursos audiovisuales cambiarán según el tema)

20-18 Excelente: Las secciones de la presentación están debidamente organizadas en torno a una idea y hay una evolución clara entre ideas. Los recursos audiovisuales son adecuados al tema.

17-14 Bueno: Hay sustantivos e ideas repetidas. La evolución de ideas entre secciones está menos definido. Los recursos audiovisuales son adecuados al tema.

13-10 Apenas aceptable: La presentación no es fluida porque hay interrupciones. No se usa los pronombres. Los recursos audiovisuales no son adecuados al tema.

9-0 No aceptable: Los secciones de la presentación están mal organizados. Las ideas se repiten con mucha frecuencia. Los recurso audiovisuales distraen de la presentación, o hace falta el uso de algún recurso audiovisual.

Gramática

25-22 Excelente: Se usa la gramática correspondiente a las estructuras estudiadas en el nivel 2120 sin errores. Menos uso de frases cortas y mayor uso de oraciones con cláusulas subordinadas.

21-18 Bueno: Se usa la gramática correspondiente a las estructuras estudiadas en el nivel 2120. Hay algunos errores significativos y más frases cortas.

17-11 Apenas aceptable: No se aplica la gramática correspondiente al nivel 2120 y hay algunos errores básicos (por ejemplo uno o dos verbos mal conjugados etc.) y muchas frases cortas.

10-0 No aceptable: No se aplica la gramática correspondiente al nivel 2120 y hay varios errores básicos. (por ejemplo muchos verbos mal conjugados, errores sintácticas, transcripciones verbatim del inglés etc.)

Vocabulario (OJO: Escribir las palabras nuevas de vocabulario en la pizarra. Explicarlas en español)

20-18 Excelente: El vocabulario es avanzado y corresponde a o supera el nivel de SPAN 2120. Hay nuevas palabras presentadas a la clase.

17-14 Bueno: El vocabulario es avanzado pero hay errores de precisión léxica. Hay algunas nuevas palabras.

13-10 Apenas aceptable: El vocabulario es de nivel mediano. Hay algunos anglicismos. Hay muy pocas nuevas palabras presentadas a la clase..

9-0 No aceptable: El vocabulario es deficiente. Hay muchos anglicismos. No hay nuevas palabras presentadas a la clase.

La pronunciación /la fluidez/el estilo: (OJO: La presentación debe ser clara, que se comprenda, no rápida, de frente viendo al público con un ritmo, tono y movimiento corporal natural. El estudiante debe mostrar seguridad al hablar)

Pronunciación: (La refinación de la pronunciación es un proceso de largo plazo. A este nivel la pronunciación no debe dificultar la comprensión. Preste atención a la pronunciación de los vocales sobre todo.)

6-4 Excelente

3-1 Adecuado

0 No aceptable

Fluidez: (La presentación debe ser clara, no demasiada rápida pero tampoco con muchas pausas. El/la estudiante no debe titubear ni hacer interjecciones por frustración ni añadir palabras en inglés. No debe leer.)

2 Excelente

1 Adecuado

0 No aceptable

Estilo: (El/la estudiante debe mostrar seguridad al hablar con buena entonación y modulación de la voz. Debe hablar de frente viendo al público con un ritmo, tono y movimiento corporal natural y hacer contacto visual.)

2 Excelente

1 Adecuado

0 No aceptable

Calificación: _____

Revise: Concordancia ___ Pretérito ___ Imperfecto ___ Pronombres ___ Subjuntivo ___ Potencial ___ Consecución de tiempos ___ Vocabulario ___ Preposiciones _____

Comentarios y sugerencias _____

Mid-term evaluation:

Format and Length: Groups of 3-4; 3-4 minutes per student/ 16 minutes maximum per group. This is a formal informational presentation similar to one that might be given at a professional conference or meeting. Students should NOT read their presentation.

Topic: An international topic. This could be from any one of a variety of fields, for example business, politics, foreign affairs, human rights, art, film, music, health etc.; from either a contemporary or historical perspective; and may include US involvement in the international arena, or may focus on a topic outside the US entirely. The coverage should be in-depth and focused with the aim of providing classmates with information and perspectives that will enhance their understanding of the international arena. Previous instructor approval REQUIRED.

Dress: Professional

Audio/Visual Aids: Adequate for the topic being presented. (Discuss this with your instructor)

Sources: Research should be from both popular and scholarly (peer-reviewed) sources. Students should use Norlin on-line resources and librarian support to identify internet databases that provide access to such publications. Students should not rely simply on popular search engines like google or yahoo.

List of sources: Students must give the instructor a list of sources which follows the MLA bibliography format.

Normas de evaluación para las presentaciones de grupo

Nota individual: 50 puntos

Gramática

- 15-13 Excelente:** Se usa la gramática correspondiente a las estructuras estudiadas en el nivel 2120 sin errores. Menos uso de frases cortas y mayor uso de oraciones con cláusulas subordinadas.
- 12-10 Bueno:** Se usa la gramática correspondiente a las estructuras estudiadas en el nivel 2120. Hay algunos errores significativos y más frases cortas.
- 9-6 Apenas aceptable:** No se aplica la gramática correspondiente al nivel 2120 y hay algunos errores básicos (por ejemplo uno o dos verbos mal conjugados etc.) y muchas frases cortas.
- 5-0 No aceptable:** No se aplica la gramática correspondiente al nivel 2120 y hay varios errores básicos. (por ejemplo muchos verbos mal conjugados, errores sintácticas, transcripciones verbatim del inglés etc.)

Vocabulario (OJO: Escribir las palabras nuevas de vocabulario en la pizarra. Explicarlas en español)

- 15-13 Excelente:** El vocabulario es avanzado y corresponde a o supera el nivel de SPAN 2120. Hay nuevas palabras presentadas a la clase.
- 12-10 Bueno:** El vocabulario es avanzado pero hay errores de precisión léxica. Hay algunas nuevas palabras.
- 9-6 Apenas aceptable:** El vocabulario es de nivel mediano. Hay algunos anglicismos. Hay muy pocas nuevas palabras presentadas a la clase..
- 5-0 No aceptable:** El vocabulario es deficiente. Hay muchos anglicismos. No hay nuevas palabras presentadas a la clase.

La pronunciación /la fluidez/el estilo: (OJO: La presentación debe ser clara, que se comprenda, no rápida, de frente viendo al público con un ritmo, tono y movimiento corporal natural. El estudiante debe mostrar seguridad al hablar)

Pronunciación: (La refinación de la pronunciación es un proceso de largo plazo. A este nivel la pronunciación no debe dificultar la comprensión. Preste atención a la pronunciación de los vocales sobre todo.)

8-5 Excelente

4-3 Adecuado

2-0 No aceptable

Fluidez: (La presentación debe ser clara, no demasiada rápida pero tampoco con muchas pausas. El/la estudiante no debe titubear ni hacer interjecciones por frustración ni añadir palabras en inglés. No debe leer.)

7-5 Excelente

4-2 Adecuado

1-0 No aceptable

Estilo: (El/la estudiante debe mostrar seguridad al hablar con buena entonación y modulación de la voz. Debe hablar de frente viendo al público con un ritmo, tono y movimiento corporal natural y hacer contacto visual.)

5-4 Excelente**3-2 Adecuado****1-0 No aceptable**

Nota de grupo: 50 puntos

Tema/Contenido (OJO: El/la estudiante debe buscar la aprobación del tema de parte del/a instructor/a antes del día de la presentación)

- 20 -18 Excelente:** Un acercamiento profesional o académico a un tema relevante al curso y/o la formación académica/profesional del estudiante. Las ideas son complejas y la argumentación es excelente.
- 17-14 Bueno:** Un acercamiento profesional, académico o filosófico a un tema relevante al curso y/o la formación académica/profesional del estudiante. Las ideas se adecuan al tema propuesto y la argumentación está bien sostenida.
- 13-10 Apenas aceptable:** Un acercamiento y/o un tema superficial (descripciones de comida, viajes, bailes) Las ideas están mal organizadas y no tienen mucha relación con el tema.
- 9 – 0 No aceptable:** Temas no relevantes ni al curso ni a la formación del estudiante (por ejemplo “como lavarse los dientes” o “mi coche favorito”), acercamientos hechos con el propósito de ofender o de promover un solo punto de vista sobre temas de gran debate en la sociedad. (Está bien presentar temas controvertidos si se presentan varios lados del debate, una estructura de debate es aceptable para las presentaciones de grupo)

Organización/recursos audiovisuales (OJO: los recursos audiovisuales cambiarán según el tema)

- 20-18 Excelente:** Las secciones de la presentación están debidamente organizadas en torno a una idea y hay una evolución clara entre ideas. Los recursos audiovisuales son adecuados al tema.
- 17-14 Bueno:** Hay sustantivos e ideas repetidas. La evolución de ideas entre secciones está menos definido. Los recursos audiovisuales son adecuados al tema.
- 13-10 Apenas aceptable:** La presentación no es fluida porque hay interrupciones. No se usa los pronombres. Los recursos audiovisuales no son adecuados al tema.
- 9-0 No aceptable:** Los secciones de la presentación están mal organizados. Las ideas se repiten con mucha frecuencia. Los recurso audiovisuales distraen de la presentación, o hace falta el uso de algún recurso audiovisual.

Fuentes/bibliografía

- 10-8 Excelente:** Las fuentes están presentadas en una lista que sigue las normas de MLA. Hay una variedad de fuentes adecuado al tema que incluyen fuentes académicas además de (o en vez de) sitios de red no documentados. Hay de 8-10 fuentes como mínimo.
- 7-5 Bueno:** Las fuentes están presentadas en una lista que sigue las normas de MLA. Hay una variedad de fuentes adecuado al tema que incluyen fuentes académicas además de (o en vez de) sitios de red no documentados. Hay de 6-8 fuentes como mínimo
- 4-3 Apenas aceptable:** Las fuentes están presentadas en una lista que sigue las normas de MLA. Hay una variedad de fuentes adecuado al tema que incluyen fuentes académicas además de (o en vez de) sitios de red no documentados. Hay 4-5 fuentes como mínimo
- 2-0 No aceptable:** Las fuentes no están presentadas según las normas de MLA. Hay menos de 4 fuentes. Se usa exclusivamente sitios de red no respaldados por investigación y documentación (i.e Wikipedia,)

Calificaciones: _____

Revise: Concordancia ___ Pretérito ___ Imperfecto ___ Pronombres ___ Subjuntivo ___ Potencial ___ Consecución de tiempos ___ Vocabulario ___ Preposiciones _____

Comentarios y sugerencias _____

Final evaluation: Format and Length: Individual, 8-10 minutes. This is a formal informational presentation similar to one that might be given at a professional conference or meeting. Students should NOT read their presentation. In addition to the basic evaluation points listed below, your individual progress and development during the semester will be evaluated during this presentation in relation to suggestion made to you for improvement after the first presentation. This will impact the grade of “Excelente” in the categories of Grammar, Vocabulary and Pronunciation.

Topic: Related to one of the topics covered in the textbook or the films seen in class. Students should do further research and provide both new information, analysis, and a summing up of what they see to be the importance of this topic. Previous instructor approval REQUIRED.

Dress: Professional

Audio/Visual Aids: Adequate for the topic being presented. For example, if a student chooses to analyze a poem it may be sufficient to simply provide a transparency of the text of the poem so the class can read along. On the other hand, if a student chooses to present complex numerical data or analyze visual content then a power point presentation may be necessary. Students should discuss this with their instructor when getting approval for their topic.

Sources: Research should be from both popular and scholarly (peer-reviewed) sources. Students should use Norlin on-line resources and librarian support to identify internet databases that provide access to such publications. Students should not rely simply on popular search engines like google or yahoo.

List of sources: Students must give the instructor a list of sources which follows the MLA bibliography format.

Normas de Evaluación para las presentaciones finales:

Tema/Contenido (OJO: El/la estudiante debe buscar la aprobación del tema de parte del/a instructor/a antes del día de la presentación)

- 25 -22 Excelente:** Un acercamiento profesional o académico a un tema relevante al curso y/o la formación académica/profesional del estudiante. Las ideas son complejas y la argumentación es excelente.
- 21 -18 Bueno:** Un acercamiento profesional, académico o filosófico a un tema relevante al curso y/o la formación académica/profesional del estudiante. Las ideas se adecuan al tema propuesto y la argumentación está bien sostenida.
- 17 - 11 Apenas aceptable:** Un acercamiento y/o un tema superficial (descripciones de comida, viajes, bailes) Las ideas están mal organizadas y no tienen mucha relación con el tema.
- 10 – 0 No aceptable:** Temas no relevantes ni al curso ni a la formación del estudiante (por ejemplo “como lavarse los dientes” o “mi coche favorito”), acercamientos hechos con el propósito de ofender o de promover un solo punto de vista sobre temas de gran debate en la sociedad. (Está bien presentar temas controvertidos si se presentan todos los lados del debate, una estructura de debate es aceptable para las presentaciones de grupo)

Organización/recursos audiovisuales (OJO: los recursos audiovisuales cambiarán según el tema)

- 20-18 Excelente:** Las secciones de la presentación están debidamente organizadas en torno a una idea y hay una evolución clara entre ideas. Los recursos audiovisuales son adecuados al tema.
- 17-14 Bueno:** Hay sustantivos e ideas repetidas. La evolución de ideas entre secciones está menos definido. Los recursos audiovisuales son adecuados al tema.
- 13-10 Apenas aceptable:** La presentación no es fluida porque hay interrupciones. No se usa los pronombres. Los recursos audiovisuales no son adecuados al tema.
- 9-0 No aceptable:** Los secciones de la presentación están mal organizados. Las ideas se repiten con mucha frecuencia. Los recurso audiovisuales distraen de la presentación, o hace falta el uso de algún recurso audiovisual.

Gramática:

- 25-22 Excelente:** Se usa la gramática correspondiente a las estructuras estudiadas en el nivel 2120 sin errores. Menos uso de frases cortas y mayor uso de oraciones con cláusulas subordinadas. **Se nota una evolución entre la primera presentación y esta.**
- 21-18 Bueno:** Se usa la gramática correspondiente a las estructuras estudiadas en el nivel 2120. Hay algunos errores significativos y más frases cortas.
- 17-11 Apenas aceptable:** No se aplica la gramática correspondiente al nivel 2120 y hay algunos errores básicos (por ejemplo uno o dos verbos mal conjugados etc.) y muchas frases cortas.
- 10-0 No aceptable:** No se aplica la gramática correspondiente al nivel 2120 y hay varios errores básicos. (por ejemplo muchos verbos mal conjugados, errores sintácticas, transcripciones verbatim del inglés etc.)

Vocabulario (OJO: Escribir las palabras nuevas de vocabulario en la pizarra. Explicarlas en español)

- 20-18 Excelente:** El vocabulario es avanzado y corresponde a o supera el nivel de SPAN 2120. Hay nuevas palabras presentadas a la clase. **Se nota una evolución entre la primera presentación y esta.**
- 17-14 Bueno:** El vocabulario es avanzado pero hay errores de precisión léxica. Hay algunas nuevas palabras.
- 13-10 Apenas aceptable:** El vocabulario es de nivel mediano. Hay algunos anglicismos. Hay muy pocas nuevas palabras presentadas a la clase..
- 9-0 No aceptable:** El vocabulario es deficiente. Hay muchos anglicismos. No hay nuevas palabras presentadas a la clase.

La pronunciación /la fluidez/el estilo: (OJO: La presentación debe ser clara, que se comprenda, no rápida, de frente viendo al público con un ritmo, tono y movimiento corporal natural. El estudiante debe mostrar seguridad al hablar)

Pronunciación: (La refinación de la pronunciación es un proceso de largo plazo. A este nivel la pronunciación no debe dificultar la comprensión. Preste atención a la pronunciación de los vocales sobre todo.)

6-5 Excelente Se nota una evolución entre la primera presentación y esta.

3-1 Adecuado

0 No aceptable

Fluidez: (La presentación debe ser clara, no demasiada rápida pero tampoco con muchas pausas. El/la estudiante no debe titubear ni hacer interjecciones por frustración ni añadir palabras en inglés. No debe leer.)

2 Excelente

1 Adecuado

0 No aceptable

Estilo: (El/la estudiante debe mostrar seguridad al hablar con buena entonación y modulación de la voz. Debe hablar de frente viendo al público con un ritmo, tono y movimiento corporal natural y hacer contacto visual.)

2 Excelente

1 Adecuado

0 No aceptable

Calificación: _____

Revise: Concordancia ___ Pretérito ___ Imperfecto ___ Pronombres ___ Subjuntivo ___ Potencial ___ Consecución de tiempos ___ Vocabulario ___ Preposiciones _____

Comentarios y sugerencias _____

SPAN 3001: Calendario del curso: Texto y videos: <i>Revista: Conversación sin barreras</i> , 3ª edición	Tarea	Tarea	Tarea
1a semana (24-28 agosto) ¿Realidad o fantacia? Video y actividades Estructuras Una lectura (según las instrucciones del/la instructor/a)			
2a semana (31 agosto -4 septiembre) Otra lectura; Tira cómica, Prueba 1, empezar primeras presentaciones cortas.			
3a semana (7-11 septiembre) Tertulia lunes 7 Labor day holiday No hay clases Continuar primeras presentaciones cortas			
4a semana (14-18 septiembre) Una cuestión de personalidad Video y actividades Estructuras Lectura			
5a semana (21-25 septiembre) Otra lectura, Tira cómica Tertulia Prueba 2			
6a semana (28 septiembre – 2 octubre) Prohibido pensar Video y actividades, Estructuras, Una lectura			
7a semana (5-9 de octubre) Evaluaciones de medio-semester: presentaciones de grupo			
8a semana (12-16 octubre) Otra lectura de Prohibido pensar , Tira cómica, Tertulia Prueba 3			
9a semana (19-23 octubre) Poder, quiero más poder Video y actividades Estructuras Una lectura.			

10a semana (26-30 octubre) Otra lectura Tira cómica Tertulia Prueba 4			
11a semana (2-6 noviembre) Por el amor al arte Video y actividades Estructuras Una lectura			
12a semana (9-13 noviembre) Otra lectura Tira cómica Tertulia Prueba 5			
13a semana (16-20 noviembre) Modos de vivir Video y actividades (Decisión del instructor: Lecturas, tira cómica, estructuras, tertulia)			
14a semana (23-27 noviembre) Fall Break y Thanksgiving, No hay clases			
15a semana (30 noviembre- 4 diciembre) Modos de vivir. lectura o actividad según la decisión del/ la instructor/a. Empezar evaluaciones finales, Prueba 6			
16a semana (7 diciembre-11 diciembre) Evaluaciones finales y conclusiones			

Service Learning as part of SPAN 3001

ABOUT THE PROGRAM The Service Learning program offers students the opportunity to learn about Hispanic cultures and to use and improve in a real life environment the Spanish conversation skills they have acquired in the classroom as well as to explore more in depth the nuances of both English and Spanish. At the same time, this program provides Spanish-speaking members of the community a chance to learn English. Interested Spanish-speaking seniors in the community have the opportunity for the stimulation of contact and conversation with college students. Students who have volunteered through Service Learning have considered participation in the program to be a positive and rewarding experience.

WORK LOAD Students who participate in the Service Learning option for Spanish 3001 will engage in up to approximately 18 hours of interaction with Spanish-speaking community members over the course of the semester. There are three options for doing this. 1) Students may serve as volunteer teachers in the **Intercambio de comunidades** program. 2) Students may seek out Spanish speaking senior citizens in the area and establish a conversation partner relationship. 3) Students who have participated in Service Learning in previous semesters may continue their work where they have previously participated if they so wish.

In the case of Intercambio de comunidades the site supervisor's confirmation that the volunteer has completed one course cycle will serve as confirmation of participation.

COURSE MERIT AND EVALUATION: Students should inform their instructor during the second week of classes if they plan to participate in service learning. They must sign the Service Learning contract and give a copy to their instructor at this time. Service learning counts for 10% of the overall grade. At the end of the semester students will be able to replace 3 of the written quiz grades with Service Learning credit upon presenting their instructor with a verification of their conversation partner and their site supervisor(s). It is the responsibility of the student to obtain verification signatures and time sheets and these must be turned in the second to last week of the semester. If this documentation is not turned in during the second to last week of the semester no service learning credit will be given. Students will be evaluated based upon fulfillment of service hours as follows: For Intercambio de comunidades, completion of one course cycle = A on the three quiz grades, no credit if cycle is not completed. For conversation partners and for continued participation in another service learning setting: 18-12 hours=A on the three quizzes, 8-hours=B, 6 hours=C, fewer than 6 hours=no credit for Service Learning.

PARTICIPATING SITES AND CONTACT PERSONS

OPTION ONE:

Intercambio de comunidades

<http://www.intercambioweb.org/index.php>

OPTION TWO:

The Senior's groups listed below have group activities in which students are welcome to participate. Students may also contact local nursing homes or churches to set up their own conversation partnership. When arranging your own contact please provide your instructor and the department Service Learning supervisor with the name and number of the nursing home or church supervisor who has approved your visits as well as the name of your conversation partner. Students are responsible for bringing their evaluation form and obtaining their partner's verification of hours and signature **at each visit** and the site supervisor's signature and verification at the end of their participation.

Latin American Seniors Group

West Boulder Senior Center Contact: Jennie González, (303) 665-9467 (this phone number requires that you identify yourself, be persistent) Meets every Tuesday 1:30-3:00 p.m. (They have room for 3-4 of our students to attend these meetings) There is also a group potluck from 6-8:30 p.m. the 4th Friday of each month. But if you plan to attend the potluck please call ahead as sometimes they take a group outing.

Lafayette Senior Center

Contact: Lorna Maddock, (303) 665-9052 Lunch Tuesday-Friday, 11-12:30 p.m. There are also special events such as storytelling in Spanish or a potluck. Students can attend the lunch sessions to meet Spanish-speaking conversation partners and set up different meeting times if mutually agreeable.

Longmont Senior Services

Contact: Alma Martínez, (303) 651-8716

"Pan y café" group meets every Tuesday 10 a.m. to noon to chat, play Bingo and listen to Mexican music.

There are also special events. Always call first for details for the upcoming week.

For any questions about the programs please contact the above mentioned persons or:

Professor Mary Long campus phone: tel. (303) (73)5-4888 e-mail:
mary.long@colorado.edu

Ethics & Commitments For Service Learning

Your service learning project entails important responsibilities. You have committed to fulfilling those responsibilities as you provide needed services to area residents. The following ethics and commitments are guidelines for assuring that you have a productive and positive experience, and that the CU Service Learning Program accomplishes its stated goals on behalf of those you serve. In the course of your service learning activities, remember that a responsible investment of your time and talent is greatly appreciated by the community and reflects well on the University of Colorado as a whole.

AS A CU REPRESENTATIVE...

- . • I agree to **conduct myself with integrity** at all times. This includes being honest and showing respect for individuals and their property.
- . • I will **show respect for all human beings** that I encounter in this capacity. While I am not responsible for another individual's self-esteem, I am committed to interactions that are positive and intended to enhance another individual's self-worth.
- . • I acknowledge that I am not perfect, yet I am committing time to improve the lives of others. I understand that I am neither responsible for their present situation nor am I capable of solving all their problems. I will **do my best to serve the need to which I have been assigned** and will take satisfaction in knowing that my efforts (however small) are appreciated and have made someone's situation better.

RESPONSIBILITY

It is important that CU students responsibly carry out all assigned tasks and duties related to their service learning activities. If you agree to be somewhere or to do something, follow through. The people and the agency you serve are relying on you. Emergencies may arise that will prevent you from meeting an obligation, but you must make every effort possible to notify your work site supervisor (and client, if appropriate) as soon as possible. Please carefully plan your time so that your various responsibilities do not conflict.

COMMITMENT AND FOLLOW THROUGH

Establish a regular schedule with your agency site supervisor, and stick to it! The clients may benefit little or may even be negatively affected if you are inconsistent in your participation. The agencies you work for are aware of the fact that you are a student and they do make an effort to work with your schedule when possible. Please also discuss with them your schedule during breaks and holidays. You are not expected to participate in service learning activities during official school breaks, but may do so if you choose.

AGENCY POLICIES AND PROCEDURES

All CU students should be knowledgeable of and act according to agency policies and procedures. The agency may have their own application process. They may ask you for references. You are required to complete their application and referral procedures.

AGENCY TRAINING

Most agencies will conduct their own training/orientation specific to your duties at the agency. It is crucial that you attend all training for your specific service learning assignment. Your agency site supervisor will inform you of the time and dates of these training sessions.

CONFIDENTIALITY

CU students will, at all times, keep confidential all identifying information about the client(s) they serve. This includes names, addresses, phone numbers, personal or family problems, places of employment, living habits, and other things that clients may discuss with or in front of you. If a situation arises which merits notification of a higher authority, such as suspicion of child abuse, you are to seek assistance from your agency site supervisor.

WHAT TO DO IN THE EVENT OF PROBLEMS

Should a problem arise between you and the people with whom you are working, notify your agency site supervisor as soon as possible. If problems occur with your supervisor, you are unhappy with your service learning assignment, or you are treated unfairly within the agency that you are working, please immediately notify your professor or the Service Learning Coordinator for your course.

SUSPECTED CHILD ABUSE

Anyone who suspects that a child is being abused or neglected is required by law to report it to the Department of Social Services at (303) 441-1240.

AGREEMENT STATEMENT

I have carefully read and understand the University of Colorado Service Learning Program's Ethics and Commitments statement. I agree to uphold them to the best of my ability and recognize that my actions and attitude reflect directly upon the university as a whole. **If I am unable to uphold this agreement, I understand that my service learning placement will be terminated and the necessary arrangements to change the placement or the resulting grade deductions are my responsibility.**

Printed Name _____ Date _____

Signature _____

SPANISH 3001 SERVICE LEARNING EVALUATION For Conversation Partners with Senior Citizens Option

Name of participating student: _____

1. Date: _____ Time in: _____ Time out: _____ Spanish used?
yes ___ no ___ Signature of conversation partner:

2. Date: _____ Time in: _____ Time out: _____ Spanish used?
yes ___ no ___ Signature of conversation partner:

3. Date: _____ Time in: _____ Time out: _____ Spanish used?
yes ___ no ___ Signature of conversation partner:

4. Date: _____ Time in: _____ Time out: _____ Spanish used?
yes ___ no ___ Signature of conversation partner:

5. Date: _____ Time in: _____ Time out: _____ Spanish used?
yes ___ no ___ Signature of conversation partner:

6. Date: _____ Time in: _____ Time out: _____ Spanish used?
yes ___ no ___ Signature of conversation partner:

7. Date: _____ Time in: _____ Time out: _____ Spanish used?
yes ___ no ___ Signature of conversation partner:

8. Date: _____ Time in: _____ Time out: _____ Spanish used?
yes ___ no ___ Signature of conversation partner:

9. Date: _____ Time in: _____ Time out: _____ Spanish used?
yes ___ no ___ Signature of conversation partner:

10. Date: _____ Time in: _____ Time out: _____ Spanish used?
yes ___ no ___ Signature of conversation partner:

11. Date: _____ Time in: _____ Time out: _____ Spanish used?
yes ___ no ___ Signature of conversation partner:

12. Date: _____ Time in: _____ Time out: _____ Spanish used?
yes ___ no ___ Signature of conversation partner:

TO BE COMPLETED BY SITE SUPERVISOR AFTER STUDENT HAS FILLED OUT THE REMAINDER OF THIS FORM:

The above information is accurate to the best of my knowledge:

Name: _____ Position: _____

Signature: _____