SPAN 1411- ONLINE  Beginning Spanish I-Syllabus

INSTRUCTOR:  ilRN/QUIA COURSE CODE:
EMAIL:  SECTION #
LANGUAGE LAB—308/ Language Lab (701 Elm St.)  OFFICE HOURS: Online/By appointment
OFFICE # 214-860-2247
PRE-REQS: NONE/ CREDITS: 4

SPAN 1411 Beginning Spanish I (4 Credit Hours) TCCNS: SPAN 1411: Beginning Spanish I 2014
Core Curriculum Foundational Component Area: 090 Component Area Option

Course Description
This is the first semester of academic transfer Spanish. It 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. (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 present and producing questions and responses on a variety of topics dealing with everyday life.
2. Demonstrate understanding of level-appropriate spoken Spanish.
3. Write simple sentences and organize them into short paragraphs.
4. Read and comprehend level-appropriate 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.

Certification policy
In order for the student to be considered an active participant in the course, the student must complete course work on the Quia/iLrn system. Otherwise, the student will not be certified according to the “Attendance verification requirement.” This may affect disbursement of financial aid.

See policy at: http://econnect.custhelp.com/app/answers/detail/a_id/730

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

The bundle includes the course packet and the access code required for the course. It is available at the ECC Bookstore ONLY. Notice that the access code is valid for 6 months.
Plazas 4th Edition Volume I with 6-month iLrn™; code

**Option 2** (Access code only—all required online materials, eBook included)
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 (1411/1412/2311); WE USE THE SAME TEXTBOOK FOR THESE COURSES

SPAN 1411-ONLINE
This access code gives the student access to all components on iLrn, the online platform for the course; it provides access to the eBook, 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 eBook in class.

This same code is used in all 3 levels 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 assessment.**

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

**Additional course tools:**
- A headset with microphone (~$15.00), unless computer already has a built in microphone
- Internet access

**Course Delivery**
This course is offered as a distance-learning course. El Centro distance-learning courses are identical to classroom courses in terms of learning outcomes, competencies, instructor expectations, and academic rigor. eCampus is where students will find all grades and their running average, but NOT the platform that we use to complete assignments. Students will complete most coursework at iLrn/Quia.

In exchange for convenience, online courses require students to be mature, self-motivated, and self-disciplined. It is the student’s responsibility to complete all online coursework by the assigned deadlines. **Each course requires a demanding time commitment.** Working and/or full-time students should carefully consider the course load they attempt in relation to the number of hours they are employed each week.

The following will impact your success in this course:
- This is NOT a self-paced course. Once the course begins, assignments will be due regularly.
- This is a TIME-INTENSIVE course. Please allow yourself enough time to study the content and complete the assignments.
- A distance-learning course requires more SELF-DISCIPLINE and MOTIVATION than a traditional classroom setting.

**NOTE: You are expected to utilize weekends during the term to get ahead or to catch up on assignments.**

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**GRADING CRITERIA**

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<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Workbook/Lab activities</td>
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<td>Oral exercises</td>
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<tr>
<td>Speaking tests (6)</td>
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<td>Chapter exams (4)</td>
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<tr>
<td>Midterm &amp; Final Exams</td>
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<tr>
<td>Compositions (2)</td>
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<tr>
<td>Reflective Essay</td>
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<td>Reflective Essay oral presentation</td>
<td>5%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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A=90-99  B=80-89  C=70-79  D=60-69  F=0-59

SPAN 1411-ONLINE
CHAPTER PREPARATION

Textbook (hard copy) or eBook
Study the vocabulary and grammar topics covered in each chapter. Take good notes. Then view the Practice Videos at iLrn. After that you can begin practicing by submitting Workbook and Lab Manual activities under “Assignment calendar”

Practice videos
On iLrn, select the “Practice” tab. You will find two sets of videos: 1) Heinle grammar tutorials; 2) Grammar movies. These teach you the grammar content for the chapter. View these after studying the chapter and before attempting to complete any of the activities. Take good notes while viewing them. Review the videos in case something is not clear and feel free to contact the instructor.

ASSIGNMENTS

1) Workbook/Lab Manual
Under “Assignment Calendar,” you will find all assigned workbook and lab 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. Complete these only after having studied the chapter and viewed the grammar lessons.

2) Oral exercises (3-5 per chapter)
Under “Assignment Calendar,” you will find all assigned oral exercises. These activities develop speaking ability and listening comprehension.
   - Record each question and answer, using complete sentences. Some activities may suggest to record with a partner; if you are unable to find a partner, you may play all roles in the dialogue.
   - Before submitting any recording, make sure that you play it back to yourself to ensure that you can hear it. If you can’t, I can’t, either. You may need to allow plug-ins, depending on the browser used, or try a different internet browser altogether.

EXAMS

1) Speaking tests
Under “Assignment Calendar,” you will find the speaking test. This test measures speaking proficiency. The speaking tests are in a question-answer format.
   - Record each question and answer, using complete sentences. Some activities may suggest to record with a partner; if you are unable to find a partner, you may play all roles in the dialogue.
   - Before submitting any recording, make sure that you play it back to yourself to ensure that you can hear it. If you can’t, I can’t, either. You may need to allow plug-ins, depending on the browser used, or try a different internet browser altogether.

NOTE: You are expected to perform at a first semester academic Spanish level. Therefore, DO NOT use online translators or “native”/“heritage” speakers to complete assignments. The instructor WILL be proactive in investigating any suspicion of academic dishonesty; if the student is found responsible, s/he may suffer academic disciplinary action, which could result in a grade of “F” for the course.

2) A. Chapter exams
Under “Assignment calendar,” you will find the chapter exam. The exam measures competence of vocabulary familiarity, grammatical structure, writing, and listening comprehension. Make sure that you have completed all previous assignments before attempting the exam. Do NOT start the test and abandon it without completing it. For chapter exams, you only have one attempt. The instructor will provide feedback once completed; please review it after it has been graded.

B. Midterm & Final Exams
Chapter 3 exam is the Midterm Exam; Chapter 5 exam is the Final Exam
NOTE: No late homework will be accepted, and there are no make-up exams. You must submit all work online by the assignment deadline, according to the course calendar. You may want to get ahead in order to avoid any situation which may prevent you from being able to complete assignments on time.

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

### #1 (100+ words)
Describe yourself. You must include your weekly schedule, campus life, and the leisure activities or sports that you enjoy.

### #2 (100+ words)
Describe your family as accurately as possible, including information such as names, ages, physical descriptions, personality traits, and favorite activities. You will also describe some of your family’s plans for your next trip or vacation together.

The grade for the compositions will be an average of both grades, and it will be computed using the 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 complete 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:**
**MULTILINGUALISM IN PUBLIC/SOCIAL SERVICES, PROFESSIONS, AND CAREERS**
Should public services (e.g. medical, government offices, police, paramedics, social/case workers, etc.) be provided in other languages in addition to English? Take a personal stand on the issue and defend it accordingly.

SUGGESTED source: “Overcoming Language Barriers to Health Care” by Jane Perkins.

Essay guidelines:
- A minimum of 300-500 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, 12 pt 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 in a formal presentation. The presentation includes two elements:
1) The student must use **PowerPoint or Prezi** to make a presentation. S/he must include topic-related images or other visual elements, such as graphs or charts; the student should not include complete sentences on the slides. After creating the slides, then go to step 2.

2) The student must also record the presentation in audio segments which will be inserted into each slide of the PowerPoint presentation. Do this by clicking on: Insert/ Audio/ Record Audio. Then, click on the “record” button. Listen to it to ensure that you can hear it. If you can’t, neither can I. The recording must last a total of 3 minutes. The PowerPoint file will be uploaded to eCampus.

**Miscellaneous information**

**Course Communications**
During the course, students will communicate with faculty using e-mail. The instructor may contact the students through other means.

**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](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/](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](http://www1.dcccd.edu/cat0506/ss/code.cfm)

**Core Objectives:**
SPAN 1411 develops the following Core Objectives: **Critical Thinking** -to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. **Communication** -to include effective development, interpretation and expression of ideas through written, oral and visual communication. **Teamwork** -to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. **Personal Responsibility** -to include the ability to connect choices, actions and consequences to ethical decision-making.

**Core Objective Development Statements:** SPAN 1411 develops **Critical Thinking, Communication, Teamwork** and **Personal Responsibility** by composing a brief written assignment and participating in a formal presentation (speech or skit) on a central idea with pertinent support while demonstrating language skills and an awareness of cultural differences.