**Course Description**
This is the fourth semester of academic transfer Spanish. This course is an intermediate course intended for students with some 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. Special emphasis is placed on the productive skills: speaking and writing.

**Student course objectives**
After completing this course, students will be able to:
1) Identify the following grammar structures and use them accurately in context: the uses of ser/estar; the uses of the preterit and imperfect; the prepositions; the subjunctive; conditional si clauses
2) Give or seek personal opinions in informal discussions
3) Support opinion by providing relevant arguments, explanations and comments
4) Read and understand short stories from a variety of genres in Spanish
5) Write clear, basic narratives and reaction papers to a variety of genres in Spanish
6) Make connections between characters, motives, actions and ideas presented in a literary text
7) Initiate and maintain extended conversation on unfamiliar topics, though may need to use circumlocution or other strategies to express ideas

*REQUIRED MATERIALS (Choose ONE of the following 2 options)*

**Option 1 (Access code + Hard copy)**
*THIS OPTION IS BETTER FOR THOSE STUDENTS WHO PREFER TO HAVE A HARCOPY OF THE TEXTBOOK.*
This bundle includes the course packet and the access code required for the course. This bundle is available at the ECC Bookstore ONLY.

**Option 2 (Access code only)**
*THIS OPTION IS BETTER FOR STUDENTS WHO DON’T MIND VIEWING AN E-BOOK THAT COMES WITH THE ACCESS 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, videos, etc. No hard copy of the textbook is included; the student can print the text or use a computer/tablet to access the e-book in class.
Please note: The student may not use a cell phone to view the e-book.
Alianzas 2nd edition iLRN: Heinle Learning Center access code to accompany Alianzas.

(*) NOTE: Either option you choose, remember that you must have the book key to be able to complete assignments and assessments.

**(Textbook)**
If the student has chosen OPTION 2 but prefers to have a physical textbook instead of viewing an e-book, she may later decide to purchase or rent a textbook online (the bookstore does NOT sell it). Its ISBN is as follows:
Additional materials:
- A headset with microphone unless it is already built in to your computer.
- Internet access
- Spanish-English dictionary

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**GRADING CRITERIA**

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<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Attendance/ participation</td>
<td>10%</td>
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<tr>
<td>Lab/Workbook activities</td>
<td>10%</td>
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<td>Quizzes</td>
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<td>Oral presentation</td>
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<td>Compositions (2)</td>
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<td>Social responsibility paper</td>
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<tr>
<td>Chapter Test (4)</td>
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<td>Midterm exam</td>
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A=90-99   B=80-89   C=70-79   D=60-69   F=0-59

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**COMPONENTS**

**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.

**Lab/workbook activities**

These activities will help the student master the grammar concepts covered in the chapters and develop their reading and listening comprehension. These activities are found at the Quia site books.quia.com. The student must complete the online activities for each chapter by midnight on the last class day assigned to each chapter.

**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, grammar concepts, be spoken or written. They cannot be made up under any circumstance.

**Oral presentation**

The student will give a final oral presentation to measure their improvement in speaking proficiency. The presentations will be given with a partner. The student may not use notes of any kind when presenting. The presentations must be in PowerPoint including only images. The expected length of the presentation is 3 minutes per person for a total of 6-7 minutes. The topics are found at ecworldlanguages.wordpress.com.

**Compositions (2)**

The student will be required to write two in-class compositions. She will have 40 minutes to write it in class. She will then turn in the draft and the instructor will underline the mistakes using the ECCO sheet. The student will then have to improve the original draft using the ECCO sheet. The grade will be the average of both drafts. Guidelines are found at: ecworldlanguages.wordpress.com

Additional information:

The final draft must be the following length: Comp #1: 300-350 words; Comp #2: 350-400 words. The student must follow MLA guidelines: Times New Roman, 12 pt., double spaced; does not use justify spacing, underline, or bold.

*Do not get help from anyone or anything in writing the composition. The instructor will treat the use of online translators as an instance of cheating. Cheating could result in an “F” being given for the course and an official record of cheating being submitted. Do your own work.*

**Social Responsibility Paper**

Students are expected to write a paper in which they analyze what social responsibility means to them and how social responsibility is carried out in American culture and Latino culture. More instructions will be given as the semester progresses to aid in writing the paper. This paper must be uploaded into e-campus.
The paper must meet the following guidelines:

- Follow MLA guidelines
- Be between 400-500 words
- 12 pt., Times New Roman, double-spaced throughout
- It must include a heading (name, date, name of class)
- Prepared as a Word document
- Include adequate support citing 3 sources
- Have a clearly defined, central or controlling idea
- Be written in Spanish that is grammatically correct
- No cover page is necessary
- It must include a reference page

**Chapter Tests**
There will be a chapter test at the end of chapter 1, 2, 4 and 5. It will be based on grammar topics and vocabulary found in the corresponding chapter. They will be taken at the Quia site. You may use your book. This will prepare you to take the closed-book Midterm and Final Exams in class.

**Midterm exam/ Final exam**
The midterm exam covers material from chapter 1 through 3. The final exam covers the last three chapters: 4-6. The exams include the following sections: Vocabulary; Grammar; Listening comprehension; Reading comprehension. There will be a review for the exam the day before it is scheduled in the calendar.

**ALL WORK MUST BE SUBMITTED BY THE DUE DATE FOUND IN THE COURSE CALENDAR; NO LATE WORK WILL BE ACCEPTED UNLESS THE STUDENT PROVIDES OFFICIAL DOCUMENTATION TO EXCUSE AN ABSENCE.**

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**Learning Outcomes**
Upon successful completion of this course, students will be able to:
1. Summarize authentic spoken discourse produced by Spanish speakers of diverse origins.
2. Produce Spanish comprehensible to native speakers using complex grammatical structures to communicate analytical and interpretive information in both impromptu and prepared speech.
3. Demonstrate increasing comprehension of authentic written texts in a variety of genres.
4. Write evaluations and critiques at a high intermediate level using complex grammatical structures.
5. Formulate cohesive paragraphs and essays.
6. Interpret cultural practices and products of the Spanish speaking world drawing on authentic materials including literature and the visual arts.

**CORE OBJECTIVE OFFICIAL DESCRIPTIONS**

**Critical thinking**
A written assignment meeting the following minimum criteria:
- Minimum of 500-600 words, prepared with a word processor
- Research or critical reflection on course-specific topic selected by instructor

**Communication**
Written:
Produce one coherent oral and/or written artifact with a minimum of 300 words using evidence and containing one clearly defined and controlled central idea.

**Teamwork**
Teamwork activities consist of the following minimum criteria:
- Team consists of a minimum of three class members
- Team should engage in at least two team interactions
- Consist of one (or more) of the following three sources of evaluation, using the Teamwork Value Rubric as a guideline:
  - student’s self-reflection about her/his contribution to team’s functioning;
  - evaluation or feedback from fellow team members about student’s contribution to the team’s functioning;
  - the evaluation of an outside observer regarding student’s contribution to a team’s functioning, e.g. the instructor

**Social responsibility**
An essay in which the student is asked to draw contrasts between two different cultures:
- minimum two pages
- double-spaced
- twelve point font
- 1 inch margins
- course related topic
- academic research required
personal reflection explaining how learning can be applied

Scored with the VALUE rubric for Intercultural Knowledge and Competence

Personal responsibility
Using the VALUE rubric for Foundations and Skills for Lifelong Learning:
For rubric items 1-3: curiosity, initiative, and independence:
the student’s performance throughout the course (The student’s teacher, not an outside assessment expert, will have to do the scoring here. Perhaps s/he will need to provide a brief rationale for each score given).

For rubric items 4-5: transfer, reflection:
an essay (of at least 1 page, double-spaced, twelve font, 1 inch margins) in which student is asked (1) to connect what s/he has learned in this course to previous learning and life experiences and (2) to reflect on how the course has affected his/her world view.

MISCELLANEOUS INFORMATION
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

Americans with Disabilities Act
El Centro College is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens. As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at www.uta.edu/disability.

Religious holidays
Absences for observance of a religious holy day are excused. A student whose absence is excused to observe a religious holy day is allowed to take a make-up examination or complete an assignment within a reasonable time after the absence.
The instructor reserves the right to make changes to this schedule should the need arise.