

Angelina College
Liberal Arts Division
Spanish 1412.XP1 and XP2 – Beginning Spanish II
Collaborate Sessions: Tuesdays, 6:30-7:30 pm (Recorded)
Instructional Syllabus Spring 2019

I. Basic Course Information

A. Course Description (as stated in the bulletin, including credit hours)

SPAN 1412 Beginning Spanish II (2nd semester Spanish, 4 SCH version) Continued development of basic Spanish language skills in listening, speaking, reading, and writing within a cultural framework. Students acquire the vocabulary and grammatical structures necessary to communicate and comprehend at the high beginner to low intermediate level

Three lecture and two lab hours each week. Lab fee.

B. Intended Audience

Spanish 1412 is an academic course designed for students with prior knowledge of the language. This course satisfies four credit hours of Foreign Languages requirements at most institutions of higher education.

C. Instructor

Name: Mr. Bill Monds

Office: Online through Blackboard by appt.

Office hours: TBA (or by appt. virtually)

Telephone:

Fax:

E-mail: bmonds@angelina.edu or billmonds@sbcglobal.net

D. Meeting Times & Locations: See above

II. Intended Student Outcomes

A. Core Objectives Required for this Course

1. **Critical Thinking:** to include creative thinking, innovation, inquiry and analysis, evaluation and synthesis of information.
2. **Communication:** to include effective development, interpretation and expression of ideas through written, oral, and visual communication.
3. **Social Responsibility:** to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

4. **Personal Responsibility:** to include the ability to connect choices and actions, engage in ethical decision-making concerning course policies, student behavior and classroom conduct.

B. Course Learning Outcomes (found in the Texas Higher Education Coordinating Board document titled: Lower Division Academic Course Guide Manual, SPR 2016)

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.

III. Assessments for the Core Objectives

- A. Critical Thinking:** Students will acquire the basics of Spanish vocabulary and grammar. They will compare and contrast what they have learned about Spanish grammar and vocabulary with English grammar and vocabulary. The AC Institutional rubric will be used to assess critical thinking skills in grammar and vocabulary comparisons as demonstrated through short answers to questions on a comparative language section of the final exam.
- B. Communication Skills:** Students will write sentences in Spanish and organize them into short paragraphs. They will demonstrate the ability to engage in conversations using level-appropriate grammatical structures, including narrating events that take place in the present and producing questions and answers on a variety of topics dealing with everyday life. Students will demonstrate the ability to use visual cues to present information about persons, places, or objects. A specialized grading rubric reflecting the standards on the AC Institutional rubric will be used to assess written skills as demonstrated through answers to essay prompts, and to assess oral and visual communication skills as demonstrated through an oral presentation, skit, or interview.
- C. Social Responsibility:** Students will demonstrate their ability to identify traditions, customs, and values of the Hispanic world, as well as the ability to compare and contrast these traditions, customs, and values with characteristics of their own culture and reflect on these differences. Short answers to questions on a section embedded on an exam will be used to assess social responsibility as defined on the AC Institutional rubric.

D. Personal Responsibility: Students will be expected to demonstrate personal responsibility by behaving in a way that reflects the standards stated in the AC Institutional rubric. Students will be assessed through a combination a self-reflection and self-evaluation of how their actions correspond to the class participation guidelines based on the AC rubric and the instructor’s observation of the accuracy of these self-reflections and evaluations.

IV. Instructional Procedures

Methodologies that may be utilized in presenting course content include in-class interaction, Collaborate interaction or pre-recorded interaction for playback online; online lab instruction; paper-and-pencil and online grammar, vocabulary, listening, speaking, and culture exercises; student chat activities; asynchronous online discussions, and student presentations in class or via video connection to groups or to the instructor only.

V. Course Requirements and Policies

A. Required Textbook, Materials and Equipment

etext / online lab code 24 months access: *Portales* by José Blanco, Vistas. (Access good for 1411, 1412, and 2311). For those waiting on financial aid, you can register and I can grant you temporary access. There is no excuse for not beginning work immediately. www.vhlcentral.com

Angelina College’s Blackboard:
<http://angelina.blackboard.com>

Computer with internet access and a microphone. For online classes, access to a computer with a webcam is required.

B. Assignments (course requirements)

5 Chapter exams	55%
Composition/Portales graded exercises and Skit or presentation	10%
Oral interview/Portales Credit	25%
Quizzes Portales calendar)	10% (all assignments listed on the
Total:	100%

Exams – Cover the exams for each of the Portales lecciones

Oral interview – The oral interview will consist of answering questions asked in Spanish in complete sentences in Spanish. They will be questions that we will have worked on in Collaborate.

Skit or oral presentation – This component allows for a lot of freedom. The topic will be approved by the instructor and a rough draft will be turned in for feedback.

Quizzes – Quizzes are **the assignments posted on the Portales calendar**. Quizzes may be repeated for a higher grade up until the corresponding exam.

Writing assignments – Composition grades will be assigned on the basis of the final draft, however, grades will be lowered by ten points for failure to turn in a rough draft.

Class Participation Guidelines – Students will carefully read the following guidelines and hand in a self-evaluation once or twice during the semester (when assigned).

90 – 100 – Arrives to all Collaborate sessions on time, or completes the alternate communicative activity listed on Blackboard for the week, and listens attentively when others are speaking. Actively participates in all activities using as much Spanish as possible during the question and answer activities. Comes to class with any preparation exercises completed. (Impressive work / Obviously does a lot of outside preparation in order to participate far beyond the average).

80 – 89 – Arrives to almost all Collaborate sessions on time, or completes the alternate communicative activity listed on Blackboard for the week, and listens attentively when others are speaking. Almost always participates actively in all activities. Uses Spanish most of the time. (Does more than what is expected / Participates with obvious enthusiasm).

70 – 79 – Participates sufficiently in almost all Collaborate sessions or alternate communicative activities, but does not make the effort to do more than is required. (Does what is expected).

60 – 69 – Does not always participate in classroom activities or listen as attentively as would be desired. Uses English at some times when Spanish should be used.

0 – 59 – Not actively engaged in learning.

Course Policies (This course conforms to the policies of Angelina College as stated in the Angelina College Handbook).

1. **Educational Accommodations:** If you have a disability (as cited in Section 504 of the Rehabilitation Act of 1973 or Title II of the Americans with Disabilities Act of 1990) that may affect your participation in this class, you may fill out the Educational Accommodations application within your AC Portal, under the “Student Services” tab. A Student Success team member will contact you once the application is received. At a post-secondary institution, you must self-identify as a person with

a disability in order to receive services; for questions regarding the application process you can visit the Office of Student Success and Inclusion in the Student Center (205A); text 936.463.8078; or email access@angelina.edu. To report any complaints of discrimination related to a disability, you should contact Mr. Steve Hudman, Dean of Student Affairs, in Room 101 of the Student Center. You may also contact Dean Hudman by calling (936) 633-5292 or by emailing shudman@angelina.edu.

Angelina College (AC) admits students without regard to race, color, religion, national origin, sex, disability, or age. Inquiries regarding the non-discrimination policies of AC should be directed to Dr. Cynthia Casparis, Vice President and Dean of Instruction, 3500 South First, Lufkin, TX 75904; telephone, 936-633-5201.

2. **Attendance:** Angelina College requires students to attend class regularly. Students may miss up to four (4) classes during the regular semesters and up to two (2) classes during the summer sessions. Any three (3) consecutive absences during the regular semester, or two consecutive absences during the summer sessions, constitute grounds for being dropped from the course. Students who encounter circumstances that lead to many absences need to either drop the class or contact the instructor to discuss the situation. Attendance for Internet classes is evaluated on the basis of attendance of Collaborate sessions or completion of the alternate communicative activities. Since we only meet once a week, you may only miss up to two (2) classes during the semester. Any two (2) consecutive absences constitute grounds for being dropped from the course.
3. Because interaction is necessary to learn many language skills, students are expected to attend all classes. Since this is not always possible due to illness or other circumstances, **one absence will be automatically excused. Any additional absences will lower a student's participation grade by ten percentage points. If a student misses more than one class due to unavoidable circumstances, he or she should discuss the possibility of making up these participation points with the instructor.** All work is expected to be turned in on time. If a student has unavoidable absences he or she must contact the instructor immediately to discuss making up the work. If at all possible an appropriate excuse should be supported by documentation, for example, a doctor's note or verification of participation in a university sponsored event. Make sure your work schedule and travel plans do not interfere with attendance. **Please realize that if a day of class is missed, the material gone over during that class period may not be reviewed in class.** It is the student's responsibility to go over anything missed by reading the book, using Internet sites, getting help in the lab, or by consulting with me during my office hours. **Expect to spend at least two hours outside of class and lab on homework and study for every hour spent in class. In this Internet course, "class" means one hour of individual learning on the lab (learn and explore) and one hour of Collaborate or alternate**

communicative assignment. Lab should be one hour of listening activities. Beyond this, six hours per week should be spend on practice / study activities.

Each student will be expected to behave in a manner that will allow him or her and his or her classmates to gain as much as possible from the classroom activities. This class will require much participation in small groups, but when I am lecturing or when another student is speaking during activities that involve the entire class, it is expected that all students will listen attentively and refrain from acting in any manner which may be distracting to others, for example, any type of cell phone use. **Students are expected to have cell phones turned off or silenced and stored out of site (unless being used with permission for a classroom activity).** Respectful behavior is expected at all times. Any discussion of policies or individual concerns not having to do with questions over content will take place outside of class time in order to allow all classroom time to be used for activities directed at the learning of the subject matter. Any student who should refuse to behave in a manner appropriate to the classroom environment will be asked to leave the class for the day and discuss the issue with me during office hours.

No food may be consumed in the classroom unless there is a special circumstance approved by the instructor and site facilitator.

Academic Freedom: The study of another language and culture frequently questions, researches, evaluates and assesses controversial issues. The classroom may serve as a forum for the presentation of a variety of ideas, none of which are intended injuriously.

VI. Course Outline: Description of the Course Activities, including Dates, Schedules, and Deadlines

Please refer to the separate course calendar.

**VII. Evaluation and Grading
Grading Scale**

90-100 percent	A
80-89 percent	B
70-79 percent	C
60-69 percent	D
59 percent and below	F

The instructor may modify the provisions of this syllabus to meet special circumstances, and the class will be informed of any modifications in advance on Blackboard.

