

**Lakeshore Senior High School**

SP 201 – Intermediate Spanish

Instructor: Ms. Olivia Kochan

School Year 2023 - 2024

3 Credit Hours

Monday, Tuesday, Wednesday, Thursday, Friday from 1:11PM to 1:51PM

Office Hours: Everyday: 1:55PM to 2:35PM, Room 118 or via Zoom with appointment

Email contact information: olivia.kochan@lscsd.org

Hilbert College contacts: Lisa Liebzeit [lliebzeit@hilbert.edu](mailto:lliebzeit@hilbert.edu)

Marta Rizzo [mrizzo@hilbert.edu](mailto:mrizzo@hilbert.edu)

**COURSE DESCRIPTION**

This course is a continuation of SP 101 which stresses basic principles of grammar, aural comprehension and development of oral communication skills. Reading for comprehension as well as good writing skills will be stressed as an integral part of the course so as to further enhance the student’s ability to communicate. **(Goal 1)** With today’s emphasis on global interdependence, cultural awareness will be explored through the use of visual media, guest speakers and other means which will further the student’s knowledge of Spanish speaking countries and their people. **(Goal 2)**

**GENERAL OUTCOMES FOR WORLD LANGUAGE CLASSES**

**Standard 1**: Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, received, or viewed on a variety of topics, using a range of diverse texts, including authentic resources.

**Performance Indicator**: Students can usually follow the main idea, main message, and flow of events in various time frames in straightforward paragraph-length texts, conversations, and discussions that are spoken or written.

**Assessments**: Quizzes, Integrated Performance assessments (IPA), Listening comprehension

**Standard 2**: Interpersonal Communication: Learners interact and negotiate meaning in spontaneous, spoken, visual, or written communication to exchange information and express feelings, preferences, and opinions.

**Performance Indicator**: Students can exchange information, preferences, feelings, or opinions, on a variety of familiar, concrete, and researched topics, sometimes involving a complication, using connected sentences that may combine to form paragraphs and asking a variety of questions in conversations and discussions, often across various time frames.

**Assessments**: Speaking Tasks, Interpersonal Writing Tasks

**Standard 3**: Presentational Communication: Learners present information and ideas on a variety of topics adapted to various audiences of listeners, readers, or viewers to describe, inform, narrate, explain, or persuade.

**Performance Indicator**: Students can narrate experiences, present information including details, and state and support viewpoint(s) on a variety of familiar, concrete, and researched topics, using short paragraphs, often across various time frames through spoken, written, or signed language.

**Assessments**: Oral presentations, Presentational Writing Tasks

**Standard 4**: Relating Cultural Practices and Products to Perspectives: Learners use the target language to identify, describe, and explain the practices and products of the cultures studied as well as the cultural perspectives they suggest.

**Performance Indicator**: Students can explain cultural products and practices in my own and other cultures to help the student understand perspectives using connected sentences that may combine to form paragraphs.

**Assessments**: Oral presentations, Presentational Writing Tasks, Speaking Tasks, Interpersonal Writing Tasks, Quizzes

**Standard 5**: Cultural Comparisons: Learners use the target language to compare the products and practices of the cultures studied and their own.

**Performance Indicator**: Students can explain comparisons of practices and products of the target cultures with the student’s own culture, using connected sentences that may combine to form paragraphs.

**Assessments**: Oral presentations, Presentational Writing Tasks, Speaking Tasks, Interpersonal Writing Tasks, Quizzes

**COURSE OBJECTIVES**

The following specific objectives form the focus of this course:

● to expand and facilitate speaking skills

● to facilitate advanced listening comprehension

● to provide a variety of literary styles to promote reading comprehension

● to extend writing skills with a focus on effective communication

● to provide reinforcement and advancement of vocabulary

● to teach essential grammatical structures

● to promote cultural awareness and appreciate of cultural diversity

**PROCEDURES**

While some of the course will entail a lecture format, to develop oral communication skills it is expected that students will attend all classes and participate orally as much as possible. **Practicing in small groups or with a partner will provide an opportunity to use the language as it is intended; that is communication. (Goal 5)** The assignments are intended as reinforcement and practice of the structures presented in class. These assignments will also provide students with the basic vocabulary needed for **effective communication. (Goal 1)** Readings and video presentations **will introduce and reinforce cultural awareness of Spanish-speaking countries. (Goal 2)**

**REQUIRED TEXTS**

**Huellas 2**

This text is only available in an online format, therefore students should have a charged Chromebook with them for each class.

**COURSE SPECIFICS**

1. We will cover four learning units.

Capítulo 1 **En Guerra**

**Vocabulary:** Technology, Media & Social Media, Identity, Family & Social Relationships, Health & Wellness

**Grammatical Concepts:** review of present tense, review of past tense, predictions of future tense, use of past participles

**Culture:** Spanish art history, flamenco

Capítulo 2 **Biodiversidad**

**Vocabulary:** Environmental issues & Sustainability, Communities & Neighborhood, Physical Environent, Climate, Weather, & Geography

**Grammatical concepts:** review of past tense, future tense and conditional

**Culture:** Indigenous cultures of Latin America

Capítulo 3 **Educarse para superarse**

**Vocabulary:** School Life & Education, Earning a Living, Health & Wellness, Food & Meal Taking

**Grammatical concepts:** conditional, present perfect, subjunctive

**Culture:** Frida Kahlo, Diego Rivera, Traditional mexican food

Capítulo 9 **Viaja conmigo**

**Vocabulary:** Travel, Leisure, House & Home, Social Justice & Human Rights

**Grammatical concepts:** present perfect, imperfect subjunctive

**Culture:** Politics of Central America, Chocolate Economy

2. There will be exams after each unit of study and also a final exam.

3. I will remind you of the dates for the tests in class. They are also included in the

weekly schedule.

4. There will be regular quizzes.

5. There will be partner and group activities which will also be included in the

participation grade. I assess speaking by listening as partners or groups are

engaging in communicative activities.

**GRADING**

Grades for the course will be based on tests, quizzes, attendance and participation, and the final examination. The following shows the weighting to be used in determining the final grade:

PARTICIPATION AND BELLWORK: 25%

INTERPERSONAL TASKS 25%

PRESENTATIONAL TASKS 25%

INTERPRETIVE TASKS 25%

**ATTENDANCE**

Please note that a specific percentage of the grade is based on your attendance and oral participation. **Oral practice is very important to the development of good communication skills. (Goal 1)** You cannot learn a foreign language by not speaking it or listening to it.

Being on time to class is also very important. I usually give essential announcements at the beginning of class that you will miss if you are late.

If you cannot avoid an absence or tardiness due to illness or extenuating circumstances, contact me beforehand or immediately after the class in order to find out how to make up the class with no penalty. **Zoom is always an option if you cannot be physically present in class.**

**ASSIGNMENTS**

* This is a 3-credit course, thus, students are expected to spend an average of 3-6 hours per week studying and preparing outside of class time. If you cannot dedicate this amount of time to the course due to other courses or personal demands, it is best if you take the course at another time.
* Academic dishonesty will result in a failing grade and disciplinary actions by the school. Examples of academic dishonesty are: copying the work from the internet or a book, having a friend/relative write the work for you, copying during an exam or test, using an electronic word by word translator, handing in written work used and graded in another course, using a cell phone to check information during an exam or a quiz.
* It is the student's responsibility to bring any questions on the homework to the attention of the instructor.
* Assignments will be graded on evident effort and overall quality of the work.

At the beginning of class I will ask if there is any need for clarification of the assignment due.

**MAKING UP MISSED WORK**

I will announce the tests and quizzes in advance; if you are ill or cannot complete an assessment, please notify me in **ADVANCE**. I can then make arrangements with you to make it up. **If you would like to retake an assignment, you must provide an explanation of how you plan to improve your grade.**

**GRADING SCALE**

100 - 93 = A 76 - 73 = C

92 - 90 = A- 72 - 70 = C-

89 - 87 = B+ 69 - 67 = D+

86 - 83 = B 66 - 63 = D

82 - 80 = B- 62 - 60 = D-

79 - 77 = C+ 59 - -- = F

**PLAGIARISM/CHEATING**

Cheating on exams and using another writer’s original words or ideas without full and proper citation are serious academic offenses. To avoid plagiarism, you must professionally cite any outside sources according to the guidelines specified by your professor.

Note that any work done outside of class is expected to be your own work, without the help of others. DO NOT USE ANY KIND OF ONLINE TRANSLATORS. It is extremely easy to see when your work is not really your own, as online translators do not recognize different contexts. Also, at an introductory level, the professor will know if you are using grammar that has not been taught yet. **As a result, the student will receive a significantly lower grade or possibly even a 0.**

Other examples of unacceptable practices include:

* Copying homework answers from another student
* Use of commercial or machine translations
* Downloading prose from websites in the second language
* Translating prose from a source in English or another language
* Having a more advanced peer or native speaker “look over,” correct, or otherwise edit your prose written in the second language

One learns a language through **process**, and through making mistakes, repetition, and revision.  Your focus in the course should be on learning, which can only be accomplished through an honest assessment of your knowledge and skills as evaluated through your hard work, rather than that of others (including Google).  Your honesty and integrity in the learning process is essential to your ultimate success in this class.

**SOME POINTS OF COURTESY:**

1. Although I understand that we are all capable of multitasking, it is rude to be using your cell phone during class, and will be considered a lack of participation and engagement in class. Please only use your phone if it is part of the lesson.

2. I will expect that all of us be courteous to and supportive of one another.

3. Please make sure you are ready to be attentive and participate in each class with minimal distractions.

**HILBERT COLLEGE LIBERAL LEARNING GOALS**

**Goal 1. Foster Core Skills:** **Advanced writing, speaking, listening, reading, quantitative skills, and technological fluency.**

The liberal learning curriculum at Hilbert College fosters the ability to write and speak with clarity and precision to promote clear thinking and effective communication, and supports the ability to develop sustained, well-reasoned, and clearly presented arguments. The curriculum encourages students to read critically and listen perceptively. It advances their quantitative skills and develops their capacity for formal reasoning across academic disciplines and in daily life. It recognizes the need and provides support for a technological fluency that reinforces and extends these communication and quantitative skills.

**Goal 2. Prepare Students for Living in a Diverse and Global Society: Awareness and appreciation of world cultures and languages, non-dominant groups and societies at home and abroad.**

The liberal learning curriculum at Hilbert College prepares students to live in a diverse and global society by fostering awareness and appreciation of world cultures and of non-dominant groups at home and abroad—their histories and heritage, their languages, belief systems, forms of government, social perspectives, and artistic expression. The curriculum promotes a greater awareness of the cultural identity of oneself and others to enable participation as social beings in social institutions. The curriculum fosters a greater understanding of the variety and complexity of circumstances and human responses to them in different times and places, while drawing attention to perennial questions and new challenges confronting humanity in the twenty-first century.

**Goal 3. Emphasize and Develop Inquiry Strategies and Capacities in a Variety of Disciplines across the Curriculum: Development of multiple, sophisticated problem-solving strategies that transcend traditional discipline boundaries.**

Given the expanding bases of information, and the emerging and diverse career paths, to be successful one must be capable of living and working in a changing world. In order to succeed, all students will need to be able to interrogate data and make coherent judgments across a wide range of disciplines. Therefore inquiry strategies and knowledge bases must expand to incorporate not only the standard curricular offerings, but also be present in all aspects of the curriculum and in extra-curricular areas as well.

**Goal 4. Foster Research Skills: Research and technology-enhanced investigation.**

Students will acquire essential research skills to locate, evaluate and document print and online sources. Research mastery transforms the student into an informed citizen who uses research skills to make thoughtful choices in her/his profession, education, and personal life.

**Goal 5. Promote Integrative Learning: Collaborative work combining analytical and experiential learning.**

To promote integrative learning, students will collaborate with professors, mentors, and peers to apply classroom learning to identify and analyze problems, design solutions through group work, courses bridging academic majors, senior seminars, capstone courses, internships and independent study projects. This intellectual collaboration creates a contributing citizen of her/his respective academic, professional and home communities.

**Goal 6. Prepare Students for the Examined Life, Promoting Commitment to Lifelong Learning: Development of motivation to sustain a lifelong learning capacity for intellectual growth and self-renewal.**

Students will prepare for an examined life and [learn] the value of lifelong learning through required courses and co-curricular experiences that address values and ethical thinking. [The curriculum will] support and encourage self-reflection in [students’] academic, professional, and personal lives.