# **SPANISH 2 HIGH-BEG SPANISH (5 UNITS)**

Welcome to class! ¡Bienvenidos a la clase de Español 2!

SPRING 2023 / Section: 59204 WEB/ 5 units/ Instructor: Mireya Alcaraz Miranda/ E-mail: [mireya.alcaraz-miranda@reedleycollege.edu](mailto:mireya.alcaraz-miranda@reedleycollege.edu)



## Spanish 2 Course Description

This is a second-semester course in conversational and written Spanish for non-native speakers. Students will develop of grammatical structures and expansion of vocabulary and further study of the cultures of Spain, Latin America, and the Hispanic cultures of the US. This course introduces the literary text. PREREQUISITIES: Spanish 1, or 2 years of high school of Spanish or the equivalent skill level as determined by instructor.

## What You Will Learn

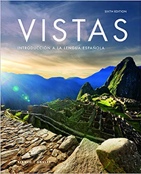
Throughout the course, you will develop language skills in Spanish, will gain a sensitivity to differences and similarities in cultural issues, and by the end of the semester, you will be able to:

* Work on developing oral competence in the Spanish language through the use of a conversation partner and communicative activities.
* Develop knowledge of advance grammatical structures such as “pretérito” & “imperfect”.
* Develop greater knowledge of the customs and various cultures that exist in the Spanish-Speaking world.
* Become competent writers using the Spanish language, and various creative **writing activities.**

## 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, please go to [Computer Requirements](https://support.vhlcentral.com/hc/en-us/articles/213224788-vhlcentral-Technical-Requirements) to see whether your computer meets the requirements for using VISTAS, our online e-text.

## Required Materials

* Computer (desktop or laptop). iPad or smartphones support the audio/video exercises as well but are difficult to use for some exercises.
* Webcam, microphone, and speakers or earphones/pods.
* **E-MATERIALS: *VISTAS: Introducción a la lengua española*** (6th Edition. Blanco & Donley, Vista Higher Learning, Boston, MA, 2020) Volume 1 + Supersite Code w/ WebSAM (online e-Text & workbooks).
* Purchase the materials at the [college bookstore](https://www.bkstr.com/reedleystore/shop/textbooks-and-course-materials) (some of you have to: EOPS, etc.) OR for a discounted price, go the [publishing's company website.](https://vistahigherlearning.com/store/reedley.htm)
* You will be prompted to create an account; be sure to remember your username and password as you will need these to access all the course materials.
* Here are the pricing options: **CHOOSE THE DIGITAL FORMAT** 
  1. 6-month code: $115 per semester (1 Spanish class only (Spanish 1)).
  2. 12-month code: $75 per semester (2 Spanish classes (Spanish 1 & Spanish 2) in a 1-year period: $150 upfront)
* You will also need to check Canvas for class announcements, links, and resources.
* **Do not buy a used code from an outside source**; these codes can only be used once by one student. Do not waste your money.
* Once you have the materials, follow the instructions on Canvas for enrolling in the course.

## Method of instruction:

Spanish 2 is an online course where we are using Canvas and Vista Higher Learning System (VHL).

Daily activities, videos recording with the grammar explanations and instructions for the weekly assignments will be posted on Canvas under Modules, and daily activities and cultural segments will be available in Vista Higher Learning System (VHL). We are using **Canvas** and **VHL weekly**. Some of the assignments such as discussion boards will be due on Canvas and the rest on VHL.

* Announcements will be posted on Canvas on regular basis. They will appear on your Canvas dashboard. Please make certain to check the announcements regularly, as they will contain any important information about upcoming projects, assignments, quizzes, or class concerns. I will post the assignments in Modules (Canvas) for the following week every Monday along with a short-written message.
* You will also be required to **meet two times via Zoom during the semester** with the instructor for 10 minutes each time. We will meet once in the middle of the semester and once towards the end of the semester for the purposes of oral evaluation.
* **Failure to complete these oral assignments will result in an F in the course regardless of the other points earned!**

## Grading and Evaluation

**This course is not self-paced**. All assignments, discussions, oral activities, quizzes, etc. are to be completed no later than 11:59pm PST/PDT on the date indicated.

## Amount of Work

This is a 5-unit course, and the workload reflects that. For every unit, about three hours of work are required. You will be reviewing grammar tutorials and completing various activities online to reinforce what you are learning. You will also spend time completing compositions, discussions, lesson quizzes, and preparing for oral presentations, the final exam; this will require on average about **15 hours a week.** Depending on your computer skills and understanding of the materials, the amount of time spent on the class may vary, as you become acquainted with online procedures.

Figure Amount of Work

| **Assignment** | **Percentage of Total Grade** |
| --- | --- |
| VHL Assignments - Homework | 25% |
| Discussion Boards/ Participation/ Attendance | 25% |
| Portfolios | 20% |
| Lesson Quizzes | 20% |
| Final Exam | 10% |
| **TOTAL** | **100%** |

Table Grading Scale

## Grading scale

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

## VHL Assignments - Homework VISTAS 6TH EDITION. REQUIRED ONLINE MATERIAL FOR THE CLASS.

Each lesson in VHL Central will have formative activities that will assess your listening, reading and writing assignments. You will also watch cultural videos and read articles, and you will answer comprehension questions. More specifically, VHL Central includes the following sections: Presentation and Tutorials, Practice, Workbook, Video Manual and Lab Manual Practice, 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 the content in context.

* You weekly VHL Assignments - Homework **need to be submitted every Sunday night by 11:59 pm PST/PDT** and new ones will be assigned every Monday morning.

## Discussion Boards/ Participation/ AttendanceCanvas Student SymbolAn image of a person typing in a laptop computer.

Discussion Boards will be assigned in Canvas throughout the semester. Your 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. Please consult the grading rubric on each assignment. Check Modules for Discussion Boards due dates.

Portfolio Assignments 

Portfolio assignments will be assigned in Canvas throughout the semester. These may include creating a booklet describing and illustrating a passage from your daily life, writing an essay, illustrating a poem or short story or writing a movie critique etc. Deadline dates as well as further instructions will be provided throughout the course. ***No late portfolios* will be accepted** unless there is an excused absence

## VHL Lesson Quizzes VISTAS 6TH EDITION. REQUIRED ONLINE MATERIAL FOR THE CLASS.

You will be taking Quizzes at the end of each lesson. These are designed to match the objectives and student outcomes, and may include listening comprehension, vocabulary, grammar, reading comprehension, culture, and/or writing. You will take these quizzes on VHL Central. These are timed quizzes, and you will have only one attempt to complete during assigned days (please see calendar). 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.**

## VHL Final Exam VISTAS 6TH EDITION. REQUIRED ONLINE MATERIAL FOR THE CLASS.

At the end of the semester, you will complete a final exam on VHL Central. The final is comprehensive; it will cover all Lessons. **I do not allow students to make up the Final Exam.** Check full semester schedule for dates.

# Communication Policy

If you need to contact me, please do the followings.

* **Email** [mireya.alcaraz-miranda@reedleycollege.edu](mailto:mireya.alcaraz-miranda@reedleycollege.edu). I will try to respond to your email within 24 hours.
* **Canvas Inbox**. Like email, I’ll respond to you within 24 hours.
* When submitting messages, please do the following:

1. Put a subject in the subject box that describes the email content with your name, class, week and assignment. For example: Mireya Alcaraz, SPAN 1- 59076, Week1- Syllabus quiz
2. Make certain to check your email and Canvas frequently.

If you contact me on Saturday or Sunday, I will reply on Monday.

## Drop and Attendance Policy

Attendance will be taken in the form of your participation in the discussion boards and submitting of assignments. **A student will be considered to have attended class for the week if the student completes all the assigned activities on the Vista Higher Learning System** and **Canvas**. 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 VHL Central**. 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.

## Late Work Policy

You will know the due dates of assignments and exams for this class well in advance. All work, however, must be completed on time. Extra work or makeup work will not affect your grade. **For VHL Central Assignments *only* you have a one-day grace period.** You may submit those assignments one day late but will receive a **5% deduction on those grades**. **Assignments on Canvas such as Discussions postings and Portfolios that are submitted after the due date will received a 0**. After that date, grades will be entered on Canvas. No exceptions. Please do not ask. No late Quizzes or Final Exam accepted. If you have an emergency, contact me *before* the due date. Examples of emergencies constitute a car accident or a heart attack. A planned vacation or a birthday party do not fall into an emergency category.

## In need of a tutor?

You may always talk to me by email, Canvas Inbox or Zoom (by appointment only). I am here to help you learn, but you can also work with a tutor from the Learning Center. [Watch this video](https://www.youtube.com/watch?v=xvRD7kSJNhs) on information about online tutoring. This is the [Tutor Matching Service](https://tutormatchingservice.com/#/marketplace?school_name=Reedley%20College) that connects you with online tutors. Check it out! We are here to help you.

## Disabilities DSPS Aim Portal Icon

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](https://www.reedleycollege.edu/student-services/disabled-student-programs-and-services/index.html) on campus. Reasonable efforts will be made to accommodate your special needs.

## Netiquette

Online etiquette is extremely important. We must always show respect to one another. 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. Click [HERE](http://www.albion.com/netiquette/corerules.html) for more information about netiquette.

## 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 are within the VHL Central exercises, and they constitute an important part of the language.
* Original Work: The assignments represent opportunities for you as a student of Spanish 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.

## Equity Is Important

Outside of instructional requirements, there are two key goals for me with this class. My first goal is to celebrate the diverse nature of our college and community. I will do my best to present materials and activities that are respectful and celebratory of this diversity including: gender identify, sexual orientation, ability, age, socioeconomic status, residence status, ethnicity, race, nationality, religion, linguistic background, and culture.

My second goal is that all students feel welcome, have their needs met, and feel respected both in and outside of this class. I will work to create a classroom atmosphere of trust and safety to meet this goal. But I will need your help in this work. It is critical that each of us show respect for all worldviews expressed in class whether it be by a classmate or via class materials, even and especially when we may not agree or may not feel comfortable with those views. Please let me know if something is said or done in or out of the classroom, by myself or other students, that is troubling or causes discomfort or offense. We should never ignore these situations and in some cases, we can use these situations as a learning experience. If you’re not comfortable talking with me directly, please feel free to email or message me through Canvas or contact your counselor or another trusted faculty member to help with the conversation.

Please remember that this does not mean that this is a safe place for hate speech, racism, prejudice, stereotyping, sexism, ablism, ageism, or other comments/actions that intentionally hurt people. These comments will not be tolerated and may be reported.

We have some great resources on campus to help make Reedley College as welcoming as possible, please take advantage:

* Contact Todd Davis, Title IX Coordinator, if you feel you have been discriminated against based on sex, experienced sexual harassment, or sexual violence.  (Find website for [Title IX link here](https://www.reedleycollege.edu/about/title-ix.html)!)
  + [Todd.davis@reedleycollege.edu](mailto:Todd.davis@reedleycollege.edu) or 559-494-0359
* Contact Darlene Murray, Student Equity Coordinator:
  + [Darlene.murray@reedleycollege.edu](mailto:Darlene.murray@reedleycollege.edu)
* Complete the Student Complaint form: used by students to report on an unauthorized or unjustified act by an employee. This form can be cumbersome, feel free to reach out to me or a counselor for help.
  + [Student Complaint Form](https://www.reedleycollege.edu/_documents/student-services/rc-student-complaint-form-1.04.2021.pdf)
* Visit [Reedley College’s Racial Equity and Anti-Racism website](https://www.reedleycollege.edu/landing/racial-equity-and-anti-racism.html) to view Reedley College’s Anti-Racism Statement and resolutions passed by Reedley College’s Academic and Classified Senates, and access equity resources.

## **SPANISH 2 COURSE OBJECTIVES**

In the process of completing this course, students will:

A. understand and interact in simple spoken Spanish within the range of vocabulary topics and structures covered in this course.

B. recognize and employ new vocabulary and grammar structures to communicate ideas both verbally and in writing in the present and past tenses.

C. understand basic written texts using contextual clues, vocabulary recognition, grammar knowledge, cognates, and inferences

E. review, recall and use previously learned vocabulary and grammatical structures while continuing to augment and expand this base of knowledge from Spanish 1.

F. Compare and contrast the target language and culture with the language and cultures of the U.S. and other countries.

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

## **SPANISH 2 COURSE OUTCOMES**

Upon the completion of this course, students will be able to:

A. Engage in conversation applying “survival skill” Spanish outside of the classroom in a variety of contexts within the limits of personal language experience. These contexts include meeting people; describing oneself; talking about family, friends, pastimes, and habits; making plans.

B. Choose, evaluate, and apply the correct usage of basic vocabulary and grammatical structures to express ideas, describe past events, ask simple questions, and be able to respond both verbal and in writing to simple questions.

C. Read and understand specific pieces of information from authentic, graphically represented text such as ads, short magazine or newspaper articles and short stories.

D. Meet and get to know native speakers of Spanish through face-to-face contact, personal correspondence, the Internet, or travel.

E. Have a greater understanding and appreciation of the diversity of Hispanic cultures and the products of these culture

**TENTATIVE SCHEDULE (below**): Schedule is subject to change. Test date changes will be announced. Be sure that your Notification settings are correct in your Canvas account so that you will be notified when I make an announcement in this course.

**TENTATIVE SCHEDULE**

\*Schedule is subject to change. Test date changes will be announced. It is your responsibility to be in class to receive this information.

| **Week** | **Lesson** | **Material covered** | **Homework/ Quizzes/ Portfolios/ Evaluations/ Final** |
| --- | --- | --- | --- |
| **Week 1**  **1/09- 15** |  | Course information   * Syllabus * VHL central account * Enroll for Spanish 2 in VHL * Syllabus Quiz * Discussion | \*Discussion de bienvenida  \*Syllabus Quiz |
| **Week 2**  **1/16- 22** | **Review: Lesson 6: De compras** | -Vocabulary  6.1 **Saber** y **conocer**  6.2 Indirect object pronouns | Discussion 2 |
| **Week 3**  **1/23- 29** |  | 6.3 Preterite tense of regular verbs  \*Panorama: **Cuba** | **Quiz 1 (Lesson 6)**  Discussion 3 |
| **Week 4**  **1/30 – 2/5** | **Lesson 7: La rutina diaria** | \*Vocabulary  -Daily routine  -Personal hygiene  -Time expressions  \*7.1 Reflexive verbs | **Portfolio 1** |
| **Week 5**  **2/6 - 12** |  | \*7.2 Indefinite and negative words  \*7.3 Preterite of **ser** and **ir** | Discussion 4 |
| **Week 6**  **2/13 – 19** |  | 7.4 Verbs like **gustar**  \*Panorama: **Perú** | **Quiz 2 (Lesson 7)** |
| **Week 7**  **2/20 - 26** | **Lesson 8: La camida** | -Vocabulary  8.1 Preterite of stem-changing verbs | **Oral Evaluations**  Discussion 5 |
| **Week 8**  **2/27 – 3/5** |  | 8.2 Double object pronouns  8.3 Comparisons | Discussion 6  **Portfolio 2** |
| **Week 9**  **3/6 - 12** | **Lesson 8 🡪**  **Lesson 9: Las fiestas** | \*Panorama: Guatemala  -Vocabulary  -Parties and celebrations  -Personal relationships  -Stages of life | **Quiz 3 (Lesson 8)** |
| **Week 10**  **3/13 – 19** |  | 9.1 Irregular preterites  9.2 Verbs that change meaning in the preterite | Discussion 7 |
| **Week 11**  **3/20 – 26** |  | 9.3 Qué? and Cuál?  9.4 Pronouns after prepositions | Discussion 8 |
| **Week 12**  **3/27 – 4/2** | Lesson 9 🡪  **Lesson 10: En el consultorio** | \*Panorama: **Chile**  -Vocabulary | **Quiz 4** (Lesson 9)  Discussion 9 |
| **Week 13**  **4/3 - 7** |  | **SPRING BREAK** |  |
| **Week 14**  **4/10 - 16** |  | 10.1 The imperfect tense  10.2 The preterite and the imperfect | Discussion 10 |
| **Week 15**  **4/17 - 23** |  | 10.3 Constructions with se  10.4 Adverbs | Discussion 11 |
| **Week 16**  **4/24 - 30** | Lesson 10 🡪  **Lesson 11: La tecnología** | \*Panorama: **Costa Rica**  -Vocabulary: Home electronics and Computers and the internet | **Quiz 5**  **Evaluations** |
| **Week 17**  **5/1 - 7** |  | 11.1 Familiar commands  11. 2 **Por** and **para** | Discussion 12 |
| **Week 18**  5/8 - 14 |  | \*Panorama: **Argentina**  Study guide for the final exam | **Portfolio 3** |
| **Week 19**  **5/15 - 19** |  | FINAL WEEK | **May 17th = Final** |