APPENDIX 1: COURSE SYLLABUS

SPANISH 201

Pre-requisite for SPAN 201: SPAN 102 or minimum required score in the online placement test, and instructor’s permission. SPAN 201 fulfills the foreign language competency GER.

For students continuing from SPAN 102:
ISBN 978-1-61767-744-1
• Student Edition
• Supersite Plus Code (Supersite & WebSAM & vText)

For students starting Spanish studies at LU in SPAN 201
• Student Edition: Volume 2 of 2
• Supersite Plus Code (Supersite & WebSAM & vText)

COURSE DESCRIPTION
SPAN 201 is an early-intermediate Spanish language course. The class provides interactive instruction of Spanish grammar, relevant vocabulary and culture, as well as communicative practice of the four language skills (listening, reading, speaking and writing) at the intermediate level in a variety of authentic and appropriate contexts.

GRADING CRITERIA

<table>
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<tr>
<th>Component</th>
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<tbody>
<tr>
<td>Web-SAM</td>
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<tr>
<td>Participation</td>
<td>15%</td>
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<tr>
<td>Projects</td>
<td>10%</td>
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<tr>
<td>Oral Exam</td>
<td>10%</td>
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<tr>
<td>Exam 1</td>
<td>10%</td>
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<tr>
<td>• SPAN 201: CH. 11</td>
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<tr>
<td>Exam 2</td>
<td>15%</td>
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<td>• SPAN 201: CH. 12 &amp; 13</td>
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<tr>
<td>Final Exam</td>
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LU'S PERCENTAGE - LETTER GRADE CORRESPONDENCE

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<th>Grade</th>
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<td>A</td>
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<tr>
<td>A-</td>
<td>90-93</td>
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<tr>
<td>B</td>
<td>88-89</td>
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<tr>
<td>B-</td>
<td>84-87</td>
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<tr>
<td>C</td>
<td>78-79</td>
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<tr>
<td>C-</td>
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<td>D</td>
<td>68-69</td>
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<tr>
<td>D-</td>
<td>64-67</td>
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<tr>
<td>F</td>
<td>59 or below</td>
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CODE OF CONDUCT

Students are expected to interact in Spanish at all times while in SPAN 201 class or lab. The instructor requests that students turn off any personal electronic devices, such as laptop computers, media players and cell phones, and not wear headphones in class. Students are also expected to focus solely on activities related to SPAN 201, as directed by the instructor, and not multi task with other unrelated academic or personal activities. Finally, students are expected to avoid remarks or gestures that could be considered disrespectful or offensive toward classmates or instructors (i.e. racist, sexist, homophobic, or xenophobic jokes or comments in any language.)

ATTENDANCE POLICY

A maximum of 3 unexcused absences are allowed for this class. After this limit is reached, there will be an automatic deduction of 2% (per additional unexcused absence) taken from the student's final grade. Two unexcused late arrivals or early departures from class will count one absence. The only types of official written excuses that can be submitted directly to the instructor are:

- For health problems: A formal notification from the nurse or doctor who treated the student.
- For participation in Lawrence-sponsored activities: A formal notification from the coach, faculty or staff person who is in charge of the activity. The notification must be submitted in advance.

For absences due to family emergencies, travel incidents, or personal reasons that are not health related, students must request an official excuse from the Associate Dean of Academic Services, who will evaluate each petition and make a recommendation to the instructor.

IN-CLASS PARTICIPATION

Students are required to speak Spanish at all times. Classroom practice includes a variety of challenging tasks that require students to read, write, listen and speak in Spanish every day. Successful participation in class requires the student to make frequent, relevant and accurate daily contributions at the intermediate level of linguistic competence that corresponds to SPAN 201. (See the Participation Criteria on page 5 of this syllabus.)

IMPORTANT: An excellent or high score in participation requires a perfect or nearly perfect attendance record. Any deductions in a student's participation grade for not
being in class are separate from the penalty for excessive absenteeism that was described in the attendance policy.

**HOMEWORK**
In order to pass the course, students are expected to prepare before every class by studying the relevant material and completing the assigned Web-SAM homework in the Panorama Supersite. The amount of time students are expected to dedicate to work on this course outside of the classroom is 1.5-2 hours for each hour spent in class.

**SPANISH TABLE**
Students are eligible to receive extra credit for attending the Spanish tables at the rate of 0.2% per table attended. Extra credit can also be earned by attending films scheduled for advanced Spanish classes (check LU calendar).

**HONOR CODE**
All assignments and exams in this course are subject to the Honor Code, and any violations will be reported as such. Students should review the Honor Code included in the Student Handbook.

**TUTORING**
All students are strongly encouraged to seek assistance from Spanish content tutors. Free tutoring is available from the Center for Teaching and Learning, located in Briggs Hall. [http://www.lawrence.edu/dept/student_acad/ctl/contact.shtml](http://www.lawrence.edu/dept/student_acad/ctl/contact.shtml)
<table>
<thead>
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<th>Levels of mastery</th>
<th>APPENDIX 2: RUBRIC</th>
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</thead>
<tbody>
<tr>
<td><strong>Communicative strategies</strong></td>
<td><strong>Completion/ focus</strong></td>
</tr>
</tbody>
</table>
| **Advanced** | • Appropriate format and register for a formal presentation to a general audience of Spanish speakers  
• Very good awareness of audience needs  
• Active use of verbal and non-verbal strategies for maintaining audience attention  
• Generally accurate social and/or cultural references included | • Wide variety of information resources  
• Refers to and integrates well all sources of information into the presentation | • Treatment of the topic is relevant and well-developed  
• Response is well organized and generally cohesive  
• Information is generally accurate  
• Comparison and contrast of information outweighs summary or mere quotations  
• Synthesizes well all sources in the form of a thesis or general conclusion. | • Use of complex structures; but may contain more than a few errors  
• Very good vocabulary  
• Very good fluency  
• Very good pronunciation and intonation |
| **5-4**  
**A -> B+** | | | |
| **Proficient** | • Generally appropriate format and register for a general audience of Spanish speakers.  
• Adequate awareness of audience needs  
• Some use of verbal and non-verbal strategies for maintaining audience attention  
• Generally appropriate social and/or cultural references included | • Some variety of information resources  
• Refers to all sources into the oral presentation but their integration is uneven | • Treatment of the topic is relevant.  
• Response is organized and with adequate cohesiveness  
• Information is generally accurate, although there may be some inaccuracy or lack of precision  
• Summary or mere quotations of information may outweigh comparison and contrast  
• May attempt to synthesize the various sources with limited success (i.e. with a vague general statement) | • Control of simple structures, with few errors; may use complex structures with little or no control  
• Good range of vocabulary, but may have occasional interference from another language  
• Good fluency with occasional hesitance; some successful self-correction  
• Good pronunciation and intonation |
| **3**  
**B -> B-** | | | |
| **Basic** | • Generally inappropriate format and register for a general audience of Spanish speakers.  
• Limited to no awareness of audience needs  
• No verbal and non-verbal strategies for maintaining audience attention  
• Inaccurate social and/or cultural references may be included | • Limited information resources  
• May refer to only one of the sources or minimally to more than one | • Treatment of the topic may be somewhat irrelevant.  
• Response may have inadequate organization/cohesiveness  
• Information may be limited or inaccurate  
• There is limited comparison and contrast of information  
• No attempt to synthesize information. | • Limited control of simple structures, with errors  
• Narrow range of vocabulary, frequent interference from another language may occur  
• Labored expression; minimal fluency  
• Fair pronunciation and/or intonation which may affect comprehension |
| **2-1**  
**C+ -> C-** | | | |
| **Low** | • No attention to register, format or audience needs  
• No communicative strategies  
• Inaccurate or no cultural references | Does not complete the task | • Treatment of the topic is irrelevant and not cohesive  
• Information is minimal | • No control of simple structures  
• Minimal vocabulary; constant interference  
• No fluency or intelligibility |
APPENDIX 3: EXIT QUESTIONNAIRE

PRESENTATIONAL COMMUNICATION
1. To what degree has the class developed your awareness and consideration of context, audience, purpose and assigned task for oral presentations in Spanish?

2. To what degree has the class helped your ability to express your ideas in an oral presentation with clarity, even if there are still some errors (spelling, grammar)?

3. To what extent has the class stimulated your use of relevant content to explore ideas and present them in ways that are appropriate for the genre and style of each presentational speaking assignment?

INTERPERSONAL COMMUNICATION (SPEAKING)
1. To what degree has the class developed your awareness and consideration of audience and negotiation of meaning in the assigned task for oral communication in Spanish?

2. To what degree has the class helped your ability to express your ideas in interpersonal speaking with clarity, even if there are still some errors (pronunciation, grammar)?

HIGHER ORDER THINKING PROCESSES, CRITICAL THINKING AND INTEGRATIVE LEARNING
1. To what degree has the class developed your ability to compare life experiences and course texts (readings, videos, instructor's remarks, class discussions...) in order to infer cultural differences/similarities and acknowledge perspectives other than your own?

2. To what extent has the analysis of Spanish grammar enhanced your understanding of English grammar and your ability to establish connections between different linguistic systems?

3. To what degree has the class prompted you to actively reflect on the different thinking processes you engage in SPAN 201 (i.e. knowledge, understanding and direct application of concepts; capability to analyze and synthesize different materials; and ability to evaluate concepts and sources in order to create original verbal or written texts in Spanish)?

4. To what degree has the class prompted you to reflect on the impact that the analytical and critical thinking processes you exercise here may have on other areas of your academic, intellectual or personal development?

5. To what extent has the class helped you understand and articulate your own strengths and challenges in order to increase effectiveness in different learning contexts (not just Spanish class)?

6. To what extent has the class prompted you to actively reflect on issues of context, audience, purpose, relevancy, genre, and linguistic clarity/correction when writing or presenting in Spanish?

ETHICAL ANALYSIS
- To what degree have class materials and activities (environment, urban communities...) helped your ability to define ethical issues in Spanish, as well as identify affected parties, consequences and obligations in the context of a multilingual, multicultural, global community
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<th>Students</th>
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