EL CENTRO COLLEGE
DEPARTMENT OF WORLD LANGUAGES

SPAN 2312-ONLINE          INTERMEDIATE SPANISH II-SYLLABUS           SPRING 2017-FLEX II

INSTRUCTOR: José Tamez
EMAIL: jtamez@dcccd.edu (please send text messages)

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Course Description
This is the fourth semester of academic transfer Spanish. This course is the consolidation of skills acquired at the introductory level. It offers further development of proficiency in listening, speaking, reading and writing in the Spanish language. Emphasis is placed on comprehension, appreciation, and the interpretation of the cultures of the Spanish-speaking world.

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

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>SLO Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Summarize authentic spoken discourse produced by Spanish speakers of diverse origins.</td>
<td>1. Final Exam-Listening comprehension section</td>
</tr>
<tr>
<td>2. Produce Spanish comprehensible to native speakers using complex grammatical structures to communicate analytical and interpretive information in both impromptu and prepared speech.</td>
<td>2. Chapter 6- Speaking Test (Quia)</td>
</tr>
<tr>
<td>3. Demonstrate increasing comprehension of authentic written texts in a variety of genres.</td>
<td>3. Final Exam-Reading comprehension section</td>
</tr>
<tr>
<td>4. Write evaluations and critiques at a high intermediate level using complex grammatical structures.</td>
<td>4. Reflective Essay</td>
</tr>
<tr>
<td>5. Formulate cohesive paragraphs and essays.</td>
<td>5. Composition</td>
</tr>
<tr>
<td>6. Interpret cultural practices and products of the Spanish speaking world drawing on authentic materials including literature and the visual arts.</td>
<td>6. Cultural Discussion board</td>
</tr>
</tbody>
</table>

Certification policy
You must attend and participate in your on-campus or online course(s) in order to receive federal financial aid. Your instructor is required by law to validate your attendance in your on-campus or online course in order for you to receive financial aid. You must participate in an academic related activity pertaining to the course but not limited to the following examples: initiating contact with your instructor to ask a question about the academic subject studied in the course; submitting an academic assignment; taking an exam; completing an interactive video; participating in computer-assisted instruction; attending a study group assigned by the instructor; or participating in an online discussion board about academic matters relating to the course. In an online course, simply logging in is not sufficient by itself to demonstrate academic attendance. You must demonstrate that you are participating in your online class and are engaged in an academically related activity such as in the examples described above. See policy at: http://econnect.custhelp.com/app/answers/detail/a_id/730

* Required Materials

**Access code + e-book ****6 MONTH ACCESS ***(NOTICE: CHOOSE THE 6 MONTH CODE)***
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 course packet is included; so the student must either print or view the pages of the e-book at the Quia/iLrn site.

Additional course tools:

- A headset with a microphone, unless your computer already has a built in microphone
- Internet access

Course Delivery
This class is offered as a distance-learning course. El Centro College distance-learning courses are identical to classroom courses in terms of learning outcomes, competencies, instructor expectations, and academic rigor. 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 on assignments.

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<table>
<thead>
<tr>
<th>Grading Criteria</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Workbook/Lab activities</td>
<td>15%</td>
</tr>
<tr>
<td>Chapter exams (3)</td>
<td>20%</td>
</tr>
<tr>
<td>Midterm &amp; Final Exams</td>
<td>15%</td>
</tr>
<tr>
<td>Oral exercises</td>
<td>10%</td>
</tr>
<tr>
<td>Phone Interview</td>
<td>10%</td>
</tr>
<tr>
<td>Composition</td>
<td>7.5%</td>
</tr>
<tr>
<td>Cultural &amp; Critical Thinking Discussion Boards</td>
<td>7.5%</td>
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<tr>
<td>Signature Project:</td>
<td></td>
</tr>
<tr>
<td>Reflective Essay</td>
<td>5%</td>
</tr>
<tr>
<td>Reflective Essay PowerPoint</td>
<td>5%</td>
</tr>
<tr>
<td>Teamwork (Peer critique)</td>
<td>5%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

A=90-99     B=80-89     C=70-79     D=60-69     F=0-59

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FOLLOW THESE STEPS FOR EACH CHAPTER:
(Work in this section is completed at Quia/iLrn)

1) Study the chapter
When beginning work for each chapter, you should first study the vocabulary and grammar topics found in the chapter. View the material in the e-book or print the pages of the e-book at Quia/iLrn site. Take notes as you study.

2) Lecture videos
After you have studied the vocabulary and grammar in the book, you are now ready to be taught the concepts. You should watch the lecture videos found at Quia/iLrn. Found under the “Practice” tab, the lecture videos are entitled “Grammar Tutorials” and “Grammar movies.”

3) Workbook & Lab Manual
These specific activities develop your knowledge of vocabulary, grammar, reading and writing. You can view them by choosing “view by chapter” and selecting the chapter you are working on. Notice that you have three attempts. The grade for each activity is the final or third attempt.

4) Oral Exercises (3 per chapter)
The oral exercises mostly include activities that require a recording. Be mindful that only one recording can be submitted per activity. So, although the activity is comprised of several parts, you will record all answers or parts as one long recording rather than each as an individual recording. Also, even if the exercise asks for you to work with a partner, you MAY NOT. You are to play all parts in dialogs. **Do not get help from anyone when completing any assignment in this course.** Respond to every question in a complete sentence.

**Make sure to play the recording back to yourself. If you can’t hear it, I will not be able to, either. Check if a pop-up or plug-in is preventing the recording from happening. You may need to try a different browser, a different computer or a different headset to complete the oral exercises.

5) Chapter Tests
You will take a test for each chapter. The test covers the grammar and vocabulary studied in the chapter. Take the test only after having completed all previously mentioned tasks. While all other activities allow the student three (3) attempts, the student only has ONE attempt for the test. So, only open the test when you are ready to take it. And, do not start the test and abandon it once you have begun taking it. There are no make-up exams allowed in this course.

6) Midterm & Final Exams
The format of the exams is identical to the chapter tests. The Midterm Exam is the test for chapter 3; the Final Exam is the test for chapter 6.

**NOTE:** No late homework will be accepted, and there are no make-up exams. You must submit all work online by the deadline set in the course calendar. Work ahead since unforeseen events could interrupt your ability to complete course work on time.

You are expected to produce work appropriate for the course level. Help of an online translator, a tutor, or any individual in completing assignments is strictly prohibited. Cheating is common on compositions; however, to a specialist in the language, use of an online translator is obvious. 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.

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**WRITING ASSIGNMENTS**

**THESE ARE COMPLETED AND OR SUBMITTED AT ECAMPUS**

Composition
The student will write one composition IN SPANISH for this class. The composition will be between 300-350 words.

TECHNOLOGY AND RURAL COMMUNITIES
Research different ways in which technology is improving the lives of rural communities in a Spanish-speaking country, excluding the United States. Choose the one that is the most impactful. Describe this innovative use of technology and the direct impact that it is having on that particular community.

When writing the composition, you must follow MLA guidelines. Do the following: include a heading (name, date, name of class in the upper left); use 12 pt. and Times New Roman; double-space throughout; do not bold or underline anything.

*There is an automatic 10-point deduction if MLA guidelines are not followed.

Cultural Discussion Board
The student will watch a video dealing with a cultural topic. She will answer four questions related to the video. She is also to react to a classmate’s ideas. Instructions are found under “Discussion Boards” at eCampus.

Phone interview
After completing course work, the student will have attained an intermediate-level speaking proficiency. The instructor will conduct a telephone interview with the student at the end of the semester. The interview will last 5 minutes and will be the final speaking assessment. If the student has not completed all course work and learned the essential vocabulary, she will not be able to pass this oral exam.
SIGNATURE PROJECT
The Signature Project provides the evidence to measure the Core Objectives, Critical thinking, Communication, Teamwork and Personal/Social responsibility. This multi-step project requires the student to write an essay, conduct a Peer critique, and create a PowerPoint presentation including audio visual elements.

Basic outline of steps (see calendar for specific dates):

1) Watch the video entitled “What is Critical Thinking?” Answer the questions related to the video under the “Critical Thinking” forum.
2) Conduct the research and write the Reflective Essay draft (see Reflective Essay guidelines below).
3) The instructor divides the class into groups (usually of 3 to 4 students).
4) Students contact each other via email (on eCampus) and share their drafts with all of their group members.
5) In step 5, students critique each other’s paper. Open the group member’s paper and activate the track changes feature found under Review → Track changes on Word. As you read, type in helpful comments anywhere you believe the author could improve (although pointing out grammar mistakes is helpful, what matters the most is leaving useful comments). After conducting this peer review, email the paper with your feedback back to its author. AND, upload those same documents on eCampus so that the instructor can grade you on your participation in the feedback process. Submit these documents under “Peer Edit Docs.”
6) The student then improves her draft based on the feedback given by all of the group members.
7) The student creates a PowerPoint presentation to accompany the paper.
8) Student submits both the Final Draft and the PowerPoint presentation at eCampus.

Topic for Reflective Essay: THE USE OF TECHNOLOGY IN LANGUAGE LEARNING
In this essay, the student is required to research the topic, and answer the following questions:

Do you believe that the use of technology is an effective means to learn a new language? Why or why not? Take a clear position.
How has the advent of language technologies and tools impacted language study in the last decade? What is your personal experience with the use of technology and language learning?

Guidelines:
• The paper will be written in English
• Length: a minimum of 400-600 words
• Prepared with a word processor
• Use research or critical reflection
• Must include a clearly defined, central or controlling idea
• Adequate support/citation from at least two sources
• No cover page is necessary
• Follow MLA guidelines-12 pt., Times New Roman, double-spaced throughout; include a heading (not a header) and a title.
• Student uploads the file on eCampus/Blackboard

Additional recommendations:
• 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
• Provide examples or situations to exemplify the issue
• Cite sources or textual references to substantiate your opinion
• Provide any conclusion you have made based on your knowledge, resources and personal experience

Reflective Essay Oral Presentation (submit along with the paper)
After writing the Reflective Essay, students share their findings in a formal Powerpoint presentation including two elements (IN ENGLISH):
1) Include topic-related images or other visual elements such as graphs or charts. Do not include complete sentences on the slides; use bullets. Proceed to step 2.

2) Record the presentation in audio segments inserted onto EACH slide. Do this by clicking on: Insert/ Audio/ Record Audio. Then, click on the "record" button. Play it back to yourself. The total of all recordings should last at least 3 minutes. Upload the Powerpoint file to eCampus.

**Miscellaneous information**

**Course Communications**
During the course, students will communicate with faculty using e-mail or by phone. 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)

**Drop Procedures**
If you are unable to complete the course or courses for which you have registered, it is your responsibility to withdraw formally from the course. Failure to drop will result in a performance grade, usually a grade of “F”. THE LAST DAY TO DROP FOR THIS SEMESTER IS BY (SEE COURSE CALENDAR) IN THE ADMISSIONS OFFICE ROOM A130.

**DCCCD OIE Faculty Syllabi Statement- FALL 2016**
The Office of Institutional Equity, in coordination with DCCCD colleges, has the primary responsibility for reviewing, updating and implementing compliance policies and procedures. The Institutional Equity and Compliance Officer and the Office of Institutional Equity will ensure compliance with College District policies, federal and state laws related to sexual assault, Title IX, Title II (Americans with Disabilities Act) and the Military Veterans Full Employment Act to support diversity and inclusion.

Students with Disabilities:
If you are a student with a disability and/or special needs, or if you think you may have a disability, please contact the college Disability Services Office (DSO). Please note that all communication with DSO is confidential. If you are eligible for accommodations, please request that the DSO send your accommodation letter to me as soon as possible (students are encouraged to contact DSO at the beginning of the semester). For more information regarding the College Disability Services Office, please visit the Student Services website: dcccd.edu/DSOOffices or contact DCCCD Office of Institutional Equity at (214) 378-1633. College Disability Services Offices
El Centro 214-860-2411
A Note on Harassment, Discrimination and Sexual Misconduct

We are committed to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX and DCCCD policy prohibit harassment, discrimination and sexual misconduct. If you encounter harassment, sexual misconduct (sexual harassment, sexual assault, stalking, relationship violence, stalking), retaliation or discrimination based on race, color, religion, age, national origin, disability, sex, sexual orientation, gender identity, and/or gender expression, please contact your College Title IX Coordinator or the Office of Institutional Equity. We treat this information with the greatest degree of confidentiality possible while also ensuring student welfare and college safety.

We are concerned about the well-being and development of our students, and are available to discuss any concerns. There are both confidential and non-confidential resources and reporting options available to you. If students wish to keep the information confidential, please contact the college Counseling or Student Health Services. As required by DCCCD policy, incidents of discrimination and/or sexual misconduct shared with faculty will be reported to the College Title IX Coordinator or District Title IX Coordinator. The Title IX Coordinator will contact the student and determine if further investigation is needed. For more information about policies, resources or reporting options, please contact your college Title IX Coordinator or visit www.dcccd.edu/titleIX.

<table>
<thead>
<tr>
<th>College Title IX Coordinator</th>
<th>Name</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>El Centro</td>
<td>Shanee’ Moore</td>
<td><a href="mailto:TitleIX-ECC@dcccd.edu">TitleIX-ECC@dcccd.edu</a></td>
<td>214-860-2138</td>
</tr>
<tr>
<td>Dallas Colleges Online</td>
<td>Le’Kendra Higgs</td>
<td><a href="mailto:TitleIX-LEC@dcccd.edu">TitleIX-LEC@dcccd.edu</a></td>
<td>972-669-6672</td>
</tr>
<tr>
<td>District Title IX Coordinator</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office of Institutional Equity</td>
<td>LaShawn Grant</td>
<td><a href="mailto:TitleIX-District@dcccd.edu">TitleIX-District@dcccd.edu</a></td>
<td>214-378-1633</td>
</tr>
</tbody>
</table>

Core Objectives:

This course 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.
## COURSE CALENDAR

**SUBMIT ALL WORK BY 11:59 P.M. OF THE DUE DATE ON THE CALENDAR**

<table>
<thead>
<tr>
<th>MARCH</th>
<th>TUESDAY</th>
<th>FRIDAY</th>
<th>SUNDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>Study syllabus/ watch orientation videos</td>
<td>24</td>
<td>Due-Chapter 1: Workbook &amp; Lab Activities</td>
</tr>
<tr>
<td>28</td>
<td>Due-Chapter 1: Oral exercises and chapter test</td>
<td>31</td>
<td>Study vocabulary and grammar for CHAPTER 2/ Watch lecture videos at Quia</td>
</tr>
<tr>
<td><strong>APRIL</strong></td>
<td><strong>TUESDAY</strong></td>
<td><strong>FRIDAY</strong></td>
<td><strong>SUNDAY</strong></td>
</tr>
<tr>
<td>4</td>
<td>See instructions for completing Cultural Discussion Board/ Due-Chapter 2: Workbook &amp; Lab Activities</td>
<td>7</td>
<td>Due at eCampus: Cultural Discussion Board (in English)/ Study vocabulary and grammar for CHAPTER 3/ Watch lecture videos at Quia</td>
</tr>
<tr>
<td>11</td>
<td>*SP-Begin Signature Project: Watch video “What is Critical Thinking?” at the Discussion Boards &amp; answer four questions (at eCampus)/ Start research and work on Reflective paper/ Due-Chapter 3: Oral exercises and chapter test</td>
<td>14</td>
<td>Study vocabulary and grammar for CHAPTER 4/ Watch lecture videos at Quia</td>
</tr>
<tr>
<td>18</td>
<td>*SP-Submit your Peer Edit docs at eCampus and email the essays with your comments back to their authors/ Due-Chapter 4: Oral exercises and chapter test/ Start working on draft for Composition</td>
<td>21</td>
<td>Study vocabulary and grammar for CHAPTER 5/ Watch lecture videos at Quia/ Due at eCampus: Composition (in Spanish)</td>
</tr>
<tr>
<td>25</td>
<td>Due-Chapter 5: Oral exercises, speaking test and chapter test</td>
<td>28</td>
<td>Study vocabulary and grammar for CHAPTER 6/ Watch lecture videos at Quia/ Professor announces guidelines for the Phone Interviews</td>
</tr>
<tr>
<td>2</td>
<td>Due-Chapter 6: Workbook &amp; Lab Activities/ PHONE INTERVIEWS: FROM 5-7 P.M.</td>
<td>5</td>
<td>Due-Chapter 6: Oral exercises and chapter test</td>
</tr>
<tr>
<td>30</td>
<td><strong>MAY</strong></td>
<td><strong>TUESDAY</strong></td>
<td><strong>FRIDAY</strong></td>
</tr>
<tr>
<td>2</td>
<td>Due-Chapter 6: Workbook &amp; Lab Activities/ PHONE INTERVIEWS: FROM 5-7 P.M.</td>
<td>5</td>
<td>Due-Chapter 6: Oral exercises and chapter test</td>
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<tr>
<td>30</td>
<td><strong>MAY</strong></td>
<td><strong>TUESDAY</strong></td>
<td><strong>FRIDAY</strong></td>
</tr>
<tr>
<td>2</td>
<td>Due-Chapter 6: Workbook &amp; Lab Activities/ PHONE INTERVIEWS: FROM 5-7 P.M.</td>
<td>5</td>
<td>Due-Chapter 6: Oral exercises and chapter test</td>
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