Intermediate Spanish 4
SPAN 0104
3 credits

Description: This course is Intermediate 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.


Additional information: Instructor must cover the last SIX chapters in the Enfoques to meet the requirements for Pitt’s SPAN 0104 course (Chapters 7 to 12).

Course Description and Goals

Spanish 0104, Intermediate Spanish, the fourth semester of the Spanish Language Program in the Department of Hispanic Languages and Literatures. It is designed to develop communicative proficiency. This course builds on and expands the language skills acquired during the first three semesters of Spanish. It combines content-based language instruction with an interactive task-based approach and focuses on all relevant language skills: listening, speaking, reading and writing. Culture is integrated in all aspects of the program. Each chapter will focus on a topic. Vocabulary, grammar and culture presentation and practice will be linked to the theme of the chapter.

Because you might 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.

Learning Outcomes:
1. 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 connecting 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 areas of competence. During the course of the semester, they will improve the four skills (reading, writing, speaking, and listening) through reading activities, compositions assignments, and short films. Students will discuss cultural topics specific to the entire Spanish-speaking world.
2. By the end of the semester, students in Spanish 0104 will have developed the ability to create with the language when talking about familiar topics related to everyday life. They will be able to recombine learned material to express personal meaning. They will have solidified their ability to produce sentence-level language ranging from discrete sentences to a string of sentences, most of the time using different time frames. Students will expand their knowledge of cultures of the Spanish-speaking world and its people.

**Your role:** Much of the responsibility for learning a language falls on you, the student. To derive the utmost benefit from this class, attendance is essential. We invite you to take advantage of the possibility of practicing the language in class. Attendance to each session is encouraged. You are expected to come to class well prepared and ready to participate. This means you need to study before each class and to hand in on time any assignment that your instructor might require you to complete.

***This course is taught entirely in Spanish***

**Assessment Components:** Testing procedures will be representative of the type of instruction, content and practice offered in this course. The assessment components for this course are:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Participation</td>
<td>15%</td>
</tr>
<tr>
<td>Homework (Supersite)</td>
<td>10%</td>
</tr>
<tr>
<td>Compositions</td>
<td>15%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>15%</td>
</tr>
<tr>
<td>Midterm (Oral + Written)</td>
<td>15%</td>
</tr>
<tr>
<td>Proyecto Cultural Grupal</td>
<td>15%</td>
</tr>
<tr>
<td>Final Written Exam</td>
<td>15%</td>
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</table>

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

**Participation:** Attending synchronous meetings and participating actively and enthusiastically during classroom activities play an important role in acquiring successfully a new language. Participation is important for both learning and team work. Students are encouraged to participate synchronously during online meetings and/or in-person classes and are required to participate asynchronously in discussion forums and other assignments.

**Synchronous participation** includes demonstrating preparation for each class by answering and asking questions (in Spanish!), being active during pair/group work, and taking peer work seriously, showing respect and helpfulness to all classmates.

**Asynchronous participation** encourages you to interact with your classmates and instructor in a variety of ways. It may include submitting your posts in discussion forums, completing activities such as reading texts, answering comprehension questions, writing or recording short messages and texts, interacting with conversation partners, reacting to your peer’s work (cultural projects), recording your voice to practice pronunciation, reflecting about your learning process and cultural competence, etc. Your
instructor will announce which activities will count toward your asynchronous participation and the due dates.

You will be asked to self-assess your synchronous and asynchronous participation several times (2-4) in the semester. (Self-Assessment Participation Criteria for Students Attending Synchronous Classes).

Your participation grade will be based on the same criteria used for the Self-Assessment Participation Criteria for Students Attending Synchronous Classes (document at the end of the syllabus)

For students who are attending the course asynchronously most or the entire semester, the grading criteria will be based on Self-Assessment Participation Criteria for Students Attending Asynchronous Classes (document at the end of the syllabus). Instructions for completing the portfolio and other assignments will be provided by your instructor.

Note: Participation criteria may be subjected to changes to best address the novel instructional model and the needs and learning conditions of the students.

REMEMBER: Much of this course depends on peer collaboration and on mutual support during pair and group work. An open attitude and friendly cooperation in pair and group activities are expected from each student.

Homework (Supersite): Out-of-class preparation is as important as in-class participation when learning a foreign language. Our Spanish Language Program at the University of Pittsburgh adopts the flipped model. In this model, instructors have students interact with new material for homework first. Throughout the course, there will be homework assigned by your instructor. Homework is a great opportunity to prepare for class and to reinforce the learning of the content studied in class. It also helps you to monitor your own progress in learning Spanish. There will be several homework grades, one for each chapter. Your instructor might ask you to do the activities before class as class preparation. Please note that the instructor may or may not accept late assignments. Your instructor will explain their specific expectations regarding homework. Doing the homework in the correct manner and on time does make a big difference in your grade.

Compositions (20%): You will write three (3) compositions of 150-200 words each. The topic of each composition will reflect the topics, the vocabulary and the grammar covered in this class. Your instructor will provide you with topics and specific requirements for each composition. The first composition will be done in class. The other two will be home assignments. For each of those compositions you will write two drafts. In the first draft, your instructor will give comments and suggestions on how to improve the content and organization of your first draft. Your instructor will also point out grammar and vocabulary errors using symbols to correct the first draft of the composition (included at the end of this syllabus). The second draft focuses on the process of rewriting and correcting the previous draft by following the feedback provided by your instructor in the first draft. If you don’t know how to proceed about a specific portion of the rewriting, instead of eliminating it, please ask your instructor.

Refer to the section of “Academic Integrity Policy on Cheating and Plagiarism” when writing your compositions. Also note that students must not receive help from native or advanced Spanish speakers to edit your work, use online translators, download texts from Internet, or get assistance from tutors except
from your instructor. If you don’t comply with these rules, you will receive an F for the writing assignment in question. The compositions must be typed in Times New Roman, double spaced, 12 pt. font; in addition, they must have typed accents (á, é, í, ó, ú, ü, ñ), and symbols (¡, ¿). As reference on how to type Spanish accents and symbols, you can use the document *How to Type Spanish Accents and Symbols on your Keyboard* (included at the end of this syllabus). The first draft will be worth 70% of the grade assigned for the composition; revisions/improvements shown in the second draft are worth 30%. Compositions will be evaluated following the *Grading Criteria to Evaluate Compositions* (included at the end of this syllabus). No late compositions will be accepted without appropriate written documentation.

**Quizzes:** Throughout the course, your instructor will administer several quizzes to assess your understanding and production of new grammar structures and vocabulary presented in each chapter lesson. You will complete the quizzes asynchronously during the window of time given (usually 48hs). Quizzes will have a limited time to complete them in one sitting (between 25 to 35 minutes depending on the length of the quiz). Quizzes may include multiple choice and fill in the blank questions, listening sections, and short essay questions.

**Mid-Term Exam:** There will be one mid-term exam on the date assigned in the syllabus calendar. The exam will cover material from the textbook, homework, class activities, readings, and class discussions. The midterm will have two parts: an oral component (30% grade, part I) and a take-home writing component (70% grade, part II).

**Part I. The oral component** will consist on a brief video (3-4 minutes) that you will record following the prompt given by your instructor. To prepare for this oral section, you will be given a list of possible prompts in advance. But remember: participating actively in classes during the semester as well as practicing outside the class are the most effective strategies to perform successfully during the oral exam. Please speak with your instructor for further clarification or help if needed.

**Part II. The written component.** This is a take-home exam to be completed asynchronously. It will be available online. The midterm exam will take approximately 40-50 minutes to complete. However, you will have a window of 48hs to submit it. In this way, you can choose the most appropriate time to complete it, revise it, and submit it well ahead of the due time. Your instructor will not accept a late submission unless there is a valid and documented excuse (Technical excuses will NOT be accepted unless you report it to your instructor at least one hour before the due time). We expect that you use resources such as your textbook and an online dictionary (such as [www.wordreference.com](http://www.wordreference.com)). However, the use of online translators (such as Google Translate) or the help of a Spanish-speaker or student of Spanish is not allowed. If one of these cases applies, a minimum sanction of a zero score (or F) will be imposed on the entire exam. Please follow the *Academic Integrity Policy on Cheating and Plagiarism* (see section for course policies below).
**Cultural Group Project:** Students will be required to complete one cultural project following a series of steps during the second part of the semester. This is a group project. Your instructor will provide detailed instructions during the semester.

**Final Written Exam:** The exam will cover material from the textbook, the homework, class activities, readings, and class discussions. The final exam is cumulative and is a take-home. It may include a listening comprehension section, and will follow the same format, policies and logistic noted above for the written component of the midterm.

**Grading scale:**
- A+ 98%
- A  93%
- A- 90%
- B+ 87%
- B  83%
- B- 80%
- C+ 77%
- C  73%
- C- 70%
- D+ 67%
- D  63%
- D- 60%

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

**Academic Integrity Policy on Cheating and Plagiarism:** While you might 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. They are a serious ethical matter and an infraction of University Policy. Student should familiarize themselves with the University Policy on Academic Integrity (available at [www.as.pitt.edu/fac/policies/academic-integrity](http://www.as.pitt.edu/fac/policies/academic-integrity)).

Examples of plagiarism include, but are not limited to:
- Use of human or online translators (i.e., 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)

Sanctions for first-time violations typically result in an “F” or zero for the assignment. Second violations may result in an “F” for the course.
Self-Assessment Participation Criteria for Students Attending **SYNCHRONOUS** Classes:

Student:_________________________________________________________________ Date:_____/_____/_____

**Instructions for self-evaluation:** Read the following descriptors and chose a number from the scale below that best describes your performance in class. Please give the 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

<table>
<thead>
<tr>
<th>PREPARATION: How well do you address the specifics of the HW, projects and assignments?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Done the preparation homework, assignments, readings, studied and came prepared to interact. Prompt, timely, relevant, self-initiated</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ATTITUDE: How well do you engage, respect and attend to course policies and environment? (in class and outside class)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Showed respect to peers &amp; instructor. Volunteer to answer questions in class. Respect the due dates</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PARTICIPATION IN GROUP AND PAIR WORK: How attentive are you to course main principle of “participating actively and enthusiastically during all activities”?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participated eagerly in group and pair work inside and outside class activities and projects</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LANGUAGE: How much and how well are you expressing yourself? How accurate and appropriate are your vocabulary, spelling, grammar and sentence structure?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Used target language and used studied material, appropriate grammar structures, vocabulary, etc.</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>CONTRIBUTION TO THE LEARNING COMMUNITY: 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?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participated in discussions boards and asynchronous assignments, ask/answer questions, makes insightful comments, etc.</td>
</tr>
</tbody>
</table>

*Total (5x5= 25pts): _____  
Record of # of absences:_____  
Comments:*
Self-Assessment Participation Criteria for Students Attending ASYNCHRONOUS Classes:

Student:_________________________________________ Date:___/___/___

Instructions for self-evaluation: Read the following descriptors and chose a number from the scale below that best describes your performance in class. Please give the 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

<table>
<thead>
<tr>
<th>PREPARATION: How well do you address the specifics of the HW, projects and assignments?</th>
<th>ATTITUDE: How well do you engage, respect and attend to course policies and environment?</th>
<th>PARTICIPATION IN GROUP AND PAIR WORK: How attentive are you to course main principle of “participating actively and enthusiastically during all activities”?</th>
<th>LANGUAGE: How much and how well are you expressing yourself? How accurate and appropriate are your vocabulary, spelling, grammar and sentence structure?</th>
<th>CONTRIBUTION TO THE LEARNING COMMUNITY: 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?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Watched recording of synchronous meetings and created a portfolio with weekly reports on learned materials and completion of activities (readings, videos, new language structures and vocabulary, etc.). Prompt, timely, relevant, self-initiated</td>
<td>Showed respect to peers &amp; instructor. Volunteer to ask/answer question. Respect the due dates.</td>
<td>Participated eagerly in group and pair work outside class activities and projects</td>
<td>Use of target language and use of studied material, appropriate grammar structures, vocabulary, etc.</td>
<td>Participate in discussions boards and asynchronous assignments, ask/answer questions, makes insightful comments, etc.</td>
</tr>
</tbody>
</table>
Grading Criteria to Evaluate Compositions. Spanish Language Program. University of Pittsburgh

Name: ______________

<table>
<thead>
<tr>
<th>First Draft 70%</th>
<th>Possible Points</th>
<th>Earned Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content/Information conveyed, organization</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Original, good organization focuses on the topic, Content precisely on target, and very complete information is provided. No missing information. Composition length is adequate to the level.</td>
<td>24-28</td>
<td></td>
</tr>
<tr>
<td>Adequate information, good presentation although some ideas not completely developed, or not well organized. Shows some logical coherence.</td>
<td>18-23</td>
<td></td>
</tr>
<tr>
<td>Ideas presented but not fully developed. Lack of supporting detail, or incorrect evidence provided. Ineffective order of presentation, somewhat disjointed organization.</td>
<td>12-17</td>
<td></td>
</tr>
<tr>
<td>Lack of evidence of familiarity with contents. Minimal information, lacking in substance. Poor transitions and unclear structure.</td>
<td>1-11</td>
<td></td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Varied vocabulary with use of appropriate rhetorical formulas. Target vocabulary used extensively and well. No errors in target vocabulary, no use of borrowed words, and almost no word errors in general (&lt;3, approx.).</td>
<td>17-21</td>
<td></td>
</tr>
<tr>
<td>Good vocabulary, appropriate rhetorical formulas. Target vocabulary used adequately but not sufficiently. Minimal number of word choice errors (&lt;5), no use of foreign words.</td>
<td>12-16</td>
<td></td>
</tr>
<tr>
<td>Appropriate but not rich vocabulary. Basic vocabulary correct, but target vocabulary not well represented. Some word choice errors (&lt;6) but no use of foreign words.</td>
<td>8-11</td>
<td></td>
</tr>
<tr>
<td>Use of foreign words, and other gaps. Abundance of word choice errors (&gt;7). General evidence of lack of vocabulary preparation.</td>
<td>1-7</td>
<td></td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good sentence structure. No basic errors (agreement, tense, pronouns), and minimal amount (&lt;3) of other errors. Work was well edited for grammar.</td>
<td>17-21</td>
<td></td>
</tr>
<tr>
<td>Appropriate sentence structure. No errors in word order. No agreement errors. Minimal other basic errors (&lt;2). Some editing problems, and some other errors with complex structures (&lt;5)</td>
<td>12-16</td>
<td></td>
</tr>
<tr>
<td>Problems with sentence structure and with basic (&gt;5) and other grammatical errors (&gt;7). Several incomprehensible sentences and some avoidance with native structures.</td>
<td>8-11</td>
<td></td>
</tr>
<tr>
<td>Difficult to comprehend due to the amount of grammatical errors. Abundance of basic (&gt;7) and other grammatical errors (&gt;7), and use of grammatical structures from other languages.</td>
<td>1-7</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL 1ST DRAFT** /70

| Final Draft 30% | | |
| Includes all the corrections made to draft copy; and goes beyond the corrections to try to make a coherent and cohesive composition. | 20-30 | |
| Includes some of the corrections indicated in the draft copy. The composition still has errors of grammar, vocabulary and content. | 11-19 | |
| It does not include the corrections indicated in the draft copy. | 0-10 | |
Symbols to Correct the First Draft of the Compositions. Spanish Language Program. University of Pittsburgh

GRAMMAR:
AA  Adjective/noun agreement (includes gender and number).
AC  Accent wrong or missing.
ADV  Adverb wrong or needed.
AGR  Subject/verb agreement problem
ATM  Check aspect, tense, and mood.
AP  Personal ‘a’ required.
ART  Article wrong or missing.
CC  Copula choice (confusion of ser and estar)
IMP  Impersonal form required: includes passive or impersonal ‘se’.
INF  Infinitive needed.
OP  Object Pronoun wrong or missing.
POS  Possessive adjective wrong or missing.
PREP  Preposition wrong or missing.
REL  Relative Pronoun wrong; ‘que’ is missing.
REF  Reflexive Pronoun wrong or missing.
SP  Spelling error.
SPN  Subject Pronoun problem.
VF  Wrong conjugation
WW  Wrong word choice, vocabulary error.
WO  Word order is incorrect.

STYLE:
ID  Appropriate idiomatic expression required. (This is an error that is often the result of a literal translation from English.)
INC  Incomprehensible due to structure or vocabulary choice that makes it difficult to identify error – needs to be rewritten (sometimes the meaning is confused due to literal translation).
NC  Not clear.
NL  Not logical.
PUNT  Punctuation wrong or missing.
REP  Use pronoun to avoid repetition.
RS  Repetitive word or structure; the sentence should be reviewed and corrected by using synonyms or rewording/rephrasing.
TR  Transition is required to link ideas.
CAP  Lower (LC) or upper (UC) case needed.
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
Ü  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
Ú  Hold down Option and u, release and then hold down Shift and type u
ñ  Hold down Option and n and type n
Ñ  Hold down Option, n and Shift and type n
¿  Hold down Option and Shift and type /
¡  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 [www.as.pitt.edu/fac/policies/academic-integrity](http://www.as.pitt.edu/fac/policies/academic-integrity).

**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.