



## Course Syllabus - Intermediate Spanish BUFFALO STATE 201 CAP

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### Content:

Successful completion of Spanish I, II and III are prerequisites for enrollment in Intermediate Spanish. This course requires the student to participate in the target language in class on a regular basis. Students will need to complete reading, writing, listening and speaking activities in class, as well as on their own. Together we will explore Spanish literature, culture and current events by means of Spanish language.

The primary goal of this course is the preparation of students to function independently, spontaneously and comprehensibly in Spanish, utilizing increasingly complex functions of language, and incorporating higher level skills in writing, reading, listening, speaking and cultural understanding beyond the basics acquired in Spanish I, II and III. Students will be able to develop the fluency required to express verbally the basic needs of life or everyday topics.

Joint CAP program is a partnership between Buffalo Public Schools and SUNY Buffalo State. Students are dually enrolled for high school credit and college credit. All academic aspects of high school credit are governed by BPS. All academic aspects of college credit are governed by Buffalo State policies and the content of the Buffalo State Undergraduate Catalog, including registration, withdrawal, attendance, grading and assessments. This course is a one semester, 3 credit college course.

Registration for the CAP program is in January and handled directly with Buffalo State. Intermediate Spanish teacher, school counselor, as well as student will handle application for this process. The fee for all CAP programs is \$250 per course, and the due date is January 10, 2020.

### Student Learning Outcomes (SLO's) for the course:

- A. Develop the fluency required to express verbally the basic needs of life or everyday topics.
- B. Read Spanish prose of the type found in newspapers, periodicals, civilization books, and to some extent, novels written in Spanish.
- C. Write simple compositions such as personal letters.
- D. Demonstrate knowledge of, and increase their sensitivity to the culture of Spain and Spanish-speaking countries.

### **A. Required Materials:**

Following is this list of materials to help you be successful in Intermediate Spanish. They will help you stay organized and find resources quickly and efficiently.

- One to one device DAILY.
- One 1 ½" or larger three-ring binder with loose-leaf paper. Suggested Sections Include:
  - Apuntes de clase (class notes)
  - Vocabulario (vocabulary)
  - Hojas y Tarea (worksheets and homework)
  - Exámenes (tests)
- Pens (blue or black ink) and/or pencils
- We will utilize a variety of appropriate materials suited to rigorous study in Intermediate Spanish.

Our coursework utilizes DICHO Y HECHO textbook, and all resources will be provided by teacher via Schoology and handouts.

## B. Classroom Expectations:

- 1.) Be Responsible for your own success. This looks like:
  - arriving on time for class. On time means being in your seat when the bell rings.
  - being prepared with all necessary materials EVERY DAY. We will strictly follow the 10-minute rule.
  - completing all assignments on time and to the best of your ability.
- 2.) Be Respectful of yourself, your teacher, other students, and our school. This looks like:
  - giving your best effort at all times
  - listening quietly and attentively to others
  - refraining from using your cell phone (other than when required for class activities)
  - using your own, the school's and others' materials in the manner for which they are intended.

Students are expected to adhere to the BPS Code of Conduct

## C. Participation:

Participation will be assessed daily using Class Dojo. You will be rewarded for arriving on time, being prepared with your belongings, being on task, volunteering in class, active participation in paired and group activities and having a respectful, cooperative attitude. Points will be deducted for tardiness, disruptive behavior, unpreparedness, cell phone use and failure to contribute in paired and group activities.

## D. Behavior Policy:

If you are having a bad day, please don't take it out on the class. Let me know, and I will do what I can to help.

If there is a disruption or repeated problem in class, I will:

1. Ask the student to step in the hall and have a brief discussion

If the problem continues that day or occurs repeatedly, I will:

2. Discuss the situation with the student after class
3. Call a parent or guardian
4. Assign teacher detention
5. Turn in an Office Discipline Referral for administrative consequences

## E. Cell Phone Policy:

Your cell phone must be away in a secure location (mesh backpack, locker, purse or pocket) from start to finish of this class, UNLESS it is being used for a Spanish assignment with teacher permission. You are not allowed to have your cell phone on your desk or in your hand without permission. I reserve the right to confiscate the cell phone of any student not adhering to these requirements. 1<sup>st</sup> offense – cell phone “jail” for the period, 2<sup>nd</sup> offense cell phone “jail” until the end of the day, 3<sup>rd</sup> offense cell phone “jail” until the end of the day and parent notification. Any headphones must also be put away.

## F. Homework/ Make-up Work:

1. There is homework mostly every night. Although it may not be a written assignment, you are expected to study your vocabulary on a daily basis. Vocab Man activities will help you study new vocabulary and have a big impact on your grade. IT IS DUE DURING YOUR CLASS PERIOD - NO LATE VOCAB MAN ACTIVITIES WILL BE ACCEPTED!
2. You will not be permitted to leave class to go to your locker to retrieve your homework.
3. No late homework/ classwork will be accepted. If you have an excused absence from school, it is YOUR RESPONSIBILITY to complete late assignments by Friday of that week. You will find assignments in your class' color bin. Only assignments turned in to the black tray on the front table will be graded. Any missing assignments will be a 0.
4. There will be no make-ups for any quizzes or tests unless providing an appropriate excusal from a doctor.

## G. Grades:

The grading system in CAP courses must reflect student achievement at the college level. Students will be assessed using the same methods as students on the campus.

Because the High School academic calendar does not match the Buffalo State calendar, a grade of "Incomplete" will be entered for your students at the conclusion of the Buffalo State semester. At the end of your semester, teacher will submit student grades to the office of Continuing Professional Studies, and staff will enter students' grades in BANNER on teacher behalf.

Your grade will be based upon a percentage in the following categories:

Midterm Exam.....	25%
Final Exam .....	25%
Participation.....	15%
Quizzes.....	15%
Online/Workbook assignments ....	15%
Oral Interview.....	5%

I will do my best to input assignments and update grades in Infinite Campus as soon as possible, ideally every Friday.

## H. Website & E-mail:

Majority of our activities and assignments in our course will be found in Schoology. There will be useful links and assignments given through these websites:

[schoology.buffaloschools.org](http://schoology.buffaloschools.org) – log in using your student ID and password

The best way to contact me is via Schoology message OR email. Email address is [kmrichie2@buffaloschools.org](mailto:kmrichie2@buffaloschools.org)

Dicho y hecho, 10 <sup>th</sup> edition	Topics covered
	Setting up course, syllabus, etc.
Dicho y hecho, ch 9	La Salud -Talk about health and related ailments -Identify parts of the body -Talk about and describe persons, places, and actions in the past -Use commands in formal situations -Home remedies in the Spanish speaking world. -Discover Colombia and Venezuela
	The imperfect: descriptions in the past
	The imperfect vs. the preterite
Dicho y hecho ch 10	- Describe a house or apartment - Talk about chores - Make comparisons - Discover Paraguay and Uruguay - Tú Commands
	- Perfect tenses- telling what has/had happened - The present perfect; saying what has happened - The past perfect: saying what had happened
<b>Midterm exam</b>	<b>Chapters 9 &amp; 10</b>

Dicho y hecho Chapter 11	<ul style="list-style-type: none"> <li>- Discover more about friendship in Latin America</li> <li>- Talk about human relationships and stages of life</li> <li>- Express wishes</li> <li>- Talk about what will and would happen</li> </ul>
	<ul style="list-style-type: none"> <li>- Subjunctive mood; expressions of will, influence, desire and request</li> </ul>
	<ul style="list-style-type: none"> <li>- The future tense and the conditional tense</li> </ul>
Dicho y hecho Chapter 12	<ul style="list-style-type: none"> <li>- Talk about the environment and outdoor adventures</li> <li>- Express destination, purpose, and motive</li> <li>- Express doubt and disbelief</li> <li>- Talk about activities with an unspecified or unknown subject</li> <li>- Learn about Costa Rica</li> </ul>
	<ul style="list-style-type: none"> <li>- Por and Para</li> </ul>
	<ul style="list-style-type: none"> <li>- The subjunctive with expressions of doubt or negation</li> </ul>
<b>Final Exam</b>	<b>Chapters 11 &amp; 12</b>

**RUBRICS FOR WRITING - 101-201 COURSES - MODERN AND CLASSICAL LANGUAGES DEPARTMENT**

**CONTENT**

**4.5-5 POINTS** (More than) adequately addresses all of the prompts detailed in the directions, including selection of targeted grammar and vocabulary from chapter(s), when specified.

**3.5-4 POINTS** (More than) adequately addresses most of the prompts detailed in the directions, including selection of targeted grammar and vocabulary from chapter(s), when specified, though one or two (key) elements may be missing.

**2.5-3 POINTS** (More than) adequately addresses a majority of the prompts detailed in the directions; suggests (some) systematic avoidance of or need for more attention to key grammar and or vocabulary from chapter(s).

**0-2 POINTS** (Significant) need for more attention to prompts detailed in the directions; clear evidence of systematic avoidance of or need for more attention to key grammar and or vocabulary from chapter(s).

**ACCURACY**

**4.5-5 POINTS** Few (if any) errors, none of which suggest systematic misunderstanding of structure(s) of focus in the chapter(s) tested and/or those that student should have mastered by this stage of language study. Easily intelligible to a native speaker.

**3.5-4 POINTS** Few errors, none of which suggest systematic misunderstanding of structure(s) of focus in the chapter(s) tested and/or those that student should have mastered by this stage of language study; however, errors might distract a native speaker unaccustomed to communicating with nonnative speakers.

**2.5-3 POINTS** Errors suggest systematic misunderstanding of structure(s) of focus in chapters tested and/or those that student should have mastered by this stage of language study; errors might be distracting to a native speaker unaccustomed to communicating with nonnative speakers.

**0-2 POINTS** Errors point to (significant) misunderstanding of structure(s) of focus in the chapter(s) tested and/or those that student should have mastered by this stage of language study; errors (highly) distracting to a native speaker unaccustomed to communicating with nonnative speakers.

**TOTAL POINTS** \_\_\_\_\_ / 10

Point range may shift depending on overall value assigned in actual exam.

## ORAL INTERVIEW

An oral interview/conversation will be conducted at the end of the semester; however, a practice interview/conversation will be offered mid semester.

Oral Communication Rubrics for 101-201 courses  
(Global Engagement SLO 1): Basic proficiency in oral communication

### CONTENT

- 4.5-5 POINTS** (More than) adequately addresses all of the prompts detailed in the directions, including selection of targeted grammar and vocabulary from chapter(s), when specified. **Fluency:** Naturally flowing speech.
- 3.5-4 POINTS** (More than) adequately addresses most of the prompts detailed in the directions, including selection of targeted grammar and vocabulary from chapter(s), when specified, though one or two (key) elements may be missing. **Fluency:** Some brief hesitations or repetitions.
- 2.5-3 POINTS** (More than) adequately addresses a majority of the prompts detailed in the directions; suggests (some) systematic avoidance of or need for more attention to key grammar and or vocabulary from chapter(s). **Fluency:** Extended hesitations or repetitions.
- 0-2 POINTS** (Significant) need for more attention to prompts detailed in the directions; clear evidence of systematic avoidance of or need for more attention to key grammar and or vocabulary from chapter(s). **Fluency:** Too many hesitations inhibit communication. Incoherent response.

### ACCURACY

- 4.5-5 POINTS** Few (if any) errors, none of which suggest systematic misunderstanding of structure(s) of focus in the chapter(s) tested and/or those that student should have mastered by this stage of language study. Easily intelligible to a native speaker. **Pronunciation:** Target accuracy in intonation and pronunciation.
- 3.5-4 POINTS** Few errors, none of which suggest systematic misunderstanding of structure(s) of focus in the chapter(s) tested and/or those that student should have mastered by this stage of language study; however, errors might distract a native speaker unaccustomed to communicating with nonnative speakers. **Pronunciation:** Good intonation. Occasional mispronunciation of more challenging sounds.
- 2.5-3 POINTS** Errors suggest systematic misunderstanding of structure(s) of focus in chapters tested and/or those that student should have mastered by this stage of language study; errors might be distracting to a native speaker unaccustomed to communicating with nonnative speakers. **Pronunciation:** Good intonation but persistent mispronunciation and heavy accent.
- 0-2 POINTS** Errors point to (significant) misunderstanding of structure(s) of focus in the chapter(s) tested and/or those that student should have mastered by this stage of language study; errors (highly) distracting to a native speaker unaccustomed to communicating with nonnative speakers. **Pronunciation:** Errors in intonation and pronunciation prevent comprehension.

**TOTAL POINTS** \_\_\_\_\_ / 10\*\*

**\*MAY ALSO BE MEASURED IN WRITING PROMPT**

**\*\*POINT RANGE MAY SHIFT DEPENDING ON OVERALL VALUE ASSIGNED IN ACTUAL EXAM.**