Instructor: Anna Marshall  
Office hours: Daily after class 12:30-1:00  
Email: akmarsh@stanford.edu

For a complete syllabus, calendar and course information, see [http://spanlang.stanford.edu](http://spanlang.stanford.edu).

Materials

Available at the Stanford Bookstore and on reserve in Green Library  

a. Class format

Class meets 5 days a week. The major part of each class session will be spent listening to and actively using Spanish. Your job will be to focus on deriving meaning from what is said using all of the cues at your disposal (your background knowledge of the topic or context, visuals that may be present, your instructor's intonation, etc.); participating in class by using the language you have; and interacting in Spanish with your classmates, instructor, and invited speakers. All materials used in the course are connected to the topics presented in the text and the larger functional objectives.

The program objectives (see above and Course Calendar) are what principally guide the course, with the textbook, workbook, and other supplementary materials as tools to help you reach those objectives. Sometimes we will discuss grammatical structure in class; most of the time, though, it will be assigned for home study so that class time can be dedicated to active use of Spanish.

b. Spanish-speaking Conversation Partner

You will be asked to get to know someone in the Stanford community who is a native speaker of Spanish. This activity is also included in your Portfolio activities (see Portfolio document). Ideally, you will get to meet with him or her frequently, every week if possible. Common interests are one of the best ways to locate and develop a lasting friendship with a conversation partner. Ask your friends or instructor if they know anyone on campus or in the area who speaks Spanish. You may also visit Bechtel International Center to set up a language exchange with international students/scholars and their families. Remember to use common courtesy when arranging to meet with your partner and be prepared to return a favor for one extended.

c. Portfolio

You will be asked to keep a portfolio of your contact with Spanish during the quarter outside of class. See the Portfolio document for details. Sample activities may include, for example, reflections on your attempts to watch the news, recordings of your conversations (or attempted conversations) with your conversation partner, attempts to read magazines in Spanish, etc.

d. Self-Assessment

At the end of each unit, you will be expected to assess your own progress using the Progress Report (see document in Coursework under the “Portfolio” folder). Your instructor or conversation partner will either concur with your assessment or suggest that you need more work.

e. Diagnostics and Exams

There will be six 10-20 minute diagnostic quizzes throughout the quarter; a 50-minute midterm; and a final exam during class on the last day. All assessments will focus on functional skills, i.e. your ability to understand the written and spoken language, and your ability to produce oral and written Spanish. For oral diagnostics, you may go to the Meyer Language Laboratory, on the second floor of Meyer Library.

f. Oral Proficiency Interview

At the end of the quarter, you will schedule a conversational interview with your instructor in order to assess your level of oral proficiency. You will have a great deal of choice in demonstrating what you are able to do in Spanish.

g. Class homework and lab assignments

Daily language activity is essential to mastering a language. You will be assigned various exercises online to help you master the vocabulary and other material. Doing these regular practice exercises helps solidify your Spanish through consistent reinforcement and enables you to produce it with increasing automaticity. You should plan to spend one or more hours daily on language exercises, activities, and/or study.

h. Compositions

You will be assigned two (2) compositions to help you synthesize your language skills and practice writing. Each composition consists of a first draft (double-spaced with 1-inch margins) on which you’ll receive
comments from your classmates or instructor on the content, style, and structure of the essay. You will incorporate these comments into a second, revised draft. Your instructor will then require a third, edited version of your essay, with spelling and grammar corrections. Please remember to include your name, assignment number or page numbers, and the date in the upper right-hand corner of all your assignments. The Spanish Language Program highly discourages the use of online or machine translators. Overuse of translators may constitute plagiarism (see below), and even minimal use can render a paper incomprehensible. Instead, students should use the Spanish they know with the occasional aid of a dictionary (online or print).

ACADEMIC POLICIES

Statement on Academic Integrity and Outside Assistance
All students are expected to abide by the Stanford Honor Code with regard to classwork, activities, and assignments related to their language classes. Plagiarism refers to the unattributed, direct copying of language and/or ideas from a source other than yourself. This includes translations of source material into the target language. Plagiarism is strictly forbidden as a part of Stanford’s Fundamental Standard.

Assistance on take-home written assignments may take various forms. We expect you to use dictionaries and grammar books in the composition process. Under no circumstances is another person to compose an essay for you or contribute to the ideas or substantive expression of individual assignments. For collaborative or group work, your instructor will issue guidelines on what is appropriate. Your instructor may also ask you to declare the amount of assistance you have received on any written or oral assignment.

We do not discourage assistance in the preparation of oral assignments. It is always helpful to have another person listen to you practice your oral presentations and provide helpful feedback on your manner of expression. Of course, under no circumstances is another person to compose or develop your oral presentation for you or contribute to its ideas or substantive expression. In preparing for oral proficiency interviews, it is always helpful to practice conversation with native speakers or someone more knowledgeable in the language. Divulging the content of the interview, as with any exam, is not permitted, as this violates Stanford’s Honor Code.


Statement on Electronic Testing:
The testing program in the Stanford Language Center meets Stanford's Fundamental Standard. When you log into an examination or diagnostic assessment, whether oral or written, you are indeed bound by Stanford’s Honor Code. Our electronic tests are timed tests that are to be taken in the Digital Language Laboratory facility. Ancillary materials (notes, print or online resources) are not be used at any time when you are logged into a test.

Students with Documented Disabilities:
Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Office of Accessible Education (OAE). Professional staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty dated in the current quarter in which the request is being made. Students should contact the OAE as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk (phone: 723-1066, URL: http://studentaffairs.stanford.edu/oae).
Grade Distribution

Administrative: 10%
- Daily in-class participation and advance preparation (homework, class exercises, Internet activities, etc.) 10%

Interpersonal: 20%
- Portfolio work with native conversation partner 5%
- Final SOPI/interview with instructor 15%

Interpretive: 10%
- Other portfolio entries 10%

Presentational: 20%
- Compositions (2) 15%
- Oral presentation 5%

Evaluative: 40%
- Diagnostic assessments (interpersonal, interpretive, presentational) 5%
- Portfolio Compilation and Progress Card self-assessment 5%
- Midterm 10%
- Final Exam 20%

No late or missing assignments will be accepted. No exceptions.

Attendance Policy

Students are to attend and actively participate in all hours of language instruction. In first-year Spanish, this means 50 hours per quarter. Unless you are in class to hear spoken Spanish geared to your level of acquisition, you will not acquire the ability to understand and interact in the language. Given the complexity of distinguishing between the concept of ‘excused’ versus ‘unexcused’ absences, the Language Center guidelines refer only to ‘absences.’ The record of absences is not included in the grading scale (i.e., the performance grade) but rather in the overall final grade. Each absence of one class hour will result in a 1% deduction for each of the first two class hours, and a 2% deduction from each subsequent hour, from the final class grade, i.e. missing a week of class (8%) = a 92% ceiling for calculating a final grade.

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* Two (2) percentage points taken off the final grade for each successive absence.
Note that three (3) tardies are taken as equal to one absence.
Any tardy of more than 15 minutes will count as one hour’s absence.

**Missing more than two days results in an automatic grade of failure of this course.**

Information for undergraduate students who seek to:

Major or minor in Spanish: https://www.stanford.edu/dept/DLCL/cgi-bin/web/dept/ilac/programs
Minor in Modern Languages: https://www.stanford.edu/dept/DLCL/cgi-bin/web/students/undergrad
Pursue the Proficiency Notation in Spanish: https://www.stanford.edu/dept/lc/language/requirement/proficiencynotation.html
Study abroad through the Bing Overseas Studies Program: http://bosp.stanford.edu/
The Spanish Language Program at Stanford University is designed to develop students’ abilities to:

- engage in interactions with speakers of Spanish in a variety of contexts and for a variety of purposes, using socially and culturally appropriate forms
- understand and interpret written and spoken language of different levels on a range of topics and demonstrate a growing awareness of the social and cultural influences shaping the production and use of Spanish
- present information, concepts, and ideas to an audience of listeners or readers on a variety of academic topics
- expand on strategies that allow them to continue their study and use of Spanish outside the classroom.

Each quarter of the sequence has a set of functional objectives ("Progress Card") that students are expected to meet as they develop their language skills.

An Overview of the First-Year Sequence

In the first-year sequence, SPANLANG 1, 2, and 3, students acquire essential Spanish by using the language in meaningful ways and learn to function appropriately in a variety of social and cultural contexts. The first-year program objectives revolve around three key axes:

1. **Interpersonal Objectives**: Interacting with others in order to, e.g.,
   - ask and answer questions
   - exchange information about people, places, experiences, and events
   - express likes/dislikes
   - state opinions
2. **Interpretive Objectives**: Understanding spoken and written Spanish in, e.g.,
   - television news reports and oral presentations
   - social interactions in contexts students themselves can engage in
   - readings of up to 3 pages in length
3. **Presentational Objectives**: Using academic/professional language to, e.g.,
   - give rehearsed oral presentations with limited reliance on notes
   - ask and respond to questions related to formal presentations
   - write essays of up to 3 pages in length.

The First-Year Accelerated Program

First-Year Accelerated Spanish covers in two quarters (SPANLANG 1A and SPANLANG 2A) the same material that other languages cover in three quarters. The course is designed for students familiar with another Romance language (for example, French, Italian, or Portuguese), or with previous exposure to Spanish in the classroom. Students must place into the Accelerated Program if they wish to enroll.

The Second-Year Program

The overarching goal of the second-year program is to prepare students for study abroad alongside native speakers of Spanish. This preparation is realized through increasing focus on presentational discourse, with emphasis on academic and professional registers of the language.

As in the first year of Spanish study, program objectives revolve around three key axes, but in the second year the emphasis shifts from interpersonal to presentational language:

1. **Presentational Objectives**: Using academic/professional language to, e.g.,
   - write reports of increasing length and complexity, including persuasive papers and a research paper of 5-7 pages by the end of the third quarter
   - give increasingly lengthy and more extemporaneous oral presentations, of 10 to 20 minutes in length
   - compare and analyze extemporaneously
2. **Interpretive Objectives**: Understanding spoken and written Spanish in, e.g.,
   - analyze and synthesize the main ideas and supporting data in authentic written texts
   - follow shifting topics in a conversation
   - compare different regional varieties and registers of Spanish
3. **Interpersonal Objectives**: Interacting with others with, e.g.,
   - socially appropriate expression of respect, politeness, gratitude, friendliness, and distance
   - appropriate use of tú and usted express likes/dislikes
   - increasing sophistication in discussions of academic and professional topics