COURSE MATERIALS


**Aventuras Supersite Access:** An access code for the online worksite must be purchased. Students must have the access code for Aventuras Supersite. Register for our course immediately → Spanish 101, Section 101B – Fall 2017: [www.vhlcentral.com](http://www.vhlcentral.com)

**Recommended:** Word Reference is a good FREE online dictionary is located at [http://www.wordreference.com](http://www.wordreference.com)

COURSE OBJECTIVES

**Description:**
1. Spanish 101 is part one of a two semester, beginner-level Spanish sequence, designed to introduce students to the basic skills of **listening**, **speaking**, **reading**, and **writing** in Spanish, along with developing awareness of Hispanic cultures.

**Learning outcomes:** Students will...
1. Develop a novice level proficiency (according to the guidelines developed by the American Council on the Teaching of Foreign Languages [ACTFL]) in **listening**, **speaking**, **reading**, and **writing** in Spanish.
2. Understand and use basic phrases aimed at the satisfaction of concrete needs.
3. Make introductions and ask/answer questions about personal details.
4. Demonstrate a rudimentary understanding of the practices and perspectives of the cultures studied.

COURSE POLICIES

1. **Prerequisites:** Spanish 101 is a course for students with little or no previous knowledge of Spanish, or as determined by the Placement Exam.

2. **Grading:** The final grade will be calculated as follows:

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance &amp; Participation/Preparation</td>
<td>15%</td>
</tr>
<tr>
<td>Homework* (Supersite, Discussion boards, Conversation hours...)</td>
<td>15%</td>
</tr>
<tr>
<td>Compositions</td>
<td>15%</td>
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<tr>
<td>Final Project</td>
<td>15%</td>
</tr>
<tr>
<td>Quizzes*</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam (Cumulative Lecciones 1-8 &amp; OPI)</td>
<td>20%</td>
</tr>
</tbody>
</table>

*Plus any additional assignments / quizzes, announced or unannounced, given by instructor
*The instructor may modify, amend, or change the syllabus as curriculum and/or program requires

3. **Grading Scale:**
A: 100 - 92%  AB: 91.9 - 88%  B: 87.9 - 82%  BC: 81.9 - 78%  C: 77.9 - 71%  D: 70.9 - 60%  F: 59.9 - 0%

4. **Attendance:**
Regular class attendance is necessary for the successful attainment of the course objectives. Students are expected to be in class every day. If a student is unable to attend class, they are still responsible for the assigned material. Students are responsible for signing the attendance sheet everyday before class begins. Failure to sign the attendance sheet may result in an “Absent” marking. Tardiness (and absences) will result in a reduced participation grade.

5. **Participation / Preparation:** Since this course follows a communicative approach to language learning and encourages personal, creative interaction in the classroom, both preparation at home and participation in class are required. Students are responsible for being ready to practice/discuss the assigned material before coming to class.
Students are also responsible for completing homework as assigned. Class time will be used for practice and use of Spanish. Both the instructor and the students will aim to use only Spanish in the classroom. **Students are expected to speak only Spanish during class, including casual conversations with classmates.** The participation grade is based both on preparation and participation. Please be aware that your participation grade will be affected by absences and tardiness, whether excused or not.

**6. Homework:** Students must complete the assigned practice exercises on the Aventuras Supersite page vhcentral.com. Registration instructions are detailed on the “Supersite Information” section of this syllabus. The due dates for each assignment are uploaded onto the Supersite, and students are responsible for completing these homework exercises on time, as there will be no make-ups allowed. Students will also submit files to Canvas for the various other assignments during the course of the semester (worksheets, reviews, compositions, etc.). *Note: Any additional reading assignments must be completed before each class period (if needed, pop quizzes may be given). Instructor may assign additional homework.*

**7. Conversation Hours:** In fulfillment of the requirements for the 100-level, all students must complete a minimum of 4 hours of conversation practice outside of the classroom per semester. Students can make appointments with Spanish conversation tutors through the Learning Commons by using Sign Up Genius (www.signupgenius.com). Enrolled students will receive an automated email from Sign Up Genius with a link to the tutors’ schedules. Conversation tutoring sessions are 30 minutes in length with a maximum of 3 students participating at once. Students may not book back-to-back conversation appointments with the same tutor on the same day. Cancellations must be made at least 24 hours in advance. For no-show students (those who don’t show up without 24-hour advance cancellation), all remaining appointments on Sign Up Genius will automatically be cancelled unless the student contacts Kathleen Volk (kvolk@carrollu.edu), Academic Support Program Manager, Learning Commons. Please be aware that LC tutors may cancel their hours, so check the whiteboard in the LC for the most up-to-date notifications. Upon completion of these hours, students need to submit to their instructor the following information: 1) Student name; 2) Tutor name & signature; 3) Date of meeting; 4) Length of time. The instructor will verify the information before submitting a completion grade.

**8. Compositions:** There will be three compositions this semester. For each composition, students must follow strict formatting guidelines for each assignment. Compositions are graded on content, organization, vocabulary/spelling, and grammar. After the first two compositions are graded (Comp.1 & Comp.2), students will have an opportunity to correct their errors and turn in a new version for a maximum of 10% added to their composition grade. Both versions (original & revised) must be stapled together in order to receive credit. Composition 3 is a part of the final project, with no re-write.

**9. Quizzes:** There will be eight quizzes this semester. Each will cover the vocabulary (Preparación), grammar (Gramática), cultural information (Aventuras, Cultura, Videoclip), literature selections (Lecturas), and any additional material presented in class or posted on Canvas.

**10. Final project:** Each student will make a 6-8min. video in Spanish that documents “A Day in the Life of Student name”. Creativity and uniqueness is encouraged. The speaker must not read directly from any prompts as they narrate in Spanish a “typical” day in their life. The individual will need to film all of these events that they describe, acting as the protagonist (you may need to ask a friend to help film you). Students will upload their completed videos to eLearning, & at the end of the semester we will watch the videos as a class. The class will vote for their favorite video & the winner will receive an award. Students must practice filming/editing/video making early in the semester to avoid problems later.

**11. Final Exam:** The final exam will cover material from the entire semester (Lecciones 1-8 and any additional readings or materials presented in class or posted on Canvas). The sections of the final exam are as follows: vocabulary, grammar, reading comprehension, culture/literature/video, composition, and speaking test (OPI).

**12. Oral Proficiency Interview (OPI):** To evaluate speaking ability, students will meet with the instructor at the end of the semester to complete a 10-15 minute conversation in Spanish. The OPI constitutes 15% of the final exam grade and is mandatory for completion of this course.

**13. Make-ups:** Make-ups will only be given for official conflicts and excused absences, such as a family emergency, illness, religious observance or an unavoidable professional obligation. The instructor may require verification (i.e. official documentation) of such situations. Arrangements should be made with the instructor prior to absence, and the make-up work must be completed within one week of the missed class.
**14. Academic Integrity:** Students are expected to follow the code on academic conduct, as detailed in Carroll University’s Academic Integrity Policy. Violation of this policy will impose a sanction of failure.

**15. Electronic Devices:** All electronics must be turned off before coming to class, and remain off for the entire period. Electronic devices disrupting class will result in a lowering of the student’s participation grade.

### RESOURCES

1. **Tutoring:** Spanish tutoring is available in the Library Learning Commons. Please check the online tutor schedule (http://divisions.carrollu.edu/library/LC/TutorSchedule.asp) for the most current information. If you cannot meet during the posted hours, fill out a Tutor Request form at the Learning Commons Information Desk or on the above webpage.

2. **Academic Counseling:** Counseling at the Walter Young Center for Counseling and Career Services: Please consult the WYC website for specific information and support (http://www.cc.edu/studentlife/wyc/).

3. **Disability:** Students with documented disability needs who may need accommodations, or any student considering obtaining documentation, should make an appointment with Ms. Martha Bledsoe, Director of Services for Students with Disabilities, no later than the first week of class. Phone: 262-524-7335 or Email: mbledsoe@carrollu.edu.

### PLAN DE ESTUDIO

The following is an overview of the course for the entire semester. Make a note of important dates and deadlines. Note: readings should be completed before coming to class each day.

<table>
<thead>
<tr>
<th>Fecha:</th>
<th>En clase:</th>
<th>Tarea para la próxima clase:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semana 1</strong></td>
<td></td>
<td><em>SS = Supersite</em></td>
</tr>
</tbody>
</table>
| viernes 8 de septiembre | ¡Bienvenidos! Introducción al curso | Leer: p.2-3; 7; 8-9  
Inscribirse (Register):  
vhlcenral.com  
Tarea: SS |
| **Semana 2** | | |
| lunes 11 de septiembre | Lec.1- p.2-3; Preparación – ¿Hola, ¿Qué tal?  
Lec.1- p.7; Pronunciación - El alfabeto  
Lec.1- p.8-9; Aventuras – Bienvenida, Marissa | Leer: p.10-11; 12-13; 14  
Tarea: SS |
| miércoles 13 de septiembre | Lec.1- p.10-11; Cultura – Saludos y besos; Encuentros en la plaza  
Lec.1- p.12-13; Gramática – Sustantivos y articulos  
Lec.1- p.14; Gramática – Números 0-30 | Leer: p.16-17; 18-19; 21; 24-25  
Tarea: SS  
Memorizar: Las formas de ser |
| viernes 15 de septiembre | Lec.1- p.16-17; Gramática – Ser  
Lec.1- p.18-19; Gramática – La hora  
Lec.1- p.24-25; Lectura – Teléfonos y direcciones  
Repaso para Prueba 1 | Estudiar: Prueba 1  
Leer: p.28-29; 33  
Tarea: SS |
| **Semana 3** | | |
| lunes 18 de septiembre | **Prueba 1: Lección 1**  
Lec.2- p.28-29; Preparación – Las clases  
Lec.2- p.33; Pronunciación – Las vocales | Leer: p.34-35; 36-37; 38-39  
Tarea: SS |
| miércoles 20 de septiembre | Lec.2- p.34-35; Aventuras – ¿Qué estudias?  
Lec.2- p.36-37; Cultura – Una carrera universitaria; Los estudios  
Tarea: SS  
Memorizar: Las formas de estar |
| viernes 22 de septiembre | Lec.2- p.40-41; Gramática – Las preguntas  
Lec.2- p.42-43; Gramática - Estar  
Lec.2- p.44; Gramática – Números 31-100 | Leer: p.47; 50-51; 53-55  
Tarea: SS |
| **Semana 4** | | |
| lunes 25 de septiembre | Lec.2- p.50-51; Lectura - UAE  
Lec.2- p.53-55; Cultura – Estados Unidos y Canadá  
Repaso para Prueba 2 | Estudiar: Prueba 2  
Leer: p.58-59; 63  
Tarea: SS |
<table>
<thead>
<tr>
<th>Fecha</th>
<th>Eventos</th>
<th>Temas</th>
<th>Lecturas</th>
<th>Tareas</th>
</tr>
</thead>
</table>
| miércoles 27 de septiembre | Prueba 2: Lección 2                                                      | **Lec.3:** p.58-59; Preparación – *La familia*  
**Lec.3:** p.63; Pronunciación – *Los diptongos* | Leer: p.64-65; 66-67; 68-69  
Tarea: SS                        |------------|
| viernes 29 de septiembre  | *Lec.3:* p.64-65; Aventuras – *Un domingo en familia*  
**Lec.3:** p.66-67; Cultura – *¿Cómo te llamas?: La familia*  
**Lec.3:** p.68-69; Gramática – *Adjetivos descriptivos* | | Leer: p.70; 72-73; 74-75  
Tarea: SS                        |------------|
| **Semana 5**            | lunes 2 octubre                                                        | **Lec.3:** p.70; Gramática – *Adjetivos posesivos*  
**Lec.3:** p.72-73; Gramática – *Los verbos -er, -ir*  
**Lec.3:** p.74-75; Gramática – *Tener y venir*  
**Instrucciones para la Composición 1*** | Leer: p.77; 80-81  
Tarea: SS                        |------------|
| miércoles 4 de octubre  | **Lec.3:** p.80-81; Lectura – *Las familias*  
**Repaso para Prueba 3*** | | Estudiar: Prueba 3  
Leer: p.84-85; 89  
Tarea: SS                        |------------|
| viernes 6 de octubre    | **Prueba 3: Lección 3**                                                 | **Lec.4:** p.84-85; Preparación – *El fin de semana*  
**Lec.4:** p.89; Pronunciación – *Estrés y ortografía* | Leer: p.90-91; 92-93; 94-95  
Tarea: SS; Composición 1 |------------|
| **Semana 6**            | lunes 9 de octubre                                                     | **Entregar: Composición 1**  
**Lec.4:** p.90-91; Aventuras – *Fútbol, cenotes y mole*  
**Lec.4:** p.92-93; Cultura – *Rivalidad total; ¡Fútbol en España!*  
**Lec.4:** p.94-95; Gramática – *Ir* | Leer: p.96-97; 98; 100-101  
Tarea: SS                        |------------|
| miércoles 11 de octubre | **Lec.4:** p.96-97; Gramática – *Cambio de raíz e→ie, o→ue*  
**Lec.4:** p.98; Gramática – *Cambio de raíz e→i*  
**Lec.4:** p.100-101; Gramática – *Irregulares 'yo'* | Leer: p.103-104; 106-107; 109-111  
Tarea: SS; Estudiar: Prueba 4 |------------|
| viernes 13 de octubre   | **Lec.4:** p.106-107; Lectura – *Guía*  
**Lec.4:** p.109-111; Cultura – *México*  
**Repaso para Prueba 4** | Leer: p.114-115; 119  
Tarea: SS                        |------------|
| **Semana 7**            | lunes 16 de octubre                                                    | *Descanso de otoño. No hay clase.* | Leer: p.120-121; 122-123; 124  
Tarea: SS                        |------------|
| miércoles 18 de octubre | Bienvenidos, Introducciones  
**Lec.5:** p.114-115; Preparación – *Las vacaciones*  
**Lec.5:** p.119; Pronunciación – *Las letras b y v* | Leer: p.126-127; 128-129  
Tarea: SS                        |------------|
| viernes 20 de octubre   | **Lec.5:** p.120-121; Aventuras - ¡vamos a la playa!  
**Lec.5:** p.122-123; Cultura – *El Camino Inca; ¡Vacaciones en Perú!*  
**Lec.5:** p.124; Gramática – *Los usos de estar* | Leer: p.130-131; 133; 136-137  
Tarea: SS                        |------------|
| **Semana 8**            | lunes 23 de octubre                                                    | **Lec.5:** p.126-127; Gramática – *Presente progresivo*  
**Lec.5:** p.128-129; Gramática – *Ser v. Estar*  
**Instrucciones para la Composición 2*** | Leer: p.136-137  
Tarea: SS                        |------------|
| miércoles 25 de octubre | **Lec.5:** p.130-131; Gramática – *Pronombres de O.D.*  
**Lec.5:** p.136-137; Lectura – *Turismo ecológico*  
**Repaso para Prueba 5*** | Leer: p.140-141; 145  
Tarea: SS                        |------------|
| viernes 27 de octubre   | **Prueba 5: Lección 5**                                                | **Lec.6:** p.140-141; Preparación – *De compras*  
**Lec.6:** p.145; Pronunciación – *Las letras d y t* | Leer: p.146-147; 148-149; 150-151  
Tarea: SS; Composición 2 |------------|
| **Semana 9**            | lunes 30 de octubre                                                    | **Entregar: Composición 2**  
**Lec.6:** p.146-147; Aventuras – *En el mercado* | Leer: p.152-153  
Tarea: SS                        |------------|
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<tr>
<th>Semana 10</th>
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<tbody>
<tr>
<td>Lunes 6 de noviembre</td>
<td>Lectura – Corona; Cultura – El Caribe; Repaso para Prueba 6</td>
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</tbody>
</table>
| Miércoles 8 de noviembre | **Prueba 6: Lección 6**
Lec.7- p.170-171; Preparación – La vida diaria
Lec.7- p.175; Pronunciación – La letra r |
| Viernes 10 de noviembre | Lectura – ¿Necesito arreglarme!; Cultura – La siesta; Tapas para todos los días; Instrucciones para la Composición 3 |

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<thead>
<tr>
<th>Semana 11</th>
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<tbody>
<tr>
<td>Lunes 13 de noviembre</td>
<td>Lectura – Palabras indefinidas y negativas; Cultura – El pretérito de ser e ir</td>
</tr>
<tr>
<td>Miércoles 15 de noviembre</td>
<td>Lectura – Verbos como gustar; Cultura – Una mañana desastrosa; Repaso para Prueba 7</td>
</tr>
</tbody>
</table>
| Viernes 17 de noviembre | **Entregar: Composición 3**
Prueba 7: Lección 7
Lec.8- p.196-197; Preparación – ¡A comer!
Lec.8- p.201; Pronunciación – Las letras ll, ñ, c, z |

<table>
<thead>
<tr>
<th>Semana 12</th>
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<tbody>
<tr>
<td>Lunes 20 de noviembre</td>
<td>Lectura – Una cena romántica; Cultura – Frutas y verduras de América; La comida latina; Lectura – El pretérito y el cambio de raíz</td>
</tr>
<tr>
<td>Miércoles 22 de noviembre</td>
<td>Proyecto final: Tiempo para trabajar</td>
</tr>
<tr>
<td>Viernes 24 de noviembre</td>
<td>Descanso de Día de Acción de Gracias. No hay clase.</td>
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<tr>
<th>Semana 13</th>
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<tbody>
<tr>
<td>Lunes 27 de noviembre</td>
<td>Lectura – Pronombres de O.D. y O.I.; Cultura – Saber y conocer; Gramática – Comparaciones</td>
</tr>
<tr>
<td>Miércoles 29 de noviembre</td>
<td>Lectura - Restaurants; Cultura – Suramérica I; Repaso para Prueba 8</td>
</tr>
</tbody>
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| Viernes 1 de diciembre | **Prueba 8: Lección 8**
Instrucciones: Paquete de repaso para el examen final OPIs |

<table>
<thead>
<tr>
<th>Semana 14</th>
<th></th>
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<tbody>
<tr>
<td>Lunes 4 de diciembre</td>
<td>OPIs</td>
</tr>
<tr>
<td>Miércoles 6 de diciembre</td>
<td>Proyecto final: Presentaciones</td>
</tr>
<tr>
<td>Viernes 8 de diciembre</td>
<td>Proyecto final: Presentaciones (los últimos) OPIs</td>
</tr>
</tbody>
</table>
Semana 15
lunes 11 de diciembre   Entregar: El paquete de repaso
                   Repaso para el examen final (pt.1)
miércoles 13 de diciembre   Repaso para el examen final (pt.2)
viernes 15 de diciembre   No hay clase.

Semana 16
lunes 18 de diciembre   EXAMEN FINAL 11:00am

SUPERSITE INFORMATION
To Access the Homework for Aventuras Textbook

Setting up your account:

Step 1 - Go to vhlcentral.com

Step 2 - Create an account:
- In the "Login Information" section of the account creation page, enter a username of your choice.
- Enter the email address you would like to associate with your account.
- Enter and confirm a password of your choice.
- In the "Personal Profile" section, enter your first & last name as you wish them to appear in the Instructor’s roster.
- Select the year of your birth from the drop down list.
- Enter a student ID (optional).
- In the "Security Information" section, provide the answer to a secret question, which may later be used to help you access your account if you forget your password.
- After you enter all of the information, click "create an account."
- Click "agree." (Before your account is created, you must agree to the terms and conditions of use policy.)

Step 3 - Activate Code
- On the code activation screen, enter your Supersite code.
- Click "activate code" to continue.
- Look for a message at the top of the screen confirming that the code was successfully redeemed.

Step 4 - Select a School
- Locate your school by typing your school's name, "Carroll University". To narrow the search results, include the city and state (or country, if outside of the USA) in which your school is located and click “Find.”
- If the terms you entered did not result in a successful search, follow the on-screen tips to revise your search.
- Select your school from the list by clicking the radio button next to the school name.
- Click "select school" to add the school to your account.
- Look for a message at the top of the screen confirming you successfully added the school.

Step 5 - Select a Course/Class
- From the list of available classes at your school for your textbook's Supersite, look for Instructor "Barry" and the course "Spanish 101, Section 101B" taught between September 2017 and December 2017.
- Click the radio button for the course section "Spanish 101A." If more than one class is listed for your instructor, click the information icons in the class listings until you locate the section:
  - Day(s)/Time(s): MWF 10:40 - 11:50am
- Click Save. You should see a confirmation that you successfully enrolled in your instructor's course.

Completing the Homework Assignments:
- Complete only the assigned exercises, paying close attention to the due dates throughout the entire semester.
COMPOSITIONS: CORRECTION GUIDE

<table>
<thead>
<tr>
<th>CODE</th>
<th>What it means</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAG</td>
<td>Noun agreement: the adjective or article does not agree in gender and/or number with the noun that it modifies.</td>
</tr>
<tr>
<td>SAG</td>
<td>Subject agreement. The verb ending does not correspond to the subject of the sentence.</td>
</tr>
<tr>
<td>VT</td>
<td>Verb tense: The verb tense is incorrect; the verb is conjugated in a tense that does not correspond to the time frame indicated by the context.</td>
</tr>
<tr>
<td>VM</td>
<td>Verb mood: Usually a problem related to the subjunctive; the verb is conjugated in a tense from the indicative mood when it should be a subjunctive tense and vice versa. Also, sometimes a subjunctive tense is used when the infinitive is needed, and vice versa.</td>
</tr>
<tr>
<td>REF</td>
<td>Reflexive: It is a reflexive verb and it needs a reflexive pronoun.</td>
</tr>
<tr>
<td>BACK</td>
<td>“Backward” verb: Like gustar; the subject does not correspond to the subject in English, it requires an indirect object pronoun, and the preposition “a” if the indirect object is specifically mentioned.</td>
</tr>
<tr>
<td>PRO</td>
<td>Pronoun: There is an error with the pronoun used or a pronoun is missing.</td>
</tr>
<tr>
<td>PREP</td>
<td>Preposition: There is an error with a preposition; either one is missing, or the wrong one is used.</td>
</tr>
<tr>
<td>SP</td>
<td>Spelling: Error of spelling, including accent marks and the letter “ñ”.</td>
</tr>
<tr>
<td>VOC</td>
<td>Vocabulary: The wrong word is used.</td>
</tr>
<tr>
<td>S/E</td>
<td>Ser/Estar: Use of ser instead of estar and vice versa.</td>
</tr>
<tr>
<td>^</td>
<td>Something is missing in a structure already known to the student, most often an article, a relative pronoun, or the “a personal”. Also, the omission of the initial question mark and exclamation point.</td>
</tr>
<tr>
<td>¿___?</td>
<td>Miscellaneous error that results in something incomprehensible.</td>
</tr>
<tr>
<td>∅</td>
<td>Reverse order.</td>
</tr>
<tr>
<td>——</td>
<td>Not a Spanish expression, usually due to direct translation.</td>
</tr>
</tbody>
</table>

(Below is an example of how your instructor will use the codes, and of the corrections that you should make.)

Mi amiga mejor está Carmen. Hace un mes ella escribió un poema que me gusta mucho. Carmen encanta poemas desde que fue niña y lee poesía todas las días. Nos amigos y yo esperan que ella escriba un libro en el futuro y yo compraré él para regalártele a mi familia. A la casa de Carmen todos acuestan tarde y siempre tienen un buen tiempo a la noche; una vez salió el sol y toda la familia estaba despierta todavía!

>>> Mi mejor amiga es Carmen. Hace un mes ella escribió un poema que me gusta mucho. A Carmen le encantan los poemas desde que era niña y lee poesía todos los días. Nuestros amigos y yo esperamos que ella escriba un libro en el futuro y yo lo compraré para regalársele a mi familia. En la casa de Carmen todos se acuestan tarde y siempre se divierten por la noche; una vez salió el sol y toda la familia estaba despierta todavía!
COMPOSITIONS: EVALUATION CRITERIA

1. **Content (20)**
   - Minimal information; information lacks substance (is superficial); inappropriate or irrelevant information; or not enough information to evaluate  
     - 5
   - Limited information; ideas presented but not developed; lack of supporting detail or evidence  
     - 10
   - Adequate information; some development of ideas; some lack supporting detail or evidence  
     - 15
   - Very complete information; thorough; relevant; on target  
     - 20

2. **Organization (25)**
   - Series of separate sentences with no transitions; disconnected ideas; no apparent order to the content; or not enough to evaluate  
     - 13
   - Limited order to content; lacks logical sequencing of ideas; ineffective ordering; very choppy; disjointed  
     - 17
   - An apparent order to the content is intended; somewhat choppy; loosely organized but many points do stand out although sequencing of ideas is not complete  
     - 21
   - Logically and effectively ordered; many point and details are connected; fluent; not choppy whatsoever  
     - 25

3. **Vocabulary (25)**
   - Inadequate; repetitive; incorrect use or non-use of words studied; literal translations; abundance of invented words; numerous errors in spelling; or not enough to evaluate  
     - 13
   - Erroneous use or choice leads to confused or obscured meaning; some literal translations and invented words; limited use of words studied; errors in spelling  
     - 17
   - Adequate but not impressive; some erroneous word usage or choice, but meaning is not confused or obscure; some use of words studied; some errors in spelling  
     - 21
   - Broad; impressive; precise and effective word use and choice; extensive use of words studied  
     - 25

4. **Language (30)**
   - Numerous errors in the grammar structures required by the assignment or non-use of them; frequent errors in subject/verb agreement and adjective/noun agreement; non-Spanish sentence structure; frequent errors in verb tense and mood choice; basic errors in ser/estar and pronoun use; erroneous use of language makes the work mostly incomprehensible; no evidence of having edited the work for language, or not enough to evaluate  
     - 15
   - Some errors in the grammar structures required by the assignment; some errors in subject/verb agreement and adjective/noun agreement; some errors in tense and mood choice; few errors in ser/estar and pronoun use; erroneous use of language often impedes comprehensibility; work was poorly edited for language  
     - 20
   - No errors in the grammar structures required by the assignment; occasional errors in subject/verb and adjective/noun agreement and in tense and mood choice; erroneous use of language does not impedes comprehensibility; some editing for language evident but not complete  
     - 25
   - No errors in the grammar structures required by the assignment; few errors in adjective/agreement with new vocabulary; no errors in subject/verb agreement; work was well edited for language  
     - 30

*Based on Lee and Paulson (1992)*
PARTICIPATION CRITERIA

Each week you will self-assess your participation according to the criteria and scoring guidelines provided. Your instructor will either a) accept your assessment, or b) alter the evaluation, citing criteria that you might not have taken into account, and record the indicated points. If there is a disagreement, you should see your instructor and resolve it immediately. If you are not in class the day of evaluation, your instructor will assign your participation grade.

1 day = maximum 3 points per day  
Tardy = -1 point  
1 week (3 days) = maximum 9 points per week

You may give yourself 3 points if:
- you used Spanish all of the time
- you were an active participant in group and partner tasks
- you volunteered answers and participated in class discussions
- you were well-prepared every day

You may give yourself 2 points if:
- you used Spanish most of the time
- you participated and volunteered
- you were mostly prepared

You may give yourself 1 point if:
- you lapsed into English inappropriately, but used mostly Spanish
- you participated and volunteered occasionally
- you were not very prepared for class
<table>
<thead>
<tr>
<th>Semana</th>
<th>Asistí a clase</th>
<th>Nota</th>
<th>Porque…</th>
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<tbody>
<tr>
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**Ejemplo:**

Semana # 2 /3 días Nota 5 /9 Porque… *vine a clase casi todos los días, menos lunes, y participé activamente en los grupos y era voluntario cada día, solamente hoy llegó tarde a clase.* (I came to class almost every day, except Tuesday, and I participated actively in groups and I was a volunteer every day, only today I arrived late.)