

University High School
Course Syllabus for Spanish 3

(for extra copies of “Calendarios” please contact Sra.)

<u>Texts:</u>	¡En español! – tres, Cuaderno para ¡En español! – tres (Plus additional materials as needed)
<u>Videos:</u>	¡En español! – tres
<u>Website:</u>	www.mcdougallittell.com
<u>Prerequisites:</u>	Spanish 2 or equivalent

¡En español! is a video-assisted approach to the learning of Spanish. Intermediate language learners will listen to Spanish through engaging dialogues between Hispanic teens, thus experiencing the culturally rich environments of **Mexico, Spain, the Caribbean, South America and various areas of the United States populated by Spanish speakers**. The focus of the ¡En español! videos is the development of listening skills and cultural awareness. Speaking, reading, writing and additional listening comprehension and cultural knowledge are accomplished in the textbook and the workbook.

Course Description of 3rd Year Spanish:

Third year of a course emphasizing the development of functional proficiency in the four basic language skills of listening, speaking, reading and writing. Oral communication is stressed.

Course Objectives of 3rd Year Spanish:

Students will **listen** to different dialects of Spanish. Also, they will be exposed to different paces of spoken Spanish. Students should be capable of **understanding spoken Spanish** ranging from a low-intermediate pace up to some Spanish spoken at native pace. Throughout the year you will continue to develop coping strategies for when their comprehension is incomplete.

By the end of the third year, students should be capable of **asking and answering questions** on a variety of everyday topics, performing daily routines, discussing activities in progress and in the past, expressing feelings, making commands, talking about the future, and narrating in the present, preterite, imperfect, progressive, future, subjunctive and perfect tenses, and giving commands.

By the end of the third year, students should be capable of **reading intermediate material.**

Students in Spanish 3 are expected to develop **writing skills** which will be similar to their speaking skills. Thus, by the end of the second year students should be able to describe and narrate in the present, preterite, imperfect, progressive, future, subjunctive and perfect tenses, use commands, etc.

Students will also learn many **cultural aspects** of the Spanish-speaking world.

Evaluation Criteria:

Pruebas (Tests)	400
Pruebas de Vocabulario (Vocab. Tests)	80
Cuadernos (Workbooks)	100
Tareas (Homework)	75
Composiciones (Compositions)	100
Proyecto (Project)	115
Participación (Participation)	<u>130</u>
	1000 puntos

Grading Scale:

A	900-1000
B	800-899
C	700-799
D	600-699
F	599 or below

NOTE: To continue to the next trimester of Spanish, students must receive a D or higher.

Course Requirements:

1. **Pruebas (Tests):** Students will be tested on vocabulary, grammar, culture and the videos seen. **NO make-ups will be allowed for tests unless you have an excused absence.**
2. **Pruebas de Vocabulario (Vocabulary Tests):** Students will take a vocabulary test at the beginning of each chapter. **NO make-ups will be allowed for vocabulary tests unless you have an excused absence.**
3. **Cuadernos (Workbooks):** Students must complete all exercises in the Workbook. Students will listen to the CDs in our classroom or in the library when necessary. Students must have completed each chapter of the workbook by the time that chapter of the text is finished in the classroom. Workbooks will be collected for grading on test days. They must be in the box by the end of the school on the day they are due. **Workbooks will not be accepted late unless you have an excused absence.**
4. **Tareas (Homework):** Other homework will be assigned during class. Students must complete all of these written assignments prior to class on the day they are due (due dates will be given when the work is assigned). Assignments will be turned in at the beginning of the class period. **Late assignments will not be accepted unless you have an excused absence.**
5. **Composiciones (Compositions):** Students will write 2 compositions this trimester. Attached is a page entitled “*Evaluation Criteria for Compositions*” which shows how each element of the composition will be assessed. By referring to this after receiving composition back, students will understand what their strong points are and how they should try to improve their writing skills. **Compositions will not be accepted late except under extreme circumstances.**
6. **Proyecto:** Students will be required to do a project at the end of each trimester. The specifics of each project shall be determined at the middle of the trimester. Dependent upon the theme, projects are done in groups, as a class or individually. A due date for projects will be set when it is assigned. **Late projects will not be accepted except under extreme circumstances.**
7. **Participación oral (Class Participation):** Attendance and participation are crucial to student success in this class. Students are encouraged to participate actively in class. **The participation grade (13%) is based on your preparation for and participation in classroom activities. You are not graded on how “well” you speak Spanish, but rather on how hard you try!**
8. **Puntos de extra (Extra Credit):** Students will be allowed to do up to a maximum of 25 points worth of extra credit each trimester. When it may be turned depends upon the extra credit in question. The latest it may be turned in is the last day of the trimester. Under no circumstances will extra credit be allowed after that date. I will hand out suggestions as they occur during the trimester (students, of course, are welcome to make their own proposals!). The project may be worth up to 25 points, depending upon what you choose and how well you do it. **Note that 25 points out of 1000 will only raise a student’s grade 2.5%!!! I highly suggest that students do not depend on this to get “a good grade” in this course!**

Notes:

- ✓ **All cell phones must be silenced while in the classroom. No playing of games on cell phones is allowed.** Anyone breaking either of these rules will have their cell phone confiscated the remainder of the class period. If this rule is broken a second time, the phone will be turned in to the office and it will be up to the student to retrieve it.
- ✓ **No use of other mechanical devices is allowed.** Anyone breaking this rule will have the device confiscated the remainder of the class period. If this rule is broken a second time, the device will be confiscated and dealt with accordingly.
- ✓ **Students missing class when a video is seen are responsible for seeing it before the test on that chapter.** Please remember that it is important to see all of the videos as a lot of material in our text is based on information in the videos.
- ✓ **NO LATE HOMEWORK, MAKE-UP TESTS, ETC. WILL BE ACCEPTED FOR UNEXCUSED ABSENCES.**
- ✓ If your **EXCUSED ABSENCE** was **unexpected** (i.e.> illness...), you will have a **grace period of 2 class days** to turn in any homework assigned and/or due while you were gone and/or to take a make-up test.
- ✓ **Students missing class because of a sports event, conference, etc., of which they know in advance, must get homework from me before leaving and turn it in either before they leave or the first class day after the event. Students must also make arrangements beforehand regarding any tests they will miss.**
- ✓ Regarding any **EXCUSED ABSENCE** days, students may e-mail me at the e-mail address listed below (a) to attach and turn in homework, or (b) to find out if new homework was assigned while they were gone.

Please see me if you have any problems with Spanish. Do not wait until it is too late! If you would prefer to see someone else or get extra help, please contact me for suggestions. You may also call either the Department of Hispanic Studies (351-2811) or the César Chávez Cultural Center (351-2424) at UNC to find qualified tutors.

“Señora” Louisa Warfield, University High School, Room 2012
(970) 506-7049, lwarfield@universitieschools.com

I reserve the right to make programmatic changes if necessary.
Advance notice will be given in the event of change.

EVALUATION CRITERIA FOR COMPOSITIONS

(NOTE: CRITERIA MODIFIED TO MATCH COURSE LEVEL IN WHICH STUDENT IS ENROLLED.)

	<u>POINTS</u>
Content (Information Conveyed)	
• minimal information; information lacks substance (is superficial); inappropriate or irrelevant information; or not enough information to evaluate	19
• limited information; ideas present but not developed; lack of supporting detail or evidence	22
• adequate information; some development of ideas; some ideas lack supporting detail or evidence	25
• very complete information; no more can be said; thorough; relevant; on target	30
Organization	
• series of separate sentences with no transitions; disconnected ideas; no apparent order to the content; or not enough to evaluate	16
• limited order to the content; lacks logical sequencing of ideas; ineffective ordering; very choppy; disjointed	18
• an apparent order to the content is intended; somewhat choppy; loosely organized but main points do stand out although sequencing of ideas is not complete	22
• logically and effectively ordered; main points and details are connected; fluent; not choppy whatsoever	25
Vocabulary	
• inadequate; repetitive; incorrect use or non-use of words studied; literal translations; abundance of invented words; or not enough to evaluate	16
• erroneous word use or choice leads to confused or obscured meaning; some literal translations and invented words; limited use of words studied	18
• adequate but not impressive; some erroneous word usage or choice; but meaning is not confused or obscured; some use of words studied	22
• broad; impressive; precise and effective word use and choice; extensive use of words studied	25
Language	
• one or more errors in use and form of the grammar presented in lesson; frequent errors in subject/verb agreement; non-Spanish sentence structure; erroneous use of language makes the work mostly incomprehensible; no evidence of having edited the work for language; or not enough to evaluate	13
• no errors in the grammar presented in lesson; some errors in subject/verb agreement; some errors in adjective/noun agreement; erroneous use of language often impedes comprehensibility; work was poorly edited for language	15
• no errors in the grammar presented in lesson; occasional errors in subject/verb agreement or adjective/noun agreement; erroneous use of language does not impede comprehensibility; some editing for language evident but not complete	17
• no errors in the grammar presented in lesson; very few errors in subject/verb or adjective/noun agreement; work was well edited for language	20

TOTAL POINTS: _____/100