

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

2024-2025
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.

Prerequisites: 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 text and materials for this course are: (a) Blanco, J. *Enfoques: Curso intermedio de lengua española*. 5th ed. Boston: Vista Higher Learning, 2020, (b) *Enfoques Supersite Online Platform* (or, Workbook and Lab manual printed version) (Note for teachers: If the 5th edition cannot be adopted, you can use the 4th ed.: Blanco, J. *Enfoques: Curso intermedio de lengua española*. 4th ed. Boston: Vista Higher Learning, 2016.)

Additional Information: Instructor must cover the last SIX chapters in *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 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.

Learning Outcomes

1. Students who enter Spanish 0104 can 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

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situations requiring a basic exchange of information related to their work, school, recreation, particular interests, and areas of competence. During 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, 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 first. This means you need to read/study the “temario del día” and complete the online homework before each class, in addition to any assignment that your instructor might assign. 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.**

*****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:

Participation and classwork	15%
Online Homework (Supersite)	10%
Compositions (3)	15%
Quizzes (4)	15%
Midterm Exam (oral + written)	15%
Proyecto Cultural Grupal	15%
Final Exam (written)	15%

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

Participation:

This course requires active classroom participation as well as out-of-class preparation. Participation takes into account your willingness to participate in 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 in order to be able to complete different types of learning activities. Note that your instructor may assign extra homework or give you unannounced short quizzes on the assigned material for the day to assess your

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preparation for class.

In order to reflect on your own participation in class, you will be asked to complete a Self-Evaluation Form for Class Participation (included in this syllabus) several times in the semester (2-4 times). Then, your instructor will assign you a participation grade based on the criteria on the Self-Evaluation Form. They might add comments and suggestions on how to improve your participation in class. Remember that your active involvement is essential to your success this class. **Simply coming to class is not enough.**

Online Homework (Supersite):

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 first.

Throughout the course, there will be on-line daily 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. Some of the online activities will be graded for completion and other activities will be scored based on your performance. Your instructor may ask you to complete some online activities before class as class preparation. Other online activities pertaining to the same chapter will be due all together at the end of the chapter as a review before taking the chapter quiz or exam.

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:

You will write three (3) compositions between 175 and 400 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 may be done as homework assignments. For each composition, 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 the 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.

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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 online quizzes to assess your understanding and production of new grammar structures and vocabulary presented in each chapter lesson. Quizzes will be completed asynchronously during the window of time given (usually 48hs). Online quizzes will be timed and completed in one sitting (between 25 to 35 minutes depending on the length of the quiz). **[NOTE: Instructors may choose to give quizzes in class.]** 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:

Part I. The oral component (30% grade). It will consist of a brief video (3-4 minutes) that you will record following the prompt given by your instructor during class time. You will be required to have your camera on while you record. To prepare for this oral section, you will be given in advance a list of possible prompts. 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 (70% grade). The written component will take place in the classroom. You will have 45-50 minutes to complete it. Students will not be allowed to use their textbook, class notes or any other resources during the exam.

Cultural Group Project:

Students will be required to complete one cultural project following a series of steps during the second part of the course. This is a group project. Your instructor will provide detailed instructions to complete this project after midterm.

Final Written Exam:

The exam is cumulative and will cover material from the textbook, the homework, class activities, readings, and class discussions. It may include a listening comprehension section, and will follow the same format, policies and logistics noted above for the written component of the midterm exam.

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[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***

Academic Integrity Policy on Cheating and Plagiarism:

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)

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.

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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)

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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?

Grading Criteria to Evaluate Compositions. Spanish Language Program. University of Pittsburgh

Name: _____

First Draft 70%		
Content/Information conveyed, organization	Possible Points	Earned Points
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.	24-28	
Adequate information, good presentation although some ideas not completely developed, or not well organized. Shows some logical coherence.	18-23	
Ideas presented but not fully developed. Lack of supporting detail, or incorrect evidence provided. Ineffective order of presentation, somewhat disjointed organization.	12-17	
Lack of evidence of familiarity with contents. Minimal information, lacking in substance. Poor transitions and unclear structure.	1-11	
Vocabulary		
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 (<3, approx.).	17-21	
Good vocabulary, appropriate rhetorical formulas. Target vocabulary used adequately but not sufficiently. Minimal number of word choice errors (<5), no use of foreign words.	12-16	
Appropriate but not rich vocabulary. Basic vocabulary correct, but target vocabulary not well represented. Some word choice errors (<6) but no use of foreign words.	8-11	
Use of foreign words, and other gaps. Abundance of word choice errors (>7). General evidence of lack of vocabulary preparation.	1-7	
Grammar		
Good sentence structure. No basic errors (agreement, tense, pronouns), and minimal amount (<3) of other errors. Work was well edited for grammar.	17-21	
Appropriate sentence structure. No errors in word order. No agreement errors. Minimal other basic errors (<2). Some editing problems, and some other errors with complex structures (<5)	12-16	
Problems with sentence structure and with basic (>5) and other grammatical errors (>7). Several incomprehensible sentences and some avoidance with native structures.	8-11	

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Difficult to comprehend due to the amount of grammatical errors. Abundance of basic (>7) and other grammatical errors (>7), and use of grammatical structures from other languages.	1-7	
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	
TOTAL 2ND DRAFT		/30
FINAL GRADE		/100

Symbols to Correct the First Draft of the Compositions. Spanish Language Program. University of Pittsburgh
GRAMMAR:

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

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STYLE:

ID	<i>Appropriate idiomatic expression required. (This is an error that is often the result of a literal translation from English.)</i>
INC	<i>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).</i>
NC	<i>Not clear.</i>
NL	<i>Not logical.</i>
PUNT	<i>Punctuation wrong or missing.</i>
REP	<i>Use pronoun to avoid repetition.</i>
RS	<i>Repetitive word or structure; the sentence should be reviewed and corrected by using synonyms or rewording/rephrasing.</i>
TR	<i>Transition is required to link ideas.</i>
CAP	<i>Lower (LC) or upper (UC) case needed.</i>

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

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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
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 <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.