EL CENTRO COLLEGE  
DEPARTMENT OF WORLD LANGUAGES

SPAN 1412  
Beginning Spanish II-Syllabus

INSTRUCTOR:  
EMAIL:  
OFFICE RM 308 R-3RD FLOOR/ Language Lab (701 Elm St.)  
OFFICE #: 214.860.2247  
PRE-REQS: SPAN 1311/1411 CREDITS: 4

iLRN COURSE CODE:  
SECTION #  
OFFICE HOURS:  
DIVISION # 214-860-2247/ FAX # 214-860-2612  
CLASSROOM:

SPAN 1412 Beginning Spanish II (4 Credit Hours) TCCNS: SPAN 1412: Beginning Spanish II 2015  
Core Curriculum Foundational Component Area: 090 Component Area Option

Course Description
This is the second semester of academic transfer Spanish. This course continues the oral practice, reading, writing, grammar and cultural studies begun in SPAN 1411. Students are expected to acquire a substantial amount of vocabulary and begin to deal with idiomatic language and more advanced syntax. (3 Lec., 2 Lab.) Coordinating Board Academic Approval Number 16.0905.51 13

Student Learning Outcomes
Upon successful completion of this course, students will:

1. Engage in conversations using level-appropriate grammatical structures including narrating events that take place in the past.
2. Demonstrate understanding of level-appropriate spoken Spanish produced by Spanish speakers of diverse origins.
3. Write simple to moderately complex sentences using level-appropriate grammatical structures and organize them into cohesive paragraphs.
4. Read and comprehend level-appropriate authentic texts.
5. Identify and discuss traditions, customs and values of the Hispanic world.
6. Compare and contrast the traditions, customs and values of the Hispanic world with characteristics of their own culture.

* Required Materials (Choose ONE of the following 2 options)

Option 1 (Bundle: Access code + Hard copy)  
BEST FOR STUDENTS WHO PREFER TO HAVE A HARCOPY OF THE TEXTBOOK AND WHO ONLY PLAN ON TAKING ONE SEMESTER OF SPANISH  
This bundle includes the course packet and the access code required for the course. This bundle is available at the ECC Bookstore ONLY. Notice that the access code is valid for 6 months.  
Plazas 4th Edition Volume II with 6/month iLrn code

Option 2 (Access code only)  
BEST FOR STUDENTS WHO DON’T NEED TO HAVE A HARCOPY OF THE TEXTBOOK (AND PREFER TO USE THE E-BOOK), AND WHO ARE PLANNING ON TAKING MORE THAN ONE SEMESTER OF SPANISH (1312/2311); WE USE THE SAME TEXTBOOK FOR TWO COURSES

This access code gives the student access to all components online on iLRN, the online platform for the course; it provides access to the e-book, electronic workbook, lab manual, textbook exercises, videos, etc. No hard copy of the textbook is included; the student can print the text or use a computer to access the e-book in class.  
This same code is used in all 3 semesters of Spanish (SPAN 1411/1412/2311). It is available on the publisher’s website.  
You have two options: 6 month OR 18 month access code.  
(*) NOTE: Either option you choose, remember that you must have the book key to be able to complete assignments and assessments.

If you later decide you would like to purchase the complete printed textbook (which is used in all 3 semesters of Spanish: 1411, 1412 & 2311), it can be purchased or rented online. The bookstore does not sell the textbook separately from the access code. The ISBN for the 15 Chapter Plazas textbook: ISBN10: 0-495-91379-0, ISBN13: 978-0-495-91379-5

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<thead>
<tr>
<th>GRADING CRITERIA</th>
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<tr>
<td>Attendance/ participation</td>
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<td>Quizzes</td>
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<td>Workbook/ lab activities</td>
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<td>Speaking tests</td>
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<td>Final oral project</td>
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<td>Composition (2)</td>
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<td>Reflective essay</td>
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<td>Chapter tests (3)</td>
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<td>Midterm &amp; Final Exams</td>
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<td>Reflective essay oral presentation</td>
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<td><strong>Total</strong></td>
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A=90-99  B=80-89  C=70-79  D=60-69  F=0-59

* Meetings with instructor could add up to 3% extra on your final average

**Attendance/ Participation**
Attendance and participation are intrinsically related since a student who is absent is unable to participate. In order to be counted “present”, the student must stay for the entire lecture. Each absence will affect the final grade. A grade will be assigned at the end of the semester (each absence will deduct 10 points from a TOTAL of 100 points). Students must be present at the beginning of the class period; being 10 minutes late will count as an absence. There are no excused absences; please see the instructor if you have extenuating circumstances.

**Quizzes**
There will be a maximum of 10 quizzes given throughout the semester. They will be given at the beginning of class. They may cover chapter vocabulary or grammar.

**Workbook/ Lab manual**
On “Assignment calendar,” you will find all assigned workbook activities. Select “view by chapter” and choose a chapter. Do not wait until the last minute to complete them as you will need ample time and practice to process the concepts.

**Speaking tests**
On “Assignment calendar,” you will find the assigned speaking tests. You will complete a speaking test for every chapter, except chapter 10. In these tests, you will have the opportunity to record herself. Read each question, then answer it in complete sentences. If the activity asks that you work with a partner, do not. Simply record yourself as if you were speaking to someone else. Do not get help from another person when completing any activity. These may be completed in the World Languages Lab or anywhere where you have internet access. You will need a headset/microphone to complete these tests.

**Final Oral project**
The oral project is completed as a group project in class. You will be given situation topics to prepare a dialog that will be presented to the class. Topics and guidelines are found at ecworldlanguages.wordpress.com

**Compositions 1 & 2**
The student will write two compositions in this class:

#1 (100+ words)
Write an email to a friend in which you summarize a recent celebration. You must include the following information:
Date, day, and time of the event/ What was the weather like?/ Where did the event take place?/ When and what was everyone doing?/ How was everyone dressed?/ Describe your/others’ emotions, feelings and reactions./ What happened there?/ What happened that was interesting?/ Did you enjoy yourself?
#2 (100 + words)

Your friend has decided to come and visit. In this follow up email, you must give her directions on how to get from the airport to your house (you can make up an alternate address if you’d like).

The student must make corrections to the original submission using a code sheet; s/he will then submit a corrected version which will be graded. There a grade will be assigned to the original submission. Topics and correction code sheet are found at ecworldlanguages.wordpress.com

The grade for the compositions will be an average of both grades, and it will be computed using the departmental composition rubric.

NOTE: The compositions and reflective essay will be submitted on eCampus by the dates indicated on the calendar.

Reflective Essay
This assignment meets the Critical Thinking objective.

One of the objectives of the core courses is to help students improve their critical thinking skills. To help students reach this objective, they will write an essay in which they will do the following:

- Identify a topic, main idea, issue, or problem being addressed/discussed
- Recognize possible ethical questions related to the topic or problem
- Take a personal stand/opinion on the issue and defend it in a logical coherent way. Be able to provide examples or situations to exemplify the issue.
- Cite sources or textual references to substantiate their opinion
- Provide any conclusions that the student has made based on their knowledge, resources and personal experience.

The essay will be graded using a Departmental grading rubric which is based on the descriptions found in the Integrative Learning, Lifelong Learning, and Ethical Reasoning VALUE rubrics.

Topic:
BILINGUALISM AND PERSONAL/CULTURAL IDENTITY

How does being bilingual positively or negatively impact the life of an individual? How does language/culture impact the identity of a person? What aspects of daily, professional, social life are impacted by bilingualism or biculturalism?

SUGGESTED sources:
“Culture and Language” by Beverly W. Otto
http://www.education.com/reference/article/culture-language/

“Languages matter!” UNESCO Available online at:

“Bilingual Education: Why Culture Matters” (graduate student paper) by Mara Krilanovich

“How to Tame a Wild Tongue” by Gloria Andalzua.
http://wolfweb.unr.edu/homepage/calabj/282/how%20to%20tame%20wild%20tongue.pdf

Follow these guidelines when writing this essay:
- Length: a minimum of 300 words and prepared with a word processor
- A minimum of 300 words, in English
- Include adequate support, with at least one source
- Have a clearly defined, central or controlling idea
- Follow MLA guidelines
- Times New Roman, 12pt font, double-spaced
- Do not include a cover page

NOTE: The compositions and reflective essay will be submitted on eCampus by the dates indicated on the calendar.

Reflective essay oral presentation
This assignment meets the Communication objective
After having written the reflective paper, students will share their findings with the class in a formal class presentation. The student must either use Prezi or PowerPoint when giving the presentation. He/she must include topic related images or other visual elements such as graphs or charts; the student should not include complete sentences on the slides. The presentation file will be uploaded to e-campus. The instructor will offer more detailed instructions as the presentation day approaches.

**Chapter exams**
At the end of chapters 6, 7, and 9, you will complete the chapter test at iLRN. On “Assignment calendar,” you will find the chapter test. Make sure that you have completed the lab manual and workbook activities before attempting the exam. The test measures competence of vocabulary, grammar structures, writing and listening comprehension. **Do not start the test and abandon it without completing it. You may only take it once only.** The instructor will go over the answers in class.

**NOTE:** Your instructor may choose to give the test in class.

**Midterm & Final Exams**
Both exams are taken in class. At the end of Chapter 8, you will take the Midterm exam. The exam will cover material studied in chapters 6 through 8. And, the Final Exam is not comprehensive; it tests material from Chapters 9 and 10 only.

**Meetings with instructor**
You will have the opportunity to receive 3% extra credit if you meet with your instructor, virtually or in person, six times throughout the semester. Each meeting will last approximately 10 minutes, and it will count as 0.5% towards the 3% possible. Your instructor will announce the times and means when s/he will be available.

**NO MAKE-UP EXAMS WILL BE GIVEN AND ALL ASSIGNMENT MUST BE SUBMITTED ONLINE BY THE DUE DATE INDICATED ON THE COURSE CALENDAR. NO LATE HOMEWORK WILL BE ACCEPTED.**

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**Miscellaneous information**

**Course Communications**
During the course, students will communicate with faculty using any of three methods: e-mail, telephone and one-on-one meetings. Your instructor is available at the World Languages Lab to assist you.

**Classroom Etiquette**
All electronic devices must be turned off and not visible at any time. If you expect an emergency call or electronic message, you must inform your instructor at the beginning of the class period. Food is not allowed in the classroom.

**Withdrawal Policy**
If you are unable to complete this course, it is your responsibility to withdraw formally. The withdrawal request must be received in the Registrar’s Office by the second day of class. Failure to do so will result in your receiving a performance grade, usually an “F.” If you drop a class or withdraw from the college before the official drop/withdrawal deadline, you will receive a “W” (Withdraw) in each class dropped.

**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.

**Repeating this course**
The Dallas County Community Colleges will charge additional tuition to students registering the third or subsequent time for a course. All third and subsequent attempts of the majority of credit and Continuing Education/Workforce Training courses will result in additional tuition to be charged. Developmental Studies and some other courses will not be charged a higher tuition rate. Third attempts include courses taken at any of the Dallas County Community Colleges since the Fall-2002 Semester. **See Third Attempt to Enroll in a Course at** http://www.dcccd.edu/thirdcourseattempt/.

**Academic honesty**
Scholastic dishonesty is a violation of the Code of Student Conduct. Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion. As a college student, you are considered a responsible adult. Your enrollment indicates acceptance of the DCCCD Code of Student Conduct. published in the DCCCD Catalog at http://www1.dcccd.edu/cat0506/ss/code.cfm
COURSE CALENDAR

*The instructor reserves the right to make changes to this schedule should the need arise.