

**DEPARTMENT OF WORLD LANGUAGES:**

UHS SPANISH LEVEL 6/ SPAN 301-71 – 4 Credit hours

Pre Requisite: UHS Spanish 4 and UHS Spanish 5

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**Office hours:** Mon – Fri 2:15-2:45 and by appointment **Phone number:** 845-256-4100

**Course Description:** This course will better prepare students for upper division courses by providing them with opportunities to refine and enhance their listening, speaking, reading, and writing skills in Spanish. In addition to regular grammar exercises for composition and conversation, the course will offer students opportunities to: read and discuss short stories, information from the internet (authentic texts), view films and interact with others in the target language. This course will also offer students practice through writing in the target language in a journal. This course will be conducted entirely in Spanish.

**Course Goals:** This course will develop students’ abilities in each of the four areas of language proficiency (listening, speaking, reading and writing) as well as cultural understanding in linguistic terms. Students should be able to:

1. Speaking: Participate in conversation in a clear fashion; initiate, sustain and bring to closure a wide variety of communicative tasks (including those that require increased ability to convey meaning with diverse language strategies due to complication and/or unforeseen term of events), and narrate and describe with paragraph-length connected discourse.
2. Listening: In an authentic environment at a normal rate of speech using standard or near standard norms/classroom.
3. Reading: All reading texts are authentic and legible. Comprehend somewhat longer prose (of several paragraphs in length) particularly if presented with a clear underlying structure. Prose is predominantly in familiar sentence patterns. Comprehension derives not only from situational and subject matter knowledge, but from increasing control of the language. Texts at this level include descriptions and narrations, such as simple short stories, news items, bibliographical information, social notices, personal correspondence and simple technical material written for general readers.
4. Writing: Write a routine social correspondence and join sentences in simple discourse of familiar topics; narrate and describe issues of factual nature; control of the morphology and the most frequently used syntactic structures, and use a limited number of cohesive devices, such as pronouns, accurately.
5. Demonstrate an understanding of the relationship between the Target Cultures’ (TC) art (visual arts, architecture, music, dance, cuisine, theater, film, etc.) and the perspectives that inform them, and compare and contrast the TC’s fine and performing arts with those of their own.
6. Recognize that there are important linguistic and cultural variations among groups that speak the same target language (TL); demonstrate an understanding of and respect for distinctive viewpoints and the relationship between the TC’s practices and perspectives; and use some of the key cultural traits (e.g., perceptions, gestures, customs, family and community dynamics) when communicating with people from the T.C’s.

**Texts Used in Class:**

1. Blanco, José A. *Revista3rd edition. Español sin barreras.* Boston: Vista Higher Learning, 2011 http://www.vistahigherlearning.com/highered/revista
2. A good Spanish-English dictionary. Highly recommended are those published by: Larousse; Vox

**Course Requirements:**

ATTENDANCE: Attendance and punctuality are mandatory.

PARTICIPATION: Each student is expected to participate actively and regularly in class discussions and collaborative activities. Respect for the person(s) speaking is expected at all times. A participation grade will be based on the following:

1. Exceptional participation, frequent and enthusiastic
2. Participates occasionally or when called upon
3. Answers when called upon, rarely volunteers
4. Never volunteers; mumbles when called upon, needs to have questions repeated.

HOMEWORK: Homework is assigned for each class and students must be prepared to discuss and/or turn in homework when requested. ***Late homework will NOT be accepted*** and pop quizzes based on the previous day’s assignment may be given at any time.

TERTULIAS: ORAL PRESENTATION: Each student will prepare and lead a class discussion in Spanish. The conversation will be 20 minutes in length and presentation grades will reflect the following:

 Sound: Pronunciation, intonation, natural flow of Spanish

 Correctness: Word usage, and grammatical accuracy

 Content: Organization, creativity, and cultural appropriateness

 Overall: Naturalness of presentation and audio-visual aids

COMPOSITIONS: There will be four (4) compositions of 250 words in length, each with a re-write. Compositions must be typed and related to the “tertulias”.

QUIZZES: There will be quizzes on topics discussed in class.

FINAL EXAM: A cumulative exam including opinions based on presented topics and an oral conversation with Mr. Castro

IMPORTANT:

1. NO late work will be accepted. Assignments are to be turned in at the beginning of class on the day they are due. Certain exceptions will be made as appropriate.
2. Compositions must be typed and printed using Times New Roman 12 font (including all Spanish characters), double spaced, with one (1) inch margins. Homework assignments may be hand written but must be neat and legible.
3. Students should check their e-mail and Office 365 OneNote regularly for important updates and other pertinent course announcements.

**Grade Distribution:**

Class Participation…………20%

Tertulias……………………20%

Compositions and rewrites...30%

Quizzes…………………….20%

Homework……..………….10%

Mid Term Exam…………...Cumulative exam that will count towards second quarter average

Final Exam…………………Cumulative exam that will count as 1/5 of total average

**Grading Scale:**

94-100 (A) 83-87 (B) 73-77 (C) 63-67 (D)

90-93 (A-) 80-82 (B-) 70-72 (C-) 60-62 (D-)

88-89 (B+) 78-79 (C+) 68-69 (D+) 0-59 (F)

**College and ADA Policy:** The New Paltz High School World Languages Department complies with policy from SUNY New Paltz and ADA which are stated as follows: “An individual with a disability will be expected to meet the course or program standards whether or not an accommodation is needed. An individual with a disability who is capable of meeting these standards in a different way than is customary will be provided with a reasonable accommodation to enable the individual to do so.”