#### Diplomat Global Citizen Engaged Professional Scholar

# SYLLABUS

# Buffalo State College

# State University

# of New York

Department of Modern and Classical Languages

# Course Number:

# SPA 202

# Course Name:

INTERMEDIATE   
SPANISH II

*This course is offered as through the*

***School of   
Arts and Sciences***

**Mission Statement**

*The School of Arts and Sciences transforms student lives through rigorous scholarship, artistic expression, and engaged global citizenship.*

**Semester:** SPR 2022

**CRN:** 1005

**Room:** NA

**Meets:** Online (Blackboard)

**Instructor:** Mark K Warford

**Email:** [warformk@buffalostate.edu](mailto:warformk@buffalostate.edu)

**Pager:** 607-414-2223

**Office Location:** BUCK B250 ([Microsoft Teams](https://teams.microsoft.com/l/meetup-join/19%3ameeting_M2MxZjc1YjQtNTdjYy00NTFkLWIwMTgtMWZhNzQyNjA3ZjFk%40thread.v2/0?context=%7b%22Tid%22%3a%22c7188344-621f-4d1f-a3c6-6521cc12eea2%22%2c%22Oid%22%3a%227ac1b3a4-65e3-40a6-acb3-4352834accf1%22%7d))

**Office Hours:** MW 2-3:30pm, T 9-10:30am,   
Th 1:30-3pm, by appointment

Catalog Description: SPA 202 - INTERMEDIATE SPANISH II

Further development of basic skills, with emphasis on reading and writing.

Prerequisites:SPA 201 or equivalent

# Course Overview:

The goal of SPA 202 is to promote students’ progress from sentence- to paragraph-level discourse (both oral and written), with a focus on developing the ability to narrate in in all time frames and, with assistance, use subjunctive mood to navigate common aspects of daily life. Authentic texts are increasingly integrated in order to contextualize and enrich grammar and culture learning experiences, as well as to develop basic literacy skills required for advanced-level Spanish coursework. [Targeted ACTFL-level is progress into Intermediate-Level proficiency (from Low-to-Mid).](https://oralproficiency.coerll.utexas.edu/oral-proficiency-levels/)

**Learning Outcomes for this Course:**

On completion of this course, students will be able to:

1. Develop the fluency required to express verbally the basic needs of life or everyday

topics.

1. Read Spanish prose of the type found in newspapers, periodicals, civilization books, folk tales, manuals, public service advisories, (and to some extent novels written in Spanish).
2. Write basic compositions such as personal letters, descriptive essays, short biographies, or art interpretation commentaries
3. Apply basic cultural knowledge of Spanish-speaking countries.
4. Develop and implement a systematic plan for raising proficiency, with a focus on career-related, Intermediate-Low-to-Mid proficiency (ACTFL).
5. Comment on prominent aspects of Spanish and Hispanic American history and cultures (Conquest and Colonization, Spanish Civil War)

# Intellectual Foundations Learning Outcomes:

1. Students will demonstrate basic proficiency in the understanding and use of a foreign language.
2. Students will demonstrate knowledge of the distinctive features of culture associated with the language studied.

# Required Materials:

1. Course Text: This course is basically Open Educational Resource-driven, centered on instructor-made and adapted materials available through Bb.
2. BLACKBOARD website for course: <http://buffalostate.open.suny.edu>. Make sure your browser is compatible Any browser other than IE or Edge is best for Blackboard. Use your Buff State username to log in. Password is first six digits of SS# until you change it.
3. Hardware requirements: High-speed internet connection, headphones with microphone and webcam.
4. Software requirements: Please consult START HERE for more information:

* Microsoft Word or word processing program that allows you to **save work as Word document** (Apple Pages or .odt formats do not work on Blackboard). To download your licensed copy of Microsoft Office 365, which also includes PowerPoint and other useful programs, go to the [download page on the Buffalo State College IT website](https://buffalostate.teamdynamix.com/TDClient/2003/Portal/KB/ArticleDet?ID=84705).
* Googledocs (free): for shared editing and posting of comments. Click here for direct link to course googledocs folder.
* EdPuzzle (free): quizzes embedded in videos. [Click here to register for the course site.](https://edpuzzle.com/join/margisu)

The class code, which is embedded in the link, is “margisu”)

# Recommended materials:

1. For your *Diario del Aprendizaje Autónomo* (see p. 4), in addition to grammar and professional Spanish-centered resources available in “Programa de estudios y recursos,” it is highly recommended that you find a text that clearly addresses intermediate-level Spanish study (ACTFL). If you have previously used *Dicho y Hecho*, that is acceptable, so long as you focus on the second-half of the textbook. With the exception of advanced Spanish grammar books, reference books (i.e. Spanish verbs, idioms, etc.) are not acceptable as anchor texts. Recommended texts include but are not limited to: *Gramática Avanzada*, A *New Reference Grammar of Modern Spanish*, *Avanzando*, *El Próximo Paso*, *Introducción a la lingüística española*, *Modelos* y *La Lengua que Heredamos* (for heritage and native speakers). *Introducción a la lingüística española* (Azevedo) is a more advanced text that has benefits for all students, regardless of learning background, and is also the main text for SPA421 Structure of Modern Spanish.
2. A three-ring binder to organize printed course materials.

# Course Content:

Focus on (collaborative) writing, reading and speaking activities integrated with explorations of prominent cultural themes. Conducted 90-100% in Spanish, the ACTFL target for teaching in the target language. Review of grammar integrated with authentic texts (including video) and culture exploration. Independent and instructor-guided reflection on profess in linguistic accuracy and exploration of Spanish for the Professions and Specific Purposes (Aprendizaje Autónomo). Written work is mainly completed online through the course’s Bb learning management system, following a weekly rhythm. Unless otherwise noted, all course tasks and assessments must be completed by Thursday nights, 11:59pm.

# Topical Outline:

I. Linguistic structures of Spanish

A. Review of present-tense aspect of regular and irregular verbs

B. Basic features of perfective vs. imperfective aspect and simple past formation, including

irregular verbs

C. Basic features of instructive Spanish, such as imperative, ‘se particle’, subjunctive clauses

D. English vs. Spanish use of present and past participles

F. Future tense and conditional

II. Interpretive skills

1. Reading for basic comprehension
2. Spatial and temporal discourse markers
3. Reading strategies: (false) cognates, word morphology, and context

III. Prominent features of the history and cultures of Spanish-speaking cultures

1. Conquest and colonization
2. Major Spanish and Hispanic American artists, as well as artistic movements
3. Linguistic and cultural variation in the Hispanic world

IV. Interpersonal and presentational skills

1. Oral presentation skills
2. Basic conversation strategies for discussing everyday topics
3. Rules of Spanish punctuation
4. Syllabification rules and the written accent
5. Textual cohesion and coherence
6. Basic writing for description, instruction, interpretation, as well as recounting historical events and past customs

V. Autonomous language learning

A. Text and web-based media that target Advanced-Low proficiency

B. Matching self- and instructor-designated need areas with appropriate resources and tools for remediation

# E-learning Content: From day one, success in the course depends on close familiarization with the course’s e-leaning tools. In addition to adapting advanced features of the Blackboard learning management system (i.e. quizzes, Collaborate, the Forum, scoring rubrics, clicking on and reviewing instructor feedback), you should be fully informed regarding the text program’s e-learning tools. Outside of Bb, we will be making use of: Googledocs and EdPuzzle, so please make sure you thoroughly review the corresponding orientation on the EMPIEZA AQUÍ page.

Instructor feedback frequency: Responses to questions about course in the SPA 202 forum are fairly immediate, as any post activates an email alert that is sent out to the instructor. As stated in the faculty bio, weekday turnaround is usually within 24 to 48 hours, in order of student submission. Running Participation and Forum grades are updated every several weeks. Make sure you check ‘My Grades’ and click through to instructor feedback, which will accompany each update.

# Academic Expectations

Language mentoring (tutoring) attendance requirement

Students with less than a C average will be assigned weekly language mentoring sessions either during the instructor’s regular office hours, or through MCL-designated language mentors (available in Arabic, French, Italian and Spanish). In order to facilitate academic progress and at the instructor’s discretion, tasks completed at these sessions MAY be used toward missing or low-scoring assignments. Failure to attend, in addition to risking a failing grade in the course, will result in notification of the student’s advisor and/or Chair of the student’s major. Language mentoring sessions are not a substitute for consistent attendance and active participation in class. We encourage ALL students to take advantage of office hours whenever necessary.

**Importance of addressing potential gaps in prior language learning early on**

It is likely that there are points of grammar explored in prior coursework that you may have yet to master or that merit a brief review. This is one of the reasons why the Aprendizaje Autónomo component has been integrated (see p. 7 of this syllabus and orientation video in EMPIEZA AQUÍ). Studying a language is cumulative; everything new you will learn requires solid footing, for example, in questions of agreement between nouns and modifiers, verb conjugations, etc., then it is essential that you review prior chapters of the text and, if you are unable to meet with the instructor during regular office hours, make an appointment at the MCL Tutoring Center. The Autonomous Language component is designed to offer you the space to focus on self- and-instructor-identified needed areas. In addition to the Wiley language practice activities and an AYUDA GRAMATICAL folder that contains numerous resources for language practice, the text program features Orion, a learning tool that will help you track down points of Spanish grammar and vocabulary worth some extra study and practice.

Workload

Each student begins every assigned module with the presumption that s/he is an average student capable of working at this level. With the exception of the midterm and final speaking interview component and some strictly voluntary synchronous sessions driven by student needs, SPA 202 is asynchronous. Consequently, you should expect to spend more time, in lieu of the 2.5 hours of face-to-face class time. Generally, the range is 6-12 hrs. per week, depending on the level of the course. For more on time management and online learning, consult [Best Colleges](https://www.bestcollegesonline.org/faq/how-many-hours-per-week-will-i-have-to-spend-on-online-courses/).

Students will determine their grade from this basis according to their academic performance. For students to be academically successful, the School of Arts and Sciences recommends the standard of two hours out of class for every hour in class. Students should expect to spend adequate time in reading, researching, writing, working on projects, preparing homework, studying for exams, and so on. This is known as *independent learning*, a hallmark an educated person. For more on online workload expectations, please refer to START HERE.

Academic Integrity

The School of Arts and Sciences expects the highest level of integrity from every student. Each student enrolled in this course is expected to make an honest effort in this class and to be scrupulous in maintaining academic honor and integrity. Cheating and plagiarism will not be tolerated. University guidelines on academic misconduct will be enforced. Guidelines on avoiding plagiarism are available at the following link to Butler Library: <https://library.buffalostate.edu/c.php?g=773088&p=5546117>.

Accessibility: Students with disabilities should contact the instructor and Student Accessibility Services <http://sas.buffalostate.edu/>  (716-878-4500)

Academic Assistance: Students needing assistance with writing, reading and/or study skills may contact the *Writing Help Center* sponsored by the College Writing Program. <http://academiccommons.buffalostate.edu/writing-center> (716-878-3655). Tutoring and other assistance also is available through the *Academic Commons* <http://academiccommons.buffalostate.edu/tutoring>.

# ASSIGNMENTS AND EVALUATION SCALE:

# Two Written exams (Midterm Exam- 10 pts.; Final Exam- 10 pts.):

There will be one mid-term exam reflecting content from the first half of the course, followed by a final

exam, which, in addition to focusing on content and skills from the second half of the course, will contain

some material from the first. Each contains objective and essay items that reflect content. Like quizzes

and surveys, these exams are located in Blackboard under Assignments and Assessments, in the Bb menu.

Both of these exams are timed. If you have any concerns about that, you should make them known to Accessibility Services (see contact information above). Exams must be taken during the appointed time period.

# Quizzes (1.5 pts. each, 14 total- 21 pts.):

Quizzes, located in Blackboard´s Tareas y Evaluaciones folder, are a valuable tool to assess your progress in the course. Fourteen 1.5 pt. quizzes will be administered over the course of the semester. The quizzes assess content from the Module Google Docs and are designed to reflect the mastery of a given linguistic or cultural concept in preparation for the upcoming exam. There is no time limit, and you may use whatever resources you need (the assigned module content should be sufficient), but **the quiz will not be accessible after midnight on the assigned day**. Typically, 1-3 quizzes will be assigned per week, and they are announced in the module and Bb calendars. **NO MAKE UPS**.

# Participation (15 pts.):

Over the “course” of the course, you will notice periodic updates of your participation grade, along with formative feedback and suggestions for improving performance. Click on “My Grades,” and you should be able to access these comments through a link. If you need any assistance, please post to the forum.

Punctual, courteous and consistent engagement and confirmation of adequate preparation is a requirement. It is expected that you will actively engage the interpretation of instruction in Spanish and make use of opportunities to express yourself in Spanish. Successful participation depends on preparation. In order to be prepared for class, all work should be completed before class by the assigned day. The following will be used to evaluate participation. In all online participation, you should take care to follow [Netiquette guidelines](https://www.youtube.com/watch?v=WlVrHjKLaUw).

Your overall participation grade counts 10 pts. (see rubric below). Additionally, this grade component draws from your participation in the Bb forum (see following page.

## Overall participation rubric:

|  |
| --- |
| *Exceeds Standard (9-10)*   * Student is always on time for all scheduled class tasks. * Student is consistently well-prepared; evidence of having reviewed scheduled material in advance. * Commitment: consistently shows initiative and a self-regulated orientation to target language and culture, mastery of use of online course components; ties in personal and professional interests; connects prior and current learning experiences. * Engagement: consistently focused and actively engaged in class activities from START TO FINISH; contributions are consistent, often initiated, insightful, connected to flow, always showing courtesy for others, both in class and on Bb. * Responds conscientiously to feedback. |
| *Meets Standard (7.8-8.9)*   * Student is on time for all scheduled class tasks, with one or two exceptions. Student takes initiative to compensate for missed time. * Student is most often well-prepared; evidence of having reviewed scheduled material in advance. * Commitment: consistently shows initiative and a self-regulated orientation to target language and culture, mastery of use of online course components; tries to tie in personal and professional interests; tries to connect prior and current learning experiences. * Engagement: generally focused and actively engaged in class activities from START TO FINISH; with very few exceptions, contributions are consistent, often initiated, insightful, connected to flow; mostly shows courtesy for others. * Makes a good effort to respond to feedback. |

|  |
| --- |
| *Near Standard (6.8-7.7)*   * Participation somewhat undermined by missed or late-submitted class tasks. May need to demonstrate more initiative in compensating for missed time. * Student is sporadically well-prepared; not clear student reviewed scheduled material in advance. * Commitment: Not consistently showing initiative and a self-regulated orientation to target language and culture, mastery of use of online course components; some need to tailor target language and culture to personal and professional interests; not sufficiently connecting prior and current learning experiences. * Engagement: needs to be more focused and actively engaged in class activities from START TO FINISH; contributions somewhat inconsistent, uninitiated, tangential, disconnected to flow; may need to convey more courtesy for others. * Needs to make more of an effort to respond to feedback. |
| *Below Standard (0-6.7)*   * Participation seriously undermined by missed or late-submitted class tasks. Clear need to demonstrate more initiative in compensating for missed time. (Medical Withdrawal might apply) * Student is rarely well-prepared; clear that student has often not reviewed scheduled material in advance. * Commitment: Rarely showing initiative and a self-regulated orientation to target language and culture, mastery of use of online course components; clear need to tailor target language and culture to personal and professional interests; not trying to connect prior and current learning experiences. * Engagement: needs to be much more focused and actively engaged in class activities from START TO FINISH; contributions clearly inconsistent, uninitiated, tangential, disconnected to flow; need to convey more courtesy for others. * Needs to make much more of an effort to respond to feedback. |

Bb FORO PARTICIPATION (5 pts.): You should submit any questions about the operation of the course here (rather than emailing instructor) so that we can all be on the same page. Specific 'temas de escritura' that relate to course themes will be assigned over the semester, and there is also an informal ´chat room´ to which you are encouraged to make contributions. All posts should be a min. of 150 and completed before class on the day assigned, without exception. You also expected to respond to at least one classmate’s post by the following class. No minimum length, but responses should be substantive (No ¡Excelente! ¡Gracias!…), and, as is the case for all interaction face-to-face and online, **in your best Spanish**.

Example of substantive response: Gracias por tu aporte. Me recuerda a… (specific example from assigned course content).

Not-substantive: ¡Qué Bueno! De veras, sabes usar el pretérito.

If you need to edit a post or delete a duplicate, there are buttons for those purposes that appear when you hover your cursor over the bottom left of the post submission area; however, once someone replies, you can’t change it.

# FORO (TEMAS DE ESCRITURA) RUBRIC

###### Posts

Exceeds Standard. (5.4 to 6 points): All posts submitted on-time (with international characters\*). With exception of response to others’ blogs, fully respond to the prompt, conveying lexical and grammatical accuracy at/ above the targeted level.

Meets Standard. (4.8 to 5.3 points): All but one of the posts submitted, on-time (with thought to international characters). They fully respond to the prompt, conveying lexical and grammatical accuracy at/above the targeted level (w/ minor exceptions).

Approaches Standard. (4.0 to 4.7 points): Two posts missing (international characters may be overlooked). They may not always respond to prompt or convey lexical and grammatical accuracy at/near targeted level.

Below standard. (0 to 3.9 points): Many posts missing (int’l characters overlooked), length often-always below level, rarely-to-never responds to prompt/ conveys below targeted level accuracy.

###### Responses

Exceeds Standard. (3.6 to 4 points): Depth and breadth of responses to peers´ posts with strict adherence to netiquette and incorporation of international characters

Meets Standard. (3.1 to 3.5 points): With minor exception(s), there is depth and breadth of responses to peers´ posts,strict adherence to netiquette, and incorporation of international characters

Approaches Standard. (2.4 to 3 points): Some need for more consistent participation, and or more depth and breadth of weekly responses to peers´ posts. Possible need for more adherence to netiquette and attention to use of international characters

Below standard. (0 to 2.3 points): Responses to posts in need of breadth, depth. Participation may be inconsistent and or in need of attention to netiquette and incorporation of international characters

\*Applies when posts are submitted in written, rather than in A/V form.

# Composiciones cortas (5 pts. each, 15 pts. total):

There will be three 250+ word essays, double-spaced, to be completed and turned in to the professor through the corresponding Blackboard dropbox on the assigned day. Clearly indicate the title of the composition, your name, the course name and number, the instructor’s name, and the date. The essay must be word-processed in Word, as mentioned previously. All documents must be double-spaced and concisely address the prompt: say more with less; a 250-word essay that demonstrates unity and coherence is vastly superior to a rambling essay that runs 500 words or more! All references must by cited in-text and in a Works Cited (MLA) o References (APA) section at the end, depending on whether you use APA or MLA format. As for most major course assignments, there is a dedicated folder for compositions, complete with dropbox.

At the top of your document, indicate the course name and number, the instructor’s name, and the date and label the file that you upload as follows: **LAST NAME\_FIRST INITIAL\_CLASS\_ASSIGNMENT NAME**

**Special note on plagiarism:** You are required to fill out a statement in the dropbox window to the effect that this is your work, with only minor, specific exceptions noted, in terms of help received (consultation of a dictionary, grammar manual, self-selected text or on-line reference source not necessary to document). This help must be restricted to a few discrete phrases and documented. Your word processed, signed name on this part of the cover sheet will be taken as your official signature. Compositions outside of course must be your work and not that of any other individual. That means that all content is YOURS. If you have received help from any individual(s), this help must be limited to three or four phrases. You must describe the nature of the help you received in precise detail; if you need to document this on an extra page, please do so. Copying another’s work—whether it be an exam, a composition, or a written assignment that is to be handed in, carrying over work from a prior course without instructor permission, constitutes cheating or plagiarism. Depending on the severity, this may lead to loss of credit on the assignment. Note: For all dropbox assignments, Safe Assign is a Blackboard program used in this course to track plagiarism.

In the dropbox window, copy, paste, and if necessary, elaborate on the following declaration:  
“Except where duly cited in this essay, the work I am submitting is my own.” Submission carries the same weight as a written signature.

Before submitting, consult the following checklist to avoid minor point deductions:

* (-.5) Does not follow file name and document formatting instructions.
* (-.5) You forgot to type into the dropbox window: “The work I am submitting is my own work.” Don’t forget to indicate any other limited help received.

# Writing Rubrics for 101-202 courses - Modern and Classical Languages Department for extended writing sections on assessments and short compositions (point values may vary):

## Content

4.5-5 points (More than) adequately addresses all of the prompts detailed in the directions, including selection of targeted grammar and vocabulary from chapter(s), when specified.

3.5-4 points (More than) adequately addresses most of the prompts detailed in the directions, including selection of targeted grammar and vocabulary from chapter(s), when specified, though one or two (key) elements may be missing.

2.5-3 points (More than) adequately addresses a majority of the prompts detailed in the directions; suggests (some) systematic avoidance of or need for more attention to key grammar and or vocabulary from chapter(s).

0-2 points (Significant) need for more attention to prompts detailed in the directions; clear evidence of systematic avoidance of or need for more attention to key grammar and or vocabulary from chapter(s).

## Accuracy

4.5-5 points Few (if any) errors, none of which suggest systematic misunderstanding of structure(s) of focus in the chapter(s) tested and/or those that student should have mastered by this stage of language study. Easily intelligible to a native speaker.

3.5-4 points Few errors, none of which suggest systematic misunderstanding of structure(s) of focus in the chapter(s) tested and/or those that student should have mastered by this stage of language study; however, errors might distract a native speaker unaccustomed to communicating with nonnative speakers.

2.5-3 points Errors suggest systematic misunderstanding of structure(s) of focus in chapters tested and/or those that student should have mastered by this stage of language study; errors might be distracting to a native speaker unaccustomed to communicating with nonnative speakers.

0-2 points Errors point to (significant) misunderstanding of structure(s) of focus in the chapter(s) tested and/or those that student should have mastered by this stage of language study; errors (highly) distracting to a native speaker unaccustomed to communicating with nonnative speakers.

**Total points** \_\_\_\_\_\_ / 10. Point range may shift depending on overall value assigned in actual exam, short composition.

Diario de Aprendizaje Autónomo (10 pts.):

Following the submission of your first week *Muestra de Escritura* (writing samples), you will receive feedback within an ‘Diario de Aprendizaje Autónomo’ (‘Autonomous Language Learning’) folder that will be set up for you in a special forum located in the course website. You will complete **a minimum of 10 tasks/assignments** based on your own needs and interests (personal and professional) as well as instructor feedback. You and the instructor will collaborate throughout the course, using a dedicated, personalized folder. Tasks should reflect a balance of focus on grammar forms and the development of sociolinguistic, cultural competency (i.e. professional contexts), All should reflect areas that fit your sustained engagement in improving your proficiency in the target language. Following are typical work samples. If there are tasks that you would like to add, please inform the instructor.

There are needs for language experts in every sector of the 21st century global workforce; take advantage of this unique opportunity to be the Spanish language expert in your career plans!

## Sociolinguistic exploration:

* Find and summarize readings in the target language related to career aspirations and personal interests. Document terminology related to your field that you learn from these sources.
* Attend and report on campus- and community-based functions that feature engagement with the target language and its cultures (clubs, community partners, special events).
* Skype Communities or Conversifi conversation partner sessions with native speakers.
* Watch and summarize Spanish broadcasts, movies, YouTube videos

## Focus on forms (grammar exploration and practice):

* Close analysis of recurrent grammar or orthographic errors.
* Screenshots of completed online language practice exercises from Ayuda Grammatical or other web-based sources (PrntScr button or use other freeware for screen capture), accompanied by brief reflection.
* Analysis of print and web-based sources related to major, targeted profession for grammar, specialized terms.

Diario de Aprendizaje Autónomo (Self-directed language learning)

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| --- |
| Commitment |
| Commitment: Exceeds Standard. (4.5 to 5 points) Self-regulation is clearly established, evidenced by timely, appropriate and substantive responses to feedback, careful matching of needs with choice of text and or on-line exercises, as well as in selection of original, individualized tasks.  **Commitment: Meets Standard. (3.7 to 4.4 points)** Self-regulation evidenced by (mainly) timely, appropriate and substantive matching of needs with choice of text and or on-line exercises; may select original, individualized tasks.  Commitment: Approaches Standard. (3 to 3.6 points) Self-regulation (somewhat) undermined by lack of timeliness, appropriateness, or substance of responses to feedback. Somewhat haphazard matching of needs with choice of text and or on-line exercises; some individualization of assignments.  Commitment: Below standard. (0 to 2.9 points) Self-regulation (seriously) undermined by lack of timeliness, appropriateness or substance of responses to feedback. Haphazard matching of needs w/ choice of text and or on-line exercises; little to no evidence of individualization of assignments. |
| Content |
| Content: Exceeds Standard. (4.5 to 5 points) (Based on current status,) 10/+ assignments submitted, steady progress throughout. **Content: Meets Standard. (3.7 to 4.4 points)** (Based on current status,) (Nearly) 10 assignments submitted, effort not necessarily consistent/ progress not always substantive.  **Content: Approaches Standard. (3 to 3.6 points)** (Based on current status,) 5-7 submitted. Some progress. Content: Below standard. (0 to 2.9 points) (Based on current status,) 0-4 submitted at end of semester, very little, if any progress noted. |

EdPuzzles (4 pts.):

These are adapted YouTube videos related to course themes and skills, which feature embedded quizzes and notes. Most of the course´s EdPuzzles will be integrated into Module Google Docs for further discussion and discussion of potentially useful linguistic and culture knowledge. It is the student´s responsibility to register for the class site (see EMPIEZA AQUÍ) and complete the assigned EdPuzzles in accordance with the course calendar. Grade based on overall quantity and quality of completed tasks, as well as promptness of completion. See “E-Aprendizaje” in Bb for the full orientation. As with the overall participation grade and the forum grades, you will receive a “running grade” on this component several times over the course of SPA 202.

Oral interviews (10 pts.):

An oral interview/conversation, reflecting the material covered in Spa 202, will be conducted at the midterm (formative, for feedback) and end of the semester (counts for grade), thus allowing the student to demonstrate the oral proficiency he/she has attained by the end of the course.

## Oral Communication Rubrics for 101-202 courses (Global Engagement SLO 1): Basic proficiency in oral communication. \*

## Content

***4.5-5 points*** (More than) adequately addresses all of the prompts detailed in the directions, including selection of targeted grammar and vocabulary from chapter(s), when specified. **Fluency:** Naturally flowing speech.

***3.5-4 points*** (More than) adequately addresses most of the prompts detailed in the directions, including selection of targeted grammar and vocabulary from chapter(s), when specified, though one or two (key) elements may be missing. **Fluency:** Some brief hesitations or repetitions.

***2.5-3 points*** (More than) adequately addresses a majority of the prompts detailed in the directions; suggests (some) systematic avoidance of or need for more attention to key grammar and or vocabulary from chapter(s). **Fluency:** Extended hesitations and repetitions.

***0-2 points*** (Significant) need for more attention to prompts detailed in the directions; clear evidence of systematic avoidance of or need for more attention to key grammar and or vocabulary from chapter(s). **Fluency:** Too many hesitations inhibit communication. Incoherent response.

## Accuracy

***4.5-5 points*** Few (if any) errors, none of which suggest systematic misunderstanding of structure(s) of focus in the chapter(s) tested and/or those that student should have mastered by this stage of language study. Easily intelligible to a native speaker. **Pronunciation:** Target accuracy in intonation and pronunciation.

***3.5-4 points*** Few errors, none of which suggest systematic misunderstanding of structure(s) of focus in the chapter(s) tested and/or those that student should have mastered by this stage of language study; however, errors might distract a native speaker unaccustomed to communicating with nonnative speakers. **Pronunciation:** Good intonation. Occasional mispronunciation of more challenging sounds.

***2.5-3 points*** Errors suggest systematic misunderstanding of structure(s) of focus in chapters tested and/or those that student should have mastered by this stage of language study; errors might be distracting to a native speaker unaccustomed to communicating with nonnative speakers. **Pronunciation:** Good intonation but persistent mispronunciation and heavy accent.

***0-2 points*** Errors point to (significant) misunderstanding of structure(s) of focus in the chapter(s) tested and/or those that student should have mastered by this stage of language study; errors (highly) distracting to a native speaker unaccustomed to communicating with nonnative speakers. **Pronunciation:** Errors in intonation and pronunciation prevent comprehension.

**Total points** \_\_\_\_\_\_ / 10\*

\* Point range may shift depending on overall value assigned in actual exam.

# Oral Presentation (5 points):

# After the first exam, you will be signing up for a 5-10 minute (max.) presentation on a topic that presents your intended career path in light of Spanish language as well as Hispanic cultural products, practices, and perspectives. While you will work from note cards and are encouraged to integrate a variety of media (i.e. poster, PowerPoint) to get your message across, you should be rehearsed to the point that you can maintain eye contact with your audience. Make sure that you indicate your sources either using MLA or APA format on a separate bibliography- may be handwritten on one of your note cards. Also, make sure that your presentation is prepared in your words. Copying another’s full or partial statements constitutes plagiarism and will result in loss of credit for the assignment. Your help should be limited to a Spanish-English dictionary, the course text, and or class notes.

Be sure to upload all presentation materials in the dedicated dropbox located in the ‘Tareas’ folder (under ‘Contenido’). You will be evaluated according to the following rubric that considers materials preparation and effort considerations (raw scores divided by 2):

**Content: Exceeds Standard: 5.4 to 6 pts.**

Media employed (PowerPoint, support materials) enhance presentation. Content demonstrates mastery of topic. Presentation flows smoothly, speaker sustains connection with viewer.

**Content: Meets Standard: 4.6 to 5.3 pts.**

With minor exception(s), media employed (PowerPoint, support materials) enhance presentation. Content demonstrates mastery of topic. Presentation flows smoothly, speaker sustains connection with viewer.

**Content: Below Standard: 0 to 4.5 pts.**

(Serious) need for more media enhancement, content and flow.

**Proficiency: Exceeds Standard: 3.6-4 pts.**

Averages at-to-above 2XX-level across FLUENCY/

PRONUNCIATION, HOLISTIC COMMUNICATION STRATEGIES, GRAMMAR/  
SYNTAX

**Proficiency: Meets Standard: 3-3.5 pts.**

For the most part, sustains 202-level Spanish across FLUENCY/ PRONUNCIATION, HOLISTIC COMMUNICATION STRATEGIES, GRAMMAR/SYNTAX

**Proficiency: Below Standard: 0 to 2.9 pts.**

Averages consistently at or below 101-201 level FLUENCY/PRO-NUNCIATION, HOLISTIC COMMUNICATION STRATEGIES, GRAMMAR/SYNTAX

SUMMARY OF POINTS SYSTEM: Consult “My Grades” on the course website.

**Pruebas (Quizzes)** 21

**Module Essays (3)** 15

**Participation Grade** 15

**Midterm Exam** 10

**Final Exam** 10

**Aprendizaje Autónomo** 10

**Oral Interviews** 10

**EdPuzzles** 4

**Final Presentation** 5

**Final score** out of 100

GRADING SCALE equivalence for the Plus & Minus system on 100 pt. scale:

# 93-100 A

# 90-92 A-

# 87-89 B+

# 83-86 B

# 80-82 B-

# 77-79 C+

73-76 C

70-72 C-

67-69 D+

63-66 D

60 D-

59 or

below E

# Professional Expectations

Participation: Regular participation is expected throughout the course. The School of Arts and Sciences allows instructors to consider attendance and participation in calculating the student’s final grade. Students are expected to keep up with and fully engage course assignments.

Missed or Late Assignments: **Unless otherwise stated, all assignments are due by 11:59pm on the assigned day.** If students miss deadlines for any reason, they are responsible for obtaining information from another student. Up to 1 pt. may be deducted for each day late an assignment is late, depending on documented circumstances, at the instructor’s discretion.

Penalty for Non-Participation: up to -1 off final participation grade per case may be applied; instructor has final say on whether or not non-participation meets criteria of excusable absence (see below).

Excusable Non-Participation: The School of Arts and Sciences allows instructors to excuse missing or late work related to personal illness or medical emergency, death or critical illness in the immediate family, jury duty, military duty, religious observances, or participating in college-related activities such as varsity sports. Students should notify instructors prior to missing or late course activity and work submissions.

Non-Excusable Non-Participation: The School of Arts and Sciences does not consider the following as excusable reasons for missing or late work: vacation, job-related responsibilities, working on class assignments, activities sponsored by other departments or classes, child-care responsibilities, or extended personal leave. Students should schedule activities that no not justify excusable absences –such as job or internship interviews, or non-emergency medical appointments.

Preponderance of Non-Participation: Even when specific absences may be excused, there may come a point at which too many non- or late participation make it impossible for students to meet the course requirements. The instructor thus may advise students with excessive non-participation in the course (regardless of the reason) to withdraw from the course – not as penalty for having missed work but simply as recognition that the student is unable to complete assignments.

Mutual Respect: Students can expect to be treated with respect by the instructor and other students. Likewise, anyone enrolled in this course is expected to treat the instructor and fellow students with respect and to act in a dignified manner at all times. Course discussions are to be conducted in an environment of respect and tolerance for both people and their ideas. See participation overview more information.

Grievances: Students should be aware of the appropriate processes for complaints, grievances, and appeals. University policy is outlined at https://ecatalog.buffalostate.edu/undergraduate/academic-policies/student-complaints-grievances-appeals/

**Safety**: The university wants all students to feel safe on campus. Be alert and exercise reasonable caution. Become familiar with campus safety services. Departments may have particular procedures for operating equipment and for working in campus spaces. It is at the discretion of course instructors to determine if students are capable of operating equipment safely. For campus emergencies, contact University Police at 716-878-6333.

**Regarding Video Recording or Live Streaming of Instruction:** Recordings and live streaming of lectures and other class content may occur to facilitate learning. Consequently, it ispossible that you may inadvertently appear on the video. If you have concerns that you may appear on the video, please notify the instructor. Your voice may also be captured during class discussions. If a synchronous session is recorded, and you have concerns you may appear in the recording, you should notify your instructor. Discuss with your instructor additional options to participate (i.e chat, poll, whiteboard), if you do not feel comfortable utilizing your camera or microphone during the recorded session. Video Recording or Live Streaming will not be shared with anyone outside of the class roster.

**Regarding Services Provided by the Dean of Students:** The Dean of Students Office helps students navigate the college experience, particularly during difficult situations such as personal, financial, medical, and/or family crises. If you or someone you know is in need of support, services are available. For a list of support services and information, please visit <http://deanofstudents.buffalostate.edu>, call 716-878-4618 or stop by 311 Campbell Student Union during business hours.

Returning this semester is the Emergency Relief grant program for students. More information on parameters of the grant and application requirements can be found online. Please share this information with matriculated undergraduate and graduate students who are in need of emergency funding.

The Students of Concern Care Team meets regularly throughout the semester to provide support for students who raise concern about their potential for harm to themselves or others. The Care Team will assess the potential risk to personal and campus safety that might result from the actions of individual students, will connect students in need with appropriate resources and will monitor compliance with required support plans. To report a concern, you have please go to the following website: https://pavesuite.com/BuffaloState/PublicPortal/ConcerningIncident If you have any questions feel free to outreach to me at (716) 878-4618 or at youngsm@buffalostate.edu. In early fall semester the Care Team will be moving under the supervision of Rock Doyle. If you would like to outreach to Dr. Doyle you can email him at doylerd@buffalostate.edu or, call him at (716) 878-6711.

The Milligan’s Food Pantry is an excellent resource for students on campus. Milligan’s provides students who are food insecure with the opportunity to get non-perishable food from a campus source. Please remind students of the availability of our Food Pantry. Our Student Resource Coordinator, Kristen Helling, can respond to questions regarding Milligan’s or the Emergency Relief Fund and is available at catalakj@buffalostate.edu or at 716-878-3069.

Other resources:

Student Conduct and Community Standards Office: Phone: (716) 878-3051 Weigel Health Center: Phone: (716) 878 – 6711

Weigel Health Promotions: Phone: (716) 878-6711, Health Promotions also provides in class presentations. You can find out more at: <http://weigel.buffalostate.edu/node/254>

The Counseling Center: Phone: (716) 878-4436 Student Resources Page: <http://deanofstudents.buffalostate.edu/resources-students>

Sexual Violence Prevention information and resources: <https://deanofstudents.buffalostate.edu/sexual-violence-prevention>, Sexual Violence Prevention also provides in class presentations. You can contact Nina Pierino for more information, pierinng@buffalostate.edu or, at (716) 878-3069