

MIDDLEBURY COLLEGE - Spanish School – Summer 2015

3151– High Beginner Spanish in Context – Schedule: 8:00-9:50a

	Section A	Section B	Section C
Classroom	TBA	TBA	TBA
Instructors	Ana María Wiseman	Ana Laura Brophy	Joseph Casillas
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DESCRIPTION

Designed for students with some previous study of Spanish, experience in a Spanish-speaking country, or study of another Romance language, this course builds on and rapidly expands control of basic grammatical structures and vocabulary. Students consolidate their ability to negotiate basic survival situations in the target-language cultures, and prepare themselves for continued study of the language. New language functions will be presented in meaningful activities that emphasize speaking and listening, and that prepare the student for the reading and writing activities of the other High Beginner courses. Cultural knowledge that will build a deeper understanding of how Spanish-speaking peoples communicate is a crucial component of the course content. This course meets two hours a day. (1 unit)

OBJECTIVES

Students in this course have diverse linguistic backgrounds, strengths, and lacunae. So that you all can improve your own skills and contribute positively your classmates' learning, each student will

- 1) develop a self-assessment of skills,
- 2) seek to improve his/her own weaker skills and
- 3) commit to being a resource to the rest of the class by contributing his/her stronger skills to their colleagues' learning.

Success for the entire group will be achieved by relying on the personal commitment of each member of the class to serve as a peer resource as well as to actively seek peer support in improving one's own skills. The course seeks to help students to attain the Intermediate Mid level of proficiency according to the American Council on the Teaching Foreign Languages (ACTFL) guidelines (www.actfl.org/i4a/pages/index.cfm?pageid=4236). At this level, students will be able to participate simply, but consistently and fully, in conversations in the present time frame on everyday, personal topics and to handle themselves in basic travel situations. By the end of the course students will be able to accomplish the following verbal tasks, using idiomatic Spanish appropriate for the social context and audience:

- describe their daily life experiences (routines, activities, etc.)
- describe people (family, friends, etc.) and places
- narrate events in present and future time (past time in limited fashion)
- describe and reflect on cultural contrasts between English-speaking and Spanish-speaking cultures (traditions, holidays, social issues, etc.)
- ask questions to solicit information on cultural topics of general interest
- present researched topics to the class and answer questions
- give limited instructions and directions

REQUIRED MATERIALS

- *Puentes: Spanish for Intensive and High Beginner Courses*. 6th edition (2013). Marinelli, Patti J. and Laughlin, Lizette Mujica. Heinle.
- *Puentes: Student Activity Manual*. 6th edition (2013). Marinelli, Patti J. and Laughlin, Lizette Mujica. Heinle.
- On-line materials available through the Middlebury Course Hub

Recommended materials:

A compact Spanish-English, English-Spanish dictionary, such as:

- *Diccionario Oxford Compacto*
- Microsoft Word with Spanish proofing tools installed (spell-checking dictionary and thesaurus).

METHODOLOGY (ACTIVITIES AND EXPECTATIONS)

In class: Daily activities include teacher presentations of new material; individual, pair, and small-group activities to increase oral practice time, quizzes and oral exams to evaluate your progress. Students are expected to produce only Spanish during class, including asking/answering questions and mini-presentations before the group. The Middlebury program is based on demonstrable performance in Spanish, so reticence or lack of preparation will lower your grade and limit your overall level of proficiency.

Outside of class: Students are expected to complete academic homework activities to prepare for class and practice new material. These activities may include brief presentations, memorizing vocabulary and verb forms, and preparing reading assignments. You are expected to take responsibility for all the exercises that prepare you for the activities of class. Please consult weekly syllabus for assignments.

Students are expected to participate in as many co-curricular activities of the Escuela Española as possible, and your teacher may ask you to report on your activities in class, in written or oral formats.

NOTE: While oral skills are important, the Midd program is NOT just a conversation course. Research on learning languages shows that acquisition is best accomplished through integrating all four skill areas: speaking, reading, writing and listening. Neglecting any one area will jeopardize your language development. This course will coordinate the acquisition of skills with High Beginner Writing and High Beginner Reading and Culture.

Please consult your professor or Assistant Director, Jorge Jiménez (jjimenez@middlebury.edu), if you have any questions or concerns about expectations of students or the methods used in your courses.

COURSE POLICIES

The total immersion in the Spanish language is one of the most important elements for the student's success in the Spanish School at Middlebury College. In fact, more than any other aspect of the program, it is what gives the Middlebury Language Schools their distinctive character and reputation as a special place for language learning. From the first day, you are expected to avoid using English. For the first two weeks, you may use English for absolute essentials, but not for leisurely conversation. After the second week, you will join the rest of the Spanish school in speaking only in Spanish. The signing of your pledge will be a significant occasion. Even though it may seem impossible to you at the beginning, our many years of experience have shown that students who adhere faithfully to the pledge will show significant progress by the end of the program, and will be able to carry on conversations, enjoy new friendships in Spanish, and participate actively in the life of the Spanish School. Research conducted at the Spanish School in the early 1990s showed that the only factor that kept students from progressing as much in their speaking ability as other students at their level was their self-reported daily use of English. In other words, if you fall into the temptation to use English on a daily basis to talk on the phone, surf the Web, write e-mail messages, etc., your progress in Spanish will suffer. We suggest that you craft "out-of-office" messages explaining that you are pledged to speak nothing but Spanish and that you will catch up on your correspondence after the conclusion of the Middlebury program. For Language Pledge FAQ, see <http://www.middlebury.edu/academics/lsp/pledge/>.

Language Pledge

In signing this Language Pledge, I agree to use Spanish as my only language of communication while attending the Middlebury Language Schools. I will do my utmost to comply with the letter and the spirit of this pledge, as defined by my language school. I understand that failure to comply with this Pledge may result in my expulsion from the School without credit or refund. I will respect the pledge taken by other students of my language school and I will not speak English in their presence. I will sign the full pledge at a ceremony determined by the director of my school and after that I will use Spanish as my only language of communication as long as I am a student in the Spanish School.

Attendance

Your attendance, punctuality, and active participation in class are crucial to the successful completion of this course. Daily class attendance is mandatory. If you must miss class due to illness, please notify your instructor as soon as possible. In case of any crisis or emergency, please talk to your instructor, or to Roberto Veguez, the Assistant Director of Non-Academic Affairs. **You are required to obtain formal permission in order to leave campus for the weekend** (see Student Handbook for details). Unjustified absences, including lack of punctuality in arriving to class, will affect your grade: **two (2) points will be deducted from your final grade for each unexcused absence.**

Preparation

Coming to class well prepared is also essential to your learning. All the materials assigned by your teacher for each

class should be done in advance. If you have any questions about the class work, please ask your instructor. Our course will have a communicative approach, with many activities that require you to work in pairs and small groups to exchange information; come to class ready to speak up and enjoy the interactions.

Community of learning

The Spanish School is a community of learning and recreation in which faculty and students live, work, and participate in co-curricular activities together. Take advantage of this unique environment to meet people from all parts of the Spanish-speaking world, talk with professors (don't limit yourself to the professors at your level!), meet students of any level, make new friends, and soak up as much language and culture as you can.

Self-plagiarism

A written work (or paper) submitted to meet the requirements of a particular course is assumed to be work completed for that course; the same written work (or paper), or substantially similar papers, may not be used to meet the requirements of two different courses, in the same or different terms, without the prior consent of each faculty member involved. Students who break this rule will fail the second course. Students incorporating similar material in more than one paper are required to confirm each professor's expectations in advance in order to avoid any inadvertent transgression of the rule.

*For policies regarding plagiarism, see the Student Handbook.

Tutoring services

The professor will be available to answer questions related to the class content at a time and place agreed upon by both the student and the professor. Moreover, students will have access to the tutors of the Spanish School, who are available from in Milliken 201 and Milliken 202 – check schedules on the door for availability. Appointments are 20 minutes long. It is possible to have a “walk-in” session if the schedule permits. Tutors are able to offer assistance on grammar points discussed in class, they are able to review students' prepared written or oral work and they can help students with pronunciation exercises. Tutors will not do students' assigned homework for them.

Diversity statement

The Middlebury Spanish School is not a tourist course where you go to learn just how to speak Spanish at a basic level. Our courses are college-level, content-based classes; we hope to engage you in discussions about many different aspects of the cultures found in the Spanish-speaking world—even if you have a low-level proficiency in the language! You may find some of the topics exciting, exotic, and entertaining, but others will be unfamiliar, uncomfortable, or unpalatable to you. In any case, we want to engage your intellect as well as improve your language ability.

The texts and materials used in the course are chosen and sequenced according to informed pedagogical principles. The contents do not necessarily reflect the opinions of the teacher, the Spanish School, or Middlebury College, and they are included in order to foster critical thinking and analysis. Authentic texts from the target culture are an especially rich source of input about the countries where Spanish is spoken.

Our goal is to find a balance between the comfortable atmosphere of trust you need to practice your emerging language skills, and the “cognitive conflict” necessary to increase your understanding and empathy for other cultures. You may find yourself uncomfortable when discussing race or gender issues in other cultures, for example, but if we were to shy away from such topics, we would be doing you a disservice by impoverishing your education.

During this learning process, sometimes it can happen that a faculty member may appear insensitive to an issue that you feel strongly about. In such a case, you can contribute significantly to the learning environment by bringing such matters to the attention of your instructor or the class in a constructive manner.

Remember that in all classes you are bound by the Middlebury College Handbook guidelines (pp. 26-29), and we expect both teachers and students to be civil and open-minded in discussions, respecting the opinions and identities of class members on all topics (race, ethnicity, gender, sexual orientation, political views, etc.).

If at any point you find yourself feeling uncomfortable or offended, here is a useful sequence to follow:

1. **Reflection:** Ask yourself if there may be another reading of the text, artwork, or teacher comment that is not offensive or discomfiting; reflection may provide you with a new perspective that you had not thought of before.
2. **Discussion:** Ask your teacher to explain the context of the material/comment, and express your feelings about the issue.
3. **Clarification and Resolution:** If for any reason you are not satisfied with the discussion with your instructor, we invite you to speak to the course coordinator, Jorge Jiménez about the material, its use in your class, and possible resolution of the situation.

SUGGESTIONS FOR A BETTER LEARNING EXPERIENCE

- Always speak Spanish.
- Ask questions constantly.
- Don't be afraid to make mistakes; communication is more important.
- Ask for help as soon as you feel confused or lost.
- Come to class with your assignments prepared.
- Confirm expectations with your teacher; don't assume anything.
- Participate actively in class; try to speak at least 10 minutes every day in class.
- Read as much as you can in Spanish—believe it or not, extensive reading boosts oral skills!
- Listen to Spanish-language radio.
- Listen to Spanish-language music.
- Go to all the Spanish-language movies.
- Participate in co-curricular activities.
- Talk to students and professors of other levels.
- Above all, have fun—¡Diviértete!

GRADING SCALE

A	93-100	C+	77-79
A-	90-92	C	73-76
B+	87-89	C-	70-72
B	83-86	D	60-69
B-	80-82	F	0-59

EVALUATION FOR COMMUNICATION

PREPARACIÓN: pruebas, tarea, participación, portafolio, pruebas (40%)	Your teacher will assess the quality and consistency of your daily participation in class in addition to the attention you give to the homework assigned by administering <u>RANDOM QUIZZES (pruebas)</u> . These quizzes serve to measure your preparation and progress. They will be based on topics studied the previous day in class as well as new material from the homework. You should come prepared for a quiz every day. <u>No make-ups will be given.</u> Students will be asked to make a series of presentations, informal reports on the previous day's co-curricular activities, more formal presentations, conversations, discussions, as well as keep a portfolio of oral samples. The preparation and participation grade will be determined by the above contributions.
EXÁMENES ORALES (60%)	Three assessments of your speaking ability at 20% each will be conducted by your teacher and recorded for the purpose of evaluating. Further guidelines and evaluation criteria will be given in advance. <u>No make-ups will be given.</u> These exams are a holistic measure of your progress in this course and will incorporate all aspects of the class: grammar, vocabulary in the context of communication in Spanish. <i>Two individual interviews with questions prepared and conducted by your teacher. One group exam prepared and conducted in pairs with your teacher observing.</i>
TOTAL: 100%	