

Kenneth P. Dietrich School of Arts and Sciences
College in High School

2023-2024
Intermediate Spanish 4
SPAN 0104--3 Credits

Description: This course is Intermediate College Spanish 4. High School students will take this course instead of their standard fifth-year Spanish course.

Prerequisite: The school will determine who is eligible to take this advanced course.

Grading: The grade is determined by the student's performance on homework, participation and classwork, oral exams, compositions, and written exams.

Textbook: The required materials for this course are: Lord, G. & A. Rossomondo. *Contraseña: Your Password to Foundational Spanish 5.0* (ISBN 978-0-9994487-4-8) (<https://hub.lingrolearning.com>)

Also required: Access to a device with a reliable internet connection, web camera, and microphone.

Additional information: Instructor must cover SIX chapters in *Contraseña* to meet the requirements for Pitt's SPAN 0104 course (Units 19-24).

Course Description and Goals

Spanish 0104, Intermediate Spanish II, is the fourth semester of the Spanish Language Program in the Department of Hispanic Languages and Literatures. This course builds on and expands the language skills acquired in Spanish 103.

This course provides a unique opportunity to become familiar with the Hispanic cultures. Learners will be exposed to models of language while simultaneously developing language-learning strategies. They will also have opportunities to interact and develop the ability to communicate effectively in Spanish. The course focuses on understanding how members of a speech community use the language to accomplish their purposes. Therefore, students will most often work collaboratively in pairs or small groups to develop activities in class. Students will be expected to communicate effectively in a variety of contexts. The course will be enhanced with visual materials and will make full use of the many digital resources devoted to the study of Spanish language and culture.

Because you may have limited opportunities to speak or hear Spanish, classroom time is devoted to developing your competence in these two areas. Therefore, your instructor will speak only in Spanish to you during the class, and you will be expected to do the same with your instructor and classmates. Strategies for listening comprehension and developing speaking skills will be taught in class. **Spanish will be the primary language of instruction.**

Kenneth P. Dietrich School of Arts and Sciences

College in High School

To be successful in this course, learners will attend class regularly, carefully prepare all assigned materials for each class, actively participate in class activities using Spanish. As the stated purpose of the course is communication, the ideal classroom environment will be one in which all learners have many ideas to communicate during each class period, and in which there is an interactive, inclusive, and supportive social atmosphere.

Learning Outcomes

Students who enter Spanish 0104 are able to handle a substantial number of communicative tasks most of the time. They will have developed some ability to narrate and describe in all major frames using connected discourse of paragraph length. They will have learned to successfully sustain communication in social situations requiring a basic exchange of information related to their work, school, recreation, particular interests, and topics such as arts, immigration, identity, etc. During the semester, they will improve their four skills (reading, writing, speaking, and listening) and expand their knowledge of the cultures of the Spanish-speaking world and its people.

Upon completing this course, you will be able to:

- Communicate in Spanish with your classmates and your instructor both orally and in writing to create a shared community experience. Handle a substantial number of uncomplicated communicative tasks in straightforward social situations most of the time. Describe and narrate in all major frames, express opinions, and make persuasive presentations.
- Maintain simple conversations on a variety of topics related to you, the community, and the world at large on issues related to life experiences and identity, social media and role models, tradition, celebrations and heritage, economy and job trends, arts and social change, food consumption, and food security.
- Read and comprehend contextualized written texts (literary and non-literary) on topics mentioned above and identify main ideas, supporting ideas, and details. Understand spoken Spanish in various personal and social contexts and during short conversations and presentations (in class and in audiovisual resources of authentic materials) pertinent to topics mentioned above.
- Write short compositions in all major frames and related to topics mentioned above, linking ideas together into complex sentences and cohesive text. Provide greater detail and accuracy than at the previous level. Make presentations (recorded or in class) on different topics expressing opinions and communicating simple ideas clearly.
- Make connections among cultural products, practices, and perspectives and demonstrate an awareness of cultural differences and similarities between Hispanic cultures and your own, by using readings, videos, and other authentic materials.

Your role: Much of the responsibility for learning a language falls on you, the student. To derive the utmost benefit from this class, daily attendance and preparation are essential. The Spanish Language Program adopts the **flipped classroom model**. In this model, instructors have students interact with new material for homework before coming to class to discuss and practice that material. Therefore, you are expected to complete *Contraseña* activities **before** each class. You are expected to come to class well prepared and ready to **ask questions about the new material, participate in class activities and interact with your classmates and instructor.**

Kenneth P. Dietrich School of Arts and Sciences

College in High School

The **benefits of the Flipped Classroom Model** are many: from fostering student-centered learning to boosting students' understanding and engagement. Most importantly, it frees classroom time to increase opportunities for your participation and interaction with your peers and teacher, helping you to develop speaking and listening skills.

Assessment Components:

Participation and classwork	20%
Preparation <i>Contraseña</i> (Homework)	20%
Unit Projects (3)	20%
Midterm Pair Activity (<i>Actividad en parejas</i>)	15%
Quizzes (in-class <i>Pruebas</i> , 5)	10%
Final Activity (<i>Actividad final</i>)	15%

*****Attention: no extra credit is available for this course under any circumstances*****

1. Participation and classwork

This course requires active classroom participation as well as out-of-class preparation. Participation includes your willingness to participate in class, your preparation before coming to class, your cooperation and positive impact in your group and pair work, your respect and attitude toward your peers and instructor, your use of Spanish, and your ability to complete activities and tasks in class. To be successful, your instructor expects that you come to class prepared to be able to complete different types of learning activities. Note that your instructor may assign extra homework or give unannounced short quizzes on the assigned material for the day to assess your preparation for class.

You will also be interacting regularly online in Lingrofolio, a socially networked portfolio that is part of the *Contraseña* program. You will earn participation points based on your efforts to respond constructively to your classmates' work as assigned. **Remember: simply coming to class is not enough.**

To reflect on your own participation in class, you will be asked to complete and submit a Self-Evaluation Form of your Class Participation. Your instructor will assign you a participation grade based on the criteria on the Self-Evaluation Form (at least 3 times in the semester). They may add comments and suggestions on how you can improve your participation in class.

Please remember that making mistakes is part of the process of learning and speaking a new language. If you feel stressed out or uncomfortable at times in class, please reach out to your instructor for support. **Your participation and interaction with your teacher and peers in class is essential for your success in this course.**

2. Preparation activities in *Contraseña* (homework)

Out-of-class preparation is as important as in-class participation when learning a foreign language. Our Spanish Language Program adopts the **flipped classroom model**. In this model, instructors have students interact with new material for homework before coming to class to practice and discuss that content. With this principle in mind, **students in this course are expected to prepare for each class** by completing online preparation activities in *Contraseña* **beforehand**.

Kenneth P. Dietrich School of Arts and Sciences

College in High School

Check your *Contraseña* calendar to see what you need to do **before coming to each class**. Most days preparation will consist of:

1. Watching instructional videos or reading brief explanations (*Preparar*)
2. Working your way through a series of activities (*Aplicar*) that were carefully designed to help you acquire the target vocabulary and grammatical structures and,
3. Completing a review activity (*Comprobar*) that will allow you to check what you have learned and reveal gaps in your understanding to ask about in class.

In addition to preparation homework, your instructor may assign other online activities to practice the new material.

There will be six homework grades, one for each unit. Some of the online activities will be graded for completion but most of them will be scored based on your accuracy.

Please note that the instructor may or may not accept late assignments. Your instructor will explain their specific expectations regarding homework. **Remember: completing the preparation activities in the correct manner and on time is critical for your success in this class and will make a difference in your final grade.**

3. Unit Projects

Each of the six *Contraseña* units that we will cover in Spanish 104 (Units 19-24) culminates in a written, oral or video-based project that allows you to demonstrate your learning. You will complete 3 projects. You will start out by learning about and practicing useful production strategies (*Estrategias de producción*) and then complete clearly explained steps (*Preparar*) to create your project. We will devote one class period for each project to help you develop it through a series of steps (identified as “Taller Proyecto” in the course calendar). When you complete a project, you will post it (*Publicar*) to the Lingrofolio network, where it will be shared with your classmates and your instructor. You will receive online comments and suggestions from your classmates (*Comentar*) that will help you to think about your progress and identify areas that can still use some work.

Your instructor will evaluate your projects using a rubric that will be provided to you so that you understand the expectations and how your grade is calculated. This step of the process is private. Your classmates will not be able to see your grade or the feedback your instructor provides you with for each project. All these steps may take place outside of class.

4. Quizzes (*Pruebas*)

On the dates assigned on the course calendar, you will complete quizzes or *Pruebas* (5 minimum, one for each one of the first five units covered) to assess your knowledge of a specific grammar or vocabulary topic. These *pruebas* will consist of one or two short activities and will take no more than 7-10 minutes to complete. The *pruebas* will be done in class and online through the *Contraseña* platform. If you miss class the day of the quiz, please contact your instructor to complete it as soon as possible (during office hours or in the next class meeting).

Kenneth P. Dietrich School of Arts and Sciences

College in High School

5. Midterm Pair Activity (*Actividad en Parejas*)

The *Actividad en parejas* is an opportunity to showcase your Spanish communicative proficiency in all four skills (speaking, listening, reading, and writing). You will complete all components of the activity with a classmate. The reading and writing components will be done synchronously online during class time. The speaking and listening component will take place in the classroom (you and your classmate will be assigned a slot on one of the dates assigned on the calendar under *Actividad en Parejas*). This component will consist of a brief interview with your instructor and a “guided” conversation with a classmate (7-8 minutes total). During the activity, you are expected to show your ability to understand the questions your instructor asks, provide comprehensible answers with some degree of detail, and start, maintain, and close a conversation with your classmate according to a given prompt. You will be assessed on your ability to use communicative strategies to sustain a conversation and react to your classmate’s comments. **The best way to prepare for the oral component is to participate and interact with your classmates and instructor in each class.** Don’t hesitate to reach out to your instructor for support if you need help developing your listening and speaking skills!

6. Final Activity

The Final activity (*Actividad final*) is an opportunity to showcase your Spanish communicative proficiency in all four skills (speaking, listening, reading, and writing) and assess to what extent you have reached the course learning objectives noted above. **The oral component** will consist of a brief video that you will complete with a classmate and submit to your instructor on the last week of classes (check the date assigned in the calendar for this activity). **The written component** will take place during final exam week and will be completed individually on paper.

Please refer to your instructor’s policy regarding making up quizzes and midterm or final assessment activities.

[NOTE FOR TEACHERS: Samples of quizzes, exams and compositions from our Pitt courses are available on Canvas to illustrate our approach to communicative tasks and assessments. You can use them as is, modify them, or create your own following the same approach.]

Grading scale:

A+	98-100%	B+	87-89%	C+	77-79%	D+	67-69%
A	93-97%	B	83-86%	C	73-76%	D	63-66%
A-	90-92%	B-	80-82%	C-	70-72%	D-	60-62%

*****Attention:** The University requires that students must earn a “C” grade or better in Spanish 0103 to be allowed to register for Spanish 0104***

Kenneth P. Dietrich School of Arts and Sciences
College in High School

Academic Integrity Policy on Cheating and Plagiarism:

Your instructor's goal is to assess your language abilities and assist your academic development. For this reason, all written coursework **must be your own**. While you may use online dictionaries and grammar sites to help you build sentences and organize your ideas when writing, **the use of artificial or human translators for your work is strictly prohibited. Also note that students must not receive help from native or advanced Spanish speakers to edit your work or get assistance from tutors except your teacher.**

Students using either a computer or human translators or receiving help to edit their compositions or homework will automatically receive an F for the assignment in question.

Cheating/plagiarism will not be tolerated. This is a serious ethical matter and an infraction of University Policy. Students should familiarize themselves with the University Policy on Academic Integrity (available at www.as.pitt.edu/faculty/policies-and-procedures/academic-integrity-code).

Examples of plagiarism include, but are not limited to:

- Use of human or online translators (e.g. Google Translate)
- Unauthorized editorial help (asking a friend in an upper-level course for help, or a native speaker)
- Unattributed use of an author's idea (theft of intellectual property)
- Unattributed use of an author's words (lack of proper citation)

Kenneth P. Dietrich School of Arts and Sciences
College in High School
Self-Assessment Participation Criteria (Rev. Aug. 2021)

Student: _____ Date: ____/____/____

Instructions for self-evaluation: Read the following descriptors and choose a number from the scale below that best describes your performance in class. Please submit your self-evaluation sheet to your instructor on the dates assigned by him/her.

Please write whole numbers; do not write 4.5.

Scale:
5 = always; 4 = often; 3 = sometimes; 2 = rarely; 1 = almost never; 0 = never

<u>PREPARATION:</u>	<u>ATTITUDE:</u>	<u>PARTICIPATION IN GROUP AND PAIR WORK:</u>	<u>LANGUAGE:</u>	<u>CONTRIBUTION TO THE LEARNING COMMUNITY:</u>
<p><i>How well do you address the specifics of homework, projects and assignments?</i></p> <p>Did the preparation homework, assignments, readings, studied and came prepared to interact.</p>	<p><i>How well do you engage, respect and attend to course policies and environment (in class and outside class)?</i></p> <p>Showed respect to peers & instructor. Respected the due dates. Followed instructions and syllabus guidelines carefully.</p>	<p><i>How attentive are you to the course main principle of "participating actively and enthusiastically during all activities"?</i></p> <p>Participated eagerly in group and pair work inside and outside class activities and projects. Showed promptness and readiness to interact when asked. Volunteered to answer questions in class.</p>	<p><i>How much and how well are you expressing yourself? How accurate and appropriate are your vocabulary, spelling, grammar, and sentence structure?</i></p> <p>Used target language at all times.</p> <p>Used or showed effort to use studied material, appropriate grammar structures, vocabulary, etc. .</p>	<p><i>Out-of-class preparation is as important as in-class participation when learning a foreign language. What contributions do you make to discussions and activities in and outside the classroom?</i></p> <p>Participated in class discussions, in discussion boards and asynchronous assignments, ask/answer questions, makes insightful comments, etc.</p>

Total (5x5= 25pts): ____

Record of # of absences: ____ (please count number of absences up to date)

Kenneth P. Dietrich School of Arts and Sciences

College in High School

Reflect on your participation in class and interaction with teacher and classmates. Respond in English or Spanish:

- 1) What has helped you to participate in this class and if any, what has made it difficult?
- 2) What can you do to improve your participation in the future and what can I do to help you participate and interact with others in Spanish?

How to type Spanish accents and symbols on your keyboard: When using Windows you MUST use the numeric keypad: *(The NUMLOCK key must be turned on or the codes won't work)*

á	Hold down ALT	and type	160	or	0225
é	Hold down ALT	and type	130	or	0233
í	Hold down ALT	and type	161	or	0237
ó	Hold down ALT	and type	162	or	0243
ú	Hold down ALT	and type	163	or	0250
Á	Hold down ALT	and type	0193		
É	Hold down ALT	and type	0201		
Í	Hold down ALT	and type	0205		
Ó	Hold down ALT	and type	0211		
Ú	Hold down ALT	and type	0218		
ü	Hold down ALT	and type	129	or	0252
Û	Hold down ALT	and type	154	or	0220
ñ	Hold down ALT	and type	164	or	0241
Ñ	Hold down ALT	and type	165	or	0209
¿	Hold down ALT	and type	168	or	0191
¡	Hold down ALT	and type	173	or	0161

Apple

á	Hold down Option and e	and type	a
é	Hold down Option and e	and type	e
í	Hold down Option and e	and type	i
ó	Hold down Option and e	and type	o
ú	Hold down Option and e	and type	u
Á	Hold down Option, e and Shift	and type	a
É	Hold down Option, e and Shift	and type	e
Í	Hold down Option, e and Shift	and type	i
Ó	Hold down Option, e and Shift	and type	o
Ú	Hold down Option, e and Shift	and type	u
ü	Hold down Option and u	and type	u
Û	Hold down Option and u, release and then hold down Shift	and type	u
ñ	Hold down Option and n	and type	n

Kenneth P. Dietrich School of Arts and Sciences

College in High School

Ñ	Hold down Option, n and Shift and type	n
¿	Hold down Option and Shift and type	/
i	Hold down Option and type	1

Academic Integrity: All College in High School teachers, students, and their parents/guardians are required to review and be familiar with the University of Pittsburgh's Academic Integrity Policy located online at <https://www.as.pitt.edu/faculty/policies-and-procedures/academic-integrity-code>.

Grades: Grade criteria in the high school course may differ slightly from University of Pittsburgh standards. A CHS student could receive two course grades: one for high school and one for the University transcript. In most cases the grades are the same. These grading standards are explained at the beginning of each course.

Transfer Credit: University of Pittsburgh grades earned in CHS courses appear on an official University of Pittsburgh transcript, and the course credits are likely to be eligible for transfer to other colleges and universities. Students are encouraged to contact potential colleges and universities in advance to ensure their CHS credits would be accepted. If students decide to attend any University of Pittsburgh campuses, the University of Pittsburgh grade earned in the course will count toward the student grade point average at the University. At the University of Pittsburgh, the CHS course supersedes any equivalent AP credit.

Drops and Withdrawals: Students should monitor progress in a course. CHS teacher can obtain a Course Drop/Withdrawal Request form from the CHS office or Aspire. The form must be completed by the student, teacher and parent/guardian and returned to teacher by deadlines listed. Dropping and withdrawing from the CHS course has no effect on enrollment in the high school credits for the course.