

**Spanish 202 - Spanish IV**  
**2018-2019, 3 Credits**  
**University of Wisconsin-Green Bay**  
**Monday-Friday (Block 1 - Semester 2)**  
**Sturgeon Bay High School Room 113**

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**Course description:** Spanish IV/Spanish 202 is an advanced-level course with emphasis on communication in Spanish. The class is conducted entirely in the target language. Study includes exposure to film and authentic literature (short stories, poems, legends, essays, etc.) to increase student skills in listening and reading comprehension, vocabulary expansion, and writing. There is an intense grammar review. Special attention is given to the subjunctive mood. Projects and presentations will allow students to showcase their competencies in speaking, reading, writing, and overall comprehension.

This course is offered through the University of Wisconsin-Green Bay to eligible students at Sturgeon Bay High School. Eligible students are those who have completed three years of high school Spanish with a grade of B or higher. The course is coordinated and monitored by the Spanish Department at UW-Green Bay and is taught by an instructor whose experience and credentials are approved by the department. In all respects, this course reflects the standards of all UW-Green Bay Spanish courses.

**Required Texts:**

Jarvis, Ana C. and Raquel Lebrede (2010). *Avancemos IV*. Austin: Holt McDougal. (Provided for use in the classroom and also available on-line)

Cuaderno 4: ¡Avancemos! Austin: Holt McDougal. (Copies will be provided to the students as needed)

**Supporting website:**

Class materials and assignments are at the students' disposal on the class' Schoology site which can be accessed at <https://app.schoology.com/home>

**Recommended materials (to be acquired at the students' discretion)**

A good verb companion: could be a verb conjugation book or an app.

A good English-Spanish dictionary such as those published by Harper Collins or the Oxford Dictionary.

**Supplemental texts (provided in class)**

Russo, Gina (ed.) *Graded Spanish Reader* (1991) D.C. Heath and Company

Gordon, Ronni L. and David M. Stillman (2004). *Repaso: A Complete Review Workbook for Grammar, Communication, and Culture*. (2004) McGraw-Hill

**Course goals:**

- To develop fluency in the target language
- To enhance comprehension of the spoken and written language
- To improve structural/grammatical proficiency in the target language
- To enhance appreciation for the cultures of the Spanish-speaking world

**Spanish Programmatic Outcomes:**

1. Speak standard Spanish at advanced-mid level as defined by ACTFL
2. Read non-technical prose at advanced level as defined by ACTFL
3. Comprehend clearly articulated conversations on everyday topics in standard Spanish at the ACTFL advanced level.
4. Write about non-technical topics at the intermediate-high/advanced ACTFL level.
5. Demonstrate an advanced knowledge of Spanish/Latin American cultures.
6. Have read great works of Spanish/Latin American literature and have a sense of their place in literary history.
7. Research literary and cultural topics and report findings.
8. Obtain skills to help them qualify for professional work in various areas such as teaching, translating and interpreting, positions in business appropriate to students in the languages or be prepared to attend graduate school.
9. Reflect on the social values of the culture(s) they are studying and be able to draw reasoned comparisons to their own culture on topics important to the culture(s) being studied.

**Responsibilities of the students:**

- Communicate in the target language
- Attend class, arrive on time, and actively participate in class activities
- Have an open-mind to learning

**Responsibilities of the teacher:**

- Attend class, arrive on time, and present the material in an engaging and clear manner
- Communicate clearly to the students all classroom expectations and grading policies
- Provide students with alternative forms of instruction, tutoring or assessment when needed or requested

<b><u>Grading:</u></b>	Homework	10%
	Quizzes	15%
	Essays, Projects and Presentations	25%
	Work Outside of Class	10%
	Tests (Mid-term & Final 2x20%)	40%

**Sturgeon Bay Grading Scale:**

<b>A</b> 93-100%	<b>B+</b> 88-89%	<b>C+</b> 78-79%	<b>D+</b> 68-69%	<b>F</b> 0-59%
<b>A-</b> 90-92%	<b>B</b> 83-87%	<b>C</b> 73-77%	<b>D</b> 63-67%	
	<b>B-</b> 80-82%	<b>C-</b> 70-72%	<b>D-</b> 60-62%	

**UWGB Grading Scale**

<b>Letter Grade</b>	<b>Text</b>	<b>Grade Points per Credit</b>
A	Excellent	4.0
AB	Very Good	3.5
B	Good	3.0
BC	Above Average	2.5
C	Average	2.0
CD	Below Average	1.5
D	Poor	1.0
F	Unacceptable	0.0

**Preparation for class:** Becoming proficient in a foreign language requires perseverance and practice. To accomplish the goals of this course requires ACTIVE PARTICIPATION in Spanish: it is impossible to become fluent in any language by merely listening or observing others. I encourage you to practice your listening and comprehension skills with the audio materials provided in Schoology and to SPEAK the language at every opportunity.

**Assessment:**

**Tests:** during the class there will be two tests that will include listening and reading comprehension; vocabulary; grammar; writing and speaking components.

- **Mid-Term:** multiple-choice based.
- **Final:** a research project and presentation on a subject related to Spain or Latin America.

**Quizzes:** will be administered throughout the semester to evaluate progress in acquisition of vocabulary, grammar structures and overall reading comprehension.

**Essays:** students will be asked to write short essays using thematic vocabulary on a variety of prompts. Some will be movie commentary to be posted on the Schoology Discussion Board to encourage written interaction among the class.

**Work outside of class:**

- **Speaking practice:** students will be required to participate in a number of tertulias/speaking tables at Glas Coffee House every Tuesday from 5:00 - 6:00 p.m.
- **Listening practice:** throughout the semester students will complete various listening activities on a variety of subjects aimed at enhancing comprehension of spoken Spanish. A collection of audio files is available on Schoology.
- A form (*Hoja de trabajo fuera de clase*) needs to be completed and turned in at the end of each term listing the activities completed in this category.

**Additional information:**

- At the college level all submitted work must be free from errors in conventions, there is absolutely no excuse for not carefully proofreading your work
- **Use of translators:** Presenting all or part of a translated text as your own work is plagiarism. Students who use any translator in lieu of their own writing will receive a failing grade for the assignment
- All written work must be computer generated
- Neatness does count, it reflects your attitude and concern for a quality product

**Course Organization:** the class will meet during the Spring Semester, during period 4 from 1:45-3:20 for a total of 90 minutes.

## **Spring Semester/Semester 2**

### **Weeks 1-4:**

Communicative Theme: El Mundo del Trabajo

Grammatical Structures: Ser vs. Estar, Direct and indirect object pronouns, Reflexive pronouns, Verbs with prepositions, Demonstrative adjectives

Cultural and Literary Focus: Spain; identity and history.

### **Weeks 5-7:**

Communicative Theme: Ejercicio y Diversión

Grammatical Structures: Preterit vs. imperfect, Verbs that change meaning in the preterit, Comparatives, The gerund/present progressive, Adverbs, Reflexive pronouns, Ir + a+ inf.

Cultural and Literary Focus: leisure and celebrations in the Spanish-speaking world.

### **Weeks 8-10:**

Communicative theme: La Aventura de Viajar

Grammatical Structures: Past participle, Present perfect, Past perfect, Future and conditional (with probability)

Cultural and Literary Focus: places of interest and the beauty of Latin America.

## **⇒ Mid -Term Exam**

### **Week 11-13:**

Communicative theme: ¿Cómo es nuestra sociedad?

Grammatical Structures: Present subjunctive in noun and adverbial clauses, Present perfect subjunctive, Imperfect subjunctive

Cultural and Literary Focus: family in Latin America and Spain

### **Week 14-16:**

Communicative theme: ¡Hablemos de arte!

Grammatical Structures: Future and conditional perfect, Relative pronouns, Passive voice, Se for unintentional occurrences

Cultural and Literary Focus: México; the muralists, Frida Kahlo; etc.

**Week 17-19:**

Communicative theme: Ver, Divertirse, e Informarse

Grammatical Structures: Imperfect subjunctive in adverbial clauses, more uses of the Imperfect Subjunctive, Past Perfect Subjunctive, Sequence of tenses

Cultural and Literary Focus: Hispanics in the USA.

**Week 20: Final Exam and Wrap-up**

## Accepted Use Policy

### Internet, Network, and Computer Safety

Students are required to follow the Sturgeon Bay High School Acceptable Use Policy regarding use of the school computer network:

1. I will access only my own assigned computer, account, and/or files. If someone else is logged into a device, I will log him/her off and log in as myself.
2. I will not use school devices or Internet access to create, access, upload, or transmit material that is obscene, profane, violent, discriminatory, or depicts or describes illegal activities. I will not participate in cyber-bullying by spreading gossip, insults, or other unkindness with the purpose of creating, viewing, or participating in the humiliation of others.
3. I will not plagiarize by representing the work of others as my own; I will provide citations as needed to obey copyright law. I will not manipulate technology to cheat.
4. I will use the school's devices, accounts, and school-assigned email address only for educational purposes.
5. I will not give my password to another user nor attempt to learn or to use anyone else's password, and I will not transmit my address or telephone number or any personal or confidential information about myself or others.
6. I will not damage or tamper with hardware or software; vandalize or destroy data; intrude upon, alter, or destroy the files of another user; introduce or use malicious software; access restricted information or networks; alter or change security settings; or block, intercept, or interfere with any email or electronic communications by teachers and administrators to parents or others.
7. If I notice any strange or suspicious activity on the device I am using, I will report it immediately.
8. I will follow all school rules while using my own device on school grounds, and I understand that the rules outlined above apply to my use of my own device on school property.

I understand that my use of the school district's computers, Google account, and wifi access is not private, and that the district reserves the right to monitor use to assure compliance with these guidelines. Violations may lead to revocation of computer access and/or other disciplinary measures.