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

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

SPRING 2024 / Section: 59028 HYBRID (part in person T, F, part online)/ 5 units

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**COURSE OVERVIEW**



## **Spanish 2 Course Description (Catalog)**

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. ADVISORIES: English 1A or 1AH (A, CSU-GE, UC, I) (C-ID SPAN 110).

## **Spanish 2 Course Description (for this section)**

High-Beginning Spanish. This course stresses communication skills in Spanish. Much of the practice work will be done in pairs. The goal is for beginning students to acquire conversational ability in Spanish. By the end of the semester you will have studied the past tenses, commands, and subjunctive forms, among other things; and will have had many opportunities to use those concepts in meaningful, interactive ways. In the process, the student will develop greater knowledge of the customs and various cultures that exist in the Spanish-Speaking world. It is assumed that you are in this class because you want to learn how to communicate in Spanish. You will not have developed that ability completely by the end of the semester, but you will be surprised at how many communicative skills you will have acquired!

## **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 hybrid 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 6th Edition ISBN 978-1-54333-762-4**
	1. **Supersite Plus w/ vText (5 Month Access)**
	2. **Online Student Activity Manual Workbook (WebSAM).**
* Purchase the materials at [https://vistahigherlearning.com/store/school/reedley](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fvistahigherlearning.com%2Fstore%2Fschool%2Freedley&data=05%7C02%7Cmireya.alcaraz-miranda%40reedleycollege.edu%7C063fdb4d5c084ebee79c08dbfb50b172%7C82cf0ca31c1c4685a3045b45ed171ea8%7C1%7C0%7C638380096284527226%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=JEvSWXi7epZe9kJ8C98Egpk198UHVP2SWdPnRdUus60%3D&reserved=0)
* 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.
* 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 a hybrid course (part in person and part online), we will meet in person Tuesdays and Fridays. Every effort will be made to make class student-centered. That is, an activity will be modeled and then you will work in pairs and small groups to assimilate the vocabulary and structures under consideration. You should make every effort to speak only Spanish and to prepare for the classroom learning activities. Partners who speak English will be separated. For the online part of this course, you are required to study lectures with grammar explanations, instructions for the weekly assignments on Canvas under Modules. Daily activities, video recording, homework and cultural segments will be available on Vistas Higher Learning System (VHL). We are using Canvas and VHL weekly.

* Announcements will be posted on Canvas on regular basis. They will appear on your Canvas dashboard. Please make certain to check Canvas announcements regularly, as they will contain any important information about weekly lectures, upcoming projects, assignments, quizzes, or class concerns. I will post the lectures and assignments in Modules (Canvas).

## **Grading and Evaluation:** Your final grade will be based on five elements.

Figure Assignments and percentages

| **Assignment** | **Percentage of Total Grade** |
| --- | --- |
| VHL Assignments, Homework | 25% |
| Discussion Boards, Activities in class, Participation/ Attendance | 25% |
| Portfolios  | 20% |
| Lesson Test | 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 25%** VISTAS 6TH EDITION.  REQUIRED ONLINE MATERIAL FOR THE CLASS.

Homework and practice activities will be assigned daily. 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.

## **Discussion Boards/ Activities in class/ Oral performance/Participation/ Attendance 25%**Canvas 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.

*Participation* in class is necessary in order to obtain an "A" or "B" grade. Since the emphasis is on development of oral abilities in Spanish, the student must be an active participant. Points are determined by active, on task participation in paired or group activities, arriving in class with homework prepared, volunteering and being prepared when called on, arriving to class on time, etc. Points will be deducted when students are not on task (i.e.: using English, the cellphone, and talking to your classmates when the professors is explaining).

*Class attendance:* Since the emphasis of this class is in development of oral abilities in Spanish, you must be in class to acquire those skills. Regular attendance is required. Roll will be taken at the beginning of each class period. The teacher reserves the right to drop a student if he/she has excessive absences. More than three absences are considered excessive absences.

*Tardies:* You will be marked absent if you are tardy. So, after class (not during class; please do not interrupt class time with this) be sure to see the instructor and change the absence to a tardy. Also, tardiness is disruptive to the class.

**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

## **Lesson Tests** VISTAS 6TH EDITION.  REQUIRED ONLINE MATERIAL FOR THE CLASS.

You will be taking Tests 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. If you don’t take the Test, you will receive a grade of 0 on the Test. **I do not allow students to make up Tests** unless there is an excused absence.

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

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

## **Communication Policy**

There are two ways to contact me:

* **Email** 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.
* Also, make certain to check your email and Canvas frequently.

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

## **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 late but will receive a **5% deduction per day**. **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 Tests 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.

**Classroom expectations**

No cellphones allow during class. Make sure to turn off all cellphones and/or pagers. They are an interruption during class time. **Points will be deducted from your participation grade (oral performance grade) if you are using your cellphone during class. In case of an emergency, inform me prior to the beginning of class**.

## **Important dates**

**January 15** (M) Martin Luther King, Jr. Holiday – NO CLASSES

**January 19** (F) Last day to drop a Spring 2024 full-term class for full refund

**January 26** (F) Last day to register for a Spring 2024 full-term class in person with add authorization

**January 26** (F) Last day to drop a Spring 2024 full-term class to avoid a “W” in person

**January 28** (SU) Last day to drop a Spring 2024 full-term class to avoid a “W” on Self-Service

**January 28** (SU) Last day ***to add*** a Spring 2024 full-term class with add authorization on Self-Service

**Feb 16-19** (F-M) Presidents’ Day Holiday (Lincoln and Washington) – NO CLASSES

***March 8 (F) Last day to drop a Spring 2024 full-term class:*** *(letter grades will be assigned after this date)*. See pg. 3 of the [Academic Calendar 2023-2024](https://www.reedleycollege.edu/_documents/academics/spring2024_final.pdf) for additional information.

**March 25-29** (M-Th) SPRING RECESS (no classes, campus open)

**March 29** (F) Spring Holiday observed (no classes, campus closed, classes reconvene April 1)

**May 13-17** (M-F) Spring 2024 Final Exams Week

## 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. 

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.

## 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 or 559-494-0359
* Contact Darlene Murray, Student Equity Coordinator:
	+ 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**

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..

| **Week** | **Lesson** | **Material covered** | **Homework/ Assignments/ Tests/ Portfolios/ / Final**  |
| --- | --- | --- | --- |
| **Week 1**Jan 8 -12 | **Lesson 6: De compras** | Course information * Syllabus
* VHL central account
* Resources and Canvas

Lesson 6: Vocabulary Direct object pronoun | * Syllabus quiz (Canvas)
* Vhl account and enroll for Span 2
* Discussion 1 (Canvas)
 |
| **Week 2**Jan 16-19 | **Lesson 6: De compras** | 6.1 **Saber** y **conocer** 6.2 Indirect object pronouns | * VHL homework
* Practices
 |
| **Week 3**Jan 22-26 |  | 6.3 Preterite tense of regular verbs\*Panorama: **Cuba**-Review lesson 6  | * Homework + practice
* **Test 1 (Lesson 6)**
 |
| **Week 4**Jan 29-Feb 2 | **Lesson 7: La rutina diaria** | Vocabulary-Daily routine-Personal hygiene-Time expressions7.1 Reflexive verbs | * Homework
* Discussion 2
 |
| **Week 5**Feb 5-9 |  | \*7.2 Indefinite and negative words\*7.3 Preterite of **ser** and **ir** | * Homework + practice
 |
| **Week 6**Feb 12-16 |  | 7.4 Verbs like **gustar** \*Panorama: **Perú**Review – Lesson 7 | * Homework + practice
* **Portfolio 1**
* **Test 2 (Lesson 7)**
 |
| **Week 7**Feb 19-23 | **Lesson 8: La camida** | Vocabulary- terms related to food-meal-related words-fruit and vegetables8.1 Preterite of stem-changing verbs  | * Homework
* Practice
* Discussion 3
 |
| **Week 8**Feb 26-Mar 1 |  | 8.2 Double object pronouns8.3 Comparisons | * Homework
 |
| **Week 9**Mar 4-8 | **Lesson 8 🡪** **Lesson 9: Las fiestas** | \*Panorama: Guatemala-Vocabulary-Parties and celebrations -Personal relationships-Stages of life  | * **Test 3 (Lesson 8)**
* Homework + practices
 |
| **Week 10**Mar 11-15 |  | 9.1 Irregular preterites9.2 Verbs that change meaning in the preterite  | * Homework
* Discussion 4
 |
| **Week 11**Mar 18-22 |  | 9.3 Qué? and Cuál?9.4 Pronouns after prepositions  | * Homework
* **Portfolio 2**
 |
| Mar 25 – 29 |  | SPRING RECESS – NO CLASSES |  |
| **Week 12**Apr 1-5 | Lesson 9 🡪  | \*Panorama: **Chile**Review – Lesson 9  | * Homework
* **Test 4** (Lesson 9)
* Discussion 5
 |
| **Week 13**Apr 8-12 | **Lesson 10: En el consultorio** | Vocabulary -health-related terms-names of parts of the body-medical-related vocabulary10.1 The imperfect tense  | * Homework
* Practices
 |
| **Week 14**Apr 15-19 |  | 10.2 The preterite and the imperfect | * Homework
* Discussion 6
 |
| **Week 15**Apr22-26 |  | 10.3 Constructions with se10.4 Adverbs | * Homework
 |
| **Week 16**Apr 29-May 3 | Lesson 10 🡪**Lesson 11: La tecnología** | \*Panorama: **Costa Rica**Vocabulary* Home electronics and Computers and the internet
 | * Homework
* **Test 5 (Lesson 10)**
 |
| **Week 17**May 6-10 |  | 11.1 Familiar commands 11. 2 **Por** and **para**  | * Homework
* Discussion
 |
| **Week 18**May 13-17 |  | \*Panorama: **Argentina** Study guide for the final exam | * Homework
* **Portfolio 3 (Project)**
 |
| **Week 19**May 20-24 |  | FINAL WEEK  | **Final exam – May 21st**  |