

SPN 2200: Intermediate Spanish I

Fall 2009

Instructor: _____ Section: _____
Office: _____ Office hours: _____
Telephone: _____ Email: _____
Spanish & Portuguese Studies Department: <http://www.spanishandportuguese.ufl.edu>

REQUIRED MATERIALS

¡Anda! Intermedio package

This package includes everything you need for the course and can be purchased at any local bookstore. It is available in a black 3-ring binder. No used copies are available. (ISBN: 0558251587)

PREREQUISITES

SPN 1131 or SPN 1182 or Placement Exam (See Undergraduate Catalog for SAT II, AP and IB scores)

COURSE GOALS AND OBJECTIVES

The primary goal of SPN 2200 is to provide students with a review of previously learned Spanish and to help them acquire new communicative skills in Spanish while developing an awareness and appreciation of Hispanic/Latino cultures. The Lower Division Spanish Program courses take their goals from the *Standards for Foreign Language Learning in the 21st Century*, also known as the 5 Cs, which focus on five general areas:

- Communicating in Spanish
- Gaining knowledge and understanding of cultures of the Hispanic world
- Connecting with other disciplines and acquiring new information
- Developing awareness of similarities and differences (comparisons) among language and culture systems around the world
- Using Spanish to participate in communities at home and around the world

Thus with these standards in mind, Intermediate Spanish expects the following:

1. Each student should be able to demonstrate comprehension of Spanish spoken at normal speed on a variety of selected topics in various formats.
2. Each student should be able to demonstrate the use of conversational skills in a variety of communicative situations.
3. Each student should be able to demonstrate accurate reading comprehension of cultural and literary material.
4. Each student should be able to produce written Spanish to meet practical needs as well as creative expression.

METHODOLOGY AND ACTIVITIES

To help students succeed in these courses, the class will engage in a variety of activities and assignments, including but not limited to activities such as the following:

- Practice and communication using vocabulary and grammar learned in oral and written modes
- Sociolinguistic practice and functions through communicative activities (pair and group work)
- Reading activities and exercises, such as pre- and post-reading, intensive and extensive reading
- Writing activities ranging from short paragraphs to developed compositions
- Integration of skills in projects and tasks, in small groups or as a class
- Video/audio/computer exercises, presentations, and discussions

ASSESSMENT

The final grade scale is as follows:

A = 100-93	C(S) = 76-73
A- = 92-90	C-(U) = 72-70
B+ = 89-87	D+ = 69-67
B = 86-83	D = 66-63
B- = 82-80	D- = 62-60
C+ = 79-77	E = 59-0

For further information regarding passing grades and grade point equivalents, please refer to the Undergraduate Catalog (<http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>).

The assessment categories below will be measured according to three major criteria of language performance: accuracy, fluency, and complexity. Testing procedures will be representative of the type of language instruction offered through classroom practice. You will be evaluated based on your achievement of the course goals (above) and the following criteria:

Class Participation and Preparation	15%
Tests	25%
Final Exam	15%
Homework	10%
Compositions (3)	15%
Spoken Language	20%

COMPONENTS

Attendance policy

You must be exposed to Spanish and use Spanish in order to learn Spanish, i.e., you must be in class. For that reason, attendance is required and will be taken on a daily basis. However, it is understood that periodically things happen that could prevent your attendance. Thus, you will be allowed 5 absences throughout the semester, for which no documentation or excuse will be accepted or needed. After the fifth absence, two points will be deducted from your participation grade for each absence. If you are absent the day of a test, quiz, oral presentation, oral exam or composition, you will receive a 0 on that assignment. There are no make-ups and no exceptions. Late arrivals and/or early departures will count as absences. Assignments are due on the day indicated, regardless of whether or not you are in class that day. If you miss class, arrange for your assignment to get to your instructor's box before your scheduled class time. There are no make-ups and no late work will be accepted.

Class Participation and Preparation (15%)

Participation in class involves a number of variables, including but not limited to:

- Your use of Spanish in the classroom
- Your willingness to participate actively in *all* class activities
- Your cooperation during group and pair work
- Your respect and attitude toward the class and your peers
- Your daily preparation for each class.
- Your instructor may assign written homework that will be collected and graded; these assignments form part of your participation grade.
- Your instructor reserves the right to administer pop quizzes on grammar, vocabulary etc. in order to assess students' preparation. These grades also form part of your participation grade.
- The use of cell phones, pagers, iPods or mp3 players and all other electronic equipment during class is prohibited. All equipment must be turned off in the classroom. Any evidence of cell

phones (use, ringing, buzzing, etc.) and similar equipment use will result in an automatic zero in participation for that day. Using a cell phone during a composition or test will result in a zero on that assignment.

Participation grades will be assessed approximately every two weeks for a total of eight (8) grades throughout the semester, and you may ask your instructor for your participation grades at any time.

Tests (25%)

There will be three in-class written tests (see Calendar for specific dates), one upon concluding every two chapters (following Chapters 2, 4 and 6). The goal of the tests is to assess your ability to assimilate what you have learned about Spanish grammar, vocabulary, language, and culture in each unit. You are also expected to critically respond to and analyze the topics covered in class and in the texts. Tests will consist of listening, reading and writing sections in which your overall knowledge of the course material is evaluated. Tests are not curved and no make-up tests will be given.

Final exam (15%)

It is your responsibility to ensure that you will be present for your final exam. If you miss your final exam time FOR ANY REASON you will receive a 0 on the exam. There are no make-up final exams and no alternate exam times except in those cases where the Registrar indicates a conflict. The Final Exam will be cumulative in nature and will be administered **in your regular classroom** during Final Exam Week according to the schedule below.

SECTION	FINAL EXAM DATE & TIME
4272	17C (Thursday Dec. 17, 12:30pm-2:30pm)
4273	16A (Wednesday Dec. 16, 7:30am-9:30am)
4274	15B (Tuesday Dec. 15, 10:00am-12:00pm)
5313	14E (Monday Dec. 14, 5:30pm-7:30pm)
7446	17D (Thursday Dec. 17, 3:00pm-5:00pm)
7629	18A (Friday, December 18, 7:30am-9:30am)
<i>(Please consult www.registrar.ufl.edu/soc to confirm these dates and times.)</i>	

At the time of writing this syllabus, exam times and dates are still tentative; it is your responsibility to consult <http://www.registrar.ufl.edu/soc/> at the beginning of the semester to confirm your final exam time.

Homework and Student Activities Manual (10%)

Your instructor will assign you a variety of homework assignments, both from the textbook and from the Student Activities Manual (S.A.M., i.e. the activities in MySpanishLab), as well as outside sources. You are responsible for completing all the assigned activities. The exercises in the S.A.M. that are assigned will appear in the MySpanishLab for the dates assigned. Although you will not have to do all activities in every chapter, you are encouraged to do additional exercises when you want the practice. Most of these exercises are computer-graded and your instructor will receive notification of your work. On open-ended exercises your instructor will access your work online and grade it there. Note, however, that we do not expect you to get all the exercises right, which is why your grade is based on completion rather than accuracy. Nonetheless, you are expected to do the assignments and try your best. Blank answers and obvious lack of effort will result in an automatic 0 grade for that assignment.

Compositions (15%)

You will write three (3) compositions of about 300-350 words each on topics selected by the instructor. The first draft of each composition will be written in class, upon completion of Chapters 1, 3 and 5 (see dates indicated in the Calendar), and the rewrite/final version will be written at home. The first version will account for 70% of the total composition grade. Your instructor will make comments and mark

errors (with the symbols indicated in the "Correction Code"). You will then revise the composition and turn in the second version along with the first version for the final grade on the date specified by your instructor; this revision will be graded for the remaining 30% of the composition grade. All compositions must be double-spaced, whether written by hand or typed. All second drafts must be typed.

Spoken Language (20%)

Your spoken language component consists of three parts: a mid-term oral interview, a final oral interview, and one in-class cultural report.

For the **midterm and final oral interviews** you will converse with a fellow classmate. As before, general topics will be provided prior to these oral exams to help you prepare. Grades will be assigned according to the grading criteria in the syllabus.

For the **in-class cultural report** you will discuss a topic of interest to you that is related to the theme of the chapters covered in the textbook. At the beginning of the semester your instructor will discuss possible ideas or areas of interest, and will explain the procedure of the presentation in detail.

Two pairs will present during each chapter, for a total of 12 presentations throughout the semester (x2=24 students; for classes of 25+ additional arrangements may be made).

At the beginning of the semester, your instructor will also distribute a sign-up sheet, which includes presentation dates throughout the semester (2 or 3 presentations per week, starting on the 3rd week of class). You and your partner will speak for approximately 3-5 minutes at the beginning of the class period on the date you have chosen to present your topic to your classmates.

The week before your presentation, you must provide your instructor with an outline (not a script or summary) in Spanish of the main points of your presentation, as well as bibliographic reference to any and all sources consulted in gathering the information for the presentation. If you and your partner prepared different parts of the presentation and/or handout, indicate the division of labor on the handout.

On the day of your presentation, you must provide an outline/handout (in Spanish) for your classmates including basic information for your topic as well as any new vocabulary words with which your peers might not be familiar. You must also conclude your presentation with questions for the class to answer and discuss. You are strongly discouraged from using PowerPoint for your presentation given the amount of time it takes to set up and the potential for technological failure. However, it is required that you incorporate some kind of visual aid during your presentation, such as photos or a poster, or images included in the handout. A portion of your presentation grade will take into account the quality of these components.

Presentations are not to be read, although you may refer to ONE note card containing key vocabulary words, reminders of main ideas, etc. The presentations should be practiced and prepared, but ***not memorized or scripted***. **The instructor reserves the right to deny the acceptability of any presentation that is wholly or partially read or scripted, resulting in a 0.**

Grades will be assigned according to the criteria provided in the syllabus. Note that you and your partner may receive different grades based on your preparation and delivery, especially if you each worked on different sections. However, to ensure that the presentation is well developed and logical, you must work together to plan a cohesive presentation.

Note: Every student will be responsible for the information provided during all in-class presentations and follow-up discussions throughout the course of the semester. To this end, questions related to these presentations will be included on the exams.

GENERAL ADMINISTRATIVE ISSUES

Expected Time Required (Approximate): A general guideline for the amount of time you should plan to dedicate to this and any other University course is 2-3 hours of homework per hour spent in class.

Extra Credit: No extra credit will be given under any circumstances.

Late and Make-up Work: Any activities or assignments missed due to an unexcused absence will receive

a grade of 0. No late work will be accepted and no make-ups will be allowed. In the case of officially documented excused absences (see above), your instructor and the Program Director will determine how the missed work should best be accounted for.

S/U Option: You are free to take this course S/U if you desire (even if you are a major or minor, the first course that counts towards the degree and that therefore must be taken for a grade is 2240). Please ask your instructor for the necessary forms and signatures.

Academic Integrity: Academic honesty and integrity are fundamental values of the University community. An academic honesty offense is defined as the act of lying, cheating, or stealing academic information so that one gains academic advantage. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action.

Violations of the Academic Honesty Guidelines include but are not limited to:

- Cheating. The improper taking or tendering of any information or material which shall be used to determine academic credit. Taking of information includes copying graded homework assignments from another student; working with another individual(s) on graded assignments or homework; looking or attempting to look at notes, a text, or another student's paper during an exam.
- Plagiarism. The attempt to represent the work of another as the product of one's own thought, whether the other's work is oral or written (including electronic), published or unpublished. Plagiarism includes, but is not limited to, quoting oral or written materials without citation on written materials or in oral presentations; submitting work produced by an on-line translation service or the translation feature of an on-line dictionary as your own.
- Misrepresentation. Any act or omission with intent to deceive a teacher for academic advantage. Misrepresentation includes lying to a teacher to increase your grade; lying or misrepresenting facts when confronted with an allegation of academic honesty.
- Bribery, Conspiracy, Fabrication. For details see below.
- On all work submitted for credit the following pledge is either required or implied: "On my honor I have neither given nor received unauthorized aid in doing this assignment." Violations of this policy will result in disciplinary action according to the judicial process.

Students with Special Needs: Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. It is the student's responsibility to take the appropriate steps in informing the instructor of any special needs and for arranging any accommodations with ample time to administer them.

CLASSROOM DISPUTES

Any classroom issues, disagreements or grade disputes should be discussed first between the instructor and the student. If the problem cannot be resolved contact the Administrative Coordinator for the Lower Division Spanish Program, Prof. Antonio Gil (agil@ufl.edu, 160 Dauer Hall). He will require documentation of the problem as well as all graded assignments for the semester. If the Administrative Coordinator is unable to resolve the issue, he will refer it to the Program Coordinator, Dr. Gillian Lord. Final grades cannot be changed unless there is an error. Students must present the **graded** materials as evidence that a mistake was made.

CALENDARIO

FECHA		Preparar para la clase	Ejercicios y tareas específicos asignadas por el/la instructor/a
mes	día		
Agosto	24	Introduction to course, syllabus, policies, MySpanishLab	
	26	Capítulo preliminar A	
	28	Capítulo preliminar A	
	31	Capítulo preliminar A	
septiembre	2	Capítulo 1: Así somos	
	4	Capítulo 1: Así somos	
	7	LABOR DAY – NO CLASS	
	9	Capítulo 1: Así somos	
	11	Capítulo 1: Así somos	
	14	Composition 1	
	16	Capítulo 2: El tiempo libre	
	18	Capítulo 2: El tiempo libre	
	21	Capítulo 2: El tiempo libre	
	23	Capítulo 2: El tiempo libre	
	25	Review	
	28	Test 1	
	30	Capítulo 3: Hogar, dulce hogar	
	octubre	2	Capítulo 3: Hogar, dulce hogar
5		Capítulo 3: Hogar, dulce hogar	
7		Capítulo 3: Hogar, dulce hogar	
9		Composition 2	
12		Oral exam 1	
14		Oral exam 1	
16		HOMECOMING – NO CLASS	
19		Oral exam 1	
21		Capítulo 4: ¡Celebremos!	
23		Capítulo 4 ¡Celebremos!	
26		Capítulo 4 ¡Celebremos!	
28		Capítulo 4 ¡Celebremos!	
30		Review	
noviembre	2	Test 2	
	4	Capítulo 5: Viajando por aquí y por allá	
	6	Capítulo 5: Viajando por aquí y por allá	
	9	Capítulo 5: Viajando por aquí y por allá	
	11	VETERAN'S DAY – NO CLASS	
	13	Capítulo 5: Viajando por aquí y por allá	
	16	Composition 3	
	18	Capítulo 6: ¡Sí, lo sé!	
	20	Capítulo 6: ¡Sí, lo sé!	
	23	Capítulo 6: ¡Sí, lo sé!	
	25	Review	
	27	THANKSGIVING – NO CLASS	
	30	Test 3	
diciembre	2	Oral exam 2	
	4	Oral exam 2	
	7	Oral exam 2	
	9	General review	

Criteria evaluativos: Participación en clase

- Participation in class involves a number of variables, listed in the rubric below.
- Participation grades will be assessed approximately every two weeks for a total of eight (8) grades throughout the semester, and you may ask your instructor for your participation grades at any time.
- Your instructor may assign written homework that will be collected and graded; these assignments form part of your participation grade.
- Your instructor reserves the right to administer pop quizzes on grammar, vocabulary etc. in order to assess students' preparation. These grades also form part of your participation grade.
- The use of cell phones, pagers, iPods or mp3 players and all other electronic equipment during class is prohibited. All equipment must be turned off in the classroom. Any evidence of cell phones (use, ringing, buzzing, etc.) and similar equipment use will result in an automatic zero in participation for that day. Using a cell phone during a composition or test will result in a zero on that assignment.

A (25 pts):	<ul style="list-style-type: none">– always greeted people and took leave using Spanish– always used Spanish in class (i.e., with instructor and in small groups)– always listened attentively when others spoke and showed respect for her/his peers– always came prepared to class– always actively participated in all classroom activities– always made a positive impact on the class with her/his presence and positive attitude– helped peers with in-class activities
A- (23 pts):	<ul style="list-style-type: none">– sometimes greeted people and took leave using Spanish– mostly used Spanish in class, but sometimes used English in group work– usually listened and showed respect for her/his peers– occasionally came unprepared to class, but usually came prepared– participated in all classroom activities
B (21 pts):	<ul style="list-style-type: none">– did not greet people and take leave in Spanish– frequently used English, especially during group and pair work– at times got distracted and was occasionally disrespectful to her/his peers– showed some preparation for class, but needed more preparation– participated in classroom activities but was more passively attentive than active
C (19 pts):	<ul style="list-style-type: none">– used more English than Spanish during class– paid little attention during class (e.g., sometimes slept, read the newspaper, did other homework. etc.) and was disrespectful to her/his peers– showed little preparation for class– participated minimally in classroom activities
D (17 pts):	<ul style="list-style-type: none">– used only English during class– paid no attention during class and was disrespectful to her/his peers– showed no preparation for class– failed to contribute to the class with her/his presence and/or detracted from the class with her/his negative attitude
F (0 pts):	<ul style="list-style-type: none">– did not attend enough classes or did not demonstrate sufficient participation for evaluation

Códigos utilizados en la corrección de composiciones

Your instructor will return your compositions having underlined words/phrases/sentences that need to be corrected. Above each underlined section there will be a symbol from the list below, which will indicate to you how to revise that portion of the composition.

SYMBOL	ERROR TYPE	EXAMPLE (INCORRECT)	EXAMPLE (CORRECTED)
A	Acento que falta o está mal puesto	<u>dia</u> <u>arból</u>	día árbol
a-p	Se requiere (o no) la "a" personal	<u>Amo mis padres</u>	Amo a mis padres
O	Ortografía (spelling)	<u>huego</u>	Juego
C	Concordancia (agreement)	<u>Ella estudian</u> <u>Casa blanco</u> <u>La día</u>	Ella estudia Casa blanca El día
Fv	Forma verbal	<u>Me gusta nadando</u>	Me gusta nadar
cv	Conjugación verbal	<u>Yo sabo eso</u>	Yo sé eso
tv	Tiempo verbal	<u>Ayer estudia</u>	Ayer estudió
i/s	Indicativo vs. Subjuntivo	<u>Quiero que estudias más</u>	Quiero que estudies más
p/i	Pretérito vs. Imperfecto	<u>Cuando tuve 14 años . . .</u>	Cuando tenía 14 años . . .
s/e	Ser v. estar	<u>Somos cansados</u>	Estamos cansados
V	Vocabulario/Mal uso del diccionario	<u>Hay una tabla</u> <u>Va a moscar a La Habana</u>	Hay una mesa Va a volar a La Habana
ing	Palabra o construcción inglesa	<u>Tengo un buen tiempo</u>	Me divierto
p/p	Confusión entre POR y PARA	<u>Pagó diez dólares para este libro</u>	Pagó diez dólares por este libro
P	Preposición	<u>Trabajo a la tienda</u>	Trabajo en la tienda
pron	Pronombre equivocado u omitido	<u>Las son mis amigas</u> <u>Gusta bailar a él</u>	Ellas son mis amigas A él le gusta bailar
pr	Pronombre relativo equivocado u omitido (<i>Que, quien, quienes, el/la/lo cual, los/las cuales, el /la/lo/los/las que, cuyo, cuya, cuyos, cuyas</i>)	<u>Los estudiante quienes viven en la Florida</u> <u>Los estudiantes sus padres no viven en la Florida</u>	Los estudiantes que viven en la Florida Los estudiantes, cuyos padres no viven . . .
X	Omitir		
^	Insertar	<u>Veó ^ Juan</u>	Veó a Juan
G	Cualquier otro tipo de error gramatical		
[. . .]	Reescribir completamente la sección entre [corchetes] porque no se entiende o no se expresa así en español		
?	Oración o párrafo ininteligible		
+	Se escribe entre símbolos cuando una palabra tiene más de un error	Ejemplo: s/e + o	

¡OJO!

- Always consult this list of symbols when making corrections to your written work.
- Corrections should be made with a dictionary, verb book, textbook, class notes, etc. Don't guess!
- If there are any symbols or errors you do not understand, check with your instructor.

Criterios evaluativos: Composiciones

Nombre _____

Pre-Writing (5%)				
Completed all required pre-writing tasks.	5			
No evidence of pre-writing.	0			
Written product (65%):				
<u>Content:</u>				
Very complete information. Broad, effective use of vocabulary covered in the chapter.	17	16	15	
Adequate information. Some development of ideas, but lacks detail or support. Few errors with vocabulary.	14	13	12	
Limited information. Ideas present, but underdeveloped. Occasional errors with vocabulary.	11	10	9	
Minimal information. Frequent errors with vocabulary. Presence of English.	8	7	6	
<u>Organization:</u>				
Ideas connected. Logically ordered from beginning to end. Fluent.	16	15	14	
Order apparent, but somewhat choppy. Loosely organized.	13	12	11	
Limited order to the content. Disjointed and/or choppy.	10	9	8	
Basically a series of separate sentences. No transitions. No apparent order.	7	6	5	
<u>Language:</u>				
Well-edited for the grammar covered in the course lessons to date. Very few errors overall.	32	31	30	29
Occasional grammatical errors with the grammar covered in the course lessons to date.	28	27	26	25
Frequent errors that would probably impede comprehensibility for a native speaker not accustomed to communicating with language learners.	24	23	22	21
Abundance of errors. Mostly incomprehensible.	20	19	18	17
Excessive errors, evidence of carelessness. Incomprehensible.	16	15	14	13
FIRST DRAFT GRADE				_____ / 70
Post-writing (30%):				
Carefully and thoroughly made indicated corrections for content, style and organization.	30	29	28	27
Completed all editing steps, shows considerable improvement.	26	25	24	23
Some editing completed, but overall quality of composition similar to first draft.	21	19	17	15
Minor changes made, but lack of effort.	13	11	10	9
No evidence of the revisions.				0
POST-WRITING GRADE				_____ / 30
FINAL GRADE (1st draft plus Post-writing)				_____ / 100

Criterios evaluativos: Exámenes orales

Nombre _____

Tema _____

Accuracy		
<u>HIGH</u> : Showed mastery of the grammar presented in the chapter(s). Very few errors overall (i.e., subject-verb agreement, noun-adjective agreement, etc.). Appropriate use of register (i.e., <i>tú/usted</i> distinctions, appropriate formality level, etc.)	12	11
<u>MEDIUM</u> : Showed limited mastery of the grammar presented in the chapter(s). Some agreement errors were evident, but these generally did not interfere with communication of the message. Mostly appropriate use of register.	10	9
<u>LOW</u> : Demonstrated little mastery of the grammar presented in the chapter(s). Numerous agreement errors, including errors that interfered with communication of the message. Inappropriate use of register.	8	7
<u>UNSATISFACTORY</u> : No mastery of the grammar presented in the chapter(s). Errors constantly interfered with communication of the message. Apparent unawareness of appropriate register		6
Fluency		
<u>HIGH</u> : Connected ideas. Obviously comfortable speaking Spanish. Natural turn-taking.	12	11
<u>MEDIUM</u> : Choppy sequence. Reticent, and slightly longer pauses in turn-taking.	10	9
<u>LOW</u> : Disjointed sequence. The listener had to make a lot of effort to understand.	8	7
<u>UNSATISFACTORY</u> : Short answers with no sequence. The conversation was more dependent on the listener's coaching than on the speaker.		6
Complexity		
<u>HIGH</u> : Ideas completely clear, well developed, to the point, and communicated in a logical sequence. Speaker used vocabulary covered in class with very few or no errors, and was able to create with it. Speaker maintained Spanish throughout the conversation without parroting the partner.	12	11
<u>MEDIUM</u> : Ideas mostly clear, developed and to the point, and for the most part speaker showed mastery of vocabulary covered in class, though at times the conversation lacked logical sequence and/or speaker struggled for needed vocabulary.	10	9
<u>LOW</u> : Little development or ordering of ideas is apparent; speaker had difficulty with and made errors with vocabulary covered in class.	8	7
<u>UNSATISFACTORY</u> : Ideas confusing, not well stated, and/or poorly communicated. Speaker made frequent errors with vocabulary covered in class and/or vocabulary was inadequate to the task. Communication broke down; speaker lapsed into English.		6
Task Completion		
<u>HIGH</u> : Completed the communicative task with little or no problem. Student could have done the same task if alone in a Spanish-speaking country. The student asked and answered questions. Proactive attitude maintained during the whole task.	14	13
<u>MEDIUM</u> : Completed the communicative task satisfactorily. Would be understood by a sympathetic interlocutor in a Spanish-speaking country. Needed some vocabulary and information to complete the task. Somewhat proactive.	12	11
<u>LOW</u> : Completed the communicative task with some difficulty, but communicated the task and would be able to make him/herself understood by a sympathetic, native Spanish speaker accustomed to interacting with foreigners. Needed many vocabulary words and help from the partner to communicate own ideas. Somewhat passive during the task.	10	9
<u>UNSATISFACTORY</u> : Had problems completing the communicative task. Would probably not have succeeded if partner weren't an English-speaker. Passive attitude. Student needed extensive help from the partner.		8
OVERALL GRADE		_____/ 50

Criterios evaluativos: Presentación Oral

Nombre _____ Tema _____

Comprehensibility			
Completely comprehensible, listener always could understand meaning, ungrammaticality did not impede comprehensibility.	15	14	
Mostly comprehensible, some significant errors that impeded comprehensibility.	13	12	11
At times difficult to understand, meaning unclear.	10	9	8
Content			
Complete presentation of the concept, good details, provided a cultural/historical perspective; high quality of handout/visuals.	15	14	
Fairly complete presentation, sometimes lacks details and cultural information; moderate quality of handout/visuals.	13	12	11
Incomplete presentation of the material --listeners walk away with no new information; poor quality of handout/visuals.	10	9	8
Organization			
Well organized, objective of presentation was clear.	10	9	
Apparent organization to presentation, although at times the listener got lost, objectives of the presentation were vague.	8	7	6
Very disjointed, listener had difficulty following the presentation.	5	4	3
Delivery			
Presented the information without reading or depending heavily on note cards, was expressive, used gestures, and communicated naturally. Clear evidence of communicative ability.	10	9	
Presented the information without reading, but with some difficulty at times. Mostly natural presentation of the material, but at times seeming somewhat 'memorized.' Evidence of communicative ability.	8	7	6
Relied heavily on note card and often read. Little evidence of communicative ability.	5	4	3
OVERALL GRADE	_____ / 50		

Enrolling in a New Semester

STEP 1: Before you register

1. Visit www.myspanishlab.com and click **Browser Tune-up** to confirm that you have met the System Requirements and have the *necessary free plug-ins* on your computer.

Operating Systems		Browsers
PC	Windows XP	Internet Explorer 6.0 and 7.0*
	Windows Vista	Internet Explorer 6.0 and 7.0
Macintosh	OSX 10.5	Safari 3.1.2

*Note that you must use Internet Explorer or Safari; MSL is not compatible with the Mozilla or Chrome browsers at this point.

2. Disable Pop-Up Blockers

Some browsers will block all pop-ups—even those you want! To allow pop-ups in your *MySpanishLab* course, open your browser and do the following (there may be some variations with each browser):

- A. Click **Tools** → **Pop-up Blocker** → **Pop-up Blocker Settings**.
- B. When prompted for “Address of Website to allow”, enter: ***.pegasus2.pearsoned.com**
(If you have downloaded a **third-party (Google, Yahoo, AOL, etc.) pop-up blocker/toolbar** make sure you turn the pop-up blocker off on that toolbar in addition to your browser pop-up blocker.)

3. Confirm that you have the following needed to register:

- Valid Email Address**
- Student Access Code** - packaged with your text
- Your Instructor’s Section/Course ID** _____ - instructor will provide

STEP 2: Register for your course

1. Click **Students** under **Register or Buy Access** at (www.myspanishlab.com).
2. Choose one of the following: **I already have an access code**. (Your access code comes packaged with your text so you should never need to use the **I need to buy access** option unless some other circumstances have come up.)
3. Follow the registration instructions.
4. Click the **Student Registration Tutorial** before you start in order to view a step-by-step tutorial on how to register and sign-in to your course. (*Highly-recommended*)



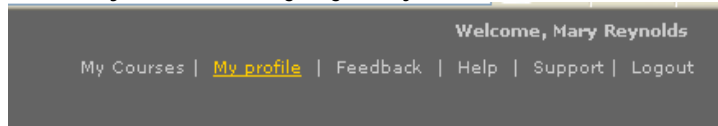
STEP 3: Login to your course

Go to www.myspanishlab.com. Click **Login** under “**Returning Users**” and enter the Login Name and Password you created in STEP 2.



STEP 4: Set your time zone

1. Click **My Profile** after signing in to your course.



This is an important step as the work you complete online will be due by the hour your instructor indicates. If your time zone is set incorrectly you could be penalized for late work!

2. Select your Time zone from the menu.

A screenshot of a "Time zone" selection form. It says "Select your time zone preference". Below that, there is a dropdown menu with "Time zone" on the left and "(GMT-05:00) Eastern Time (US and Canada)" selected in the dropdown. There is a small red asterisk to the right of the dropdown.

STEP 5: Enroll in your course

1. On the **My Courses** page, click **Enroll in a Course**.



2. Type the **Course ID** provided by your instructor. (You probably noted it on the first page of this document.)

A screenshot of the "Steps to Register" form. It has three steps: "1 Course ID", "2 Confirm Course", and "3 Confirmation & Summary". The first step is active. Below the step indicator, there is a text input field labeled "Course ID" and a "Submit" button. Below the input field, it says "A Sample Course ID looks like: CRSWE9D-10000000378".

3. On the **Confirm Course** screen, verify that the Course ID you entered matches your instructor's course. Click **Next**.
4. On the **Summary** screen, confirm the information is correct and then click **Enter Course Now** to enter your instructor's course. You now have access to your resources!

Pearson Technical Support

Need help enrolling in your course?

If you have any questions or issues registering for your course, please go to:

<http://247pearsoned.custhelp.com>.

Click **CHAT** on the top toolbar. Fill in the form and click, **SUBMIT**. An IM box will open and a technical support assistant will be able to help you with your specific issue.

Need help once you are enrolled in your instructor's course?

Once you are you logged into your **MySpanishLab** course and have any questions or issues, please click on the **SUPPORT** link in the upper right hand corner of your course:

