

SPA 104: INTERMEDIATE SPANISH II

SUMMER 2022 session II

Prerequisites: Spanish 103 or equivalent.

Language requirement: In order to participate successfully at the intermediate level you should be able to talk and write about yourself, your friends and family, your daily routine, interests and pastimes, and you should understand another person talking about similar things. You should also be able to describe things that you regularly or currently *do*, things that you *did* in the past, things that you *used to do* when you were little, and things that you *will do* in the future. You should be relatively comfortable recognizing different verb tenses and moods and putting some -not all- into use. You should also have good reading skills and be able to write out comprehensible (not grammatically perfect) compositions on topics familiar to you. If you have any questions about whether or not 104 is the right class for you, talk to your instructor immediately.

Incentive credit: If you took 3 years (or less) of honor Spanish, with level III being the highest level completed, in High School (and did excellent) and Spanish 104 **is your first course at URI**, you should know that you are eligible to receive credit (yes, **3 credits**) for Spanish 103 (without having to take the course). You would need to take 104 and earn at least a C, submit a High School transcript that indicates that the highest-level class that you took was Spanish 3, fill out a short form at our Department, and pay a fee of \$65.00. If you have any questions, call or stop by the [Department](#).

If you took 4 years of honors Spanish or AP in High School and think that you might be ready to begin your studies at the 200-level, you could follow the same process and receive 3 credits for Spanish 104 without having to take the course.

REQUIRED TEXT AND COURSE MATERIALS

- Lord, Gillian and Rossomondo, Amy. Contraseña: Your Password to Foundational Spanish 3.0***
<https://hub.lingrolearning.com/#/login>
- Brightspace
- Zoom

COURSE DESCRIPTION

SPA104, the second course in the second-year, SPA103-SPA104 sequence, provides the necessary preparation and experience for improved listening comprehension, reading, speaking, and writing skills. Furthermore, in this class we will explore some cultural products, practices and perspectives that are unique to **Hispanic cultures**. The purpose of 104 is to help you increase the **quantity** and **quality** of the Spanish you can **understand** and **use** in oral and written discourse through the study of a series of cultural topics: from ecological issues to social and political concerns, from anthropology to art, from remote working to food. This course follows a communicative approach, where communication is understood as the expression, interpretation and negotiation of meaning in a given context (Savignon, 1998). From the first day of class, students will interact in Spanish with the instructor and with classmates. Therefore, by the end of this course, students should be able to successfully handle in Spanish a

significant number of basic communicative tasks.

GOALS AND OBJECTIVES

Upon successful completion of this course, students are expected to reach the “Intermediate Mid” or better proficiency level as defined by the American Council on the Teaching of Foreign Languages (actfl.org).

By the end of the course, students should be able to:

- write moderately-long compositions in present, past, and future time frames
- converse, write and read about topics of importance to you, the community and the world at large (your life and experiences, identity, traditions, stereotypes, remote working, art and social change, food).
- converse, read and write about cultural issues related to the Hispanic world.
- explore, compare and contrast different means of communication and beliefs in the U.S. and the Hispanic world
- get the gist, main ideas, supporting ideas, and some details out of a variety of authentic audio material and written texts
- narrate personal anecdotes and life experiences in present, past, and future time frames and express desires and emotions
- read/analyze, describe, interpret, and discuss some short literary texts and other works of art

General Education Student Learning Outcomes: This course satisfies the requirements for two Student Learning Outcomes (SLO) in the General Education Program:

1. **Humanities (H)** general education requirement (Full Coverage)

(See Assessments section)

1. You will be able to **identify** facts, vocabulary, definitions, terms, concepts necessary for developing basic proficiency in speaking, listening, reading, interacting and writing in Spanish.
2. You will be able to **recognize** concepts and tools relevant to read, write and communicate effectively and appropriately in Spanish at an elementary level.
3. You will be able to **ask** questions relevant to the analysis and comprehension of a range of elementary written and spoken authentic Spanish texts, dialogues, and other forms of communications.
4. You will be able to **collect** information relevant to reading and writing elementary Spanish texts to produce thoughtful cultural analysis
5. You will be able to **analyze** the grammar and syntax of elementary Spanish texts and communications and apply those concepts to address different linguistic tasks.

2. **Global Responsibilities (GR)** general education requirement (Full Coverage)

(See assessments section)

1. You will develop a sense of **Global Identity** and **Global Self-Awareness** as you explore, understand, and learn to appreciate the cultures of the Spanish-speaking world.
2. You will gain a sense of the importance of **Global Communication** and the importance of **Global Language** as you develop your communication skills by creating, processing, and negotiating meaning in Spanish.
3. You will be able to gain an understanding of the impact of **cultural perspectives** in the Spanish-speaking world

by adopting other people's points of view, comparing them with your own and expressing them in the target language.

What is this class going to be like?

This course will be taught online-blended which means that you will complete work asynchronously three times a week (Monday, Wednesday, Friday) and attend a one-hour class via Zoom remotely on Tuesdays and Thursdays at the time indicated on ecampus

The course will be carried out via Brightspace and the online book Contraseña:

- In Brightspace you will find the syllabus, course policies, grades, a week by week breakdown of the tasks to do and it is where you will complete the Discussion posts. Other important documents and announcements will be posted there.
- Contraseña is the online book for the course so it is where you will find ALL the content, the chapters, the video tutorials. ALL the activities and projects will be submitted via Contraseña (except the discussion posts). You will see a gradebook of all the activities/projects assigned AND a calendar of assigned activities.

PREPARATION

Learning a second language is an active process that requires that you actually use, do and play with the language. Therefore, every class session you will find yourself immersed in a rich Spanish language environment that will help you communicate meaningfully in Spanish and collectively explore the language and the cultures. For this reason, all students are expected to engage and actively participate in paired-group activities.

Your instructor and course materials will provide you with numerous opportunities to develop language skills and cultural competence through the use of the target language to hear, read, write and talk about things that are relevant to your life. In order to be prepared for class time, students are expected to work on Contraseña online, learning vocabulary, doing assigned practice exercises, etc. outside of class in preparation for class time. Since your instructor will not be devoting extensive time to the presentation of new grammar, it is important that you write down any questions that arise as you study to bring with you to class. During every class session you will find yourself immersed in a rich Spanish language environment that will help you learn how to communicate meaningfully in Spanish and collectively explore the language and the cultures. Use it and enjoy it!

Learning Tips

1. Relax and don't be afraid to speak up or to make mistakes.
2. Seize all of the opportunities created for you.
3. Respect the rules of the Spanish-only classroom and encourage everyone else to do the same.
4. Interact with the Hispanic world around you.
5. Seek out help the moment you think you might be having trouble.
6. Do NOT use online translators for any of the assignments, projects, or exams in this class as that does not help you to learn and it is considered CHEATING. Use your own knowledge and critical thinking to create language!

Gen Ed SLOs – Global R: com/ Global R: curiosity & autonomy /Global R: perspective taking Humanities: identify facts/Humanities: collects information/Humanities: innovates

ACADEMIC INTEGRITY

- The Language Department fully supports all university policies and procedures regarding academic

misconduct (cheating, fabrication, plagiarism, interference, violation of course rules and facilitating academic dishonesty) For more information, please refer to URI's Student Handbook, in particular Section 1.4 <http://www.uri.edu/judicial/ch1.html> **The work you do in the course is not collaborative**, therefore, copying **another student's homework, using online translation programs, or getting unauthorized help from any other individual(s) are considered acts of cheating and are subject to academic misconduct procedures.** In addition, students should not present someone else's work as their own. Paraphrasing words, ideas or opinions, whether oral or written, is considered plagiarism. When completing **on-line homework**, you are to do so individually, i.e., without the assistance of another person or persons. Undue assistance received from classmates, peers, or tutors and **the use of on-line translators** to complete homework will be considered a violation of the academic code of conduct.

The following are examples of **Academic Dishonesty**:

- Using material, directly or paraphrasing, from published sources (print or electronic) without appropriate citation
- Claiming disproportionate credit for work not done independently
- Unauthorized possession or access to exams
- Unauthorized communication during exams
- Unauthorized use of another's work or preparing work for another student
- Taking an exam for another student
- Altering or attempting to alter grades
- The use of notes or electronic devices to gain an unauthorized advantage during exams
- Fabricating or falsifying facts, data or references
- Facilitating or aiding another's academic dishonesty
- Submitting the same paper for more than one course without prior approval from the instructors.
- **Using online translation programs.**
- In addition, any alteration, copying or misuse of on-line materials in **the course online platform** will be considered a violation of the academic code of conduct.

CLASS POLICIES

- Monday of the first week is considered the first day of class. Note that all assignments due that first Monday are already mandatory.
- Regular and on time submission of assignments and projects is expected for student success. If a student misses more than one class or one week of engagement in an online class (no submission of work during a day or a week), the student may, at the discretion of the instructor, fail the course. Students are expected to submit all assignments starting the first night of class.
- Students who will miss more than one day's worth of assignments have the responsibility to discuss this with the instructor in advance. Students should also consider withdrawing from a course if they will be missing assignments more than once. Instructors may, but are not obligated to, accommodate students under extraordinary circumstances, but the student must request accommodation and provide requested supporting documentation.
- Regular online engagement is expected for student success in the course. Online participation is evident through posting to a discussion forum and participating in the highly recommended virtual support classes.
- Late work will NOT be accepted. This is an intensive course and the material is to be completed following the calendar in order to be able to complete the end-of-unit projects. **You must submit your work on the day marked in the calendar for this purpose. You must inform your instructor immediately** if you are not able to submit the assignment due to extenuating circumstances.

ASSESSMENTS and General Education Student Learning Outcomes (See Student Learning Outcome Goals above)

PARTICIPATION

Your participation in this course will mainly be assessed in your participation in the discussion forums in Brightspace. You will have to submit six discussion posts throughout the semester (one per unit covered). You will obtain 100% in a discussion post if it is complete and submitted before the due date. You will receive 0% if the discussion post is not submitted, not complete or if it is submitted after the due date. The due dates for the discussion posts can be found in the syllabus, the homework calendar, and Brightspace.

ORAL PROJECTS

In order to evaluate how well you have met the communicative objectives of this course, you will complete a total of three (3) oral projects, each corresponding to a different unit. The projects will be submitted via Contraseña online. You will find a complete description of the oral project procedures and the grading evaluation criteria in Contraseña or otherwise will be provided by the instructor.

Gen Ed SLOs – Global R: com/ Global R: perspective taking/ Humanities: asks/ Humanities: collects info

WRITTEN PROJECTS

The three (3) written projects at the end of three units will allow you to demonstrate the writing skills that you develop during the semester. The projects will be submitted via Contraseña online. You will find a complete description of the written project procedures and the grading evaluation criteria in Contraseña or otherwise will be provided by the instructor.

Gen Ed SLOs – Global R: com/ Global R: perspective taking/ Humanities: concepts & tools/ Humanities: applies concepts

TESTS

● SPEAKING TESTS

There will be two speaking tests. These tests are listed in bold on the course schedule, and you should note the date in your personal calendar. You will make an appointment with your instructor. The goal of the tests is to assess how well you have assimilated what has been presented in these chapters with regard to Spanish grammar, vocabulary, language, and culture in a speaking format. It will give you the chance to demonstrate the knowledge that you have gained and the skills that you have acquired. It will also help you measure your achievement of course objectives and identify areas that need more work. All instructors grade the exams using the same grading criteria; tests are not curved.

● LISTENING AND READING TESTS

There will be two listening and reading tests submitted via Brightspace. These tests are listed in bold on the course schedule and you should note the date in your personal calendar. The tests give you the chance to demonstrate your general achievement of course goals by examining your receptive skills and your knowledge about Hispanic cultures. **Only under the most extreme circumstances will a make-up test be provided.**

Note: **You must provide your instructor with written documentation within 24 hours** if you are not able to submit the tests by the deadline due to “extenuating circumstances”. **You must present written, verifiable proof of an urgent reason or emergency for missing the test to your instructor.**

Gen Ed SLOs – Global R: com/ Global R: awareness/ Global R: curiosity/ Humanities: identify /Humanities: concepts & tools

HOMEWORK – CONTRASEÑA ONLINE

Regular practice of Spanish outside the classroom is key to reaching the stated objectives of this course. For this reason, you will complete exercises through Contraseña online as part of your coursework. All of these homework assignments are web-based and can be accessed from any computer equipped with a web browser. You will receive immediate feedback on your performance as well as a grade for each exercise that you complete.

All web-based homework assignments must be submitted by 11:59 P.M. on the specified due date.

Gen Ed SLOs – Global R: Identity/ Global R: com/ Global R: curiosity/Global R: perspective taking/ Humanities: concepts & tools/ Humanities: collect info

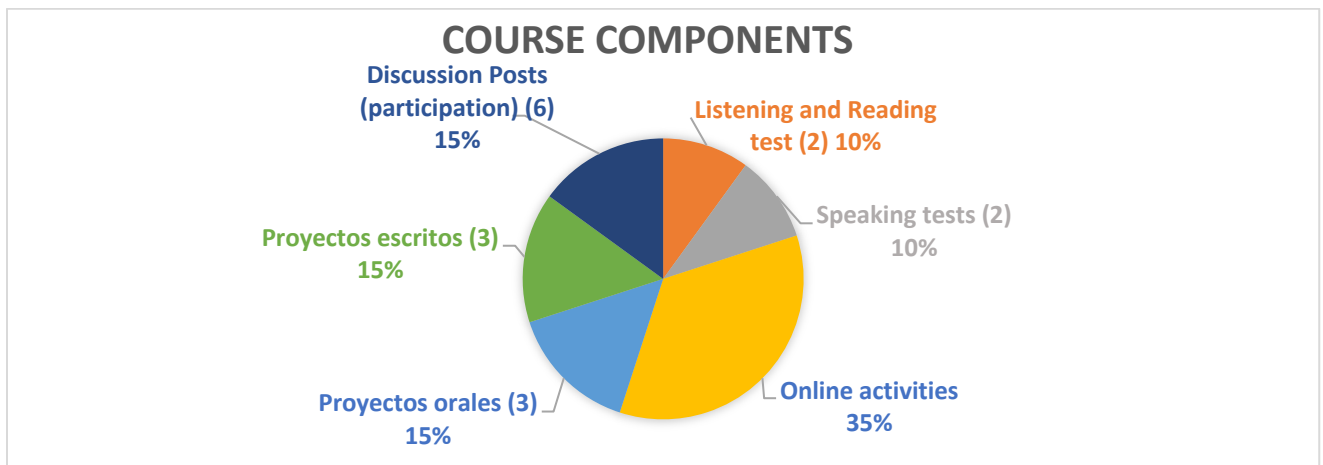
Since the worldwide web can be accessed from virtually any location and there is ample time to complete assignments, no extensions will be given for submission of homework. Students can find the due dates on Brightspace, the syllabus, the homework calendar document on Brightspace, and in Contraseña. Students are responsible for completing homework assignments in accordance with the course schedule. In case of personal computing problems such as bad Internet connections, residential power outages; browser and operating system failures or health problems need to be reported to the instructor BEFORE THE DUE DATE so that proper arrangements can be done for missing homework deadlines. **If you need technical help, it is your responsibility to contact tech support at www.lingrolearning.com/support**

It is best not to wait until the last minute to complete assignments in case you encounter computer problems. You have at least 23 hours in which to complete an assignment. Please note that since there are many homework activities in each unit, forgetting to complete one assignment will generally **not have a large impact** on your homework grade and it will have a minimal impact on your final grade. Repeated failures to complete assignments in Contraseña, however, will adversely affect your grade in the course.

In conjunction with class activities, **homework** assignments will give you vital tools that you will need as you develop effective communication skills in Spanish. Your instructor will collect and evaluate the mechanical and open-ended assignments for both content and accuracy. If you would like feedback from any homework, it is your right and responsibility to meet with your instructor outside of class to go over those activities.

ASSESSMENT CRITERIA

The graph to the right shows the **percentage** contribution of each component that will make up your final grade. The grading scale for this course is as follows:



Grading scale

100-93 = A
92-90 = A-
89-87 = B+
86-83 = B
82-80 = B-
79-77 = C+
76-73 = C
72-70 = C-
69-67 = D+
66-60 = D
59-0 = F

DROPS/WITHDRAWALS

The last day to drop from this course with no transcript designation is July 8. You will have received several grades by then and should be able to make an informed decision about continuing in the course. Courses dropped on or after July 9, will have a “W” for Withdrawal recorded on the Academic Record.

INCOMPLETES

A final course grade of I (Incomplete) is rarely assigned in this course and may only be considered an option in cases where an unexpected, extreme situation—such as a personal or medical emergency—prevents a student from completing the final major assignment(s) of the course. A student must be passing in order to be considered for an incomplete and the request must be made after the automatic “W” deadline has passed.

Note: Incompletes are *not* issued due to chronic missed work or absences over the course of the semester; a “withdrawal” is more appropriate for such students.

OTHER IMPORTANT INFORMATION REGARDING POLICIES

- No extra credit is available for this course, and no assignments will be curved. It is a good practice to save all your graded work such as homework, projects, etc. until your grade has been published on Ecampus.

INSTRUCTOR/STUDENT COMMUNICATION

You can communicate with your instructor:

- **via e-mail.** Your instructor will provide his/her e-mail address the first day of class. This is the best way to contact your instructor, and you can expect a prompt response.
- **during your instructor’s VIRTUAL office hours.** Your instructor will have office hours and will provide his/her virtual office link and time on the first day of class.
- Students are expected to check Contraseña, Brightspace, and their Uri e-mail on a frequent and consistent basis in order to stay current with course-related communications.

STUDENT SUPPORT AND SUCCESS

Anti-Bias Syllabus Statement

We respect the rights and dignity of each individual and group. We reject prejudice and intolerance, and we work to understand differences. We believe that equity and inclusion are critical components for campus community members to thrive. If you are a target or a witness of a bias incident, you are encouraged to submit a report to the URI Bias Response Team at www.uri.edu/brt. There you will also find people and resources to help.

Disability Services for Students Statement

Section 504 of the Rehabilitation act of 1973 and the Americans with Disabilities Act of 1990 require the University of Rhode Island to provide academic adjustments or the accommodations for students with documented disabilities. The student with a disability shall be responsible for self-identification to the Disability Services for Students in the Office of Student Life, providing appropriate documentation of disability, requesting accommodation in a timely manner, and follow-through regarding accommodations requested. It is the student’s responsibility to make arrangements for any special needs and the instructor’s responsibility to accommodate them with the assistance of the Office of Disability Services for Students.

Any student with a documented disability is welcome to contact me as early in the semester as possible so that we may arrange reasonable accommodations. As part of this process, please be in touch with Disability Services for Students Office. (<http://www.uri.edu/disability/dss/>)

Academic Enhancement Center (for undergraduate courses)

Located in Roosevelt Hall, the AEC offers free face to face and web-based services to undergraduate students seeking academic support. Peer tutoring is available for STEM-related courses through drop-in centers and small group tutoring. The Writing Center offers peer tutoring focused on supporting undergraduate writers at any stage of a writing assignment. The UCS160 course and academic skills consultations offer students strategies and activities aimed at improving their studying and test-taking skills. Complete details about each of these programs, up-to-date schedules, contact information and self-service study resources are all available on the AEC website, web.uri.edu/aec.

COURSE SCHEDULE (subject to change)

Session II (June 27 – July 29) 5 weeks

*Online Zoom class on Tuesdays and Thursdays (time on ecampus)

Fechas	Homework on LINGRO (due before 11.59pm)	Homework on BRIGHTSPACE (due before 11.59pm)	Topics
SEMANA #1			
Lunes 27 de junio (asynchronous work)	<ul style="list-style-type: none"> • Buy access to Contraseña • Get familiar with Contraseña • Complete online tasks: getting started and readiness quizzes, set up profile on LingroFolio • Review units for SPA 101-102-103 	<ul style="list-style-type: none"> • Get familiar with Brightspace • Read syllabus/course calendar • Get familiar with requirements for the course • Video flipped method on Brightspace • Review materials for SP 101-102-103 on Brightspace 	
Martes 28 de junio	VIRTUAL CLASS ON ZOOM		
Miércoles 29 de junio (asynchronous work)	Unidad 17 Estrategia de comprensión: Leer (preparar y aplicar) Unidad 17 Texto		Texto: La nueva definición del mexicano La nueva definición del

	(intro, preparar, texto, aplicar) Unidad 17 Vocabulario I y II (preparar, aplicar y comprobar) Unidad 17 Gramática I (preparar, aplicar, comprobar)		mexicano Los estereotipos Construcciones de se impersonal y pasivo
Jueves 30 de junio	VIRTUAL CLASS ON ZOOM		
Viernes 1 de julio (asynchronous work)	Unidad 17 Gramática II (preparar, aplicar, comprobar) Unidad 17 Exploración cultural (preparar, aplicar) Unidad 17 Estrategias de producción: Escribir Ortografía (preparar y aplicar) y Destreza (preparar y aplicar) Proyecto 17: ¿Es necesario que se exploren los estereotipos? (Publicar)	Discussion post #1 in Brightspace (about Exploración cultural)	Introducción al subjuntivo y a expresiones impersonales con SER Los estereotipos en Estados Unidos y en el mundo hispano
SEMANA #2			
Lunes 4 de julio (asynchronous work)	Unidad 18 Estrategia de comprensión: Leer (preparar y aplicar) Unidad 18 Texto (intro, preparar, texto, aplicar) Unidad 18 Vocabulario I y II Preparar, aplicar y comprobar Unidad 18 Gramática I (preparar, aplicar y comprobar)		Texto: Nuyorican Tales (J.F. Seary) y comentario literario Nuyorican Tales La identidad Revisión del subjuntivo Subjuntivo con cláusulas nominales de duda y negación
Martes 5 de julio	VIRTUAL CLASS ON ZOOM		
Miércoles 6 de julio (asynchronous work)	Unidad 18 Gramática II (preparar, aplicar, comprobar) Unidad 18 Exploración cultural (preparar, aplicar) Unidad 18 Estrategia de	Discussion post # 2 in Brightspace (about Exploración cultural)	Subjuntivo con cláusulas nominales de deseo y emoción Las identidades hispanas en los Estados Unidos

	producción: Hablar Pronunciación (preparar, aplicar) Destreza (preparar, aplicar) Proyecto 18: ¿Te sorprende que un poema pueda expresar la identidad? (publicar)		
Jueves 7 de julio	VIRTUAL CLASS ON ZOOM		
Viernes 8 de julio (asynchronous work)	Unidad 21 Estrategia y Texto (introducción, preparar y estrategia, texto, aplicar) Unidad 21 Vocabulario (Preparar, aplicar y comprobar) Unidad 21 Gramática I (Preparar, aplicar, comprobar)		Texto: La leyenda de la yerba mate El mate y otras costumbres y tradiciones Profundizar: subjuntivo, subjuntivo con cláusulas nominales
SEMANA #3			
Lunes 11 de julio (asynchronous work)	Unidad 21 Gramática II (Preparar, aplicar, comprobar) Unidad 21 Exploración cultural (Descubrir, aplicar, resolver) Proyecto 21 ¿Cómo perduran las costumbres a través del tiempo? (Publicar)	Discussion Post #3 in Brightspace (about Exploración cultural)	Subjuntivo con cláusulas adjetivales y adverbiales La mateada
Martes 12 de julio	VIRTUAL CLASS ON ZOOM		
Miércoles 13 de julio (asynchronous work)		Listening / Reading test # 1 (on Brightspace) Speaking test # 1 (by appt)	
Jueves 14 de julio	VIRTUAL CLASS ON ZOOM		
Viernes 15 de julio (asynchronous work)	Unidad 22 Estrategia y Texto Intro, preparar y estrategia, texto, aplicar Unidad 22 Vocabulario Preparar, aplicar, comprobar		Texto: ¿Qué es la flexibilidad laboral? La flexibilidad laboral y el teletrabajo Profundizar: gustar y

	Unidad 22 Gramática I Preparar, aplicar y comprobar		verbos similares
SEMANA #4			
Lunes 18 de julio (asynchronous work)	Unidad 22 Gramática II Preparar, aplicar y comprobar Unidad 22 Exploración Cultural (Descubrir, aplicar, resolver) Proyecto 22 ¿Cómo puede el teletrabajo cambiar nuestro futuro? (Publicar)	Discussion Post #4 in Brightspace (about Exploración cultural)	Imperfecto de subjuntivo (Past subjunctive) El teletrabajo en el mundo hispano
Martes 19 de julio	VIRTUAL CLASS ON ZOOM		
Miércoles 20 de julio (asynchronous work)	Unidad 23 Estrategia y Texto Intro, preparar y estrategia, texto, aplicar Unidad 23 Vocabulario Preparar, aplicar, comprobar Unidad 23 Gramática I Preparar, aplicar, comprobar		Texto: El grafiti para combatir la injusticia social El arte y la justicia social Profundizar: comparativas y superlativas
Jueves 21 de julio	VIRTUAL CLASS ON ZOOM		
Viernes 22 de julio (asynchronous work)	Unidad 23 Gramática II Preparar, aplicar y comprobar Unidad 23 Exploración cultural (Descubrir, aplicar, resolver) Proyecto 23 ¿Cómo puede la producción artística servir de vehículo para el cambio social? (Publicar)	Discussion Post #5 in Brightspace (about exploración cultural)	Pronombres relativos ¿Arte o vandalismo?
SEMANA #5			
Lunes 25 de julio (asynchronous work)	Unidad 24 Estrategia y Texto Intro, Preparar y estrategia, texto, aplicar Unidad 24 Vocabulario Preparar, aplicar, comprobar Unidad 24 Gramática I		Texto: ¿Puede la cocina cambiar el mundo? El consumo de alimentos y la sostenibilidad Profundizar: verbos reflexivos

	preparar, aplicar, comprobar		
Martes 26 de julio	VIRTUAL CLASS ON ZOOM		
Miércoles 27 de julio (asynchronous work)	Unidad 24 Gramática II preparar, aplicar, comprobar Unidad 24 Exploración cultural Descubrir, aplicar, resolver Proyecto 24: ¿De dónde viene la comida que consumimos? (Publicar)	Discussion Post #6 in Brightspace (about exploración cultural)	Usos de se: pronombre de objeto indirecto, reflexivo, recíproco, impersonal y voz pasiva El consumo de quinua en Bolivia
Jueves 28 de julio	VIRTUAL CLASS ON ZOOM		
Viernes 29 de julio (asynchronous work)		Listening and Reading test # 2 Speaking test # 2 (by appointment)	

Syllabus and course schedule prepared by Dr. Silvia Pisabarro Sarrió (Spanish Lecturer and Coordinator)
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