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#### Course Syllabus / Information

**From 3-7-22 TO 5-2-22 (SHORT-TERM 2nd half)**

**Profesora Sara Aguirre**

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**Office Hours and Communication Policy** My office hours are a time that is reserved for you. You can make an appointment or just contact me at these times. Mon. Wed. Thurs. 900-10:00 am 1-10-22 to 5-10-22 or via zoom by appointment. Email [sara.aguirre@reedleycollege.edu](mailto:sara.aguirre@reedleycollege.edu) I’ll try to respond to your email within 24-48 hours during a week day but please do not submit homework or tests here.

• Canvas Inbox. email, I’ll respond to you within 24-48 hours, usually less during a week day. Please submit all work and tests here.

• Zoom office [https://cccconfer.zoom.us/j/2651761592](%20https://cccconfer.zoom.us/j/2651761592) Log in and I’ll join you so we can talk face-to-face on our screens.

**Welcome to Spanish 2 class: I am excited to meet and get to know you and look forward to working with you as you progress in this journey to learn Spanish. Please read the following information and complete and return the contract found at the end of this syllabus by the 1st day of class so that I can get to know you a bit.**

**Method of 6:** We will meet via Zoom -I let you know through Canvas announcements -on Tues. and Thurs. 4:30 p.m. to 6:00 pm. for practice activities, reviews, clarifications, Tues. lecture video recordings with the grammar explanations and cultural segments will be available in announcements through canvass. Some other course activities and assignment will be posted in Canvas. **First week** you will be assigned to **watch zoom video recording available through files in Canvass and follow instructions as you are completing the typed assignments for accents, read syllabus and complete the contract.** Please include a picture of yourself. I would like to get to know you better. **Tuesday March 8** you will have your **first quiz** 5:15 pm. (see tentative class schedule and I suggest you print and post it.

**What You Will Learn**

**Throughout the course, you will develop language skills in Spanish, will gain a sensitivity to differences and similarities in cultural issues, and by the end of the semester, you will be able to:**

**1. when shown a drawing of several actions, describe what was happening.**

**2. discuss your habits, vacation plans, in the past.**

**3. interview other students to find out their experiences.**

**4. tell about your daily routine: the 20-30 things you did in a normal day.**

**5. shop for food or clothing, order food in a restaurant, ask for and give directions, traveling, deal with health issues.**

**6. Describe events in the past and tell some important things you did yesterday, or last summer.**

**Computer Readiness**

This online Spanish course **requires you to watch videos, record videos, make voice recordings and many other things that require an updated computer**. The last thing I want is for you to be frustrated by technology, so **before beginning this course**, if you don’t have one with these capabilities please see about checking one out through computer services in the library.

# **Required Texts and Materials**

*Dos Mundos*; Terrell, Andrade, Egasse, Muñoz; McGraw-Hill Companies, Inc.; Seventh edition (2010)

Need one blank flash drive. Please have and label with your name and class hour by 2nd week for class or completion of project.

Three-ring binder with loose leaf-paper or spiral notebook for taking notes, writing, keeping homework assignments and handouts; Homework will be turned in weekly before taking tests, **and** t**wo red pencils, with erasers, to make corrections to your work.**

# **Optional Materials and Library Resources**

* An interactive CD-ROM program to accompany *Dos Mundos* is available for your use in the library.
* *Dos Mundos* Web Site: http://www.mhhe.com/dosmundos6 online tutor is available.
* English/Spanish dictionary is recommended and available in our bookstore.
* *301 Spanish Verbs, or 501 Spanish Verbs,* published by Barron’s Educational Series, Inc., and available in our bookstore as well as major bookstores in the same section as foreign language dictionaries. It is a great reference source for verb conjugations in all tenses, and is a good investment, especially if you are planning to continue Spanish studies beyond this course.

## The Course: Description, Content and Objectives

. This is the second half of a beginning level Spanish course designed to help you develop a good foundation in the four skill areas- listening, speaking, reading, and writing- and further help you gain an understanding of and appreciation for the richness and diversity of Hispanic cultures. The goal is for students to acquire minimal conversational ability and to understand standard spoken and written Spanish within the scope of the acquired vocabulary and grammatical structures. This course helps the student develop “survival” skills in the language and prepares the student for further language study. The syllabus follows from *Capitulo 7* through *Capítulo 12.* The emphasis in class via zoom and actividades practiced with a partner will be on spoken Spanish. Class participation is required and not possible if you are absent.

**Drop and Attendance Policy** During the first week of class, you must complete the assignments, Discussion on Canvas by the due date, or you will be dropped from the class. In an online class, attendance means that you regularly engage in course activities. Most of the work in this class will be completed on Canvas and via Zoom. If you don’t engage in the course work for more than a week, you will be considered absent and will be dropped from class. Please communicate with me if you have concerns about your attendance.

## Class Procedures

### Se habla español

Spanish in the language of communication here, and I expect you to make every effort to use Spanish and avoid English in this class. **Please follow appropriate etiquette while participating in class, be respectful of others as you would have them be with you.** Don’t worry if you don’t understand everything I say. If you already knew Spanish, you wouldn’t be in this class! Learning a new language requires opening your mouth and taking risks. We are all here to support you and each other in this new endeavor.

**Daily work and participation for the full duration of the class for test periods is mandatory and will affect the outcome of your final grade.** Active and oral participation and class preparation are essential to meet the goals of this class, you must be present during oral sessions and tests. Homework and compositions will be assigned throughout the semester. **Some other course activities and assignment will be posted in Canvas. We will meet Tues and Thurs.-4:30 to 6:00pm via Zoom . (-I let you know through Canvas announcements) every Tuesday and Thursday for practice activities, reviews, and clarifications from 4:30-5:15 p m, and via zoom for test either 9:00-10:00 a.m. or 5:15-5:50 p.m. This will also count as participation. Assignments are to be typed and all work submitted through canvas**. Your homework and composition grade will be based on the breadth and accuracy of grammar and vocabulary, and your correct use of punctuation and accents. IMPORTANT! The use of machine translators for graded assignments is prohibited and constitutes academic dishonestly unless expressly allowed for a particular assignment by the instructor. E mail me regarding emergency situations or illness. Make sure you link up with a reliable classmate to practice the oral dialogues with. If you arrive tardy or are not present during scheduled test zoom hour, you probably have already missed a part of the test. We will not do over and there are **no make-ups allowed**. This is your responsibility.

**Attendance Policy**

**Attendance in class via zoom and for test taking is required and attendance will be taken. For online class a student will be considered to have attended class for the week if the student completes the assigned activities and tests on time.** Students who fail to submit assignments and participate in discussion boards by the second week of instruction will be dropped from the course for reason of failing to attend the class. You might also be dropped if you do not continue to participate in weekly assignments and have no contacted me or responded to my attempts to contact you. You are enrolled in this class to participate in it on a regular basis and if you are unable to participate because of a serious medical condition or personal situation you must contact me promptly regarding any attendance/participation problems. You must present an official, signed documents to support said condition or situation in order to excuse the lack of participation. However, if you do not plan to continue in the course, it is your responsibility to drop the course officially by the final due date to avoid a failing grade**.**  **If you miss the equivalent of 1 week of class work before or by the final drop date (March 11) you may be dropped by the instructor.** You will be notified if a test or practice session is cancelled or rescheduled.

# **Homework and Preparation**

This is a 5-unit course and the workload reflect that. For every unit, about three hours of work are required per week. For online class you will be watching zoom videos for instruction and help in completing homework and preparation for your tests and projects. There is a tentative schedule listed in this syllabus should you want to work ahead when you have time. Assignments: Each Paso or unit will have formative activities that will assess your listening, reading, writing, and speaking skills. You will also watch zoom videos and answer comprehension questions. More specifically, zoom videos include a carefully designed "learning path" that will take you step-by-step through each lesson. This process is fundamental to your success and includes a short introduction to the broad content; lively presentations of key topics and content; brief comprehension checks; abundant opportunities for practice and for using and translating the content as you are completing the assignment for the chapter, don’t get behind on this schedule because learning a language is the result of cumulative efforts. Trying to “cram” this week to make up for what you didn’t do last week is not an effective way of learning a language and will make your future progress more difficult. (**Homework will not be accepted late**). No exceptions. Please do not ask. **No late Quizzes or Final Exam accepted**. **Contact me in advance if an emergency arises** that prevents you from completing your work on time, please email me as soon as possible so that arrangements can be made for you to keep up in the class. The late policy may be waived at the instructor's discretion in case of an emergency. Emergencies are defined as anything which is serious and unexpected. Emergencies cannot be written on the calendar in advance. Examples of emergencies are: heart attacks, car accidents, a serious health crisis of the student or in the student's immediate family. Examples of non-emergencies are: appointments, family weddings, vacations, conferences or any other event which can be planned around. Excused Makeup Work - If a late submission has been requested in advance of the due date and the instructor grants an extension, no points will be deducted from the assignment grade. The use of machine translators for graded assignments is prohibited and constitutes academic dishonestly unless expressly allowed for a particular assignment by the instructor**. Homework must be completed and turned in complete prior to the night before test date.**

**Study Hints**

**1. Whenever you study, do it orally. Pronunciation will improve if you practice aloud.**

**2. Don't feel you have to sit at a desk to study. Try using the new words to describe**

**people and things, you see as you walk or drive.**

**3. As you prepare for class, get to the point where you can say the utterances without looking at the book.**

**4. Where possible, study with a classmate. Also, at the beginning of the semester you**

**can register for tutorial help.**

# **Extra Help**

Please know I am here to help you learn Spanish and to achieve your academics goals. If you have concerns about the class or your progress, do not hesitate to ask for clarification when needed, talk to me, sooner instead of later. The college generously provides peer tutors at no cost to the student. You may wish to take advantage of this service. Please contact the tutorial center a.s.a.p. In need of a tutor?

You may always talk to me during office hours, but you can also work with a tutor from the Learning Center. Watch this video on information about **online tutoring**. [https://www.youtube.com/watch?v=xvRD7kSJNhs](https://www.youtube.com/watch?v=xvRD7kSJNhs%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20)

This is the Tutor Matching Service. that connects you with online tutors. Check it out! We are here to help you. [https://tutormatchingservice.com/#/marketplace?school\_name=Reedley%20College](https://tutormatchingservice.com/%23/marketplace?school_name=Reedley%20College)

**Disabilities**

If you have special needs as addressed by the Americans with Disabilities Act (ADA) and/or need course materials in alternate formats, notify me immediately. We have Disabled Student Programs and Services on campus. Reasonable efforts will be made to accommodate your special needs <https://www.reedleycollege.edu/student-services/disabled-student-programs-and-services/index.html>

# **Comportment and Netiquette**

Cheating and disruptive behavior are intolerable in an academic environment and may result in an automatic F and/ or dismissal from class.

Inappropriate use of English or Spanish during class is also cause for dismissal.

Online etiquette is extremely important. We must show respect to one another at all times. Rudeness and disrespect will not be tolerated in this course. Please recognize that communication is rather "flat" online where we cannot see and hear each other. So be cautious when using sarcasm or negative statements. Familiarize yourself with "smileys," online icons that show emotion, so that you lessen the risk of offending the person you are trying to communicate with. Whenever possible, give constructive criticism and **treat others the way you would like to be treated**

**No use of cell phones in class during a test (**Please have them turned off). Computer link may be used if you are using it to look at your book online during class but may notbe used while takinga test**. I must be able to see and hear you during a test session.**

**General Notes on Assignments and Academic Honesty**

Usage of English: **For assignments**, you should only use English when it is EXPLICITLY requested. If a language is not specified, **use Spanish**. **Accented Characters**: Make sure to use accents marks when needed. They constitute an important part of the language. **Original Work**: The assignments represent opportunities for you as a student of French to demonstrate your acquired knowledge of the material we have covered. Your work should be wholly original, and only your instructor should provide feedback and corrections on it. While you may use online dictionaries to look up words and expressions, **you may NOT use online translators** to translate whole sentences. Assignments that contain structures that have not been covered in the course or phrases that have been copied from elsewhere will only receive partial credit. In some cases, if appropriate, you will be asked to redo the assignment. Academic dishonesty also includes **cheating or using unauthorized devices during quizzes, exams or the preparation of writing projects.** Egregious cases will be forwarded for disciplinary action. **Penalties for academic dishonesty range from an “F” on an assignment to dismissal from the course and/ or the college.**

## Grading

This course is not self-paced. All assignments, discussions, oral activities, quizzes, etc. are to be completed no later than the date and time indicated.

Your **final grade will reflect your daily class participation, daily preparation (i.e. homework) performance on tests, quizzes and oral assessments, and the final exam/project. There will be a vocabulary and or a comprehensive test for each chapter** and approximately one every week. You will be taking Quizzes at the end of each unit. These are designed to match the objectives and student outcomes, and may include listening comprehension, vocabulary, grammar, reading comprehension and/or writing. **You will take these quizzes via Zoom and submit through Canvas**. These are **timed quizzes and you will have only one attempt to complete** during an assigned day (please see tentative test schedule for date and front of syllabus for time). If you don’t complete the quiz by the deadline, you will receive a grade of 0 on the quiz. I do not allow students to make up quizzes. Test dates will always be announced in advance, but quizzes and oral assessments may not be. Be prepared! If you must be absent on a test date make arrangement to take it during the 2nd hour available that week, to be taken within one day of test date, **otherwise you will receive a zero** for the missed test. Missed **quizzes can not be made up.** Grading in this class is based on a system of points earned for taking a test, quizzes, or performing an activity. Your grade will be based upon the number of points you have earned taken as a percentage of points possible, and then measured against the following scale. **You will also be required to meet via Zoom on test dates during the semester with the instructor for the purposes of oral and written evaluation**. See tentative schedule for specific dates.

IMPORTANT! **Try your own personal best in oral assignments and tests.** It is very easy to tell when someone is cheating on camera. It is easy to see eyes moving across a screen or looking down or side to side to check your notes, so please don’t try it. There is a zero tolerance for cheating. Prepare for the assignments or tests and **look directly into the camera**. I do not want to have to give anyone a zero if I suspect that you are cheating.

Daily Participation

and Homework = Approximately 25% 90-100% A

80-89 % B

Quizzes/oral 70-79% C

Assessments/projects = Approximately 10% 60-69 % D

Below 60 % F

Test = Approximately 50%

Final Exam/Project = Approximately 15%

100%

\*The instructor reserves the right to modify this syllabus as necessary. All changes will be communicated to students.

**It is the student’s responsibility to get officially registered by deadline date if you are on a waiting list, and also to drop by final drop date if so desired.**

**Important Dates**

**DROP DEADLINE: FRIDAY, Jan.21- LAST DAY TO DROP or register for A SEMESTER LENGTH CLASS GRADING.**

**OPTION: FRIDAY, Feb. 11th LAST DAY TO CHANGE CLASS TO Pass/No pass.**

Jan. 7 (F) Last day to drop a Spring 2022 full-term class for full refund August 27 (F) Last day to register for a Spring 2022full-term class in person Jan. 21 (F) Last day to drop a full-term Spring 22 class to avoid a “W” in person Jan. 13 (SU) Last day to drop a Spring 221 full term class to avoid a “W” on Web Advisor March 11 (F) Last day to drop a Spring 22 full term class. : (letter grades will be assigned after this date). See pg. 3 on the Academic Calendar 2021-2022 for additional information.

**TENTATIVE SCHEDULE- SPRING 2022**

(Test dates may be according to the progress and completion of units.)

|  |  |  |
| --- | --- | --- |
| TESTS DATES  (SP-2) Thursdays 5:15 p.m. 9:00 a.m. (by arrangement) | Appendix 3 A-11 LESSON TEST | Assignments due on Wednesdays a day before test is taken. |
| Tuesday, March 15 | Accent test | All exercises in pages must be typed in Spanish |
| Thursday, March 17 | Capítulo 7 Vocab. test p. 262 **(including preterit tense forms) (3-8-22 short term)** | **All vocab. Words found in 1st four sections must be used in a sentence in Spanish typed and submitted through canvass before day of test.** |
| Jan. 30 | Last day to drop a full –length class to avoid a “W” or add a full-term class |  |
| Tuesday, March 22 | Capítulo 7 test 7.1 preterit of regular verbs 7.2 preterit of irregular verbs 7.3 preterit of stem changing verbs 7.4 Indirect object pronouns 7.5 expressing ago: hacer + time. | All exercises in blue pages must be typed in complete sentences in Spanish and translated to English. # ‘s spelled in Spanish.3 times each. |
| Mon. Jan. 17th | Martin Luther King Jr. Day – NO CLASS |  |
| Thursday, March 24 | Capítulo 8 vocab test p296 | 1st 4 sections. Type a sentence using each vocab. word in Spanish, submit before day of test. |
| Tuesday., March 29 | Capítulo 8 test 8.1 personal and impersonal direct object pronouns 8.2 Expressing likes with gustar and encantar 8.3 Negative statements and questions 8.4 The impersonal se 8.5 pedir and server present & preterit forms. | All exercises in blue pages must be typed in complete sentences in Spanish and translated to English. # ‘s spelled in Spanish.3 times each. |
| Feb. 11 | September 9 Last day to change class to or from Pass/NC grading basis | recipe & PP Presentation |
| Thursday March 31 | Capítulo 9 vocab test p 327 | 1st 4 sections. Type a sentence using each vocab. word in Spanish. |
| Tuesday April 5 | Capítulo 9 test 9.1 The reciprocal reflexive 9.2 Expressing for, from, and to whom 9.3 The Imperfect tense 9.4 The Imperfect and Preterit of “state” verbs. 9.5 The imp. Of ir + a + inf. | All exercises in blue pages must be typed in complete sentences in Spanish and translated to English. # ‘s spelled in Spanish.3 times each. |
| Thursday, April 7 | Thurs. Nov.4 Project. power point, essay and recorded oral presentation (Cuando era niño) Capítulo 10 vocab test p. 363 | 1st 4 sections. Type a sentence using each vocab. word in Spanish. |
| Tuesday., April 19 | Capítulo 10 test 10.1 The present perfect 10.2 Exclamations 10.3 por and para uses 10.4 Adverbs 10.5 Expressing Reactions. | All exercises in blue pages must be typed in complete sentences in Spanish and translated to English. # ‘s spelled in Spanish.3 times each. Actividades assigned in white pages Spanish only. |
| Friday, March 11 | Last day to drop a full-length class |  |
| Thursday, April 21 | Capítulo 11 vocab test p. 396 | 1st 4 sections. Type a sentence using each vocab. word in Spanish. |
| Tuesday, April 26 | . Capítulo 11 test 11.1 Giving instructions 11.2 softening commands: Present Subjunctive 11.3 Subjunctive of irregular verbs. 11.4 Imperfect Progressive. | All exercises in blue pages must be typed in complete sentences in Spanish and translated to English. # ‘s spelled in Spanish.3 times each. Actividades assigned in white pages Spanish only. |
| Thursday, April 28 | Capítulo 12 vocab test p. 431 | 1st 4 sections. Type a sentence using each vocab. word in Spanish. |
| Tuesday, May 3 | Capítulo12 test 12.1 Expressing existence: haber 12.2 Expressing changes in states 12.3 Making Requests: Indirect object pronouns with Commands and the preterit subjunctive | All exercises in blue pages must be typed in complete sentences in Spanish and translated to English. # ‘s spelled in Spanish.3 times each. Actividades assigned in white pages Spanish only. |
| Mon.-Fri April 11-15 | Spring break – NO CLASS |  |
| Thursday, May 5 | \*Final Projects Due |  |
| Tuesday, May 9 | Project Oral Presentations | PowerPoint must be saved and ready to be shared on screen. |
|  |  | Please set proof read to Spanish and make corrections before turning it in. |
|  |  |  |
|  | Cultural activities |  |
|  | Cultural Unit | Test on Cultural unit |
| Thursday, May 12 | Oral and written testing |  |
| Monday-Thurs. May16 | Cultural, Reading and Listening Quiz/Final | 9:00 a.m. |

Student Learning Outcomes

SPAN-2 SLO1: recognize and comprehend basic spoken Spanish at the high beginner level of competency.

SPAN-2 SLO2: orally produce comprehensible sentences and phrases in Spanish to respond appropriately to questions, initiate and sustain simple conversations, or describe people, places, feelings and activities at the high beginner level of competency.

SPAN-2 SLO3: read, identify and comprehend specific pieces of information from selected short readings and authentic, graphically represented text such as ads or short magazine articles.

SPAN-2 SLO4: construct sentences, compose basic paragraphs and create basic compositions applying correct usage of basic grammatical structures and appropriate vocabulary to express ideas at the high beginner level of competency.

SPAN-2 SLO5: demonstrate knowledge and appreciation of the diversity of Hispanic cultures and the products of these cultures.

Course Objectives

1. comprehend and interact in simple spoken Spanish within the range of vocabulary topics and structures covered in this course, such as meeting people, shopping for food or clothing, ordering food in a restaurant, asking for and giving directions, traveling, dealing with health issues and describing events in the past.
2. recognize and employ new vocabulary and apply correct usage of grammatical structures in order to communicate ideas, negotiate meaning, describe present and past events, formulate commands, make requests and discuss future plans, both verbally and in writing.
3. comprehend basic written texts using contextual clues, vocabulary recognition, grammar knowledge, cognates and inference.
4. compare and contrast the target language and cultures with the language and cultures of the U.S. and other countries.

5. demonstrate a high beginner level of competency in the five skills as mandated by the proficiency guidelines of the American Council on the Teaching of Foreign Languages (ACTFL): listening comprehension, speaking, reading, writing, and knowledge and appreciation of the people and cultures of Spanish-speaking countries

CONTRACT

I, , have read carefully and fully understand the procedures and expectations for this course.

(Signature) (Date)

Phone:

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##### Questionnaire

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Have you ever studied Spanish before (When? Where? How long?) Or is it spoken at home?

Do you speak any languages other than English?

Why have you chosen to study Spanish now? (Please be frank.)

What are your career objectives?

What are your hobbies or special interests?

What are your expectations of this course? What would you like to gain from it?

Do you have any special needs or circumstances, or is there anything else you would like me to know about you?

How many units are you taking this semester? Do you work? How many hours per week? Do you have other major commitments, family, etc.