

SPANISH 2 ~ HIGH-BEGINNING SPANISH

MWF 8:00am-8:50am RMC HS Rm# 103 | PROFESSOR: Monica Esparza

E-mail: monica.esparza@reedleycollege.edu or Canvas Inbox

Spring 2024 | Section # 59068 | 5 units

Welcome to Spanish class! ¡Bienvenidos a la clase de español!



COURSE Description (Catalog):

This is a second-semester course in conversational and written Spanish for non-native speakers. Students will develop grammatical structures, expand their vocabulary and further study the cultures of Spain, Latin America and Hispanic cultures of the U.S. This course introduces the literary text. PREREQUISITES: Spanish 1, or 2 years of high school Spanish or the equivalent skill level as determined by instructor. ADVISORIES: English 1A or 1AH. (A, CSU-GE, UC, I) (C-ID SPAN 110)

COURSE OVERVIEW (for this particular 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!

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](#) to see whether your computer meets the requirements for using VISTAS, our online e-text.

Method of Instruction

Every effort will be made to make this class student-centered. That is, an activity will be modeled, then you will work in pairs and/or small groups to assimilate the vocabulary and

grammar structures under consideration. You should make every effort to speak only Spanish and to prepare for the classroom learning activities.

Language of Instruction

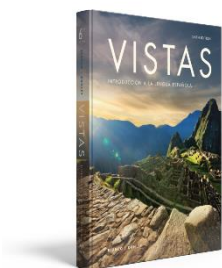
This course is taught primarily in Spanish. It is not expected that the student understands everything. The instructor will use a diversity of learning means to help students understand the target language (illustrations, physical gestures, repetition, speech rate, intonation, and pitch, etc.). Throughout the semester you will be increasing the target language skills and be able to talk, hear and read. Thus, the use of English will be less than the target language, Spanish.

Specific Course Goals and Objectives

1. Students will work on developing oral competence in the Spanish language through the use of a conversation partner and communicative activities.
2. Students will develop knowledge of advanced grammatical structures such as "pretérito" and "imperfecto".
3. Students will develop greater knowledge of the customs and various cultures that exist in the Spanish-Speaking world.
4. Students will become competent writers using the Spanish language, and various creative-writing activities.

Required Materials

You will need a vtext with a valid *Supersite Plus* code included. Here is the detailed information and image of the cover page.



Vtext: *Vistas Introducción a la lengua española* (6th Edition. Blanco & Donley, Vista Higher Learning, Boston, MA, 2020) Supersite Plus code code+WebSAM for Internet access.

ISBN: 978-1-54330-639-2

Once you have the materials, follow the instructions on Canvas for enrolling in the course.

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

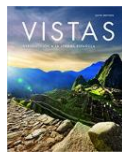
understanding of the materials, the amount of time spent in the class may vary, as you become acquainted with online procedures.

Assignment	Percentage of Total Grade
Compositions (Essays)	10%
Discussion Boards	10%
VHL Central Assignments	15%
VHL Central+ Oral Assignments	10%
Lesson Quizzes	20%
Exams	20%
Final Exam	15%
TOTAL	100%

Grading scale

Your final grade will be determined by the following:

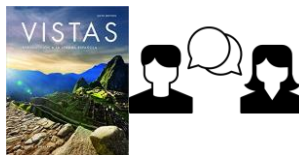
A = 90-100%	B = 80-89%	C = 70-79%	D = 60-69%	F = 59% and below
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VHL Central Assignments

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 through chat and finally an opportunity to self-evaluate using the *Recapitulación* (practice exam), that specifies what you are expected to be able to accomplish after completing the chapter.

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



VHL Central Oral Assignments

Every lesson in VHL Central requires **speaking/video assignments** to be completed individually or with a partner. These assignments will be scaffolded to help you communicate using the newly acquired language skills. They will be graded with a rubric that evaluates task completion, comprehensibility, pronunciation, intonation, as well as vocabulary and grammatical accuracy.

IMPORTANT! Try your own personal best in oral assignments. 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 zero tolerance for cheating. Prepare for the assignments and look directly into the camera. I do not want to have to give anyone a zero if I suspect that you are cheating. Check Modules for VHL Central Oral Assignments due dates.

- **Failure to complete these oral assignments will result in an F in the course regardless of the other points earned!**

IMPORTANT! The Oral Assignments, which require you to record your voice, will receive a grade of zero (0) if you record surrounding noise such as music or other people speaking in the background, rather than your own voice with appropriate responses. Additionally, if your recording demonstrates that someone in the background helped you with an assignment or if you record vulgar language, disciplinary actions will be initiated for academic dishonesty and/or misconduct done on your part.

Canvas Compositions / Discussion Boards



Compositions / Discussion Boards will be assigned on 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 dishonesty unless expressly allowed for a particular assignment by the instructor. Please consult the grading rubric on each assignment. Check Modules for Compositions / Discussion Boards due dates.



VHL Central Quizzes/Exams

You will be taking Quizzes every other lesson and Exams every two lessons 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, culture, and/or writing. You will take these quizzes and exams on VHL Central except for the Final Exam which will be assigned through Canvas. These are timed quizzes and exams, and you will have only one attempt to complete during assigned days (please see calendar). If you don't complete the quiz and/or the exam by the deadline, you will receive a grade of 0 for that quiz and/or exam. **I do not allow students to make up quizzes/exams.** Check the full semester schedule for VHL Central Examination dates and plan accordingly.



VHL Central Final Exam

At the end of the semester, you will complete a final exam on VHL Central or Canvas that will cover all lessons studied (Lessons 6-10 and part of lesson 11). **I do not allow students to make**

up the Final Exam. Check full semester schedule for the Final Exam date given by the Reedley College Finals Week Schedule for Spring 2024 semester.

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.

Communication Policy

There are two ways to contact me:

- E-mail: monica.esparza@reedleycollege.edu. I'll try to reply to your email within 24 hours and within a reasonable timeframe.
- Canvas Inbox. I'll respond to you within 24 hours, usually less, and within a reasonable timeframe.

I'm often available Monday through Friday, 8 a.m. – 5 p.m. If you contact me on Saturday or Sunday, I will reply on Monday or Tuesday.

Be sure to use your Reedley College email. Emails sent outside of Reedley College email address will not be opened and/or responded.

Drop and Attendance Policy

During the first week of class, you must complete the assignment given due Sunday night by 11:59 p.m. PT, or you will be dropped from the class. Attendance is required and will be taken through Canvas at the beginning of each class meeting. Two tardies are equivalent to one absence. More than two absences are considered excessive, and students may be removed from the course (For more information, review attendance information on pg. 20 in the current Reedley College 2023-2024 Catalog). If you are to be absent, it is the student's responsibility to review all online information/material given and to contact the instructor ahead of time.

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. No extra credit is offered for this class. For VHL Central Assignments *only* you have a one-day grace period. You may submit those assignments one day late, but you will receive a 10% deduction on those grades. After that date, grades will be entered on Canvas. No exceptions. Please do not ask. No late Quizzes or Final Exam are accepted. If you have an emergency, contact me *before* the due date. Examples of emergencies constitute a car accident or a heart attack and proper official documentation will be needed. 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 during office hours. I am here to help you learn, but you can also work with a tutor from the Learning Center. [Watch this video](#) on information about online tutoring. This is the [Tutor Matching Service](#) 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](#) on campus. Reasonable efforts will be made to accommodate your special needs.

Netiquette

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. Click [HERE](#) for more information about netiquette.

Miscellaneous

Pop-writing and/or oral short assignments will be given at the discretion of the instructor regarding material for that specific class meeting. Approaching the end of each class, ruled index cards will be distributed as an *exit ticket* in order to show understanding of the new material taught for that specific class meeting. Each student is responsible to turn in the index card to the instructor with name and date on the blank side. This counts as class participation and attendance.

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!](#))
 - 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](#)
- Visit [Reedley College’s Racial Equity and Anti-Racism website](#) to view Reedley College’s Anti-Racism Statement and resolutions passed by Reedley College’s Academic and Classified Senates, and access equity resources.

General Classroom Norms

1. No food, gum, and drinks are allowed. Drinks without a safety tap are not allowed. We will be moving around the classroom.

2. Electronic devices: The use of cellphones, earphones, EarPods, laptops, iPads, tablets, smartwatches, or any other electronic devices are not allowed unless your instructor, I, indicated so. This includes out of sight. All electronic devices must be off and inside your backpack. If a student is caught using any type of electronic device will receive a verbal warning the first time; the second time, the instructor will ask to bring it to the desk and pick it up by the end of class; a third time, it will be taken to the main office.
3. Classroom Chromebooks/laptops: You will be assigned one Chromebook/laptop and report any damage to it or if it's missing/lost. All laptops must remain in the classroom.

Students Behavior Expectations

1. Students are expected to be respectful in all means using polite and appropriated language and having a respectful speech tone and listening to the person who is talking (this includes to themselves, instructor, classmates, and other classroom observers/visitors).
2. Foul language in the form of cursing or demeaning language that intimidates or otherwise insults others will not be tolerated.
3. Respect others' properties; do not touch or take anything without the owner's permission.
4. Be responsible for your actions and follow classroom rules, instructions, directions, and turn all assignments on time.
5. Be prepared for class: arrive on time, be seated before the bell rings; be ready to work and actively participate in all class assignments (this includes paying attention and asking questions).
6. Class ends until the bell sounds. Leaving early is not allowed unless a phone call from the office or a pass given to me, or an email sent indicating you must be somewhere.
7. During the first 10 minutes, you will not be allowed to go to the restroom.
8. While giving directions, please wait until the instructor is done to ask questions, permission to the restroom (if needed) and you must ask for permission to go to the restroom in Spanish: "*¿Puedo ir al baño?*".
9. Before leaving the classroom to go to the restroom, you must submit your phone to the instructor and leave your backpack/bag in the classroom.
10. Feet propped up or on desks or tables is unacceptable.
11. Misbehavior and disrupting class in any way will not be tolerated and this may result in a disciplinary action.

SPANISH 2 COURSE OUTCOMES:

After the completion of this course the student will be able to:

- 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.

SPANISH 2 COURSE OBJECTIVES:

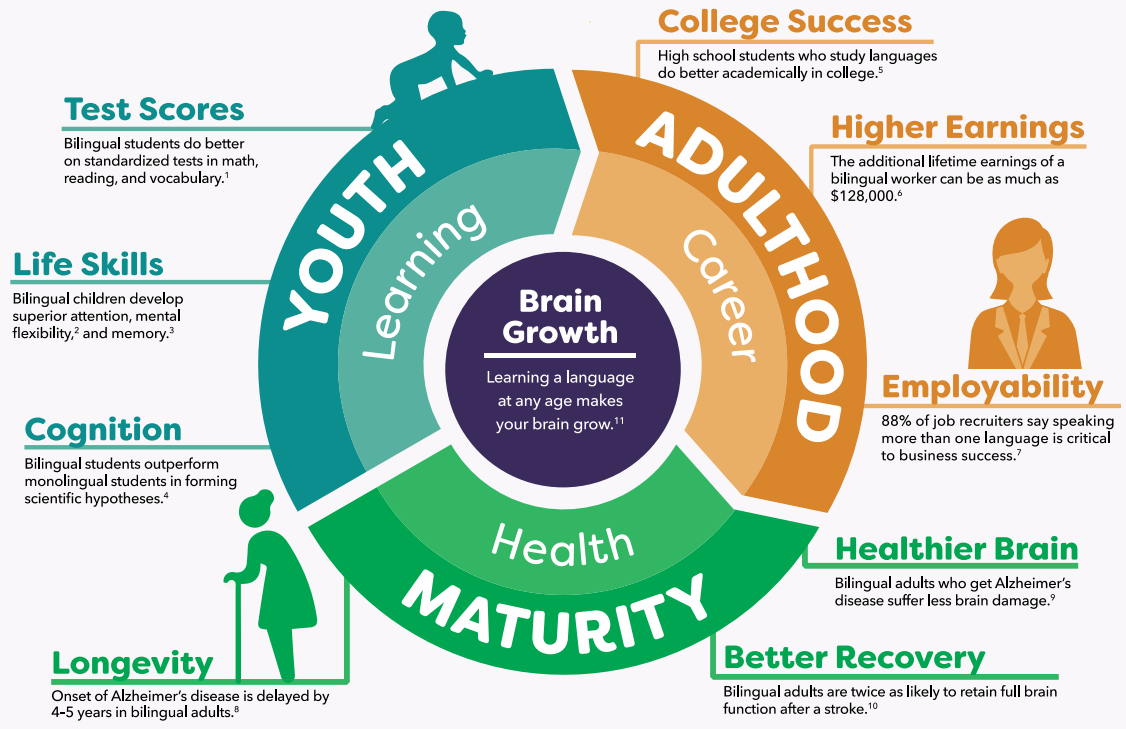
In the process of completing this course the student will:

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.

Important dates

Holidays	Monday, January 15, 2024 – Martin Luther King, Jr. Day Friday, February 16, 2024 – Lincoln Day Observance Monday, February 19, 2024 – Washintong Day Observance
Last Day to Drop	Friday, January 19, 2024 – full refund Friday, January 26, 2024 – to avoid a “W” Friday, March 8, 2024 – Letter grades will be assigned after this date
Spring Break	Monday, March 25, 2024 – Friday, March 29, 2024
Spring Finals Week	Monday, May 13 – Friday, May 17, 2024

BENEFITS OF LANGUAGE LEARNING



Sources:
 1. www.theatlantic.com/health/archive/2014/11/more-languages-better-brain/381193/
 2. www.ncbi.nlm.nih.gov/pubmed/24402219
 3. www.ncbi.nlm.nih.gov/pubmed/26712798
 4. www.actfl.org/advocacy/what-the-research-shows/studies-supporting#collegeperformance
 5. www.economist.com/node/21598844?src=scribble/learn/foreignlanguageworth
 6. www.monster.com/career-advice/article/values-of-spanish-in-workplace
 7. www.theguardian.com/technology/2011/jun/12/ellen-bialystok-bilingual-brains-more-healthy
 8. www.theguardian.com/technology/2011/jun/12/ellen-bialystok-bilingual-brains-more-healthy
 9. www.livescience.com/52860-bilingual-languages-stroke-recovery.html
 10. www.sciencedaily.com/releases/2012/10/121008082953.htm
 11. www.sciencedaily.com/releases/2012/10/121008082953.htm

Photo Credit: <https://www.mla.org/Resources/Advocacy/Infographics/Infographic-Benefits-of-Language-Learning>

Tentative Schedule

Week	Chapter	Material covered	Exams / Holidays
Week #1 Jan. 15-19	Lección 6 ¡De compras!	Syllabus + Canvas & VHL Enrollment Clothing and shopping Negotiating a price and buying Colors	January 15: Martin Luther King, Jr. Holiday (No classes) Syllabus + introduction to the course (Canvas + VHL) Enroll to the course through VHL Discussion Board #1 (Canvas) Syllabus Quiz
Week #2 Jan. 22-26		6.1 Saber and conocer 6.2 Indirect object pronouns 6.3 Preterite tense of regular verbs	Discussion Board #2 (Canvas)
Week #3 Jan. 29-Feb. 2		6.4 Demonstrative adjectives and pronouns <i>Panorama:</i> Cuba	Discussion Board #3 Friday, February. 2: Quiz #1 Lesson 6
Week #4 Feb. 5-9	Lección 7 La rutina diaria	Describe daily routine Personal hygiene Time expressions	Discussion Board #4
Week #5 Feb. 12-16		7.1 Reflexive verbs 7.2 Indefinite and negative words	Discussion Board #5 Feb. 16 Lincoln Day (No classes)
Week #6 Feb. 19-23		7.3 Preterite of ser and ir 7.4 Verbs like gustar <i>Panorama:</i> Perú	Monday Feb. 19 Washington Day observance (No classes) Discussion Board #6 Friday, Feb. 23: Exam #1 Lesson 6 + 7 Essay #1
Week #7 Feb. 26-March. 1	Lección 8 La comida	The family Food Food descriptions Meals 8.1 Preterite of stem-changing verbs	Discussion Board #7
Week #8 March. 4-8		8.2 Double object pronouns 8.3 Comparisons	Discussion Board #8
Week #9		8.4 Superlatives	Discussion Board #9

March. 11-15		Panorama: Guatemala	Friday, March. 15: <u>Quiz #2 Lesson 8</u>
Week #10 March. 18-22	Lección 9 Las fiestas	Parties and celebrations Personal relationships Stages of life 9.1 Irregular verbs	Discussion Board #10
Week #11 March. 25-29		SPRING RECESS	
Week #12 April 1- 5		9.2 Verbs that change meaning in the preterite 9.3 ¿Qué? and ¿Cuál?	Discussion Board #11
Week #13 April. 8-12		9.4 Pronouns after prepositions Panorama: Chile	Discussion Board #12 Friday, April. 12: <u>Essay #2</u> <u>Exam #2 Lesson 8 & 9</u>
Week #14 April. 15-19	Lección 10 En el consultorio	Health and medical terms Parts of the body Symptoms and medical conditions Health professions 10.1 The imperfect tense	Discussion Board #13
Week #15 April. 22-26		10.2 The preterite and the imperfect 10.3 Constructions with se	Discussion Board #14
Week #16 April. 29- May. 3		10.4 Adverbs Panorama: Costa Rica	Discussion Board #15 Friday, May. 3: <u>Quiz #3 Lesson 10.</u>
Week #17 May. 6- 10	Lección 11 La tecnología	Home electronics Computers and the internet 11.1 Familiar commands Panorama: Argentina	Discussion Board #16
Week #18 May. 13- 17	Finals Week	Spanish 2 Final	<u>Final Exam: May 13 Canvas</u>

**This Syllabus and schedule are subject to change according to unexpected circumstances. The instructor will notify students in advance. It is your responsibility to be in class to receive this information. If students are absent, it is their responsibility to contact the instructor and to follow the course calendar and Syllabus policies.*

Welcome to class! You will enjoy learning Spanish and about the Hispanic cultures.
¡Bienvenidos!