SPAN 2311- ONLINE
Intermediate Spanish I-Syllabus

INSTRUCTOR:  
EMAIL:  
iLrn/Quia COURSE CODE:  
SECTION #  
OFFICE HOURS: Online  
SEC # Online  
OFFICE #: Online  
PRE-REQS: SPAN 1412  
CREDITS: 3  
DIVISION # 214-860-2247/ FAX # 214-860-2612

SPAN 2311 Intermediate Spanish I (3 Credit Hours) TCCNS: SPAN 2311: Intermediate Spanish I 2015
Core Curriculum Foundational Component Area: 040 Language, Philosophy and Culture

Course Description
This is the third semester of academic transfer Spanish. This course is designed to further develop students' overall language proficiency and cultural knowledge through more advanced reading, listening, speaking and writing exercises. Grammatical concepts are reviewed and expanded. ACGM course description-The consolidation of skills acquired at the introductory level. Further development of proficiency in listening, speaking, reading and writing. Emphasis on comprehension, appreciation, and interpretation of the cultures of the Spanish-speaking world (3 Lec.) Coordinating Board Academic Approval Number 16.0905.52 13

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

1. Demonstrate comprehension of authentic spoken discourse produced by Spanish speakers of diverse origins.
2. Produce oral Spanish comprehensible to native speakers using complex grammatical structures to narrate, describe and elicit information.
3. Demonstrate increasing comprehension of authentic written texts in a variety of genres.
4. Write descriptions and narratives at a low intermediate level using complex grammatical structures.
5. Formulate cohesive paragraphs and short/simple essays.
6. Describe cultural practices and products of the Spanish-speaking world drawing on authentic materials including literature and the visual arts.

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 HARDCOPY 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 III with 6-month iLrn™ code
**Option 2** (Access code only—all required online materials, eBook included)

*BEST FOR STUDENTS WHO DON’T MIND VIEWING THE eBOOK (OR PRINTING OUT PAGES OF eBOOK)*

This access code gives the student access to all components 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. It is available on the publisher’s website.

You have two options: 6-month OR 18-month access code.


ISBN: 18 MONTH CODE=9781111299460 / 1111299463 OR 6 MONTH CODE= 9781285623825 / 1285623827

**NOTE: Either option you choose, you must have the access code (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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<td>Workbook/Lab activities</td>
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<td>Oral exercises</td>
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<td>Speaking tests (5)</td>
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<td>Chapter exams (3)</td>
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<td>Midterm &amp; Final Exams</td>
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<td>Compositions (2)</td>
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<td>Reflective Essay</td>
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CHAPTER PREPARATION

Textbook or eBook
Study the vocabulary and grammar topics covered in each chapter. Take good notes. Then view the Practice Videos at iLrn.

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 lesson. 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; play all roles in the dialogue. Do not get help from anyone in completing any activity.
- 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; you should 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 third 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 13 exam is the Midterm Exam; Chapter 15 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 should get ahead in order to avoid any situation which may prevent you from being able to complete assignments on time.

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

**#1 (150+ words IN SPANISH)**

**TOPIC: THE ENVIRONMENT**
Write a 4 paragraph persuasive composition in which you try to persuade the reader of the importance of recycling OR developing wind/solar energy.

The paper must include 7 of the following expressions:
To express opinions: Creo que (I believe)/ Pienso que (I think)/ En mi opinión (in my opinion)
To support opinions: Primero (first)/ Una razón (one reason)/ Por ejemplo (for example)
To show contrast: Pero (but)/Aunque (although)/ Por otro lado (on the other hand)
To summarize: Por eso (therefore)/ Finalmente (finally)/ En conclusión (in conclusion)

You must also use the subjunctive with 7 of the following verbs/expressions:
Alegarse de, esperar, gustar, molestar, preocuparse de/por, quedarse (de), sentir, sorprender, tener miedo de, es bueno, es malo, es importante, es lógico, es mejor, es necesario, es ridículo, es una lástima, dudar, es dudoso, no creer, no es cierto, no estar seguro(a) de, no pensar

The paper will be written in the following format:
1. Introducción (tu opinión sobre el tema)
2. Primera razón a favor de tu opinión
3. Segunda razón a favor de tu opinión
4. Conclusión

**#2 (150 + words IN SPANISH)**

**TOPIC: MY LIFE-10 YEARS FROM NOW**
Write a 4 paragraph narrative paper in which you describe how your life will be 10 years from now.
You can only use the following tenses: the future, the conditional, the present subjunctive, and the present perfect subjunctive.
It will be 4 paragraphs long and will follow this format:

**PARAGRAPH**
1 & 2: Home life
3 & 4: Work life

**NOTE:** The compositions and reflective essay are the only assignments that will be submitted at eCampus. You must turn them in by the due 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

**Topic for Reflective Essay:**
**CROSS-CULTURAL AWARENESS**

Learning a new language introduces the student to another culture. Culture refers to the body of knowledge, beliefs and values that distinguish one ethnic group from another. Because we are different, misunderstandings can occur when we are not aware that these differences exist. And, ignoring them, can give the impression that we are egocentric, and that we believe that our way of thinking, reacting or approaching any given situation is “superior.” “Cultural awareness” refers to an individual’s ability to react in a way as to avoid confrontation and foster mutual understanding.

In your paper, you must answer the following questions:

1. How would you define “culture”?
2. How would you describe your “culture”?
3. What are some similarities and differences between your culture and the Hispanic culture?
4. What is “cross-cultural awareness” and why is it important?
5. How can one improve his/her “cultural awareness”?  
6. What benefits does one experience by increasing his/her “cross-cultural awareness”?

**Essay guidelines:**
- A minimum of 500+ words, **in English**  
- Include adequate support, with at least three reliable sources  
- Have a clearly defined, central or controlling idea  
- Follow MLA guidelines  
- Times New Roman, 12pt font, double-spaced with a heading (not a header). Heading should include: Name, name of course, and date.  
- 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 in **ENGLISH**. 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 minimum of 3-5 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/

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

Core Objectives:
SPAN 2311 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 2311 develops Critical Thinking, Communication, Teamwork and Personal Responsibility by composing a 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.