



UNIVERSITY of WISCONSIN
GREEN BAY

ERVING / Wittenberg-Birnamwood High School

College Credit in High School

Syllabus

Spanish 202 – Intermedia Spanish Language II

3 undergraduate credit hours

Fall 2019

Instructor Contact Information

Instructor: Jonathan Olson

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Contact: Use of e-mail will be the easiest way for students to contact the instructor outside of class.

This class is a dual credit class in collaboration with the University of Wisconsin-Green Bay. Students of ERVING/Wittenberg-Birnamwood High School may choose to enroll for UWGB credits in addition to high school credit. This creates a college transcript; therefore, it creates a GPA for you, which is permanent.

Course Description

This course will prepare students to be successful in their continued use and study of Spanish by improving their capabilities in the interpretive, interpersonal, and presentational modes of communication. Once the pre-instruction period introducing the course has concluded, Spanish will become the exclusive language of communication in the classroom. Major themes in the Spanish-speaking world will be explored throughout the course both through readings and audio selections from our textbook and through the use of Spanish language newspapers, broadcasts, shows, and movies. Students will develop their ability to draw comparisons between different cultural groups, including between different cultural groups and their own cultural group(s). In order to facilitate correct usage, the conventions of Spanish Grammar will also be reviewed, but always with a focus on improving communication.

Also, see course overview, below.

Course Learning Outcomes

Based on the National Standards for World Language education:

The learning outcomes are grouped into five categories (5 C's): Communication, Culture, Comparisons, Connections and Community.

A. Communication:

- Students demonstrate an intermediate oral and written proficiency
- Students have knowledge of basic vocabulary from a range of familiar themes and everyday topics of interest (ie school routine, work, household chores, sports, shopping etc)
- Students show adequate control of grammatical structures (ie present, imperfect, preterit, future, conditional tenses and subjunctive, indicative moods)
- (Speaking) Students have developed comprehensible pronunciation.
- (Speaking) Students have the ability to speak at a consistent rate on familiar topics and concrete situations (ie discussing weather, requesting or giving directions, performing a transaction at a retail store or a bank, a doctor's visit etc).

B. Culture:

- Students demonstrate intercultural competence including basic knowledge of geography
- Students can make comparisons and describe differences in cultures
- Students can analyze the target language culture and describe daily interactions from more than one point of view.

C. Comparisons:

- Students demonstrate basic analytic, interpretative and critical thinking skills with respect to cultural and artistic productions from Spanish and Latin American countries and US Hispanic/Latinx groups.

D. Connections:

- Students will be able to draw connections and reinforce what they learn in the World language class with other disciplines such as sociology, history, art and literature.

E. Community:

- Students will begin to develop an ability to work productively with others (inside or outside the classroom) in a collaborative way, using the target language.

How to be successful in this course

Grading Policies

Adherence to Language Policy: 20% - The unauthorized use of English in class is detrimental not only to a student's own progress in the class but to that of all students around them. For this reason, it is imperative that students observe the language policy.

Quizzes: 25% - Any quizzes given – be they vocabulary, grammar, or any other kind – will fall into this category. As vocabulary study is an ongoing assignment, students need to keep in mind that vocabulary quizzes may be given at the start of any class without further announcement on any vocabulary previously assigned. When in doubt, expect a quiz.

Compositions/ Projects: 25% - Compositions are long form writing assignments that are given periodically. Projects would normally entail some sort of spoken presentation about a topic to the class.

Interpretive, Interpersonal, and Presentational assessments: 30% - Students abilities in these areas will be assessed on an ongoing basis. Once the Pre-instruction period has concluded, these will take place each week, rotating through interpretive (answering questions about audio and written texts), written (both interpersonal and presentational), and spoken (both interpersonal and presentational) communication on a roughly weekly. The exact schedule will vary based on time needs (see the plan for details).

Note that participation and behavior do not form part of the grade. The grade that a student earns will be based solely on their performance. If a student does not participate, they will not master the material. If a student does not behave, the policies of the school will be enforced. Beyond that, it is emphasized that each student owes it to their classmates to not disrupt the learning environment in the classroom.

Letter-grade scale

| UWGB Grading Scale | | | | WBHS Grading Scale | |
|--------------------|---------------|-------------------------|---------|--------------------|---------|
| Letter Grade | Text | Grade Points per Credit | Percent | Letter Grade | Percent |
| A | Excellent | 4.0 | 93-100% | | |
| | | | | | |
| AB | Very Good | 3.5 | 88-92% | | |
| | | | | | |
| B | Good | 3.0 | 83-87% | | |
| | | | | | |
| BC | Above Average | 2.5 | 78-82% | | |
| | | | | | |

| UWGB Grading Scale | | | | WBHS Grading Scale | |
|--------------------|---------------|-------------------------|---------|--------------------|---------|
| Letter Grade | Text | Grade Points per Credit | Percent | Letter Grade | Percent |
| C | Average | 2.0 | 73-77% | | |
| | | | | | |
| CD | Below Average | 1.5 | 68-72% | | |
| | | | | | |
| D | Poor | 1.0 | 60-67% | | |
| | | | | | |
| F | Unacceptable | 0.0 | 0-59% | | |
| | | | | | |

Learning Resources

For WBHS students: School-provided laptop, loose leaf paper or a notebook, and pencil or pen. It is recommended that students have a folder for class as well. It is also recommended that the student have a pair of headphones or ear-buds that can be used with their laptop, especially for viewing *Gran Hotel*.

For ERVING students: You will use whatever facilities have been set up to allow you to access Bluejeans. You should also have loose leaf paper or a notebook, and pencil or pen. It is recommended that students have a folder for class as well. It is also recommended that the student have a pair of headphones or ear-buds that can be used while viewing *Gran Hotel* by whatever means one views it.

Textbook: Cumbre: curso AP de la lengua española

Sandstedt, Lynn A.; Kite, Raplh. *Cumbre: curso AP de la lengua española*. Boston, MA: Heinle Cengage Learning, 2013.

Course Organization

Pre-instruction (only part of class that will see substantial use of English):

The procedures, protocols, and general pattern of instruction for this course will be discussed, as well as strategies for the Interpretive, Interpersonal, and Presentational assessments. Over the course of several days, students will first examine strategies for success at each of the tasks and will then take do an ungraded practice assessment in each area to give us a baseline for each student's performance on the different sections. After

that, we will move into the main portion of the course.

EDUNOVELA.COM – *Gran Hotel*:

Throughout the school year students will be watching an adapted version of the telenovela *Gran Hotel* through *edunovela.com* as a regular part of the class. Note that this is an actual telenovela, not one created for an academic audience; it has instead been adapted for academic purposes. The instructor and his wife have seen the original version and both found it to be compelling and entertaining television; it is hoped that students will enjoy it as well.

The login information to access the portal through which you will watch it will be given during the pre-instruction period, as will the schedule of viewing giving dates by which episodes should be completed. The viewing of these episodes is normally considered homework, not an in-class activity, as part of the reason for including this as part of the class is to give students a good source for authentic Spanish audio outside of class. This means that the schedule will expect students to watch some episodes during breaks as a way to help them keep in contact with the Spanish language (which responsible students would be doing anyways).

Eduovela.com tracks your time on task and there is a quiz to take after watching all the scenes of an episode to check comprehension. That quiz must be taken. Additional activities connected with the show will also be included throughout the year, so keeping up with the viewing schedule will be essential to successful completion.

UNIT 1 Orígenes de la cultura hispánica: Europa

Essential Questions

- ¿Cómo influyen los orígenes de la cultura hispánica en los productos culturales, las prácticas y las perspectivas de la gente hispana contemporánea?
- ¿Cómo influyen la lengua y la cultura en la identidad de una persona?
- ¿Cómo afecta la historia a los valores y las tradiciones de una sociedad?

Overview: This first unit presents an introduction to the linguistic and cultural foundations of the Spanish-speaking world by exploring a diversity of factors that have had a continued influence over the products and practices of the Hispanic world. With readings about how Spain is a culture of many cultures, a review of some influences over Spanish language structure, and an essay topic that asks students to consider the plurality of languages in Spain, this unit explores a variety of concepts that allow learners to discover how language and culture can be neither static nor separated. It asks one to consider how do language and culture influence identity? Resources include a video about flamenco dance and a selection from *El Conde Lucanor*: “De lo que aconteció a un mancebo que se casó con una mujer muy fuerte y muy brava.”

UNIT 2 Orígenes de la cultura hispánica: América

Essential Questions

- ¿Cuáles son los orígenes de los desafíos políticos y sociales que enfrenta América Latina?
- ¿Cómo influyeron las civilizaciones precolombinas en los productos culturales, las prácticas y las perspectivas de la gente hispana contemporánea?
- ¿Cómo se desarrolla la identidad de una cultura a lo largo del tiempo?
- ¿Cómo las artes desafían y reflejan las perspectivas culturales?

Overview: This unit builds on the themes from the first unit by moving from the influences on culture in Spain to the evolution of the cultures of the American continents from before the European arrival through modern day. The unit begins with background information that explores the socio-political networks of the three most powerful empires in the Americas before Columbus: the Inca, the Aztec, and the Maya. This provides the opportunity to compare how societies are structured and to connect to how indigenous products and practices influence modern life in the Spanish-speaking world. This comparison extends to an audio activity that discusses the linguistic influence of the Americas on the Spanish language and a video that shows a fusion of Spanish and Latin-American cultures in modern gastronomy. Two poems by the Cuban writer Nicolás Guillén continue this topic by considering how Spanish and African ancestries have influenced Cuban identity. In short, the sources in this unit are an invitation to reflect on the varying factors that influence culture over time.

UNIT 3 Religión en el mundo hispánico

Essential Questions

- ¿Cuáles son los orígenes del pensamiento religioso en el mundo latino?
- ¿Cómo ha cambiado la religión en el mundo latino a lo largo de la historia?
- ¿Cómo influyen los productos, prácticas y perspectivas de la religión en la vida contemporánea?
- ¿Cómo influye la religión en la identidad y los valores de una persona?
- ¿Cómo puede ser la religión más que una creencia?

Overview: In this third unit, the text moves on to explore the influence of religion in the Spanish-speaking world. The cultural readings investigate the political and social influences of the Catholic Church in Spain and in the New World, and also consider how indigenous and African religions affected Catholicism in Latin America. Perspectives on death are explored with a video about All Soul's Day and with an audio source that communicates viewpoints on death from three different Spanish-speaking countries. The reason of our existence is then explored through four religious and philosophical poems from Latin America and Spain. At the end of the unit, students are asked to consider whether religion is losing its importance in Hispanic society.

UNIT 4 Aspectos de la familia en el mundo hispánico

Essential Questions

- ¿Cuáles son los desafíos que enfrentan las familias del mundo hispano?
- ¿Cómo influyen los productos culturales, las prácticas y las perspectivas de la familia hispana en la vida contemporánea?
- ¿Cómo se extiende la preocupación por la familia a casi todas las esferas de la vida hispana?
- ¿Cómo ha evolucionado la estructura de la familia hispana por los años?
- ¿Cómo se define la familia en el mundo hispano a lo largo de la historia?
- ¿Cuáles son las diferencias en los papeles que asumen las familias en las diferentes sociedades del mundo hispanohablante?

Overview: Unit four focuses on family—the strongest unifying aspect of daily life in the Spanish-speaking world. The cultural readings and authentic sources communicate to students how close family relations extend to all spheres of Hispanic contemporary life and has a profound impact on personal identity. The close relationship between different generations is contrasted with family relationships in the United States and students will learn how the idea of family ties underscores important traits for understanding culture. It requires one to consider another question: How do the roles that families assume differ in societies around the world? Resources include the short story “Caperucita Roja o Casco Rojo” by Beatriz Guido and a video about three generations of an Ecuadorian family.

UNIT 5 El hombre y la mujer en la sociedad hispánica

Essential Questions

- ¿Cuál es la relación entre hombres y mujeres en el mundo actual?
- ¿Cuáles son los desafíos sociales que enfrentan las relaciones entre mujeres y hombres en la sociedad contemporánea? ¿Cuáles son los orígenes de estos desafíos?
- ¿Cómo influyen los productos, las prácticas y las perspectivas del mundo hispanohablante en las relaciones entre sus hombres y sus mujeres?
- ¿Cómo se expresan los distintos aspectos del género en diversas situaciones?
- ¿Cómo se establecen las percepciones de la belleza?
- ¿Cómo influyen los ideales de la belleza en la vida cotidiana?
- ¿Cuáles son las diferencias en los papeles que asumen las mujeres y los hombres en las diferentes sociedades latinas?
- ¿Cómo ha cambiado el papel de la mujer a lo largo de la historia?

Overview: Unit five considers the relationship between men and women in contemporary society. It points out that, even though Hispanic society has always favored men, there have been many cases of famous Hispanic women who have thrived throughout history. Reading and audio selections ask students to consider the roles that women and men play in their personal and public lives and to explore how these roles are influenced by cultural products, practices, and perspectives. Like many cultural products, gender roles and stereotypes are intangible, but students will come to understand through this unit how intangible products of a culture manifest themselves in daily life. Resources include a video

about love and friendship in Barcelona and *Mañana del Sol* by brothers Serafín and Joaquín Álvarez Quintero.

UNIT 6 Costumbres y Creencias

Essential Questions

- ¿Cuáles son los orígenes de las costumbres y las creencias en las distintas sociedades del mundo hispano?
- ¿Cómo afecta a nuestras costumbres y creencias el desarrollo científico y tecnológico?
- ¿Cómo influyen en la vida contemporánea las costumbres y las creencias de la gente?
- ¿Cómo se expresan los distintos aspectos de nuestras creencias en nuestras costumbres?
- ¿Cómo se desarrollan las creencias de una persona a lo largo del tiempo?
- ¿Cómo reflejan las artes las costumbres y las creencias de una cultura?

Overview: Building on prior study of major cultural influences in the Spanish speaking world, Unit 6 continues to engage students in a study of how popular customs are always based on other customs and beliefs and how it is difficult to understand the customs and beliefs of a people without first considering the social and economic conditions that exist for that people. In this unit, students will again consider how an understanding of cultural perspectives is necessary to truly understand the products and practices of a culture. Resources will include a reading about attitudes towards death in different parts of the Hispanic world and “El evangelio según Marcos” by Jorge Luis Borges.

UNIT 7 Aspectos económicos de Hispanoamérica

Essential Questions

- ¿Cuáles son los desafíos económicos que enfrentan los países hispanos?
- ¿Cuáles son los orígenes de esos desafíos económicos?
- ¿Cuáles son algunas soluciones posibles a esos desafíos?
- ¿Cómo influye la economía en las prácticas y en las perspectivas de la gente hispana contemporánea?
- ¿Cómo afecta la economía a la identidad nacional?
- ¿Qué papel juega la economía en la geografía humana de los países latinos?
- ¿Cómo refleja y desafía la literatura las perspectivas culturales sobre la pobreza?

Overview: Economic development is one of the greatest social and financial worries of Latin American governments. Unit 7 explores the origins of the financial instabilities that exist throughout the region and illustrates poverty rooted in a history of economic inequality. The great migration of the poor from the country to find work in urban areas is discussed in culture readings and audio selections. This phenomenon is then explored further in a video about the indigenous poor living in Mexico City. Then, the short story “Es que somos muy pobres” communicates a fatalistic view of the rural poor and thus both challenges and reflects cultural perspectives about poverty in Hispanic America.

UNIT 8 Los movimientos revolucionarios del siglo XX

Essential Questions

- ¿Cuáles son las causas principales de los movimientos revolucionarios?
- ¿Cuáles son las injusticias sociales que existen y que provocan revoluciones?
- ¿Cómo afecta a las vidas de los ciudadanos una revolución?
- ¿Cómo se pueden resolver los problemas sociales y políticos del mundo sin conflictos?
- ¿Cómo se comparan las revoluciones en América Latina con las revoluciones en otros países?
- ¿Qué papel cumple la educación en los movimientos *políticos*?

Overview: The political consequences of the social inequalities that stem from the economic disparities described in unit seven are brought out in unit eight's discussion of 20th-century revolutionary movements in Latin America. The revolutions described in the cultural and historical reading illustrate how poverty and the lack of economic resources have, at times, caused people to rebel. Many of these revolutions are described as little more than military takeovers of the government without any long-lasting power shifts. The unit's literature selection, Gabriel Garcia Marquez's "Un día de estos", illustrates the effect of the corruption such governments can cause. However, the unit also explores how the revolutions in Cuba, Bolivia, Nicaragua, and Mexico have significantly altered the governments of their countries (for better or for worse). This unit thus asks students to explore the many sides of revolutionary movements, to consider if revolutions are necessary, and if the end results have been worth the effort.

UNIT 9 La educación en el mundo hispanico

Essential Questions

- ¿Cuáles son los desafíos educativos que enfrentan las sociedades hispanicas?
- ¿Cuáles son algunas posibles soluciones a esos desafíos?
- ¿Qué impacto tiene el desarrollo tecnológico en nuestras escuelas y las escuelas en el mundo hispanohablante?
- ¿Cómo se comparan los sistemas de educación en el mundo hispano con el nuestro?
- ¿Cómo influyen los productos, las prácticas y las perspectivas del mundo educativo en la vida contemporánea?
- ¿Cómo influye la educación en la identidad de una persona?
- ¿Cómo contribuye la educación al bienestar de las comunidades?

Overview: Unit 9 explores how the educational organization and the teaching methods in the Hispanic world reflect the ideals and the economic situation of its people. The introductory reading contextualizes the history of, and cultural viewpoints about, education and teaching in the Spanish-speaking world. It also communicates how the culture of one generation is transmitted to the next through education. Comparisons are made between

US and Hispanic educational systems and between the perspectives that each culture holds about what education is. The audio conversation between a professor and his students serves to introduce students to what a Hispanic educational community sounds like, and gives students a chance to compare that community with their own educational experience. Elena Poniatowska's "La noche en Tlatelolco" shows how university students protest issues that affect their societies and conveys how educational movements affect social conscience. Students will learn how, in the Hispanic world, school serves more of a pedagogical rather than social function and that education is considered a process within and beyond school through which one becomes an adult.

UNIT 10 La ciudad en el mundo hispánico

Essential Questions

- ¿Cuáles son los desafíos que enfrentan las zonas urbanas del mundo hispano?
- ¿Cuáles son los orígenes de esos desafíos?
- ¿Cuáles son algunas soluciones a esos problemas?
- ¿Qué impacto tiene el desarrollo tecnológico sobre la calidad de vida en nuestras ciudades?
- ¿Qué factores urbanos han impulsado el desarrollo tecnológico en las ciudades del mundo hispano?
- ¿Cuál ha sido el efecto de la migración urbana sobre las familias y las comunidades hispanas?
- ¿Cómo se puede experimentar enajenación en una ciudad de más de un millón de personas?
- ¿A qué ciudad hispana irías si tuvieras mucho dinero?

Overview: By focusing on urban life in the Spanish-speaking world, this final unit of *Cumbre* ties together many of the ideas presented throughout the book. The contextual historical reading takes students back to the units on cultural origins, religion, and economics by informing them how religious, economic, and social necessity first motivated the building of cities. Students learn how religion sparked the creation of cities and as a result urban areas became the religious, educational, and cultural centers of the Hispanic world. Because of this, cities have had a great impact on the customs and beliefs of Hispanics and this attitude towards the city as the center of civilization is still predominant today. The reading also describes how economic necessity motivated the great migration of people to the cities, which, in turn, has affected families and communities in both urban and rural settings. The unit on men and women is also tied to this chapter through the audio presentation that portrays how men and women interact in urban settings. "Una Señora," by José Donoso, will allow students to explore what it means to be part of a large city and how that can affect one's sense of self.

Course Policies

Class Attendance/Participation

Absences: If an absence is planned, the student should ask the instructor for assignments before leaving.

Language Policy: With the exception of the pre-instruction period when we discuss the procedures and protocols of the course, as well as how to prepare for the Interpretive, Interpersonal, and Presentational assessments, it is expected that students will use Spanish for all in-class communication. There is one point per class period. Use of English during a class period will result in the loss of that point (exceptions are made for legitimate emergencies at the discretion of the instructor).

UWGB Academic Integrity

As stated from the UWS 14.01 Statement of principles, “The Board of Regents, administrators, faculty, academic staff and students of the University of Wisconsin System believe that academic honesty and integrity are fundamental to the mission of higher education and of the University of Wisconsin System. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.” The entirety of the Student Academic Disciplinary Procedures can be located at https://docs.legis.wisconsin.gov/code/admin_code/uws/14

These procedures state that if there is any academic dishonesty of your academic work, there are consequences that can become part of your permanent college record.

UWGB Drop, Withdrawal, and Extended Absences Policies

This course follows the UW-Green Bay policies for drops and withdrawals. Information can be found at <https://www.uwgb.edu/bursar/refunds/refund-and-drop-schedule/> and <https://www.uwgb.edu/bursar/term-deadline-calendar/>

For information on drops and withdrawals, please refer to the UW-Green Bay folder provided to you.

By registering, you accept responsibility for compliance with UW-Green Bay rules, regulations, and policies (www.uwgb.edu/policies). CCIHS courses longer than 14 weeks or longer follow the 14 week course policies. Once 14 calendar days have passed from the course start date, courses cannot be dropped without academic/fee penalties; for courses shorter than 14 weeks in duration, students have 7 calendar days from the course start date to drop a course without academic/fee penalties.

Course grade(s) are final and will become part of my permanent college record. Enrollment in a CCIHS course does not guarantee admission to any college, including UW-Green Bay. By registering for this course you will be responsible for paying the high school for all tuition/fees owed for this course enrollment

For additional information and resources, visit the UW-Green Bay College Credit in High School website at <https://www.uwgb.edu/ccihhs/>