

# SPANISH 4NS

## Spanish for Native Speakers

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

Spring 2024 / Sections: 53179 (5 units credit)

Instructor: María Elvira Hernández



### COURSE OVERVIEW

This is a second semester course in Spanish for bilingual or monolingual native speakers designed to develop reading and writing skills. Students will further develop and improve skills in standard Spanish that include exercises in grammar and vocabulary building, and research projects. This will be achieved through readings of historical culture and literary texts that are the center of class discussions. ADVISORIES: English 1A or 1 AH. (A, CSU-GE, UC, I) (C-ID SPAN 230).

### Student Learning Outcomes

Upon satisfactory completion of this course, the student should be prepared to:

- recognize and display comprehension of Spanish spoken by native speakers of the language at the high intermediate level.
- produce accurate and clear language that demonstrates standard usage of vocabulary, grammar and idioms of native speakers.
- read, paraphrase or summarize to demonstrate comprehension of a variety of written works, such as short stories, poetry, novels, magazines, newspapers, and multi-media materials.
- construct and compose paragraphs, essays and/or research papers in standard Spanish that express ideas in a coherent and logical manner, by applying the correct usage of grammatical structures, vocabulary and idioms used by native speakers.
- identify and distinguish differences and similarities between Hispanic cultures and demonstrate a deeper understanding and appreciation of these cultures and their products.

### Computer Readiness

- To be successful in this course, you need to have basic computer skills: know how to access email, download/upload files, download software programs, and navigate the Internet with ease,

working with more than one web page/tab open at a time. More importantly, you should be able to search for solutions or contact the help desk if technical difficulties arise.

- This course requires that you watch videos, listen to recordings, record videos of yourself speaking in Spanish, and interact with other students, and me, using synchronous (real time) software. Your computer should: be no more than 6 years old, have an updated operating system, and have a web browser that is **compatible with Canvas**.

## Required Materials

- Computer (desktop or laptop – preferred method), iPad or smartphones could work as well, for most exercises.
- Webcam, microphone, and speakers or earphones/pods
- Paperback OR Kindle Edition of “*Español para hablantes de herencia,*” *Curso de español como lengua de herencia. Segundo semestre.* Spanish Edition, Margarita Casas, Independently published, 2019. Buy either the paperback OR the Kindle version, NOT both versions. They have the same material.



Paperback

OR Kindle Edition



- You may purchase the materials at the [Reedley College Bookstore](#) OR for a **discounted price** at Amazon, where the price will be \$18.15 ([Print Textbook](#)) or \$9.99 ([Kindle Edition-LINK](#)), before taxes and shipping. If you buy the paperback through the campus bookstore, it will be \$22.00 plus taxes.

## 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, modules quizzes, and preparing for oral presentations, the final exam, etc. 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 the information and the online procedures.



## Course Management

Canvas will be the main way of contact between us. Make sure you have continuous access to it.

- In the “Week 1 - ¡Bienvenidos! START HERE” module, you will find your first assignments, which include a Video Presentation Assignment and a Syllabus Quiz.
- You will find our entire course organized into *Módulos* that follow the Course Calendar. Each *Módulo* will have detailed information about the Module’s learning objectives, instructor notes about the material, links to tutorials and activities, and instructions for all assignments.
- **\*Always login to Canvas first and look through your homepage for weekly updates.**

## Tareas & Quia Activities

- Most of the Module Activities (**Tareas**) required in this course will be completed using the materials from *Español para hablantes de herencia*, and with the help of the free website: Quia. You will be assigned weekly activities such as readings, vocabulary, grammar, translation, research, essays, and (free access) Quia exercises. All assignments will be either completed directly on Canvas or uploaded by the assigned date. All instructions and due dates will be posted well in advance.



## Exams, Discussion Boards, and Compositions

- **Module Exams:** Exams will be completed on Canvas after the end of each module (about every three weeks—check Full Course General Schedule on Modules/Week 1). These exams will be timed (45 mins-1 hour) with one attempt only. Late submissions will not be accepted.
- **Discussion Boards:** Every week, students must post a response to the Weekly Discussion Board (*Foros de discusión*) and then respond to the posts of two classmates. An initial post is due by Wednesday at Midnight, and responses to two classmates are due by Sunday, Midnight. Look for ways to connect with your classmates. A quality post is one that moves the discussion forward in which conversation goes back and forth. One-liners do not constitute a quality post. Specific details will be given in each discussion board as well as the rubric to be used. Some oral discussion board responses will be completed and posted using Flipgrid. Detailed instructions will be given with plenty of notice. Late submissions will not be accepted.
- **Compositions:** There will be written compositions assigned throughout the course. They will help improve your writing skills in Spanish. You will have the opportunity to submit your essays to receive feedback and improve them, before being given a final grade. More details will be provided in Canvas. Late submissions will not be accepted.
- **Final Written Exam:** The Final Exam will be scheduled online well in advance. Late submissions will not be accepted.



## Oral Assessment

- **Oral presentations:** Your oral proficiency will be assessed in the form of oral presentations. You will be assigned an oral presentation (10% of grade) to be posted on Canvas. In addition, you will also

be posting your Introductions Video and some oral discussion boards using the free video discussion experience Flipgrid. Topics and more specific details and requirements will be posted on Canvas well in advance.



## Overall Engagement

- In order to be successful in this class, it is essential for you to engage actively in all the class activities.
- This is a “student-centered” class. Active engagement involves completing all online activities on time, using Spanish AT ALL TIMES, participating appropriately in discussion boards, treating all classmates with respect, asking questions as needed, and maintaining a positive and cooperative spirit throughout the course.
- Your class engagement will be assessed at the end of each MODULE by checking to see that you completed the online class activities assigned on Canvas and Quia and discussion posts. Be advised that, on Canvas and Quia, I can see when you log on, what work was completed/viewed, and how long it took you to complete it.
- Subscribe to the **Cyber Café** Discussion Thread and ask or answer questions on there about the material we cover in class. I will be moderating this discussion thread and will provide guidance and answers when needed. If you have a personal question, contact me via Canvas Inbox.

## Grading and Evaluation

Assignment	Percentage of Total Grade
Tareas & Quia Activities	20%
Module Exams	15%
Oral Presentation	10%
Compositions	25%
Written Final Exam	10%
Engagement/Discussion Boards	20%
<b>TOTAL</b>	<b>100%</b>

Table 1 Grading Scale

## Grading scale

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

- Thursday 6:30pm-7:30pm (By email or Zoom).

There are several ways to contact me:

- By [Email](#) I'll try to respond to your email within 24 hours.
- Canvas Inbox. Like email, I'll respond to you within 24 hours, usually less.
- [Zoom](#) Log in and I'll receive a message that you are waiting for me. I'll join you in a minute or so and we can talk face-to-face on our screens.

Besides office hours, I'm often available Thursday through Friday, 6 p.m. – 8 p.m. If you contact me on Saturday or Sunday, I will reply on Monday.

## Drop and Attendance Policy

During the first week of class, **you must complete the assignments on Canvas (Introductions Video and Syllabus Quiz) 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 Quia. **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. No late Quizzes, Compositions/Discussion Boards or Final Exam accepted. For Tarea Assignments *only* you have a one day grace period. You may submit those assignments one day late, but will receive a 10% deduction on those grades. After that date, grades will be entered on Canvas. No exceptions. Please do not ask. If you have an emergency, contact me before the due date. Examples of emergencies constitute a car accident, a heart attack or being ill with Covid-19 (Documentation will be required). 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, 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.



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.

## General Notes on Assignments and Academic Honesty

- This class will be conducted in Spanish and you are expected to read, write, and comment in Spanish AT ALL TIMES. The goal of the class is to improve your reading and writing skills *en español*.
- Accented Characters: Make sure to use accents marks when needed, as they constitute an important part of the language. You will find them available within the Quia exercises. Profesora Hernández will also provide instructions on how to include them on other assignments.
- 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 will be required to read outside research, you are to write your work using your own language. 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](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](#)
- 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.

## 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

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

Feb 16-19 (F-M) Presidents' Day Holiday (Lincoln and Washington) (No classes)

**March 9 (S) Last day to drop a Spring 2024 full-term class: (letter grades will be assigned after this date).** See pg. 3 on the [Academic Calendar Spring 2024](#)

March 25-28 (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

**Final exam date: WEEK OF MAY 13-15, 2024.**

## SPANISH 4NS COURSE OBJECTIVES

In the process of completing this course, students will:

1. read, comprehend, and analyze, stories, poems and essays in Hispanic and U.S. Latino literature.
2. compose and organize in a variety of modalities in Spanish: simple paragraphs, personal and professional letters, descriptive, reflective and research essays.
3. summarize, analyze, and evaluate selected Spanish language reading samples.

4. understand thoroughly historic and contemporary Hispanic and U.S. Latino culture.
5. understand what “standard” Spanish means and when it is used.
6. identify interference from English.
7. develop the analytical and thinking skills appropriate to analyzing essays and evaluating research by discussing readings.
8. demonstrate a high-intermediate level of competency in the five skills as mandated by the proficiency guidelines of the American Council of the Teaching of Foreign Languages (ACTFL): listening comprehension, speaking, reading, writing and an understanding of the people and cultures of Spanish-speaking countries.

*¡Bienvenidos! Mejorarán su escritura en español y aprenderán más acerca de la rica cultura hispana.*



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**General Tentative Schedule—See Individual Modules for Detailed Assignments  
Due Dates**

Week	Chapter	Material covered	Exams / Assignments / Holidays
Jan. 8-12 Week 1	<b>¡Bienvenidos!</b>	<i>Course Information &amp; Student Resources</i> ¡A conocernos! Empezar el Capítulo 6.	Entregar: Video de presentación & <i>Syllabus Quiz</i>
Jan. 16-19 Week 2	<b>CAPÍTULO 6 La educación</b>	La UNAM y la educación Las comparaciones y los superlativos Las preposiciones usadas con verbos Jane Elliot: Lo que aprendemos desde pequeños / La <b>B</b> y la <b>V</b>	Mon. Jan. 15: MLK Holiday (no classes)
Jan. 22-26 Week 3		La coherencia de un texto Maestros bilingües Juan Luis Vives March La educación en otros países El sufijo- <i>ísimo</i> Pronombres relativos y <b>cuyo</b>	<b><u>EXAMEN CAP. 6</u></b>
Jan. 29- Feb. 2 Week 4	<b>CAPÍTULO 7 La tecnología y la sociedad</b>	Las redes sociales y la felicidad Objetos directo e indirecto Verbos como <b>gustar</b> Pronombres de objeto directo e indirecto contiguos	
Feb. 5-9 Week 5		El subjuntivo con expresiones impersonales Las preposiciones y verbos que las requieren Acerca de Cuba Cambios en la sociedad La <b>C</b> , la <b>S</b> y la <b>Z</b> / El plagio	

Feb. 12-15 Week 6		Cultura, idioma y traducciones El español en el mundo de la tecnología Opiniones fundamentadas Silvio Rodríguez Curiosidades tecnológicas ¿Traducciones electrónicas?	Fri. Feb. 16: Presidents' Holiday (no classes).  <b><u>EXAMEN CAP. 7</u></b>
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Feb. 20-23 Week 7	<b>CAPÍTULO 8 Las finanzas y la economía</b>	Protege tu patrimonio y construye tu futuro El trabajo y la economía El verbo <b>tener</b> y los calcos Los mandatos formales e informales El artículo neutro El presente perfecto	Mon. Feb. 19: Presidents' Holiday (no classes).
Feb. 26 - Mar. 1 Week 8		Pueblos mágicos de México Los días feriados en Hispanoamérica Homófonos (parte 3) Fórmulas para escribir cartas Formatos para escribir un Curriculum Vitae	
Mar. 4-8 Week 9		El Curriculum Vitae Carlos Slim Curiosidades sobre el dinero ¿Trabajamos todos para las redes sociales?	<b><u>Saturday, March 9: LAST DAY TO DROP (letter grades will be assigned after this date).</u></b>  <b>EXAMEN CAP. 8</b>

Mar. 11-15 Week 10	<b>CAPÍTULO 9</b> <b>Los retos de hoy</b>	Los desafíos de la actualidad Retos sociales y del medio ambiente Verbos similares con significados diferentes Expresiones de certeza y duda y el subjuntivo Subjuntivo con verbos de emoción e influencia Subjuntivo del presente perfecto	
Mar. 18-22 Week 11		La Guerra Civil Española Problemas sociales La <b>Y</b> y la <b>LL</b> Reseña de una película Distinguir las noticias falsas de las verdaderas	
Mar.25-29		<b>SPRING BREAK</b>	
Apr.1-5 Week 12		Daniel Servitje Montull La historia (cambiante) de algunas palabras Redes sociales: El lenguaje inclusivo	<b><u>EXAMEN CAP. 9</u></b>

Apr. 8-12 Week 13	<b>CAPÍTULO 10</b> <b>La música y otras artes</b>	Lectura: La música: herencia cultural y propuesta de nuevas identidades Vocabulario: La música y las artes Diferenciamos el inglés del español: La redundancia	
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Apr. 15-19 Week 14		Cuaderno de gramática y Lengua: El imperfecto del subjuntivo El condicional El futuro simple Nuestras culturas: Grandes pintores hispanos	
Apr. 22-26 Week 15		Para explorar: Música y arte para pensar La ortografía: La X (equis) Para escribir mejor: El diccionario es tu mejor aliado	<b><u>PRESENTACIONES</u></b>
Apr.29-May 3 Week 16		El mundo del trabajo: Ser bilingüe en las artes A escribir: Ensayo argumentativo Biografías: Diego Rivera y Frida Kahlo	
May 6-10 Week 17		Curiosidades: Arte tradicional mexicano Redes sociales: Citas sobre el arte	
May 13-17 Week 18	<b>FINALS WEEK</b>		<b><u>EXAMEN FINAL:</u></b> <b><u>EN CANVAS</u></b> <b><u>(disponible de lunes a miércoles: 5/13-5/15)</u></b>

\*Schedule is subject to change. Test date changes or any modification to the course will be announced. It is your responsibility to read any announcements posted on Canvas.