Department of Foreign Languages
The University of Toledo

Spanish 2140 Intermediate Spanish I
Fall 2017
(Monday & Wednesday Sections)

Classes meeting time: _______________ Classroom: _____

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>MySpanish Course Code:</th>
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<tr>
<td>Office:</td>
<td>Phone:</td>
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<td>Office hours:</td>
<td>e-mail:</td>
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¡BIENVENIDOS! Welcome to a new semester of learning Spanish. Your studies of Spanish allow you to learn about a new culture, and will enhance your studies in other academic fields and your future job prospects.

**COURSE PREREQUISITES:** SPAN 1120, 1500, or satisfactory score on placement test
Spanish heritage speakers, who use Spanish at home other than English, need to communicate with their instructor first so they can be placed in a more appropriate course.

**COURSE DESCRIPTION AND OBJECTIVES**

Spanish 2140 is the first course of the Intermediate Spanish, which helps develop your Spanish proficiency as you become acquainted with the diverse Hispanic cultures. This course is based on the integration of learning outcomes across Interpersonal, Interpretive, and Presentational Modes of Communication. You will be able to accomplish real-world communicative tasks in culturally appropriate ways as you gain familiarity with products, practices, and perspectives of the Hispanic culture(s). You learn grammar, vocabulary, and structures to enable you to meet functional performance goals at this level and to build a foundation for continued language learning. During this course, you can consistently perform in the Novice range while more abilities emerge and develop in the Intermediate range.

Based on the Ohio State Learning Outcomes of first-semester Spanish course, at the end of this semester you can reasonably expect to be able to function in Spanish as described below.

**Statewide Learning Outcomes (Learning outcomes with an asterisk are essential.)**

**Interpersonal Communication:**
*1. Students can create with language in various timeframes to initiate, maintain, and end conversations on a greater variety of familiar topics and handle short, social interactions in culturally appropriate ways using contextualized words, phrases, sentences, and series of sentences while continuing to build their repertoire of common idiomatic expressions.

a. Functional ability includes:
   - asking and answering a greater variety of questions;
   - satisfying basic needs and/or handling simple transactions;
   - making simple requests, apologies, and excuses;
   - stating simple contradictions;
   - giving simple advice and recommendations; and
   - giving short explanations or stating what people, places, and things are like with many details.
b. Students may be able to communicate about more than the “here and now,” making very simple predictions and hypotheses.
c. Students recognize and use some culturally appropriate vocabulary, expressions, and gestures when participating in everyday interactions and can conform to cultural behaviors in familiar situations.
d. Students may also be able to correct their own errors.

2. Students are also working towards participating in exchanges on a wide variety of familiar topics and handling short, social interactions in culturally appropriate ways in everyday situations.

Interpretive Listening/Viewing:
*1. Students can demonstrate understanding of the main idea, as well as many details and idiomatic expressions, on a greater selection of familiar topics with or without visual support in a variety of oral texts and media.
   a. Students can sometimes use context to figure out overall meaning.
   b. Students generally rely on knowledge of their own culture, but also show evidence of increasing knowledge of the target language culture(s) to interpret texts.

2. Students are also working towards demonstrating understanding of the main idea and many details on a wide selection of familiar topics in a variety of oral texts and media.

Interpretive Reading:
*1. Students can demonstrate understanding of the main idea, as well as many details and idiomatic expressions, on a greater selection of familiar topics in a variety of texts.
   a. Students can sometimes use context to guess the meaning of unfamiliar words and idiomatic expressions.
   b. Students generally rely on knowledge of their own culture, but also show evidence of increasing knowledge of the target language culture(s) to interpret texts.

2. Students are also working towards demonstrating understanding of the main idea, as well as many details and idiomatic expressions, on a wide selection of familiar topics in a variety of texts.

Presentational Speaking:
*1. Students can create with language in various timeframes to make simple presentations on familiar topics using phrases and sentences that they have practiced.
   a. Functional ability includes:
      - giving simple explanations or advice;
      - telling why one should do or say something;
      - presenting short comparisons and contrasts;
      - making very simple predictions and hypotheses; and
      - giving short explanations or stating what people, places, and things are like with some details.
   b. Students can use some culturally appropriate vocabulary, expressions, and gestures, and their presentations reflect some knowledge of cultural differences related to spoken communication.

2. Students are also working towards creating with language in various timeframes to make simple presentations on a greater variety of familiar topics using phrases and sentences that they have practiced.
Presentational Writing:
*1. Students can write guided texts and can sometimes create with language in various timeframes to write about a greater variety of familiar topics in a series of sentences using some culturally appropriate vocabulary and expressions.
   a. Functional ability includes:
      • writing short narratives, summaries, or apologies;
      • making simple requests for information;
      • stating satisfaction or dissatisfaction with someone or something;
      • presenting simple comparisons and contrasts; and
      • giving short explanations or stating what people, places, and things are like with some details.
   b. Their writing reflects some knowledge of cultural differences related to written communication.

2. Students are also working towards creating with language in various timeframes on a greater variety of familiar topics by connecting sentences in a logical way.

Instructional Strategies
Learning vocabulary and grammar is not the end goal of this course; it is a means to develop your abilities to communicate. You will not only receive explicit instruction on learning strategies for the development of interpretive, interpersonal, and presentational communication skills, but also on problem-solving strategies oriented toward more effective communication with Spanish speakers. In-class activities will be highly interactive with emphasis on student-centered activities, often involving work in pairs or small groups. It is extremely important that you come well prepared to class. The study of grammatical concepts is to be done outside of class, particularly the “Repasemos” sections. Students are to prepare the material in the textbook and do assigned exercises before coming to class. If you continue to have doubts or questions, these exercises may be discussed, or on a limited basis, reviewed in class. Group exercises will be done in class to incorporate the new grammatical concepts learned; however, mechanical exercises will not be done in class. In addition, always remember to consult your instructor during office hours when you have questions; he/she will be happy to help you! With adequate out-of-class preparation and active participation in class, you will be able to communicate with Spanish speakers and to function in Spanish-speaking cultures on familiar topics.

REQUIRED TEXTBOOK AND MATERIALS
• Atando cabos: Curso Intermedio de español. 2016. 5th edition, González-Aguilar, María, & Rosso-O’Laughlin, Pearson
• MySpanishLab (including online workbook). http://www.myspanishlab.com/

CLASSROOM PROCEDURES

Missed Class Policy

Attendance is mandatory. You cannot learn Spanish unless you are in class. For most of you, the class hour is your only contact with Spanish. IF YOU DO NOT NEED TO ATTEND THIS CLASS TO LEARN SPANISH AND TO PASS THE EXAMS, YOU BELONG IN A MORE ADVANCED SPANISH CLASS

Students are expected to attend every class meeting at UT. Only in specific, unavoidable situations does the University excuse absences from class: 1) personal emergencies, including, but not limited to, illness of the student or of a dependent of the student [as defined by the Board of Trustees’ Policy on Family and Medical
Leave, or death of a member of the immediate family; 2) religious observances that prevent the student from attending class; 3) participation in University-sponsored activities, approved by the appropriate University authority, such as intercollegiate athletic competitions, activities approved by academic units, including artistic performances, R.O.T.C. functions, academic field trips, and special events connected with coursework; 4) government-required activities, such as military assignments, jury duty, or court appearances; and 5) any other absence that the professor approves.

We recognize that things can happen that prevent you from attending class. Consequently, each student is allowed one unexcused absences; any more than one is considered excessive. The absence is not a “free” day, but should be viewed as a personal day and as such is to cover illness, wedding, job interview, etc. Absences will not be excused for work conflicts. If you have a job which conflicts with your schedule, either change your work hours or change your class hours.

Consistently late arrivals or early departures will affect your participation grade. Arriving late is impolite and disruptive. Please make every effort to arrive on time. If you have a conflict that causes you to be constantly late to class or to have to leave early, you should resolve that conflict or you may be counted absent at your instructor's discretion.

For each unexcused absence after the first one, **two percentage points will be deducted from your final average**. This means that your instructor will add up all exams, tests, participation, and journal grades, average them, and THEN s/he will deduct for absences. For example, if you end up missing a total of 3 unexcused classes, you will lose 4 percentage points, dropping your final grade, from B+ (87.3%) to B (83.3%). On the other hand, if you have never missed any class during the semester, extra **three percentage points will be added to your final grade**, which may boost your grade, for example, from B+ (87.3%) to A- (90.3%).

You bear the responsibility of notifying your instructor in writing of any absences you anticipate. Absences while on university business are not counted as absences as long as the official list of days not present in class is given to the instructor in advance. (Students are responsible for making up work but do not lose participation points while on university business.) It is strongly recommended that you use two of the three methods: email, writing, or voicemail, to ensure that the instructor is properly notified of the planned absence. In the event that the instructor does not receive your notification, you should be prepared to present an alternative excuse. It will be at the instructor’s discretion to approve or disapprove of the alternative excuse. In the event of an unavoidable short notice for a University-approved activity where you are eligible for an excused absence, you will notify instructors in writing **as soon as possible** upon learning of the activity. In the case of your illness or a death in the family, you shall provide a written explanation for your absence immediately upon returning to class. **It is the student's responsibility to get absences excused if necessary.** Documentation must be an official letter or note from a doctor with a contact phone number, letter on letterhead from place of employment, death notice/obituary, program from funeral, and so on.

**Late work and make-ups**

No late work or make-up work will be considered without written documentation for your absence. Note that **no make-ups for exams will be given**, unless you present formal, written documentation accepted by your instructor which is due immediately upon your return to class. You must be ready to take the exam no later than the day after your return. Any missed assignment must be turned in the following class period, along with the above-mentioned documentation. You are ultimately responsible for material covered in class, regardless of whether you are absent or present. Authorized absences do not relieve you of course responsibilities; you are still expected to have completed all the preparation for the class and the class that follows it.
Class Participation
Daily class participation is a vital part of developing your listening and speaking proficiency in Spanish. For most of you, the class hour is your only contact with Spanish. You must prepare your homework prior to the class period, and while in class, you must actively contribute to the activities being practiced.

Your instructor will give you your participation grade every two weeks. If you do not agree with the participation grade, you should speak to your instructor immediately. SEEK HELP AS THE NEED ARISES. DO NOT PROCRASTINATE! Disputes over participation grades should not wait until the end of the semester since they are much more difficult to document and handle then. Note that the daily participation grade for any unexcused absence is zero.

The following is the criteria of the participation grade. You should use this information during any discussion with your instructor regarding your performance. Your instructor may use a different format (for example, student self-evaluation) or give participation grades at different intervals, and she/he will announce that in the beginning of the semester.

SUPERIOR
- attended class and arrived on time
- attempted to use Spanish expressions to greet people, say goodbye
- actively listened in class
- spoke only Spanish to other students and instructor
- participated in all activities with enthusiasm and a positive attitude
- completed homework and prepared for class
- volunteered to answer most questions
- helped others complete tasks during group/pair work

GOOD
- completed any 6 of the 8 points from SUPERIOR

AVERAGE
- completed any 5 of the 8 points from SUPERIOR

POOR
- completed any 3 of the 8 points from SUPERIOR

ABSENT
- not present in class OR arrived more than 15 minutes late
GRADING

Final Grade Components and Weighting

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<th>Component</th>
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<tr>
<td>Class participation</td>
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<tr>
<td>Homework</td>
<td>10 %</td>
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<tr>
<td>Compositions (3 minimum)</td>
<td>15 %</td>
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<tr>
<td>Chapter tests or quizzes (5 minimum)</td>
<td>25 %</td>
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<tr>
<td>Speaking tests</td>
<td>15 %</td>
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<tr>
<td>Comprehensive Exams (2)</td>
<td>25 %</td>
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Final Grade Computation

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<th>Weight</th>
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<th>Calculation</th>
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<tr>
<td>Participation</td>
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<td>_____ x .10 = _____%</td>
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<tr>
<td>Homework</td>
<td>.10</td>
<td>_____ x .10 = _____%</td>
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<tr>
<td>Compositions (3 minimum)</td>
<td>.15</td>
<td>_____ x .15 = _____%</td>
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<tr>
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<tr>
<td>Comprehensive Exams</td>
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<td>Subtotal</td>
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<td>Unexcused absences over 1</td>
<td>-2%</td>
<td>_____ x -2% = _____%</td>
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<td>FINAL GRADE TOTAL</td>
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Grading scale

- A 93 -- 100
- A- 90 -- 92.9
- B+ 87.3 -- 89.9
- B 82.7 -- 87.2
- B- 80 -- 82.6
- C+ 77.3 -- 79.9
- C 72.7 -- 77.2
- C- 70 -- 72.6
- D+ 67.3 -- 69.9
- D 62.7 -- 67.2
- D- 60 -- 62.6
- F 0 -- 59.9

NOTE: If you are taking this class pass-fail, a grade of C-minus is not sufficient to earn you a grade of "pass."

Classroom etiquette

Please remember to turn OFF all electronic devices in the classroom. This means no iPods, no cell phones or any other electronic devices may be used during class or during exams. You will not be allowed to twitter, send emails or IMS during class time. You may not leave the room once an exam has begun. Finally, punctuality is expected. Chronic tardiness will be counted as absences and will affect your grade accordingly.

Assignments

You are expected to have read and studied all material assigned prior to coming to class and to complete all written assignments on the date requested by the instructor. It is highly recommended that you study Cabos sueltos section before class. Students are responsible for all material due on the dates assigned whether they are present for class or not. It is recommended that each student exchange contact information (i.e. e-mail) with two other students in the class so that in the case of an absence these individuals can be consulted to find out about material covered and assignments for the following class.

You will best reinforce what you have learned in the textbook by completing the work your instructor assign to you in the MySpanishLab, an online learning and assessment system, http://www.myspanishlab.com/. Your instructor will assign exercises in the MySpanishLab, and assignments will be checked regularly as the instructor requires. As indicated earlier, no late assignments will be accepted.
To get started, you may watch the video tour of MySpanishLab at https://www.youtube.com/watch?v=S1vuO1UcYE0

Compositions
The development of writing proficiency is an important objective of the Intermediate Spanish course. You will write and submit a minimum of three compositions on the topic assigned by your instructor. Your instructor may use the processing writing approach as a way to enhance your writing and editing skills. Your writing will be graded on the vocabulary you use, its appropriateness, the grammar, the organization, the content and the final corrections (in case of several revisions) based on this rubric. All compositions must be YOUR ORIGINAL WORK. You may receive help only to locate weaknesses and errors in grammar, word choice, and organization but you must determine the correct forms for yourself. You may receive ZERO points if you use electronic translators or receive excessive “assistance” from others. Your instructor will give you detailed instructions about each composition in advance.

Exams and Tests
Exams: All exams must be taken on the dates indicated on your syllabus. There will be two comprehensive exams. The exams will assess globally your knowledge of culture, knowledge and skills in interpersonal, interpretive, and presentational communication in Spanish.

Chapter tests: Chapter tests are listed in the syllabus tentatively scheduled. The dates might be adjusted at the instructor’s discretion, depending on your learning and progress. There will be a minimum of five chapter tests, which may include any combination of vocabulary, grammar, listening, reading and writing tasks. Your instructor may give additional brief quizzes at his/her discretion.

More importantly, the tests should be considered an extension of activities or tasks that you are asked to prepare for daily classes. If you prepare conscientiously for class and attend regularly, you should do well.

Speaking tests
Speaking tests will be administered in the middle of and at the end of the semester to assess your oral proficiency, the primary objective of the second-year course sequence. The midterm speaking test is a face-to-face spontaneous interview with your instructor or a fellow classmate. The midterm speaking test might be eliminated due to time constraint; your instructor will announce different arrangement in class if needed. The speaking tests near the end of semester include two formats: (1) face-to-face, one-on-one interview with your instructor or a fellow classmate and (2) a formal presentation. In the spontaneous interview, you will have a conversation with a partner on various topics covered by the midterm or the final and you should be ready to give a brief exposition of the topic and then initiate and answer questions. Just before your appointment time, you will be given a real-life role-play situation in a topic practiced in your class activities this semester. The oral presentation in the class will be done at the end of semester on a topic approved by your instructor. You should not read a script during your presentation and you may use visual aids such as pictures, PPT or others visual aids to help present your ideas to the class. Your oral performance in the speaking tests will be video recorded as evidence of your progress in the semester.

OTHER IMPORTANT INFORMATION

- **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. Set aside time to study Spanish on a regular, preferably daily, basis. It is far more effective to study for shorter, frequent periods of time than it is to study for one marathon session.
• **Academic misconduct** Cheating is not tolerated on either exams or homework. Anyone caught copying from others or allowing others to copy their work is subject to receiving an “F” for the work in question or for the course. Cases of plagiarizing, cheating, collusion and other academic misconduct will be referred to the Office of Dean of the College of Arts and Letters. For a complete policy statement on academic dishonesty see [http://www.utoledo.edu/dl/students/dishonesty.html](http://www.utoledo.edu/dl/students/dishonesty.html)

• **Foreign Language Learning Center (FLLC)** (phone 419-530-5959, Field House #2330, [http://www.utoledo.edu/llss/forlang/index.htm](http://www.utoledo.edu/llss/forlang/index.htm)) There are personal computers available (Mac and PC) for your use in the Center (also called Language Lab). You may use these computers for written assignments. Lab activities are very important for your success learning a second language. **The more you listen and practice, the more you learn.** While you may complete the electronic workbook assignment anywhere you have the Internet connection, you may also use the FLLC for this purpose. The Foreign Language Learning Center also has a collection of foreign language films which you may borrow overnight or view on-site. In addition, the FLLC has foreign television channels available on computer as well.

• **Change of class section** you will not be permitted to change class sections after the second week of classes.

• **Extra credit** assignments will NOT be made to individuals; as such arrangements are inequitable if not offered to the entire class.

• **Comprehensive exams** All exams are the property of the Department of Foreign Languages and must be returned to the instructor upon his/her request. All exams will be returned for review in class within one week and then kept by your instructor throughout the semester. If you wish to look over your comprehensive exam again, you may make appointments with your instructor.

• **Students with learning disabilities** or special needs are urged to contact their instructors early in the semester to secure the best possible learning environment. If you have a disability that requires a classroom accommodation, you need to register with the Office of Accessibility, Rocket Hall, Room 1802 (419-530-4981). For more information go to: [http://www.utoledo.edu/offices/student-disability-services/](http://www.utoledo.edu/offices/student-disability-services/)

• **The Learning Enhancement Center** The Center provides free tutoring at the Carlson Library (Lower Level, Rathbun Cove). For tutoring schedule, visit: [http://www.utoledo.edu/success/lec/tutoring/](http://www.utoledo.edu/success/lec/tutoring/)
Programa Tentativo / Tentative Schedule (Sujeto a cambiar / Subject to change)

<table>
<thead>
<tr>
<th>Fecha</th>
<th>Temas y tópicos (What you need to know)</th>
<th>Metas (What you can do)</th>
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<tbody>
<tr>
<td><strong>1ª SEMANA</strong></td>
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| 28 de agosto          | Introducción al curso  
**Capítulo 1: Hablemos de nosotros**  
*En Marcha con las Palabras*  
*En contexto*: La familia española de hoy, p. 1-4  
**Ventana al mundo**: La gran familia, p. 5-6  
**¡Sin duda!** parecer, parecerse, mover(se) & mudar(se), p. 6-8  
**Así se dice** Saludos, presentaciones y despedidas  
Circunlocución, p. 8-10 | Describing and talking about the Hispanic family  
Greeting and introducing people to others |
| 30 de agosto (09/01 last day to add via web) | **Sigamos con las Estructuras**  
**Repasemos 1**: Adjective agreement p.11-12  
**Repasemos 2**: Present tense indicative of regular verbs, p. 12-13  
**Aprendamos 1**: Present tense indicative of irregular verbs, p. 14-17  
**Ventana al mundo**: La compadrazgo: una institución social | Describing people and things  
Discussing daily activities |
| **2ª SEMANA**         |                                                                                                           |                                              |
| 4 de septiembre       | **Día del Trabajo**                                                                                 | **No hay clase.** |
| 6 de septiembre       | **Repasemos 3**: Present progressive tense, p. 13  
**Aprendamos 2**: Uses of *ser* and *estar*, p. 18-21  
**Aprendamos 3**: ¿Qué? or ¿cuál?, p. 21-22 | Describing actions in progress  
Describing conditions and characteristics  
Asking for definitions and choices |
| **3ª SEMANA**         |                                                                                                           |                                              |
| 11 de septiembre (last day to add in person/ Last day to drop via web/ in person) | **Videoblog**: Una empresa familiar, p. 23  
**Escritura**: Describing a person, p. 29-30  
**Composición #1**  
**Conversemos sobre las lecturas**: Amistad, p. 24-28 | Describing a person  
Predicting and guessing: cognates |

**Chapter Test #1**
| 4ª SEMANA | 18 de septiembre | Capítulo 2: Hablemos de viajes  
En Marcha con las Palabras  
En contexto: Un viaje por América Latina, p. 32-37  
Ventana al mundo: Buenos Aires, Argentina, p. 37  
¡Sin duda! irse (marcharse), salir, partir & dejar, p. 38  
Ventana al mundo: La Habana, Cuba, p. 39  
Así se dice Cómo hacer reservas, p.40-41  
Ventana al mundo: Ecuador, p. 41 | Learning and talking about travelling in Latin America  
Formulating questions and asking for information  
Learning how to make reservations |
| --- | --- | --- |
| 20 de septiembre | Sigamos con las Estructuras  
Repasemos 1: The preterite p.42  
Repasemos 2: Hace + time expressions p. 42-43  
Repasemos 3: The imperfect, p. 44  
Ventana al mundo: Machu Picchu, p. 44  
Aprendamos 1: Preterite and imperfect, p. 45-47  
Ventana al mundo: El Parque Nacional de Torres del Paine, p. 47 | Talking about the past  
Narrating in the past |
| 5ª SEMANA | 25 de septiembre | Aprendamos 2: More uses of the preterite and imperfect, p. 48-49  
Ventana al mundo: Puerto Rico, la isla del encanto, p. 49  
Aprendamos 3: Verbs that change meaning in the preterite, p. 50-51  
Ventana al mundo: Venezuela, p. 51 | Talking about past activities |
| 27 de septiembre | Videoblog: Dos destinos maravillosos, p.52  
Ecritura: Narration, telling a story, p. 60-61 | Narration, telling a story  
Composición #2 |
| 6ª SEMANA | 2 de octubre | Conversemos sobre las lecturas p. 53-58 | Skimming  
Chapter Test #2 |
| 4 de octubre | Capítulo 3: Hablemos de la interculturalidad  
En Marcha con las Palabras  
En contexto: Romper las barreras interculturales p. 63-67  
Ventana al mundo: La población hispana de EE.UU., p. 68  
¡Sin duda! haber, tener, pedir, preguntar & preguntar por, p. 69-70  
Ventana al mundo: Las remesas, p. 71  
Así se dice Cómo pedir aclaraciones, p. 71-72 | Talking about Hispanic communities in the United States  
Learning how to ask for something  
How to ask for clarification |
<table>
<thead>
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<th>7ª SEMANA</th>
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| 9 de octubre | **Sigamos con las Estructuras**  
**Repasemos 1:** Reflexive verbs p. 74  
**Repasemos 2:** Reciprocal verbs p. 74  
**Repasemos 3:** Verbs like *gustar*, p. 75  
**Ventana al mundo:** Los puertorriqueños en los EE.UU., p. 76  
**Aprendamos 1:** Expressing inequality: Comparisons, p. 77-79  
**Ventana al mundo:** Los cubanos en Estados Unidos, p. 80 | Describing daily routines  
Describing reciprocal actions  
Expressing likes and dislikes  
Expressing inequality |
| 11 de octubre | **Aprendamos 2:** Expressing equality: p. 80-82  
**Ventana al mundo:** Los Chicanos. 83  
**Aprendamos 3:** Infinitive after preposition, p. 83-84  
**Ventana al mundo:** Los puertorriqueños en los Estados Unidos, p. 83 | Expressing equality  
Expressing sequence of actions |

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<th>8ª SEMANA</th>
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<tr>
<td>16 de octubre</td>
<td><strong>Descanso de otoño</strong></td>
<td>No hay clase.</td>
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| 18 de octubre | **Videoblog:** El bilingüismo, p.85  
**Conversemos sobre las lecturas** p. 86-90  
**Escritura:** How to conduct and write an interview p. 92-93 | Predicting  
Scanning  
How to conduct and write an interview  
Scanning  
**Chapter Test #3** |

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<th>9ª SEMANA</th>
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<tr>
<td>23 de octubre</td>
<td><strong>Capítulos 1-3</strong></td>
<td><strong>Examen Comprensivo I</strong></td>
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| 25 de octubre | **Capítulo 4: Hablemos de donde vivimos**  
**En Marcha con las Palabras**  
**En contexto:** El Congreso de Protección del Medio Ambiente, p. 95-100  
**¡Sin duda!** tener éxito, suceder, conseguir & lograr, p. 101-102  
**Ventana al mundo:** Santiago de Chile por el aire limpio, p. 102  
**Así se dice** Cómo mantener y reaccionar en una conversación, p. 103-104  
**Ventana al mundo:** El genio de Gaudí, p. 104 | Talking about big Hispanic cities  
Talking about urban planning, ecology and environment  
Describing success and achievement  
Learning how to keep on a conversation |
| **10ª SEMANA** | **30 de octubre** | **Sigamos con las Estructuras** Repasemos 1: The personal a p. 105  
Ventana al mundo: Costa Rica, p. 105  
Repasemos 2: Direct object pronouns p.106-107  
Ventana al mundo: La islas Galápagos, p. 107  
Repasemos 3: Indirect object pronouns p.108 | Distinguishing between people and things  
Avoiding repetition of nouns  
Indicating to whom or for whom actions are done |
| **1° de noviembre (3 Last day to withdraw)** | **Aprendamos 1**: Double object pronouns p. 109-111  
Ventana al mundo: Energía alternativa o verde, p. 111  
Aprendamos 2: Reflexive construction for unplanned occurrences p. 112-113  
Aprendamos 3: Por vs. Para, p. 114-116  
Ventana al mundo: México y el medio ambiente., p. 116 | Avoiding repetition of nouns  
Expressing unintentional or accidental events  
Indicating location, purpose, and cause |
| **11ª SEMANA** | **6 de noviembre** | **Videoblog**: Proyectos verdes, p.117  
**Ecritura**: Comparing and contrasting, p. 124-125 | Listening for key information  
Comparing and contrasting  
**Composición #3** |
| **8 de noviembre** | **Conversemos sobre la lectura** p. 118-122  
Repeaso de Capítulo 4 | **Chapter Test #4** |
| **12ª SEMANA** | **13 de noviembre** | **Conversación** (Interpersonal speaking tests) |
| **15 de noviembre** | **Capítulo 5: Hablemos de los derechos humanos**  
**En Marcha con las Palabras**  
**En contexto**: La importancia de la tierra, p. 127-131  
**Ventana al mundo**: La Pachamama, p. 131  
**¡Sin duda!** época, hora, rato, ratito, ratico, tiempo & vez, p. 132-133  
**Ventana al mundo**: Los incas, p. 134  
**Así se dice** Cómo influir y convencer a otros p.134-135 | Talking about human rights  
Talking about indigenous civilizations in Latin America  
Talking about time and Frequency  
Learning how to influence and convince others |
<table>
<thead>
<tr>
<th>13ª SEMANA</th>
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</table>
| 20 de noviembre | **Sigamos con las Estructuras**  
Repasemos 1: Present Subjunctive of regular verbs p.137-138  
Repasemos 2: Present Subjunctive of irregular verbs p.139  
Repasemos 3: Impersonal expressions with the subjunctive p. 139-140 | Expressing hope and desire  
Expressing opinion and judgment |
| 22 de noviembre | **Día de Acción de Gracias** | No hay clase. |

<table>
<thead>
<tr>
<th>14ª SEMANA</th>
<th></th>
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</table>
| 27 de noviembre | **Ventana al mundo:** Los pueblos indígenas y las TICs, p.140  
Aprendamos 1: Subjunctive in noun clauses p.141  
Aprendamos 2: Subjunctive in noun clauses p.142-144  
Ventana al mundo: El imperio azteca, p. 144 | Expressing feelings and emotions  
Giving advice, suggesting, and requesting |
| 29 de noviembre |  |

<table>
<thead>
<tr>
<th>15ª SEMANA</th>
<th></th>
</tr>
</thead>
</table>
| 4 de diciembre | Aprendamos 3: Subjunctive in noun clauses p.145-147  
Ventana al mundo: El calendario maya y sus astrónomos, p.148 | Expressing doubt, denial, and uncertainty |
| 6 de diciembre | **Videoblog:** Los derechos de las mujeres:  
Repaso de capítulo 5 | **Chapter Test #5** |

<table>
<thead>
<tr>
<th>16ª SEMANA</th>
<th></th>
</tr>
</thead>
</table>
|  | **Capítulos 4-5** | **EXAMEN COMPRENSIVO II**  
Check semester examination calendar on UT website  
[http://www.utoledo.edu/officeregistrar/exam_schedules.html](http://www.utoledo.edu/officeregistrar/exam_schedules.html) |
DISHONESTY POLICY

Academic dishonesty by students enrolled in undergraduate or graduate courses and programs offered by the Department of Foreign Languages will not be tolerated. Academic dishonesty includes but is not limited to:

1. Obtaining assistance from another individual during an examination.
2. Giving assistance to another individual during an examination.
3. Unauthorized use of study material or books during an examination.
4. Changing answers on an examination after it has been returned and then submitting it for re-grading.
5. Plagiarizing written assignments. Plagiarizing includes but is not limited to:
   a. copying course work from previous years,
   b. copying or paraphrasing work prepared by other students,
   c. unauthorized collaboration in the preparation of course work,
   d. unauthorized input concerning grammar and/or content from another individual presented as one’s own work, and
   e. using another author’s materials without appropriate acknowledgement through quotation and citation.
6. Attempting to bribe or otherwise induce an instructor to alter either a grade or an examination score.
7. Obtaining or attempting to obtain a copy of an examination prior to its administration.

In accordance with policies stated in the current Student Handbook and University Catalog, instructors have the responsibility and right to report cases of alleged dishonesty to departmental, college, and university administrative units. Students involved in academic dishonesty may expect to receive a grade of F on specific assignments as well as in the course for which the assignment was completed. In addition, disciplinary action may be recommended through appropriate college and university disciplinary committees. Please consult your instructor for instructions on the implementation of this policy.
# Presentational Writing (Composition) Rubric

**Student Name:** _____________________  
**Date:**  ______________________

## Scoring Guide

**Converting rubric scores to a gradebook**

### Performance Rubric

<table>
<thead>
<tr>
<th>Presentational Writing</th>
<th>Performance Rubric</th>
<th>NL</th>
<th>NM</th>
<th>NH</th>
<th>IL</th>
<th>IM</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STRONG</strong></td>
<td><strong>GOOD</strong></td>
<td><strong>DEVELOPING</strong></td>
<td><strong>EMERGING</strong></td>
<td><strong>Low</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What are my strengths?</td>
<td>What can I do?</td>
<td>How can I improve?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Comprehensibility**
  - Was I understood?

- **Vocabulary:** I use a variety of appropriate vocabulary for this task.

- **Language Control:** I am mostly accurate when I use structures, time frames and word order that we practiced.

- **Mechanics:** My spelling, capitalization, punctuation, accents or tone marks are mostly accurate.

- **Task Completion**
  - What did I say?

- **Content:** I meet the communication goal. My content is relevant to this topic.

- **Details and Support:** I use authentic resource(s) or several details to support my response.

- **Discourse Quality**
  - How well did I communicate?

- **Organization and Level of Language:** My writing is organized and has good cohesion. My sentence complexity is appropriate for this level.

- **Impact:** I keep my audience interested by originality, visuals, technology, content, writing style, humor, or emotions.

- **Interculturality**
  - Did I show cultural understanding?

**Cultural Competence:** My language shows cultural knowledge or understanding for this task. (cultural content, register, daily life, idiomatic expressions, similarities and differences in target culture).

*Used in conjunction with Full Performance Rubric for Presentational Writing.  
*See Can-Do statements for performance level descriptors.
# Presentational Writing

## Performance Rubric

<table>
<thead>
<tr>
<th>Final Score:</th>
<th>STRONG</th>
<th>GOOD</th>
<th>DEVELOPING</th>
<th>EMERGING</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full evidence for targeted level and some evidence for next level</td>
<td>Full evidence for targeted level</td>
<td>Partial evidence for targeted level</td>
<td>Limited evidence for targeted level</td>
<td></td>
</tr>
</tbody>
</table>

### Comprehensibility
- **SGDELL**: Is easily understood by a sympathetic listener
- **GOOD**: Is generally understood by a sympathetic listener
- **DEVELOPING**: Is understood with some difficulty
- **EMERGING**: Is understood with much difficulty
- **Low**

### Vocabulary
- Strong range of appropriate vocabulary.
- Good range of appropriate vocabulary.
- Basic range of appropriate vocabulary.
- Limited range of appropriate vocabulary.

### Language Control
- Few errors when using practiced structures, time frames and word order.
- Some errors when using practiced structures, time frames and word order.
- Errors in practiced material may require interpretation.
- Errors in practiced material often impede communication.

### Mechanics
- Accurate spelling, capitalization, punctuation, accents or tone marks.
- Mostly accurate spelling and mechanics.
- Somewhat accurate spelling and mechanics.
- Spelling or mechanics often impede communication.

### Task Completion
- Conveys and extends the message
- Conveys the full message
- Conveys part of the message
- Conveys a limited message
- **Low**

### Content
- Communicative goal is exceeded, with elaborate and relevant content.
- Communicative goal is met, with relevant content.
- Communicative goal is partially met, with some related content.
- Communicative goal is minimally met, with limited content.

### Details and Support
- Authentic resource(s) or details consistently used to support and expand on the response.
- Authentic resource(s) or details often used to support response.
- Authentic resource(s) or details sometimes used to support response.
- More details needed to support response.

### Discourse Quality
- Shows strong communication skills
- Shows good communication skills
- Shows developing communication skills
- Shows emerging communication skills
- **Low**

### Organization and Level of Language
- Speech is well-organized or sequenced, with strong cohesion and transitions.
- Sentence complexity (word—phrase—sentence—connected sentences—paragraph) exceeds targeted level.
- Speech is mostly organized, with cohesion and transitions.
- Sentence complexity is appropriate to level.
- Speech is somewhat organized, or has some transitions.
- Sentence complexity partially meets targeted level.
- Audience interest is consistently maintained through originality, visuals, technology, content, writing style, humor, or emotions.
- Audience interest is mostly maintained.
- Audience interest is somewhat maintained.
- Audience interest is minimally maintained.

### Interculturality
- Demonstrates thorough cultural competence
- Demonstrates cultural competence
- Demonstrates some cultural competence
- Demonstrates limited cultural competence
- **Low**

### Cultural Competence
- Language or behavior reflects cultural content, register, idiomatic expressions, daily life, similarities/differences in target culture shows strong cultural knowledge or understanding.
- Language or behavior shows general cultural knowledge or understanding.
- Language or behavior shows some cultural knowledge or understanding.
- Language or behavior shows limited cultural knowledge or understanding.
- Language or behavior shows limited cultural knowledge or understanding.

**ConverTo Gradebook Score:** (S) = (D) = (D) = (E) = (L) = }

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**Ohio Department of Education**

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MW 16
### Intermediate Low - 3

**Full evidence for this level and some evidence for next level**

<table>
<thead>
<tr>
<th>What are my strengths?</th>
<th>What can I do?</th>
<th>How can I improve?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensibility:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- I use vocabulary from many familiar topics and themes.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- I'm mostly accurate when I use present time frame and practiced structures.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- I sometimes use past or future time frames.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Speaking) My pronunciation is mostly accurate, with native sounds.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Speaking) I speak at a consistent rate and self-correct if needed.</td>
<td></td>
</tr>
</tbody>
</table>

| Quality of Communication: | | |
|---------------------------| | |
| - I meet the communication goal. | | |
| - I use details, descriptions or authentic resource(s) to support my response. | | |
| - I use transitions and strings of sentences. | | |
| - I ask a variety of questions to continue the conversation. | | |
| - I rephrase when I need to clarify. | | |

### Intermediate Low - 2

**Full evidence for this level**

### Intermediate Low - 1

**Partial evidence for this level**

### Novice High

### Interculturality: Did I show cultural understanding?

- I use culturally appropriate register, gestures, language, behavior, or content.
- I compare and describe cultural products (geography, health), practices (shopping, daily routines), or perspectives (celebrations, eating habits).

---

*Used in conjunction with the Intermediate Low Full Rubric.*

*For students who do not meet Intermediate Low criteria, refer to Novice High rubric.*

*Adapted from the ACTFL Proficiency Guidelines and Performance Descriptors (2012), and the NCSSFL Interculturality Can-Do Statements.*
<table>
<thead>
<tr>
<th>Level</th>
<th>Full evidence for this level and some evidence for next level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intermediate Low – 3</strong></td>
<td>Is easily understood by a sympathetic speaker.</td>
</tr>
<tr>
<td></td>
<td>- Uses practiced vocabulary from a wide range of familiar themes and topics.</td>
</tr>
<tr>
<td></td>
<td>- Shows consistent control of present time frame and practiced structures.</td>
</tr>
<tr>
<td></td>
<td>- Shows emerging control of past or future time frames.</td>
</tr>
<tr>
<td></td>
<td>- (Speaking) Uses comprehensible pronunciation and native sounds.</td>
</tr>
<tr>
<td></td>
<td>- (Speaking) Speaks at a consistent rate, with some hesitations or self-corrections.</td>
</tr>
<tr>
<td><strong>Quality of communication</strong></td>
<td>Participates in and advances the conversation</td>
</tr>
<tr>
<td></td>
<td>- Exceeds the communicative goal.</td>
</tr>
<tr>
<td></td>
<td>- Extends response with a range of details or description. May reference authentic resource(s).</td>
</tr>
<tr>
<td></td>
<td>- Organizes language using simple, compound and some strings of sentences, with transitions.</td>
</tr>
<tr>
<td></td>
<td>- Asks a variety of questions to continue the conversation.</td>
</tr>
<tr>
<td></td>
<td>- Rephrases for clarification.</td>
</tr>
<tr>
<td><strong>Interculturality</strong></td>
<td>Demonstrates strong cultural competence</td>
</tr>
<tr>
<td></td>
<td>- Incorporates strong cultural knowledge into conversation via register, content, language or behavior.</td>
</tr>
<tr>
<td></td>
<td>- Identifies, compares and describes a range of products (<em>geography, health</em>), practices (<em>daily routines, shopping</em>) or perspectives (<em>celebrations, eating habits</em>).</td>
</tr>
<tr>
<td><strong>Intermediate Low – 2</strong></td>
<td>Is understood by a sympathetic speaker.</td>
</tr>
<tr>
<td></td>
<td>- Uses practiced vocabulary from a range of familiar themes and topics.</td>
</tr>
<tr>
<td></td>
<td>- Shows good control of present time frame and practiced structures.</td>
</tr>
<tr>
<td></td>
<td>- Begins to use past or future time frames, with errors that may impede communication.</td>
</tr>
<tr>
<td></td>
<td>- (Speaking) Uses mostly comprehensible pronunciation and native-like sounds.</td>
</tr>
<tr>
<td></td>
<td>- (Speaking) Speaks slowly but at a consistent rate, with some hesitations or self-corrections.</td>
</tr>
<tr>
<td><strong>Quality of Communication</strong></td>
<td>Participates fully in the conversation</td>
</tr>
<tr>
<td></td>
<td>- Meets the communicative goal.</td>
</tr>
<tr>
<td></td>
<td>- Supports response with details or description. May reference authentic resource(s).</td>
</tr>
<tr>
<td></td>
<td>- Organizes language using simple, compound and some strings of sentences, with transitions.</td>
</tr>
<tr>
<td></td>
<td>- Asks a variety of questions to continue the conversation.</td>
</tr>
<tr>
<td></td>
<td>- Uses word substitution or rephrasing for clarification.</td>
</tr>
<tr>
<td><strong>Interculturality</strong></td>
<td>Demonstrates cultural competence</td>
</tr>
<tr>
<td></td>
<td>- Incorporates cultural knowledge into the conversation via register, content, language or behavior.</td>
</tr>
<tr>
<td></td>
<td>- Identifies, compares and describes some products (<em>geography, health</em>), practices (<em>daily routines, shopping</em>) or perspectives (<em>celebrations, eating habits</em>).</td>
</tr>
<tr>
<td><strong>Intermediate Low – 1</strong></td>
<td>Is generally understood by a sympathetic speaker.</td>
</tr>
<tr>
<td></td>
<td>- Uses practiced vocabulary from familiar themes and topics.</td>
</tr>
<tr>
<td></td>
<td>- Shows emerging control of present time frame and practiced structures.</td>
</tr>
<tr>
<td></td>
<td>- (Speaking) Uses mostly comprehensible pronunciation and some native-like sounds.</td>
</tr>
<tr>
<td></td>
<td>- (Speaking) Speaks slowly with some hesitations and stumbling over new words or structures.</td>
</tr>
<tr>
<td><strong>Quality of Communication</strong></td>
<td>Partially participates in the conversation</td>
</tr>
<tr>
<td></td>
<td>- Partially meets the communicative goal.</td>
</tr>
<tr>
<td></td>
<td>- Supports response with a few details or description. May reference authentic resource(s).</td>
</tr>
<tr>
<td></td>
<td>- Organizes language using simple, compound and some strings of sentences.</td>
</tr>
<tr>
<td></td>
<td>- Asks a few questions to continue the conversation.</td>
</tr>
<tr>
<td></td>
<td>- Uses word substitution for clarification.</td>
</tr>
<tr>
<td><strong>Interculturality</strong></td>
<td>Demonstrates some cultural competence</td>
</tr>
<tr>
<td></td>
<td>- Incorporates some cultural knowledge into the conversation via register, content, language or behavior.</td>
</tr>
<tr>
<td></td>
<td>- Identifies and compares products (<em>geography, health</em>), practices (<em>daily routines, shopping</em>) or perspectives (<em>celebrations, eating habits</em>).</td>
</tr>
</tbody>
</table>

*Refer to Novice High rubric to determine current level*
### Intermediate Low Presentational

**Student Self-Reflection or Teacher Feedback**

Evaluation of speaking and writing in IPAs, exams and pre/post-assessments

<table>
<thead>
<tr>
<th>Intermediate Low – 3</th>
<th>Intermediate Low – 2</th>
<th>Intermediate Low – 1</th>
<th>Novice High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full evidence for this level and some evidence for next level</td>
<td>Full evidence for this level</td>
<td>Partial evidence for this level</td>
<td>Novice High</td>
</tr>
</tbody>
</table>

#### What are my strengths?

**Comprehensibility:** Was I understood?

- I use vocabulary from many familiar topics and themes.
- I’m mostly accurate when I use present time frame and practiced structures.
- I sometimes use past or future time frames.
- (Speaking) My pronunciation is mostly accurate, with native sounds.
- (Speaking) I speak at a consistent rate and self-correct if needed.

#### Quality of Communication:** How well did I communicate?

- I meet the communication goal.
- I use details, descriptions or authentic resource(s) to support my speech.
- I organize my language using transitions and strings of sentences.
- I sometimes clarify by rephrasing.
- I keep my audience interested with technology, visuals, writing style, creativity, content, voice or emotions.

#### Interculturality:** Did I show cultural understanding?

- I use culturally appropriate register, gestures, language, behavior, or content.
- I compare and describe cultural products (geography, health), practices (shopping, daily routines), or perspectives (celebrations, eating habits).

---

*Used in conjunction with the Intermediate Low Full Rubric.*

*Expectations may be higher for prepared written or oral speech.*

*For students who do not meet Intermediate Low criteria, refer to Novice High rubric.*

*Adapted from the ACTFL Proficiency Guidelines and Performance Descriptors (2012), and the NCSSFL Interculturality Can-Do Statements.*
# Intermediate Low

## Full evidence for this level and some evidence for next level

### Comprehensibility

- Is easily understood by a sympathetic speaker.
  - Uses practiced vocabulary from a wide range of familiar themes and topics.
  - Shows consistent control of present time frame and practiced structures, with few errors.
  - Shows emerging control of past or future time frames.
  - (Speaking) Uses comprehensible pronunciation and native sounds.
  - (Speaking) Speaks at a consistent rate, with some hesitations or self-corrections.

### Quality of Communication

- Conveys and extends the message.
  - Exceeds the communicative goal.
  - Extends response with a range of details or description. May reference authentic resource(s).
  - Organizes language using simple, compound and some strings of sentences, with transitions.
  - Rephrases for clarification.
  - Maintains high audience interest via technology, visuals, writing style, content, creativity, or voice.

### Interculturality

- Demonstrates strong cultural competence
  - Shows strong cultural knowledge through register, content, gestures, language, or behavior.
  - Identifies, compares and describes a range of products (geography, health), practices (daily routines, shopping) or perspectives (celebrations, eating habits).

## Intermediate Low – 2

### Comprehensibility

- Is understood by a sympathetic speaker.
  - Uses practiced vocabulary from a range of familiar themes and topics.
  - Shows good control of present time frame and practiced structures.
  - Begins to use past or future time frames, with errors that may impede communication.
  - (Speaking) Uses mostly comprehensible pronunciation and native-like sounds.
  - (Speaking) Speaks slowly but at a consistent rate, with some hesitations or self-corrections.

### Quality of Communication

- Conveys the message.
  - Meets the communicative goal.
  - Supports response with details or description. May reference authentic resource(s).
  - Organizes language using simple, compound and some strings of sentences, with transitions.
  - Uses word substitution or may rephrase for clarification.
  - Maintains audience interest via technology, visuals, writing style, content, creativity, or voice.

### Interculturality

- Demonstrates cultural competence
  - Shows cultural knowledge through register, content, gestures, language or behavior.
  - Identifies, compares and describes some products (geography, health), practices (daily routines, shopping) or perspectives (celebrations, eating habits).

## Intermediate Low – 1

### Comprehensibility

- Is generally understood by a sympathetic speaker.
  - Uses practiced vocabulary from familiar themes and topics.
  - Shows emerging control of present time frame and practiced structures.
  - (Speaking) Uses mostly comprehensible pronunciation and some native-like sounds.
  - (Speaking) Speaks slowly with some hesitations and stumbles over new words or structures.

### Quality of Communication

- Partially conveys the message
  - Partially meets the communicative goal.
  - Supports response with some details or description. May reference authentic resource(s).
  - Organizes language using simple, compound and some strings of sentences.
  - Uses word substitution for clarification.
  - Maintains some audience interest via technology, visuals, writing style, content, creativity, or voice.

### Interculturality

- Demonstrates some cultural competence
  - Shows some cultural knowledge through content, gestures, language or behavior.
  - Identifies and compares products (geography, health), practices (daily routines, shopping) or perspectives (celebrations, eating habits).

## Novice High

Refer to Novice High rubric to determine current level

July 2015
Syllabus Agreement (copy to be kept by student):

I have read, understood and agree to act in accordance with all the information presented to me in this syllabus.

Student name (printed): ________________________
Student signature:_____________________________
Date: _____________
Course number and section: _____________________

Syllabus Agreement (copy to be kept by instructor):

I have read, understood and agree to act in accordance with all the information presented to me in this syllabus.

Student name (printed): ________________________
Student signature:_____________________________
Date: _____________
Course number and section: _____________________