

## SPANISH 208: ORAL SPANISH

Instructor: \_\_\_\_\_ e-mail: \_\_\_\_\_  
Office: \_\_\_\_\_ Office Hours: \_\_\_\_\_

### Required Texts:

- Davis, Robert and Maria Losada. Tertulia. Advanced Skills in Oral Spanish. Second edition. Harcourt College Publishers, 2001.
- SPAN 208 Coursepack. TIS Publishers.
- Access Card for *Nuevos horizontes* quizzes

**Course Supervisor:** Prof. Ann Abbott, 4080 FLB, [arabbott@uiuc.edu](mailto:arabbott@uiuc.edu)

\*Any student who believes that s/he has a disability for which academic accommodations are needed should inform the instructor as soon as possible and/or contact the Division of Rehabilitation Services (DRES) at [www.rehab.uiuc.edu](http://www.rehab.uiuc.edu).

\*Owing to the large demand for this course, students who do not attend during the first week of classes may be dropped from it to free space for other students who wish to register.

\*Turn off cell phones or other communication devices at the beginning of class.

### Course Description

The main goals of this course are to familiarize students with the necessary information and skills to be able to effectively communicate in Spanish and to provide them with a maximum amount of opportunities to communicate in Spanish. Communication involves both listening and speaking. Therefore, students will listen to a variety of sources, including their instructor, their fellow classmates, and the Audio-CD that accompanies the textbook. And in order to communicate as effectively as possible in Spanish, the course emphasizes three areas:

- The content of the course focuses on Hispanic cultures and societies.
- The course proposes strategies to aid effective communication, including vocabulary building for specific situations, tools for conversation management, rules on language use in formal and informal situations, and tips about cultural norms with regards to conversations.
- The course reviews specific grammar points, broadens students' general vocabulary, and points out pronunciation techniques in order to enhance communication by strengthening students' accuracy and precision.

### Movies

This course should include no more than one entire movie. Several brief clips of other films may be shown.

### Illinois Compass

The course calendar and Information about grades are on Illinois Compass (<http://compass.uiuc.edu>). Students are responsible for all information posted at that site.

### Course Components

1. **La participación.** As the title of the course suggests, all students are expected to speak in class both in discussions with the entire class and in smaller groups. Students are expected to come to class prepared, bring the appropriate course materials, and speak only in Spanish.

Students will receive daily participation grades beginning the second full week of classes for all sections. Each week, all the daily grades are averaged, and that grade is recorded in Compass for the week. Grades are based on the set of Participation Criteria included in this syllabus. **Please note that the difference between 5 points and 4 is slight; perfect participation grades are not easy to achieve.** Attendance is crucial to participation since you cannot participate if you do not attend class. Even during presentations, all students should “participate:” engage with the presenters, take notes and ask questions. No participation grades, however, will be given during the days of the “Actividad final en grupos.”

- **“Todos se hablan.”** During these days, students will be presented with a task, usually in the form of a question or questions to answer. The idea is for students to talk to all or almost all their classmates instead of doing pair or small group work. At the instructor’s discretion, these class periods may be held outside or in the FLB atrium.
  - No English is allowed.
  - All students must speak with all the other students (depending on the task).
  - No groups larger than three are allowed.
  - No group may stay together for more than seven minutes.
  - Students will speak for 40 minutes.
  - The instructor will use the last minutes to discuss the conversational outcomes and draw conclusions.
  - The instructor will use the students’ written reports as content for future classroom exercises or quizzes.
- 2. **La tarea.** Assignments are indicated on the class calendar included in this syllabus. Homework should be written on a separate sheet of paper (not in the book itself) and presented to the instructor at the beginning of the class. No late homework will be accepted without proper documentation. Homework will be graded credit (1 point) or no credit (0).
- 3. **Presentaciones.** Twice during the semester, all students will prepare and give a presentation to the entire class. Presentación 1 is 8-10 minutes and is done in pairs (students are graded individually, however). Presentación 2 is 10-12 minutes and is done individually. The instructor will evaluate the presentations. The evaluation criteria are included in this syllabus. Students may guide themselves with an outline or a prepared text, but the presentation should not simply be a reading; **20 points will be deducted from the final score for presentations that are read.** The basic rules for effective public speaking should be followed. The syllabus indicates the dates for each *presentación*. Further guidelines:
  - Your instructor will schedule all the presentations during Week 2. If you are not present that day, your instructor will place you in one of the remaining days/times.
  - All students scheduled for that day must be ready to present at any time during that class period; therefore, you must be present at the beginning of the class period on the day that you are to give your presentation. **10 points will be deducted from the final score for students who are not present at the beginning of the class period.**
  - Students will receive a **0** if they are absent on the day they are scheduled to present. In cases of true emergencies, you must provide proper documentation to be able to make up the presentation.
- 4. **Pruebas.** These quizzes will test vocabulary and the content of classroom activities. In addition to the vocabulary presented in the textbook, each class day you and/or your instructor will keep a running list of new words for the class. These new words may be the

result of student questions, presentations, class discussions, or words formally presented in class. Students are responsible for all these words, and it is highly recommended that you keep a separate list or notebook of new vocabulary. There will be one quiz per chapter, each worth 10 points. Your instructor will announce the dates of these quizzes.

- 5. Actividad final en grupos.** During the last days of classes, students will be assigned to a group of three students (or a pair, if necessary). The instructor will assign a day and time for each group to meet in the regular classroom. The group will meet with the instructor who will give them an activity to complete. The format of the activity will be similar to the classroom activities and *presentaciones* that you have done over the course of the semester. The instructor will observe the students' interactions and evaluate them. Each individual receives a separate grade; the group is not graded as a whole. The instructions and evaluation criteria for the *actividad final en parejas* are included in this syllabus.

### Course Grading Procedures

The instructor will regularly enter grades in Illinois Compass's Gradebook throughout the semester. Typos and mistakes can and do occur. Therefore, students should check their posted grades regularly and consult with the instructor about any questions. Your final grade will not be accurate until all scores have been entered. All final grades of .5 or higher will be rounded up by the instructor.

#### Grading Scale

A+	96.5-100		C+	76.5-79
A	92.5-96		C	72.5-76
A-	89.5-92		C-	69.5-72
B+	86.5-89		D+	66.5-69
B	82.5-86		D	62.5-66
B-	79.5-82		D-	59.5-62
			F	Less than 59.5

#### Final Grade Distribution

Participación	15%
La tarea	5%
Pruebas	25%
Presentación 1	20%
Presentación 2	20%
Actividad final en grupos	15%

## **PARTICIPATION CRITERIA**

Students will receive one of the following grades depending on their participation in class. A maximum of 5 points can be earned per day. The participation grade in GradeBook will be an average of the daily scores for that week.

### **Very Good: 5 points**

Arrives to class on time.  
Comes to class prepared with all assignments completed.  
Speaks only in Spanish.  
Participates in all activities with enthusiasm and a positive attitude.  
Contributes actively during whole class and small group activities; initiates interactions.  
Asks and responds to questions during follow-up sessions.  
Always listens attentively while others speak.  
Frequently asks a question when something isn't clear.  
Greets people and takes leave using Spanish expressions.

### **Satisfactory: 4 points**

Arrives to class on time.  
Comes to class prepared with all assignments completed.  
Speaks only in Spanish.  
Participates in all activities, usually with enthusiasm.  
Contributes voluntarily during whole class activities.  
Only rarely doesn't listen while others speak.  
Sometimes asks a question when something isn't clear.  
Greets people and takes leave using Spanish expressions.

### **Unsatisfactory: 3 points**

Arrives no more than 5 minutes late.  
Comes to class semi-prepared.  
Sometimes uses English during small group activities but always uses Spanish during class discussion.  
Participation is often limited to answering instructor's questions.  
Is usually an active listener while others talk.  
Sometimes contributes actively during small group activities.

### **Unacceptable: 0 points**

Arrives 10 minutes (or more) late.  
Comes to class unprepared.  
Uses more English than Spanish when speaking with instructor or classmates.  
Doesn't listen while others talk.  
Doesn't contribute much to getting the task done in small group work.  
Text-messaging during class. (No warnings—you will automatically get a zero.)  
Works on assignments for other classes, sleeps, or otherwise doesn't pay attention.

**Note:** Merely showing up for class does not guarantee you will receive participation points.

## EVALUATION CRITERIA

adapted from

Lee, James F. Tasks and Communicating in Language Classrooms. Boston: McGraw Hill Higher Education, 2000.

**Presentaciones:** The instructor will evaluate your *presentación* based on the “Content/Information Conveyed,” “Comprehensibility,” “Vocabulary,” and “Grammar” sections of the evaluation criteria. Total possible points: 80.

**20 points will be deducted from the final score for presentations that are read.**

**Actividad de grupo final:** The instructor will evaluate your participation in the activity based on all the sections of the evaluation criteria, including “Content/Information Conveyed,” “Comprehensibility,” “Vocabulary,” “Grammar,” and “Group Interaction/Quality of Interaction.” Total possible points: 100.

### **Content/Information Conveyed**

20-18 points

Contributes relevant information.

Develops ideas by speaking in multiple sentences.

Consistent performance across the entire activity.

17-16 points

Contributes relevant information.

Some development of ideas but tends to use single sentences.

Not-so-consistent performance across the entire activity.

15-14 points

Contributes adequate information.

Not much development of ideas.

Almost always speaks in single sentences.

13-12 points

Contributes little information or information lacks substance, is superficial, inappropriate, or irrelevant.

Speaks in single sentences or only in phrases.

### **Comprehensibility**

20-18 points

Stays all in Spanish and comprehensibility not affected by errors.

17-16 points

Stays all in Spanish but comprehensibility sometimes affected.

15-14 points

Sometimes uses English and/or comprehensibility is affected.

13-12 points

Overuse of English and/or comprehensibility is effortful.

### **Vocabulary**

20-18 points

Demonstrates extensive vocabulary.

No use of English words.

Almost always uses appropriate word.

Rarely if ever searches for words.

17-16 points

Demonstrates a large vocabulary.

No use of English words.

Almost always uses appropriate word.

Seldom misses or searches for words.

15-14 points

Demonstrates moderate vocabulary.

Sometimes uses English or invents words.

Frequently misses or searches for words.

13-12 points

Demonstrates small vocabulary.

Overuses English or overuses invented words.

Vocabulary limits interaction.

**Grammar**

20-18 points

Uses appropriate syntax and morphological forms.

Controls most structures used (consistently high performance).

Few error types.

17-16 points

Uses appropriate syntax and morphological forms almost always.

Controls some of structures used (some inconsistency in performance).

Errors are frequent.

15-14 points

Uses inappropriate syntax and morphological forms.

Control of structures is an issue.

Errors are frequent.

13-12 points

Uses inappropriate syntax and morphological forms.

Control of structures is an issue.

Errors dominate.

**Group Interaction/Quality of Interaction**

20-18 points

Is pivotal in maintaining the interaction.

Moves others through the activity.

Consistently responds to others' ideas and information.

Initiates interaction.

17-16 points

Helps maintain the interaction.

Helps move others through the activity.

Sometimes responds to others' ideas and information.

Initiates interaction.

15-14 points

Rarely helps maintain the interaction or move others through the activity.

Only role in interaction seems to be taking an appropriate turn OR sometimes dominates the interaction (preventing others from participating).

13-12 points

Seems to take his/her turn, but nothing else.

Does not contribute to maintaining the interaction OR definitely dominates the interaction.

## Actividad final en grupos

Procedures for instructors:

1. Ahead of time, divide the class into groups of three (with one pair or group of four, if necessary). Using 15-minute time slots, assign each group a time for their exam.
2. At the time assigned for each group (not before), give the students a copy of the activity. Give them a few minutes to read the activity and ask you any specific questions they have about the activity. Keep your answers brief and to the point; it is up to the students to work through the activity and the majority of their questions about it among themselves.
3. Give each group ten minutes to work through the activity. The students should not ask you questions during the activity. You will be observing their interactions and taking notes.
4. After the pair concludes its activities, assign grades for each individual. There is no “group grade.”
5. You may then ask the next pair to enter the classroom and repeat steps 2-4.

Instructions for students:

1. Your final group activity will take place during the last days of classes, on the day and time that your instructor assigns you. Your instructor has divided the class into groups of 3 (with one pair, if necessary) and assigned each group a time. Your arrival on time or before is essential.
2. Upon your arrival, please wait outside the classroom. You may enter the classroom when your instructor calls you in. This will allow your classmates to take their exam without distractions and your instructor to concentrate on his/her evaluations.
3. The group will be given an activity to carry out. You should make an effort to carry out the activity in the time allotted. Note, however, that you will not be graded on whether you finish the steps, but on the type of information you contribute to the interaction. Obviously, the more steps you complete, the more opportunity you have to contribute. It is very important that you speak Spanish and work in Spanish with your partner.
4. Procedures
  - a. When you enter the classroom your instructor will give each individual a copy of the activity. (Different pairs will be assigned different activities.) You may not write on this copy and you must return it to the instructor when your exam is finished.
  - b. You have a few minutes to read the activity and ask the instructor any specific questions you may have. Please remember that most questions can be worked out with your partners as part of the activity itself.
  - c. You and your group will have 10-12 minutes to carry out the activity. Your instructor will stop the activity after 10-12 minutes.
  - d. At no time during the 10-12-minute interaction will the instructor participate in the interaction. You may not ask him/her questions of any type and he/she will not interfere in the group dynamic under any circumstances.
5. Each member of the group will be evaluated separately. No group grade is assigned.
6. The evaluation criteria are included in this syllabus. Please read them carefully, in particular the criteria that refer to group interaction. The point is not for you to talk more than your partner but to help both of you participate.