COURSE SYLLABUS

SPANISH 1411

SECTIONS 7426/9000

SUMMER II, 2012

Liberal Arts Teaching and Learning Center: A-310

Phone: (972) 273-3480

Please call for hours of operation.

This course syllabus is intended as a set of guidelines for Spanish 1411. Both North Lake College and your professor reserve the right to make modifications in content, schedule, and requirements as necessary to promote the best education possible within prevailing conditions affecting this course.

Professor Information:

Professor's Name: JASON KRIEGER

Email: jkrieger@dcccd.edu

Office Location/Hours: Please see staff information for office hours.
Office Phone: Please see staff information for office hours.

**Note to Student about Distance Learning Courses**: In exchange for convenience, Distance Learning courses require students to have maturity, self-motivation, and self-discipline. All assignments are carefully explained in the written course materials, but the student must supply the motivation and discipline to complete each week's work. It is the student's responsibility to complete assignments and tests during the scheduled time period, according to the Course Schedule of Activities. Each course requires a commitment of time equal to that required by an on-campus course. Students who are employed, or who plan to seek employment, should carefully consider the amount of college work they attempt in relation to the number of hours they are employed each week. If you want to be successful in this course, it is recommended that you invest at least a minimum of two to three (2-3) hours per day, five to seven (5-7) days a week, depending on your Spanish language background and your language learning ability. The following will impact your success in this course. Please be aware that:

1) *This is NOT a self-paced course. Once the homework assignments start, they will be due every week.*
2) **HOMEWORK ASSIGNMENTS AND EXAMS POLICY**: The policy of the course is that NO LATE HOMEWORK ASSIGNMENTS will be accepted. Exams are timed; therefore, you must submit your exams within the time limit. The due dates are stated in the scheduled in the Course Schedule of Activities.
3) *It is imperative that you have access to HIGH SPEED INTERNET. If you do not have high speed Internet at home, you may come to our Student Resource Center (L-240) for your assignments and exams, but make sure those computers have everything you need before you use them.*
4) *This is a TIME INTENSIVE course. Please allow yourself enough time to do all the proposed activities, read the textual material and do the homework on time.*
5) *A distance learning course requires more SELF-DISCIPLINE and MOTIVATION than a classroom setting.*
6) *Make sure you thoroughly read this syllabus, your online orientation, your course schedule of activities and if something is not completely clear to you, ask your instructor.*
7) **COMMUNICATION POLICY**: Your professor will communicate only with the student who is enrolled in this course (and whose name appears on the permanent roll) and not with the spouse, sibling, parent, friend, etc. Unless, there are documented extenuating circumstances, then only then, your professor will opt to communicate to someone else other than the student enrolled in this course.

8) **MY LAST SPANISH COURSE BEFORE GRADUATION.** If this is one of your last requirements before graduation, please be diligent and do the required work. You need to know two things at this point: 1) that you are building your grade as you advance throughout the semester, and also 2) that you can check your grades at any time, just by going to your grade books (eCampus and Quia). If for some reason you are not performing the way you should in the course due to a change on your work schedule, sickness, or any other unexpected event in your life, make sure you drop this course prior to the drop date. **Please do not ask your instructor for extra credit assignments or activities other than those listed in the course schedule of activities.**

**Course Information**

**Course title:** Beginning Spanish (1st semester)
**Course number:** Spanish 1411-7426/9000
**Credit hours:** 4 credits
**Class meeting time:** Online course (see course schedule of activities)

**Course description:**
This is the first semester of academic transfer Spanish. This course is an introductory course intended for students with little or no knowledge of the language. Its aim is to present essential vocabulary and grammar, and to develop the pronunciation, listening, reading, and writing skills necessary for basic communication and comprehension. Customs and cultural insights are also presented. This course is cross-listed as SPAN 1311, which is also used in Study Abroad programs. Students may register for either SPAN 1311 or SPAN 1411 but may receive credit for only one of the two. (3 Lec., 2 Lab.)
**Required or Recommended Textbooks and Materials**

1) You will have to purchase a passcode to access your online course:

![EN LINEA 3.0 Passcode](image)

**EN LINEA 3.0 Passcode** by Blanco.  
ISBN: 978-1-61767-118-0

You may purchase your textbook at the North Lake bookstore, from the Dallas County Community District online at MBS ([http://direct.mbsbooks.com/dcccd.htm](http://direct.mbsbooks.com/dcccd.htm)) or call 1-800-325-3252, or from any bookstore that sells your course materials. The ISBN should be the same if students want to purchase it from [http://www.vhldirect.com](http://www.vhldirect.com).

**NOTE:** With the ISBN# given above, you are buying an *En línea* passcode, which you will use to access the En línea book online through the Quia system.

2) Also, you need to purchase an inexpensive microphone to use with your computer to record your oral assignments if your computer does not have a built in microphone.

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**Spanish 1411 Course Objectives**

Students will be developing the four basic language skills of listening, speaking, reading and writing through: 1) written assignments; 2) oral assignments; 3) individual participation and 4) group activities. All homework, lab and classroom activities will come from the eCourse (Quia textbook).

Student Objectives: By completing each class assignment, students are expected to develop the four basic language skills:

1) Demonstrate speaking ability by answering the instructor and communicating with other students, and demonstrate an understanding of the sound system and pronunciation.

2) Demonstrate listening ability by responding appropriately to questions and commands, and by identifying correct auditory information.

3) Demonstrate reading ability by responding to questions which check comprehension.

4) Demonstrate writing ability by composing grammatically correct sentences.
Specific Course Learning Outcomes
Spanish 1411 Course Objectives describe the content covered during the semester. These objectives address the Core Curriculum Intellectual Competencies (CCIC) and the Texas Higher Education Coordination Board's Exemplary Objectives (EEO).

During the semester, the students will demonstrate knowledge in the following areas:
1) The alphabet
2) Cardinal numbers
3) Colors
4) Days of the week
5) Months & seasons of the year
6) Subject pronouns
7) Present tense of the irregular verbs tener, venir, ir, dar, estar and ser
8) Gender & number of nouns
9) Definite & indefinite articles
10) Telling time
11) Present tense of regular verbs & stem-changing verbs
12) Negative & interrogative sentences
13) Possessive with de
14) Possessive adjectives
15) Descriptive adjectives
16) Direct object pronouns
17) The personal a
18) Pronouns as objects of prepositions
19) Contractions
20) Estar with conditions and emotions
21) Weather expressions
22) Future using the ir a construction
23) Present Progressive

Course Outline/Course Schedule of Activities
The four basic skills of listening, speaking, reading and writing are developed concurrently. In speaking and reading emphasis will be placed on good pronunciation and intonation. This means that much class time will be spent on oral work in which each student should participate by listening carefully and repeating the sounds. Group and individual repetition will be used. All tests will include listening comprehension sections.

No student need ever feel embarrassed or self-conscious when frequent repetitions are necessary. Pronunciation problems can be overcome only by repeating the word several times.

If you find it difficult to remember how a word is spelled, copy it as often as possible. Accents are an inseparable part of spelling in Spanish. Leaving off an accent is as "bad" as leaving off a letter.

See Appendix C to see the course schedule of activities.

Means of Assessment of Course Learning Outcomes: See Appendix A

Evaluation Procedure

<table>
<thead>
<tr>
<th>ITEM</th>
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<tbody>
<tr>
<td>Exams (eCampus)</td>
<td>50%</td>
</tr>
<tr>
<td>Homework, Quizzes &amp; Lab (Quia)</td>
<td>50%</td>
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NOTE:
You will work with two computer systems throughout the semester: eCampus (http://eCampus.dcccd.edu) and Quia/En línea (books.quia.com). In eCampus you will have all the information pertaining to the course, exams, some extra credit assignments, forums, web and meetings and Pronto, etc. In Quia/En línea, you will find all the homework assignments and Lab.

GRADE SCALE

| 90-100 = | A |
| 80- 89 = | B |
| 70- 79 = | C |
| 60- 69 = | D |
| Below 60 = | F |

EXAMS

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<tr>
<th>#</th>
<th>Exam #</th>
<th>Lesson</th>
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<tbody>
<tr>
<td>1</td>
<td>Exams 1</td>
<td>Lesson 1</td>
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<td>2</td>
<td>Exams 2</td>
<td>Lessons 2 &amp; 3</td>
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<td>3</td>
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Exams:
The chapter exams and final must be taken on eCampus.

Homework:
The homework is composed by the Estructura section of each lesson (Quia system).

Quizzes:
The quizzes are within the Estructura section, one per lesson (Quia system).

Laboratory:
The laboratory is composed by the assignments in the following sections of each lesson: a) A primera vista, b) Contextos, c) Fotonovela, d) Pronunciación, e) Cultura, e) Adelante, and f) Vocabulario; all in the Quia system. They include assignments in the following areas: 1) reading, 2) writing, 3) listening, and 4) speaking.

GRADES ON QUIA AND ECAMPUS

How Do I Check My Quia Grade?
When you just enter Quia, you see the following options: OPEN BOOK, CLASS DETAILS, MY RESULTS, ANNOUNCEMENTS AND OPTIONS. Click on MY RESULTS and it will show you a
summary of the lesson/s selected. I believe the default is lesson No. 1. Go to the window called SECTION, select either your desired lesson or ALL SECTIONS and click OK. Then it will show you a summary of every lesson: x/total points, percentage, and time spent.

If you already are within the OPEN BOOK, look for the STUDENT STATION button, normally in the bottom right, and it will take you to the opening page where you will see the option: MY RESULTS.

NOTE: Quia will report a total number of points per lesson and its corresponding percentage section distribution (Contextos, Fotonovela, Pronunciación, Cultura, Estructura and Adelante) if you select only a particular lesson. However, at any time, you may select ALL lessons and Quia will give you the total number of points you have accumulated and the corresponding percentage distribution per section of the lessons you have completed. This is the way your final grade will be reported. That is to say that Homework, Quizzes and Lab will be reported as one grade under Quia.

How Do I check my eCampus Grade?
On eCampus it is easier to get your grade, just go to your grade book and get your total points from your TOTAL column.

Final Grade
In order to calculate your final grade at the end of the semester, you will have to add the total number of points from eCampus plus the total number of points from Quia; then you must compare the grand total to the grade scale listed above in order to obtain your letter grade for the semester.

Exams and Assignments

See Appendix C - Course Outline/Course Schedule of Activities

Discipline/ Course/ Department/Policies

POLICY REGARDING MAKE-UP EXAMS AND LATE ASSIGNMENTS:

NO MAKE-UP EXAMS WILL BE GIVEN AND ALL HOMEWORK MUST BE SUBMITTED ONLINE BY THE GIVEN DUE DATE ACCORDING TO THE COURSE SCHEDULE OF ACTIVITIES; THEREFORE, NO LATE HOMEWORK WILL BE ACCEPTED.

Student Responsibilities:

1. The homework assignments, quizzes and laboratory assignments are given with each chapter according to the course schedule of activities in your syllabus (see appendix C) and must be submitted electronically through the En línea/Quia web site (http://books.quia.com) by their corresponding due date. These activities are designed to reinforce and evaluate what we learn in each lesson. It is imperative that you complete the homework.
Assignments, quizzes and lab assignments by their corresponding due dates, if you do not do that, the Quia system will not accept them for credit. However, you may submit them just for practice.

2. All exams and some of the extra credit assignments must be completed through eCampus (http://ecampus.dcccd.edu) by their corresponding due dates posted in your course schedule of activities.

3. Since the homework is submitted electronically, you may encounter technical issues that may impede your submission. These are normal consequences of computer and Internet usage. In order to avoid such issues DO YOUR HOMEWORK ON A DAILY BASIS and do not wait until the last moment to submit it (you must know that both systems, eCampus and Quia) keep a detailed record of dates and times of your submissions).

4. On the same note, it is imperative that you submit your exams by their due dates according to your course schedule of activities; if you do not, eCampus will not let you submit any exams after the due date.

5. Whenever you experience technical problems, you must contact eCampus Student Tech Support.

6. You will receive credit for properly completing your homework assignments; you may have the option of doing some exercises more than once in order to obtain a higher percentage grade. However, you must learn the material prior to submitting your assignments; otherwise, you may attempt more than once without improving. It is very important that you take these assignments seriously and carefully review your own work, since this will provide excellent preparation for the tests and will indicate which areas you need to study more (and what you may need to ask your professor).

7. You must check your ANNOUNCEMENTS in your eCampus system constantly, since your professor normally post relevant information about the course and activities you are completing.

8. You must read all email messages and announcements from your professor and when pertinent, respond to to what is required.

9. You must understand that you will be working with two system, eCampus and Quia/En línea, and that you must not neglect any of the two.

**Classroom Netiquette:**

1. Follow your professor's rules for acceptable online classroom behavior.

2. Discussion Board responses, emails, and all other correspondence among faculty and students enrolled in this class are expected to conform to the level of conduct that would be expected in a regular classroom.

3. Students should feel free to communicate with the instructor and other students but it must be done in a manner which is not verbally abusive, threatening, or harassing.

4. Communication among students is encouraged but must end if one of the parties requests that it be terminated.

5. Students will not send unsolicited email espousing a cause, religion, or activity to other class participants and will not add other class participants to any list servers or other entity which distributes unwanted email or material.

5. In short, treat your classmates and professor with respect.

6. Violation of these guidelines may result in disciplinary action against the offending student. This action can include termination of the student's participation in the class and a grade of F.
INSTITUTIONAL POLICIES FOR STUDENT SUCCESS

Academic Dishonesty

The Student Code of Conduct prohibits academic dishonesty and prescribes penalties for violations. According to this code, which is printed in the college catalog, "academic dishonesty" includes (but is not limited to) cheating, fabrication, facilitating academic dishonesty, plagiarism, and collusion.

Academic dishonesty may result in the following sanctions, including, but not limited to:

1. A grade of zero or a lowered grade on the assignment or course.

2. A reprimand.

3. Suspension from the college.

Notification of Absence because of Religious Holy Days

If you will be absent from class for the observance of a religious holiday, you must notify your professor in advance. You are required to complete any assignments or take any examinations you miss as a result of your absence within the time frame specified by your professor. Please refer to the Student Obligations section of the DCCCD catalog for more explanation.

Requirements of the Americans with Disabilities Act

North Lake College provides academic accommodations to students with disabilities, as defined under ADA law. It is the student's choice and responsibility to initiate any request for accommodations. If you are a student with a disability who requires such ADA accommodations, please contact North Lake College's Disability Services Office in person (A-430) or by phone at 972-273-3165.

http://www.northlakecollege.edu/resources/disability.html

Stop before You Drop

If you enrolled in college-level courses for the first time in the fall of 2007, the Texas Education Code 51.907 allows you to drop no more than six courses during your entire undergraduate career unless the drop qualifies as an exception. The Counseling/Advising Center will give you more information about allowable exceptions.

Once you have accumulated six non-exempt drops, you cannot drop any other courses with a "W." Therefore, you need to exercise caution when dropping courses in any Texas public institution of higher learning, including all seven of the Dallas County Community Colleges. More information is available at https://www1.dcccd.edu/6drop.

Drop Policy

If you are unable to complete this course, you must officially withdraw by Thursday, August 2nd. Withdrawing is a formal procedure which you must initiate; your professor cannot do it for you.
All Dallas County Community Colleges charge a higher tuition rate to students registering the third time for a course. This rule applies to the majority of credit and Continuing Education / Workforce Training courses. Developmental Studies and some other courses are not charged a higher tuition rate. Third attempts include courses taken at any DCCCD college since the fall 2002 semester. For further information, go online to: http://www.DCCCD.edu/thirdcourseattempt.

**Financial Aid Statement**

If you receive any form of financial aid, you should check with the Financial Aid Office prior to withdrawing from classes. Withdrawals may affect your eligibility to receive further aid and could require you to repay the financial aid for this semester. If you fail to attend or participate after the drop date, you are also subject to this policy.

**Counseling Services**

If you are a currently enrolled student, you are eligible for free counseling services (http://www.northlakecollege.edu/resources/counseling.html). You may schedule an appointment by calling 972-273-3333 or going to A-430.

**Academic Skills Center (ASC) / Writing Center (A-332)**

The ASC is designed to provide assistance to students in the following areas:

- Labs for students enrolled in foreign language, Developmental Reading, and ESOL courses. One-on-one tutoring is available.
  - The Writing Center can help students clarify writing tasks, understand instructors’ requirements, develop and organize papers, explore revision options, detect grammar and punctuation errors, and properly use and document sources. Rather than merely editing or "fixing" papers, tutors focus on helping students develop and improve their writing skills.
  - The Online Writing Lab (OWL) allows students to submit papers to our writing tutors electronically and get feedback within 24-72 hours. The OWL can be accessed through eCampus. After logging on to eCampus, click on the Community Tab at the top. Type “Owl” in the search field and click “Go.” Next, click on the double drop-down arrows next to “NLC-OWL2,” and then click on “Enroll.” Once enrolled, students can receive services from the OWL.

For more information or to schedule a tutoring appointment, come by A-332 or call 972-273-3089.

**TESTING CENTER**

The North Lake College Testing Center administers assessment tests, instructional exams and national program exams. The center is equipped with separate stations for both computerized and paper-and-pencil tests. Private rooms are available for special accommodations by appointment only. The Testing Center is located in Building A, 4th floor, Suite A425.

**Testing Schedule**
Monday - Thursday: 8:30 a.m. - 8:00 p.m.
No tests will be issued after 7:00 p.m. Other cut-off times may be in effect for specific exams by the instructor's direction. All exams collected at 8:00 p.m.
Friday - Saturday: 8:30 a.m. - 3:30 p.m. Other cut-off times may be in effect for specific exams by the instructor's direction.
No tests will be issued after 2:30 p.m. All exams collected at 3:30 p.m.

General Testing Information for Students
Classroom and Make-up Testing
Credit By Examination
Taking the CLEP
Taking the DANTES Exam
Testing information for faculty and students
Practice Tests

QUESTIONS?
Please visit the Testing Center (A-425) or call 972-273-3160.

Office Hours:
Monday - Thursday: 8:30 a.m. - 8:00 p.m. (all exams collected at 8:00 p.m.)
Friday - Saturday: 8:30 a.m. - 3:30 p.m. (all exams collected at 3:30 p.m.) Sunday: CLOSED

Specific Learning Activities: See Appendix B.

Exemplary Educational Objectives

Spanish 1411, as part of the Core Curriculum, satisfies the following Exemplary Educational Objectives in Modern Languages set forth by the Texas Higher Education Coordinating Board.

Students will be able to:

1) demonstrate comprehension of Spanish sound system

2) introduce themselves and say where they are from, how to get and give phone numbers, how to talk about days of the week and dates.

3) describe people and activities, needs and preferences, how to order food and talk about the weather.

4) discuss cultural differences in ways of addressing people in Spanish cultures, the 24-hour time system, customs related to mealtimes and restaurants, certain Hispanic celebrations and recognize the Central and South American countries.
Core Curriculum Intellectual Competencies:

**Spanish 1411** satisfies the following Core Curriculum Intellectual Competencies specified by the Texas Higher Education Coordinating Board:

1) **READING**: the ability to analyze and interpret a variety of printed materials in Spanish.
2) **WRITING**: the ability to produce clear, correct and coherent sentences in Spanish.
3) **SPEAKING**: the ability to communicate orally in clear, coherent Spanish.
4) **LISTENING**: the ability to analyze and interpret spoken Spanish.
5) **CRITICAL THINKING**: the ability to think and analyze at a critical level.
6) **COMPUTER LITERACY**: the ability to understand our technological society, use computer based technology in communication and acquiring information.

**Core Curriculum Intellectual Competencies**

This course reinforces 6 of the 6 Core Curriculum Intellectual Competencies defined by the Texas Higher Education Coordinating Board. The CCI’s identified by the DCCCD which are reinforced by Spanish 1411 are as follows:

1. **READING**: Reading at the college level means the ability to analyze and interpret a variety of printed materials -- books, articles, and documents.

2. **WRITING**: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience.

3. **SPEAKING**: Competence in speaking is the ability to communicate orally in clear, coherent and persuasive language appropriate to purpose, occasion and audience.

4. **LISTENING**: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

5. **CRITICAL THINKING**: Critical thinking embraces methods of applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies.

6. **COMPUTER LITERACY**: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information.

**APPENDIX A**

**Means of Assessment of Course Learning Outcomes**

Learning Activities, Outcomes, and Assessment
### Learning Activity #1

**Learning Outcomes**
All students in Beginning Spanish 1411 will be able to demonstrate reading comprehension at a 70% level of achievement/proficiency as measured by a departmental assessment.

**Assessment**
A set of questions will be given to students to check their reading comprehension.

**EEO's & CCIC's**
This complies with CCIC #1 and EEO #1.

### Learning Activity #2

**Learning Outcomes**
All students in Beginning Spanish 1411 will be able to demonstrate listening comprehension and apply the basic vocabulary in order to understand spoken Spanish at a proficiency level of 70% of the appropriate skill level as measured by a departmental assessment.

**Assessment**
After students listen to the auditory section, they will answer questions.

**EEO's & CCIC's**
This complies with CCIC #4 and EEO #1, 4.

### Learning Activity #3

**Learning Outcomes**
Students will be able to demonstrate awareness of cultural differences between American culture & Latin American culture at a proficiency level of 70% of the appropriate skill level as measured by a departmental assessment.

**Assessment**
A set of questions will be given to students to check their awareness of cultural differences between American culture & Latin American culture.

**EEO's & CCIC's**
This complies with CCIC #1 & 5 and EEO #4.

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**APPENDIX B**

**Specific Learning Activities**

Your professor will use Learning Activities from the following list or provide a list of Learning Activities customized for your course.

**LEARNING ACTIVITY 1:**
Read short paragraphs in Spanish about a topic, such as the history, economy and the arts and everyday life of a Spanish-speaking country.

A. LEARNING OUTCOMES: Students will learn about the history, the economy and the arts of an area.

B. ASSESSMENT: A set of questions will be given to students to check their reading comprehension.

C. CCIC’S : Reading—The ability to analyze and interpret printed material.

D. EEO’s : Students will be able to recognize and learn more about Spanish-speaking countries.

This complies with CCIC #1 and EEO #1.

**LEARNING ACTIVITY 2:**

Students will listen to an auditory section in Spanish about a topic, such as the history, economy and the arts and everyday life of a Spanish-speaking country.

A. LEARNING OUTCOMES: Students will learn analyze and interpret spoken Spanish.

B. ASSESSMENT: After students listen to the auditory section, they will answer questions.

C. CCIC’S : Listening—The ability to analyze and interpret spoken Spanish.

D. EEO’s : Students will be able to talk about the topic.

E. This complies with CCIC #4 and EEO #1 & #4.

**LEARNING ACTIVITY 3:**

Read short paragraphs in Spanish about a topic, such as the history, economy and the arts and everyday life of a Spanish-speaking country.

A. LEARNING OUTCOMES: Students will be able to demonstrate awareness of cultural differences between American culture & Latin American culture.

B. ASSESSMENT: A set of questions will be given to students to check their awareness of cultural differences between American culture & Latin American culture.

C. CCIC’S : Read & Analyze—The ability to analyze subject matter in order to evaluate arguments and to construct alternative strategies.

D. EEO’s : Students will be able to recognize and learn more about Spanish-speaking countries.
APPENDIX C

RUBRIC FOR READING COMPREHENSION IN SPANISH

10-9 Excellent -demonstrates superior competence in reading comprehension

- Excellent completion of task at level of instruction
- Recognizes accurate use of structures appropriate to the task and level
- Very good understanding of the text overall as appropriate to the task and level

8.5-8 Good to very good -demonstrates competence in written expression

- Good to very good completion of task at level of instruction
- Frequent and mostly accurate use of structures appropriate to the task and level
- Good to very good understanding of the text overall as appropriate to the task and level

7.5-7 Satisfactory -demonstrates some competence in written expression

- Partial completion of task at level of instruction
- Somewhat accurate use of structures appropriate to the task and level
- Basic understanding of the text overall as appropriate to the task and level

6.5-6 Weak -demonstrates little competence in written expression

- Minimal completion of task at level of instruction
- Minimal use of structures appropriate to task and level
- Limited understanding of text, vocabulary and/or idioms, as appropriate to task and level; reliance on cognates

5.5-0 Unacceptable - demonstrates lack of competence in written expression

- Little to no completion of task
- Little to no evidence of appropriate use of structures appropriate to task and level
- Limited to no understanding of text, vocabulary and/or idioms, as appropriate to task and level; reliance on cognates
- No credit shall be given for any response that is off topic.

RUBRIC FOR LISTENING COMPREHENSION IN SPANISH

10-9 Excellent -demonstrates superior competence in reading comprehension

- Excellent completion of task at level of instruction
- Recognizes accurate use of structures appropriate to the task and level
- Very good understanding of the text overall as appropriate to the task and level

8.5-8 Good to very good -demonstrates competence in written expression

- Good to very good completion of task at level of instruction
- Recognizes mostly accurate use of structures appropriate to the task and level
- Good to very good understanding of the text overall as appropriate to the task and level
7.5-7 Satisfactory - demonstrates some competence in written expression

- Partial completion of task at level of instruction
- Somewhat accurate use of structures appropriate to the task and level
- Basic understanding of the text overall as appropriate to the task and level

6.5-6 Weak - demonstrates little competence in written expression

- Minimal completion of task at level of instruction
- Recognizes minimal use of structures appropriate to task and level
- Limited understanding of text, vocabulary and/or idioms, as appropriate to task and level; reliance on cognates

5.5-0 Unacceptable - demonstrates lack of competence in written expression

- Little to no completion of task
- Little to no evidence of recognition of appropriate use of structures appropriate to task and level
- Limited to no understanding of text, vocabulary and/or idioms, as appropriate to task and level; reliance on cognates
- No credit shall be given for any response that is off topic.

RUBRIC FOR GLOBAL AND DIVERSITY AWARENESS

10-9 Excellent - demonstrates superior competence in Global & Diversity Awareness

- Excellent identification of both global and diversity awareness but does not discuss how the concepts are inter-related
- Excellent demonstration of a perception of the impact of global and diversity awareness in the world and in the student’s personal or professional life
- Excellent perception of global and diversity awareness using their college experience as a basis but attitudes, values, or beliefs remain the same
- Excellent evaluation of the impact of the college experience regarding global and diversity awareness and the influence on the student’s personal and or professional life

8.5-8 Good to very good - demonstrates competence in Global & Diversity Awareness

- Good to very good identification of both global and diversity awareness but does not discuss how the concepts are inter-related
- Good to very good demonstration of a perception of the impact of global and diversity awareness in the world and in the student’s personal or professional life
- Good to very good perception of global and diversity awareness using their college experience as a basis but attitudes, values, or beliefs remain the same
- Good to very good evaluation of the impact of the college experience regarding global
and diversity awareness and the influence on the student’s personal and or professional life

7.5-7 Satisfactory - demonstrates competence in Global & Diversity Awareness

- Somewhat accurate identification of both global and diversity awareness but does not discuss how the concepts are inter-related
- Somewhat accurate demonstration of a perception of the impact of global and diversity awareness in the world and in the student’s personal or professional life
- Somewhat accurate perception of global and diversity awareness using their college experience as a basis but attitudes, values, or beliefs remain the same
- Somewhat accurate evaluation of the impact of the college experience regarding global and diversity awareness and the influence on the student’s personal and or professional life

6.5-6 Weak - demonstrates competence in Global & Diversity Awareness

- Minimal identification of both global and diversity awareness but does not discuss how the concepts are inter-related
- Minimal demonstration of a perception of the impact of global and diversity awareness in the world and in the student’s personal or professional life
- Minimal perception of global and diversity awareness using their college experience as a basis but attitudes, values, or beliefs remain the same
- Minimal evaluation of the impact of the college experience regarding global and diversity awareness and the influence on the student’s personal and or professional life

5.5-0 Unacceptable - demonstrates competence in Global & Diversity Awareness

- Little to no identification of both global and diversity awareness but does not discuss how the concepts are inter-related
- Little to no demonstration of a perception of the impact of global and diversity awareness in the world and in the student’s personal or professional life
- Little to no perception of global and diversity awareness using their college experience as a basis but attitudes, values, or beliefs remain the same
- Little to no evaluation of the impact of the college experience regarding global and diversity awareness and the influence on the student’s personal and or professional life

APPENDIX C

SPANISH 1411
SUMMER II, 2012
## COURSE SCHEDULE OF ACTIVITIES, SPANISH 1411 EN LINEA, SUMMER II, 2012

No make-up exams will be given and all exams and homework assignments must be submitted online by the given due dates.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>LESSON No. 1</th>
<th>LESSON No. 1</th>
<th>LESSON No. 1</th>
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<td>Get your course materials!</td>
<td>Acknowledgment Quiz (X-credit)</td>
<td>HOW TO START</td>
<td>CHECKLIST Quiz (X-credit)</td>
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<td>Step 2 Tutorial 1, 2, 3</td>
<td>Step 5 Quiz</td>
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### A PRIMERA VISTA

- **Step 1**: Tutorial
- **Step 2**: Inténtalo
- **Step 3**: Práctica 1, 2

**DUE DATE**: 7/23

### CONTEXTOS

- **Step 1**: Tutorial 1, 2, 3
- **Step 2**: Práctica 1, 2, 3
- **Step 3**: Práctica 1, 2, 3

**DUE DATE**: 7/23

### FOTONOVELA

- **Step 1**: Tutorial 1, 2, 3
- **Step 4**: ¿Qué pasó? 2

**DUE DATE**: 7/23

### PRONUNCIACION

- **Step 1**: Tutorial 1, 2, 3
- **Step 3**: Práctica 1, 2, 3

**DUE DATE**: 7/23

### CULTURA

- **Step 1**: Tutorial 1, 2, 3
- **Step 2**: Práctica 1, 2, 3

**DUE DATE**: 7/23
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<td>Step 2: Step 3 Actividad 1</td>
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<td>Step 2 Lugares, artes, deportes lugares</td>
<td>Step 4: ¿Qué aprendiste? Ecuador (video)</td>
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**WEEK LESSON No. 4 DUE DATE**

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<th>Step 3 Práctica: 1, 2, 3</th>
<th>Step 5 Quiz</th>
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<td>Step 3 Oraciones</td>
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The instructor reserves the right to make changes to this schedule should the need arise.

NOTE: The optional assignments will not count in the computation for the final grade.

NO MAKE-UP EXAMS WILL BE GIVEN AND ALL HOMEWORK AND EXAMS MUST BE SUBMITTED ONLINE BY THE GIVEN DUE DATES.

THIS COURSE SCHEDULE OF ACTIVITIES IS MOSTLY A CALENDAR OF DUE DATES. YOU MAY SUBMIT YOUR ASSIGNMENTS EARLIER THAN THE DUE DATE IF YOU ARE READY, BUT NOT LATER. The assignments will disappear from the system after their corresponding due dates. Before you start submitting your assignments listed in this course schedule of activities, you must read your online orientation and syllabus thoroughly.

Extra Credit:
There are some extra credit activities such as the Acknowledgment quiz, the syllabusQuiz, the Checklist quiz and possibly one or two forums in eCampus.

The Certification Day is the 4th day of classes, THURSDAY, JULY 12.
Last day to withdraw with a grade of "W" is Thursday, August 2.

All homework assignments must be submitted online through Quia, and all extra credit assignments through eCampus. All exams will be taken through eCampus by the corresponding due dates indicated in your course schedule of activities.

Evening Audio/Video Conferences
Your professor will be available some nights during the semester to help you; he will answer questions you may have about the course and any particular lesson you are studying, and review for the exams. We will meet at 7:00-7:30 p.m. through Wimba (online web Audio/Video conference system on eCampus) as indicated in your course schedule of activities. I encourage all of you to attend all of the meetings if you have questions and if you want to interact with your professor and other classmates. These web meetings are not mandatory but they will help. If you are unable to attend the meetings, they will be recorded for later access. For more information, please read
WIMBA INSTALLATION under COURSE DOCUMENTS on eCampus. After the installation is done, you will be ready to attend our Web conferences or access the recordings.

**Office Hours**
We will use the Wimba Audio/Video Conference system if we need to “meet” outside of the planned meeting times.

Revised *summer 2012.*