



SPANISH 204: Fourth Semester Spanish

Course Syllabus

COURSE INFORMATION

SPANISH 204 FOURTH SEMESTER OF SPANISH **Level:** Intermediate **Department:** Spanish & Portuguese
Course Designation: Frgn Lang - 4th semester language course **Instruction Modality:** In-Person
Credits: 4 **L&S Credit:** Counts as Liberal Arts and Science credit in L&S **Repeatable for Credit:** No
Requisites: Spanish 203 or [placement](#) into Spanish 204.

Description:

SPANISH 204 is a fourth-semester, intermediate-level language review course that follows SPANISH 203 and includes reading, writing, speaking, and listening practice using a variety of text, audiovisual, on-line, and in-person activities and materials. As a sequence, SPANISH 203 and 204 employ the same textbook.

Proficiency Requirements:

SPANISH 204 is open to first-year students, but all students must have mastered a certain level of Spanish proficiency prior to enrolling in the course. This level corresponds to “Intermediate-Mid” according to the [ACTFL Guidelines](#), published by the American College Teachers of Foreign Languages, and/or [DELE B-1](#), adapted for Spanish from the Common European Framework of Reference for Languages by the Cervantes Institute.

HOW CREDIT HOURS ARE MET

Four credits for an in-person course section involve 200 minutes each week of in-person instruction accompanied by a minimum of 8 hours each week of outside-of-class student work. This class meets for four 50-minute class periods each week over the semester and carries the expectation that students will work on course learning activities (including practice activities, graded exercises and studying) for at least 2 hours out of the classroom for every class session. The syllabus includes additional information about meeting times and expectations for student work.

INSTRUCTOR, AVAILABILITY AND PREFERRED CONTACT

Instructor: _____

E-mail: _____@wisc.edu

Office: _____

Office Hours: _____

THIS SECTION INFORMATION

Section #: LEC ____ (In person session with student work completed in class and at home)

Days & Times: _____

Room: _____

REQUIRED TEXTBOOK, SOFTWARE AND OTHER COURSE MATERIALS

Textbook:

Blitt, Casas and Copple. *Exploraciones: curso intermedio*. Second edition (MindTap). ISBN 10: 1-337-61248-0 or ISBN 13: 978-1-337-61248-7.

eText Edition (included in course registration and tuition fee)

Students do not need to buy a print version or a version directly from the publisher. The eText & DLT MindTap will be accessible via the Canvas course site no later than the first day of class. The fee will be billed via the students' tuition bills. You are automatically charged for your course materials, so you DO NOT need to purchase anything.

Digital Instructional Tools:

- Canvas URL: _____

Class materials, assignments, etc. will be on the Canvas course page. Students are required to log in daily, check the *Home page*, *Modules*, *Assignments*, etc. and read all the information posted.

- MindTap

This course will require *MindTap* from Cengage. *MindTap* contains the eBook, various study tools, homework, and assignments. *To access your course materials, log into your course in Canvas, click on the link to MindTap/Cengage content. It will launch out to Cengage, and you will either create a new Cengage account if you have never used Cengage materials or login with your prior credentials.*

[How to get registered](#)

Tech support help (information available on the Canvas course page)

REGULAR AND SUBSTANTIVE STUDENT-INSTRUCTOR INTERACTION

According to UW-Madison guidance, this course will engage the students in teaching, learning and assessment by

1. Providing direct instruction in regularly scheduled learning sessions.
2. Providing information or responding to questions about the content of the course.
3. Sending and answering e-mails about academic aspects of the class or particular concerns students might have.
4. Posting announcements, course content, assignments, and deadlines on Canvas.
5. Assessing and providing feedback or personalized comments on students' coursework.
6. Monitoring the learning of the students and posting grades on Canvas, so they can follow their progress.
7. Actively facilitating group discussions regarding the content of the course.
8. Using small working groups moderated by the instructor in class.

COURSE LEARNING OUTCOMES

Course Learning Outcomes:

SPANISH 204 furthers students' language skills via active daily participation in reading, writing, listening, and speaking tasks from Chapters 5-10 of *Exploraciones: curso intermedio*. The course will increase in difficulty as students work to master an Intermediate-High / B-2 level of proficiency, which entails:

- Acquiring vocabulary to describe and discuss personal experiences as well as specific issues related to employment (*Exploraciones*, Chap. 7), current events (Chaps. 5 and 8), and culture (Chaps. 6, 9 and 10);
- Understanding brief, non-fictional authentic Spanish texts adapted for intermediate learners on everyday life experiences as well as more sophisticated matters related to the above topics (Chaps. 5-10);
- Conversing with confidence and relative ease using compound sentences that incorporate different moods and tenses about personal experiences as well as the specific topics listed above (Chaps. 5-8);
- Writing paragraph-length descriptions, narratives, and simple expressions of opinion in most moods and tenses using simple and compound sentence structures on the topics listed above (Chaps. 5-8, 10).

Proficiency and course Goals:

Upon successfully completing SPANISH 204, students will be able to:

- Demonstrate an Intermediate-High / B-2 proficiency level in Spanish.
- Advance in their studies towards an Advanced-Low / C1 proficiency level in Spanish.
- Enroll in Spanish 226, an intensive language review that is a prerequisite for the [Major in Spanish](#).

HOW TO SUCCEED IN THIS COURSE

In order to succeed in SPANISH 204, students must:

1. Read this Syllabus very carefully to become familiar with the grading criteria and expectations.
2. Read the Calendar to know the tests and assignments deadlines, and check the due dates in Canvas.
3. Attend every class, study the lessons in the textbook, and review the materials in Canvas and MindTap.
4. Complete and submit all the required assignments on time.
5. Actively participate in every class.
6. Come to your instructor's office hours if you have further questions.

GRADING

Grading Scale

A	AB	B	BC	C	D	F
100 – 91.5	91 – 88.5	88 – 82.5	82 – 79.5	79 – 70.5	70 – 64.5	64 – 0

Weights of Assessments

Homework	25%
Chapter tests (3)	15%
Final exam	15%
Compositions (2)	15%
Oral exercises (2)	10%
Attendance	10%
Participation	10%

ASSIGNMENTS, EXAMS, AND OTHER ASSESSMENT CATEGORIES

Assignments and due dates are announced in class, in the section's Canvas course site, and in MindTap. The Final Exam is scheduled by the University Registrar and listed in the MyUW Student Center from the first day of class.

- **Homework (25%)**

Homework is assigned on a regular basis from the *Exploraciones* MindTap on-line workbook and from Canvas, and is due on the date scheduled in the course calendar & MindTap.

- **Chapter Exams (15%)**

Students will take 3 Chapter Exams (Exam #1 covers chapters 5 & 6, Exam #2 covers chapters 7 & 8, and Exam #3 covers chapters 9 & 10)

** Make ups will be granted only in case of sudden illness or emergencies. NO exceptions. Contact your instructor as soon as you realize you will not be able to take the test at the scheduled time.*

- **Final Exam (15%)**

The comprehensive final exam covers *Exploraciones*, Chapters 5-10.

The date and time of the final exam is officially set by the university and cannot be changed. The final exam can ONLY be rescheduled in the following cases:

- The absence is due to a documented emergency
- The student has 1 or more exams scheduled at the Sp. 204 exam timeslot
- The student has 3 or more Registrar-scheduled exams on the same day as the 204 final

Final exams are not available for reschedule without prior instructor and coordinator approval, and must be taken within a 24-hour window following the originally scheduled time.

The SPANISH 204 final exam date, time and location are posted on the University Course Guide as well as the student's MyUW Student Center. The instructor will announce regular reminders of final exam information as the end of the semester approaches.

It is the student's responsibility to note the SPANISH 204 final exam date, time, and location upon registering for the course. Final exams will *not* be rescheduled due to outside work, travel, personal or family obligations. It is a good idea to note your final exam assignments in advance of making end-of-semester plans.

- **Compositions (15%):**

Students will produce 2 compositions incorporating vocabulary and grammar which will be evaluated for usage, content, and organization.

Each composition will consist of two steps:

1. **First version** (80 points). The instructor will grade this first version and will also provide feedback and suggest corrections that will help you to improve the final version. You are more than welcome to go to your instructor's Office Hours to get help with your composition.
2. **Final version** (20 points). After making the corrections suggested by the instructor, students will turn in the final version of the composition. If the mistakes are not corrected or the final version is not proofread/rewritten, the grade received will be unsatisfactory.

- **Oral Exercises (10%)**

Students will complete 2 oral exercises related to the course material, and will submit the video recordings in Canvas.

- **Attendance (10%)**

Consistent attendance in a communicative language course is essential. Therefore, students are required to attend class. Attendance is part of the final grade (10%), and it will be taken for every class using the Canvas Roll Call Attendance Tool. If you must be absent due to illness, religious observance, or family emergency, or any other reason, please inform your instructor as soon as possible. Unjustified absences will affect your grade. To know what was covered in the class you missed, check Canvas, the slide presentations, and the weekly calendar, or contact your peers.

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- **Participation (10%)**

Active participation is essential to being a successful language learner. Students are expected to participate in every class meeting in an active manner. A weekly grade will be assigned using the Participation Rubric posted in Canvas. Remember that “Participation” is not just having your homework done (that’s “Homework”), or coming to class (that’s “Attendance,” which is only the first step toward a meaningful participation).

Active participation includes:

- ✓ Your use of Spanish in every class discussion (students must always speak Spanish during class).
- ✓ Coming to class prepared.
- ✓ Raising your hand to answer questions, volunteering to provide information, participating in the conversation without prompting, and contributing readily to ongoing discussion.
- ✓ Participating actively in small groups.
- ✓ Answering and expressing opinions in a respectful manner.
- ✓ Showing an interest in and respect for the class and others’ contributions.
- ✓ Maintaining focus and avoiding in-class multitasking. (This means you are NOT distracted by your computer, cell phone or tablet, and you are NOT using your digital device for activities unrelated to the ongoing class).

ADDITIONAL INFORMATION, ACADEMIC POLICIES AND STATEMENTS

SPANISH 204 Course Coordinator: Saylín Álvarez Oquendo (salvarez2@wisc.edu)

Office: 1060 Van Hise Hall

Office Hours: _____

IMPORTANT UNIVERSITY DEADLINES

- Deadline for students to drop a course or withdraw from the university without having the course(s) appear on the transcript: September 14, 2022.
- Deadline for students to drop a Fall term course and receive 100% tuition adjustment: September 16, 2022.
- Deadline for students to add, swap, or change sections in a Fall term course: September 16, 2022.
- Deadline for students to drop a Fall term course and receive 50% tuition adjustment: September 30, 2022.
- Deadline for students to drop a Fall term course: November 25, 2022.

For more information regarding deadlines, visit [DATES & DEADLINES](#).

STUDENT RESOURCES

If you feel like you need help in Spanish 204, your other courses or just life in general, you're not alone. There are plenty of resources available to help you succeed in your classes and support you on campus.

- If you are unsure if Spanish204 is the right class for you:
 1. Talk with your instructor. Your instructor is the person most familiar with your progress in class.
 2. Contact the [Course Coordinator](#) for help with course sequences, structures, and policies.
 3. Visit the Department [Undergraduate Advisor](#) for help with your academic requirements, plans and goals in Spanish.
- If you need help with the material in SP204:
 1. Talk with your instructor to help you clarify course material, assignments, and expectations.
 2. Visit the [Greater University Tutoring Service \(GUTS\)](#) to help you in a drop-in or group setting.
 3. Consider a personal [Department Tutor](#) to help you with regular material, task, and study support.
- If you need help practicing your Spanish outside of class:
 1. Drop by the weekly [Spanish Conversation Table](#) to practice your Spanish in an informal setting.
 2. Consider the [GUTS Language Exchange](#) program to match up with a conversation partner.
- If you need help with individual or personal accommodations:
 1. Talk with your instructor to arrange for short-term scheduling, classroom, or due date matters.
 2. Work with your athletic or extracurricular advisor to help you manage your coursework schedules.
 3. Visit the [McBurney Center](#) to help you with long-term or ongoing learning accommodations.
- If you need help with student life, health, or wellness issues:
 1. Make an appointment with [University Health Services](#) to speak to a medical professional.
 2. Reach out to [UHS Mental Health](#) for individual counseling and assistance.
 3. Contact the [Dean of Student Life](#) to support, advise and advocate on your behalf.

TEACHING & LEARNING DATA TRANSPARENCY STATEMENT

The privacy and security of faculty, staff and students' personal information is a top priority for UW-Madison. The university carefully reviews and vets all campus-supported digital tools used to support teaching and learning, to help support success through [learning analytics](#), and to enable proctoring capabilities. View the university's full teaching and learning [data transparency statement](#).

PRIVACY OF STUDENT RECORDS & THE USE OF AUDIO RECORDED LECTURES STATEMENT

View [more information about FERPA](#).

Lecture materials and recordings for this course are protected intellectual property at UW-Madison. Students in courses may use the materials and recordings for their personal use related to participation in class. Students may also take notes solely for their personal use. If a lecture is not already recorded, students are not authorized to record lectures without permission unless they are considered by the university to be a qualified student with a disability who has an approved accommodation that includes recording. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings

outside of class, including posting on internet sites or selling to commercial entities, with the exception of sharing copies of personal notes as a notetaker through the McBurney Disability Resource Center. Students are otherwise prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

CAMPUS RESOURCES FOR ACADEMIC SUCCESS

- [University Health Services](#)
- [Undergraduate Academic Advising and Career Services](#)
- [Office of the Registrar](#)
- [Office of Student Financial Aid](#)
- [Dean of Students Office](#)
- [Graduate Student Services](#)

DIGITAL COURSE EVALUATION

Students will be provided with an opportunity to evaluate their enrolled courses and their learning experience. Student participation is an integral component of course development, and confidential feedback is important to the institution. UW-Madison strongly encourages student participation in course evaluations.

UW-Madison uses a [digital course evaluation](#) survey tool. In most instances, students receive an official email two weeks prior to the end of the semester, notifying them that course evaluations are available. Students receive an email with a link to log into the course evaluation with their NetID. Evaluations are anonymous. Student participation is an integral component of course development, and feedback is important. UW-Madison strongly encourages student participation in course evaluations.

STUDENTS' RULES, RIGHTS & RESPONSIBILITIES

[Rights & Responsibilities](#)

ACADEMIC INTEGRITY STATEMENT

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary [sanctions](#) include, but are not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy ([UW-855](#)) require the university to provide reasonable accommodations to students with disabilities to access and participate in its academic programs and educational services. Faculty and

students share responsibility in the accommodation process. Students are expected to inform faculty of their need for instructional accommodations during the beginning of the semester, or as soon as possible after being approved for accommodations. Faculty will work either directly with the student or in coordination with the McBurney Center to provide reasonable instructional and course-related accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (See: [McBurney Disability Resource Center](#))

DIVERSITY & INCLUSION STATEMENT

[Diversity](#) is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

HATE/BIAS REPORTING PORTAL

As [Chapter 17 of the UW System code](#) states, the university can accomplish its educational mission only if living and learning environments are safe and free from violence, harassment and intimidation. Incidents of bias or hate affecting a person or group negatively impact the quality of the Wisconsin Experience for community members. UW-Madison takes such incidents seriously and will respond appropriately to reported or observed incidents of bias or hate.

If you witness or experience any racist behaviors, we strongly encourage you to report it:

- [UW–Madison hate/bias reporting portal](#)

SURVIVOR SERVICES

[UHS Survivor Services](#) provides free, confidential support services to UW–Madison student survivors of sexual assault, dating violence, domestic violence, sexual harassment, sexual exploitation, and/or stalking. Our providers and advocacy staff can provide emotional support, individual and group counseling, assistance with requesting academic and housing accommodations, information about reporting options, and support survivors in determining what is most helpful for them. Read our [FAQs](#) for more information. For a comprehensive guide to rights and resources for survivors of sexual and relationship violence, access the [UW–Madison Sexual Misconduct Resource and Response Guide](#).

ACADEMIC CALENDAR & RELIGIOUS OBSERVANCES

Students must notify instructors which dates they request relief due to a religious observance. Any student with a conflict between an academic requirement and any religious observance will be given an alternative for meeting the academic requirement.

[Academic Calendar & Religious Observances](#)

ELECTION DAY OBSERVANCES

Students must inform instructors about their commitment to work as an election official. These students will not receive a grade deduction for not attending class, and instructors will attempt to keep election days free of major assignments. (See: [Faculty Legislation II-110: Election Day Observances](#))

Instructors will provide flexibility to students reporting they may be tardy or absent the day of an election due to waiting to vote at the polls.

COVID-19, MONKEYPOX AND STAYING HEALTHY THIS FALL

COVID-19

While there are no COVID-19 specific requirements for mask use, testing or vaccination, everyone on campus is strongly encouraged to use these tools as needed to limit the spread of the virus. Given that some people remain at higher risk from COVID-19, including those who are older or immunocompromised, we continue to encourage our campus community to stay up to date with vaccination and to take other steps as needed out of respect for one another. New treatments are also available, in consultation with health care providers, for people at higher risk from COVID-19.

Services offered on Campus:

- On-campus nasal swab PCR testing and at-home antigen test kits at no charge for all students, faculty and staff. More details about testing, including test site hours and location, can be found on the [COVID Response website](#).

(More information [here](#))

Recommendations to stay healthy, limiting the spread of the virus, and keep others healthy

- If you are sick, stay home and get tested.
- Plan ahead by [having antigen tests available](#) so that you can test if you become sick.
- [Learn what to do if you are exposed to someone with COVID-19](#), including how long you should wear a mask around others and when you should take a test. If you develop symptoms after exposure, isolate and test immediately.
- [If you test positive](#), isolate for at least 5 full days (the day you test positive or develop symptoms is day 0) AND until you have been at least 24 hours without fever and your symptoms are improving.
 - Some people may need to isolate longer, including those with shortness of breath or difficulty breathing and people with weakened immune systems. Consult the CDC [for additional guidance](#).
 - You should wear a mask through day 10 any time you're around other people. You may remove your mask sooner than day 10 if you are fever-free, your symptoms have improved, and [two sequential antigen tests taken 48 hours apart](#), after your first positive test, are negative.
- For students, in-person and telehealth [appointments are available through myUHS](#).
- Get vaccinated and stay up to date with boosters. Unvaccinated people are at higher risk for severe outcomes. Getting all recommended vaccine doses will help reduce this risk. UHS is offering Pfizer vaccines at no cost to all students and employees. To schedule an appointment, [visit myUHS](#).
- To help campus monitor vaccine participation, share your vaccine records if you were vaccinated off campus and have not already authorized University Health Service to access them on your behalf. [Visit myUHS to update your information](#).
- Consider wearing a mask in situations where you're [more likely to come into contact with the virus](#), such as crowded indoor spaces like airports, public transit, and concert venues.

For ongoing information and updates about COVID-19 on campus, visit [covidresponse.wisc.edu](#).

Monkeypox Virus (MPV)

Monkeypox Virus (MPV) has become a global concern over the past few weeks. UW–Madison is working with state and local public health officials to monitor the virus and its spread, as well as rates of illness in the community. At this time, MPV does not pose a high risk to our campus, but the university will adjust its MPV response and prevention strategies if conditions change and as more information becomes available.

For more information, including symptoms of MPV and who is currently eligible for vaccination, [visit the UHS MPV page](#).