

# SPANISH LANGUAGE 3, SPA 2011

## SYLLABUS

### CONTACT INFORMATION

**Instructor:** Meredith Hibit, Department Chair

**Office:** 1660

**Office Hours:** Varies by semester, by appointment

**Phone:** 303-914-6557

**Email:** [meredith.hibit@rrcc.edu](mailto:meredith.hibit@rrcc.edu)

**Response time:** The instructor will respond to emails and voicemails within 48 hours Monday through Friday. The instructor will evaluate projects within two weeks.

### COURSE MATERIALS

- All materials are provided through the course website and are free.

### COURSE DESCRIPTION

Continues Spanish Language II in the development of increased functional proficiency at the intermediate level in speaking, aural comprehension, reading, writing, and cultural competency in the Spanish language. This course is conducted predominantly in Spanish.

Note: The order of the topics and the methodology will vary according to individual texts and instructors. This course is one of the Statewide Guaranteed Transfer courses. GT-AH4

Credit hours: 3

### COURSE PREREQUISITE/CO-REQUISITES

SPA 112

### COURSE LEARNING OUTCOMES

#### COLORADO STATE OUTCOMES 211

1. Interpret and examine authentic Spanish to identify main ideas and supporting details related to basic personal and social needs.
2. Formulate Spanish that is appropriate to the audience to present and express opinions orally and in writing on personal, social and academic topics.
3. Prepare and deliver a well-prepared and purposeful presentation by developing a central message and incorporating Spanish language that is appropriate to the audience. Execute delivery appropriate to the target culture and proficiency level.
4. Produce conversations on familiar and occasionally on unfamiliar topics using a variety of time frames.
5. Evaluate cultural stereotypes and generalizations, and recognize differences in cultural behaviors.

#### RRCC-SPECIFIC OUTCOMES 211

1. Comprehend narratives in the present, past, present perfect, and past perfect indicative as well as the present and present perfect subjunctive through listening.
2. Comprehend narratives in the present, past, present perfect, and past perfect indicative as well as the present and present perfect subjunctive through reading.
3. Write coherent and grammatically accurate narratives in the present, past, present perfect, and past perfect indicative as well as the present and present perfect subjunctive.
4. Create narratives in speech using present, past, present perfect, and past perfect indicative as well as the present and present perfect subjunctive, speaking spontaneously and unassisted.

5. Initiate and maintain spontaneous conversation in the present tense, past tense and present subjunctive with native-level speakers.
6. Learn new vocabulary in order to recognize it and produce it.
7. Revise and correct writing.
8. Type in Spanish including all symbols.
9. Consider cultural differences.

## COURSE EXPECTATIONS

### YOU HAVE ACCESS TO AND CAN USE THE FOLLOWING TECHNOLOGY

- A computer with a full-size keyboard and speakers or headphones
- A reliable high-speed internet connection
- Chrome or Firefox
- A smart phone with an audio recording application

### YOU HAVE THE FOLLOWING TECHNICAL SKILLS

- Type competently in English
- Create and submit text files
- Record and submit an MP3 file

### ATTEND CLASS

You are expected to attend all classes for the full class time, arrive on-time, and have your materials ready at the start of class. Your attendance is essential to both you and your peers; classroom activities and quality opportunities to practice depend upon the presence of all students. Students are expected to have a 3-ring binder for this class. Students are expected to bring this binder to all class sessions and use it to keep handout and class notes.

### PARTICIPATE

In order to have the best learning experience possible, it is of great importance that you participate as much as possible. Good participation means: an overall willingness to participate in classroom activities and engage both the instructor and your classmates in conversation; trying to speak as much as you can, both voluntarily and when asked to; trying to use a variety of vocabulary and grammatical constructions when speaking; and frequently asking questions.

### YOU ARE READY TO GO ONLINE AT THE START OF CLASS

Bring a laptop or tablet to class every day and be connected to the internet by the start of class. RRCC laptops will be provided but we strongly recommend that you use your own device.

### COMPLETE ALL ASSIGNMENTS

The material presented in this course is cumulative; learning new material requires an understanding of the previous material. Successful students complete all assignments in the order they are presented.

### STUDY FREQUENTLY

In order to be successful in this course, we recommend that you engage the course materials at least five times a week.

### COMMUNICATE RESPECTFULLY AND PROFESSIONALLY

You are expected to communicate with all members of the classroom community respectfully and professionally. This includes students, instructors, guests or anyone else who forms part of the community at

any time. This also includes all forms of communication, verbal and non-verbal, in all mediums and formats, such as in class, over email, in D2L messaging and in online course work.

#### IF YOU HAVE A PROBLEM, CONTACT YOUR INSTRUCTOR

If you are struggling with any aspect of this course, or if you are having trouble with the course for personal reasons, contact your instructor to let them know what is happening.

#### REQUEST PERMISSION TO MISS CLASS AND EXTENSIONS

Barring extenuating circumstances, permission to miss class and to have video off during class sessions as well as extensions for course work will only be considered if you contact the instructor before the class session in question. Permission to miss class or have video off and extensions are considered on a case-by-case basis and are granted in situations involving circumstances that are beyond the control of the individual such as sickness, a car breaking down, a family event, etc.

## GRADING POLICY

#### GRADING SCALE

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = 0-59%

#### METHODS OF EVALUATION

Community Points = 25%

Tutorials and Practice Exercises = 10%

Quizzes = 20%

On-Time Points = 25%

Unit Projects = 20%

#### COMMUNITY POINTS

Community points are earned by attending class, with your camera on for remote sessions, for the full class time and participating in class activities. The total number of possible points for the semester is 200. You earn 50 points for registering for the class. Each time you attend class and participate, you earn 10 points. If you miss class with permission, you do not earn points for that class. If you miss class without permission, you lose 50 points.

#### TUTORIALS AND PRACTICE EXERCISES

Tutorials and practice exercises are open throughout the entire semester; you can complete them at any time. Please note, however, that you can only earn on-time points for a class if you earn a score of 70% on the tutorials and practice exercises for that class by the due date.

#### QUIZZES

Quizzes are completed on D2L. Each quiz covers a particular topic. Some quizzes cover new material and some quizzes are review. You will often take several quizzes for each class. The quizzes vary each time you take them and are designed to be fast-paced. You are on your honor to take the quiz individually without assistance. Taking a quiz with any form of assistance constitutes a violation of academic integrity.

You may take each quiz as many times as you like and only the highest score counts. Quizzes are open throughout the entire semester; you can take and re-take quizzes at any time. Please note, however, that you can only earn on-time points for a class if you earn a score of 70% on each quiz for that class by the due date.

#### ON-TIME POINTS

On-time points reward developing proficiency in course material according to the course calendar. To earn your on-time points for a class, you will take the on-time quiz for that class. The on-time quiz only becomes available if you have earned at least 70% on all the tutorials, practice exercises, and quizzes, and have made all the required submissions for that class prior to the due date. On-time quizzes have just one question; they ask if you want your on-time points. If you answer yes, the points are yours. Unlike the quizzes and the tutorials and practice exercises, the on-time quiz for each class closes on the due date for that class.

#### PROJECTS

There are four projects. Late projects will not be accepted more than one week after the due date unless an extension has been arranged. The penalty for late projects without an extension is 25%.

#### IMPORTANT DATES

**STUDENTS: PLEASE VERIFY THE SPECIFIC DROP AND WITHDRAW DATES FOR THIS COURSE IN YOUR “[Detailed Student Schedule \(with Drop-Withdrawal Dates\)](https://erpdnssb.ccs.edu/PRODRRCC/wt_student_sched.P_DisplayStudentSched)” LINK IN THE ROCK, UNDER THE STUDENT TAB ([https://erpdnssb.ccs.edu/PRODRRCC/wt\\_student\\_sched.P\\_DisplayStudentSched](https://erpdnssb.ccs.edu/PRODRRCC/wt_student_sched.P_DisplayStudentSched))**

START DATE: Varies by semester

END DATE: Varies by semester

DROP/CENSUS DATE (LAST DAY TO DROP WITH A REFUND) – Varies by semester

This is the last day you can remove yourself from this class without having to pay for the class and without the class showing on your permanent student record. If you are considering dropping the class, please talk to your instructor first. If you are on financial aid, you should consult a financial aid advisor before dropping a class. All students are encouraged to see an academic advisor about how dropping may affect their goals.

WITHDRAW DATE (LAST DAY TO WITHDRAW WITH A “W”) – Varies by semester

This is the last day you can remove yourself from this class and receive a “W” for the class instead of a grade. You are responsible for payment. If you are considering withdrawing from the class, please talk to your instructor first. If you are on financial aid, you should consult a financial aid advisor before withdrawing from a class. All students are encouraged to see an academic advisor about how withdrawing may affect their goals.

#### ACADEMIC INTEGRITY STATEMENT / ACADEMIC DISHONESTY

Plagiarizing, cheating, or committing any other form of academic misconduct including, but not limited to, unauthorized collaboration, falsification of information, and/or helping someone else violate reasonable standards for academic behavior. Students who engage in any type of academic dishonesty are subject to both academic consequences as determined by the instructor and to disciplinary action as outlined in the RRCC disciplinary procedures.

#### CLASS CANCELLATION POLICY

Class may be cancelled at times. Cancellations will be posted on D2L as soon as possible. In the event of a snow storm, it is possible that class will be cancelled even if RRCC remains open. Therefore, when there is snow, please check D2L first, then check the RRCC website or call the RRCC snow closure hotline at (303) 914-6600. If any of these three sources tell you that class is cancelled, then class is cancelled.

In the event of a class cancellation, please continue with regularly scheduled assignments.

## NETIQUETTE

In this course, some people may have different opinions which you do not agree with. Be objective and respectful when responding to different points of view. Working online may make communication more difficult since you don't see each other's body language.

1. Online communications need to be composed with fairness, honesty, and tact. Spelling and grammar are very important online. What you put into your online work reflects on your level of professionalism.
2. It is important not to take disagreement personally.
3. Responses to different ideas and observations need to be objective. Being objective means maintaining boundaries and not making personal attacks on the ability of others or making statements that have the potential to be taken personally.
4. An important part of online learning is discussion. Differences in thinking are good because our knowledge is broadened.
5. Because we have differences, we will have conflict. The important thing is to handle conflict in a way that does not create defensiveness, which does not promote learning.
6. You can see more about core rules of netiquette at [Rules of Netiquette](#). If you have questions about any of these policies, please contact your instructor.

## RESPECTFUL COMMUNICATION

In accordance with the Student Handbook, upon enrolling in programs in RRCC, students assume responsibility for respectful communications with other students and with course instructors, including communications which do not disrupt the online learning environment.

## DEFINITION

- Communications which disrupt the learning environment
- Use of profanity and/or insulting or harassing remarks in email, discussions, chat or telephone communications
- Unsolicited, bulk or spam emails

## CONSEQUENCES

- A student who participates in disruptive communications forfeits the right to further class participation, is subject to removal from all courses for the given term without reimbursement by their home college, and may receive a failing grade in their class.
- A student who is suspended more than once for disruptive communications may forfeit the right to further enrollments at RRCC.

## RRCC SYLLABUS INSERT

All students are required to be familiar with the information contained in the RRCC Syllabus Insert document. In addition to your instructor reviewing the required content in class, the RRCC SYLLABUS INSERT can be found as an announcement on all D2L landing pages (where you have access to all of your courses) and in the "Student Resources" pull-down menu.

## CHANGES TO SYLLABUS

This syllabus is subject to change. All Students will be notified of change.

## GUARANTEED TRANSFER (GT) PATHWAYS COURSE STATEMENT:

The Colorado Commission on Higher Education has approved SPA 211 for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT-AH4 category. For transferring students, successful completion with a

minimum C– grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, [go to the Colorado Department of Education website](#).

#### GT-AH4: WORLD LANGUAGES CONTENT CRITERIA

Students should be able to:

- a. Acquire intermediate skills in speaking, aural comprehension, reading, and writing in a language other than English, or
- b. Acquire intermediate skills in American Sign Language.

#### GT-AH4 COMPETENCY AND STUDENT LEARNING OUTCOMES

COMPETENCY: ORAL/PRESENTATIONAL COMMUNICATION:

Students should be able to:

2. Develop a Central Message
  - a. Develop a central message using the content and supporting materials.
3. Address Language
  - a. Employ language that enhances the presentation.
  - b. Incorporate language that is appropriate to the audience.
4. Execute Delivery
  - a. Demonstrate performance skills (posture, gesture, eye contact, and vocal expressiveness) to share content with/present content to a particular audience for a specific occasion and purpose.

#### TOPICAL OUTLINE

1. Interpretation and examination of authentic language:
  - a. High frequency idiomatic expressions
  - b. Main ideas
  - c. Supporting details
  - d. Personal and social needs in immediate environment
  - e. Everyday life, school, community, personal interests
  - f. High frequency vocabulary
  - g. Controlled listening environment / Predictable text
2. Language formulation:
  - a. Formulation, execution, and comprehension of questions
  - b. Formal and informal modes of address
  - c. Communication about self, others, and everyday life
  - d. Discrete sentences, strings of sentences, connected sentences
  - e. Simple communication in multiple time frames (past, present, future)
  - f. Speed, pronunciation, & syntax understood by native-speaker accustomed to language learners
  - g. Culturally appropriate vocabulary
  - h. Expression of personal opinions
3. Preparation and delivery of a presentation:
  - a. Communication about self, others, and everyday life
  - b. Communication in multiple time frames (past, present, future)

- c. Speed, pronunciation, & syntax understood by native-speaker accustomed to language learners
  - d. Culturally appropriate vocabulary
  - e. Justification of perspectives and support of ideas
  - f. Expression of personal opinion
4. Evaluation of cultural stereotypes and generalizations:
- a. Formulation, execution, and comprehension of questions
  - b. Formal and informal modes of address
  - c. Initiate, maintain and close conversation
  - d. Formal and informal modes of address
  - e. Negotiation of meaning
  - f. Elicitation and clarification of information
  - g. Reaction to other's ideas
  - h. Recognition and compliance with differences in cultural behaviors and perspectives
  - i. Historic events
  - j. People from other countries

## NON-DISCRIMINATION STATEMENT

Red Rocks Community College is committed to diversity in its people and programs. The College prohibits all forms of discrimination and harassment including those that violate federal and state law or the State Board for Community Colleges and Occupational Education Board Policies 3-120 and/or 4-120. The College does not discriminate on the basis of sex/gender, race, color, age, creed, national or ethnic origin, physical or mental disability, veteran status, pregnancy status, religion, genetic information, gender identity, or sexual orientation in its employment practices or educational programs and activities. Red Rocks Community College will take appropriate steps to ensure that the lack of English language skills will not be a barrier to admission and/or participation in vocational education programs.

RRCC has designated Arnie Oudenhoven as its Affirmative Action Officer/Equal Opportunity Administrator/Title IX Administrator with the responsibility to coordinate its civil rights compliance activities and grievance procedures. Report all concerns or complaints relating to discrimination or harassment to the Title IX/EO Coordinator(s). For information, contact Arnie Oudenhoven Executive Director, HR, Title IX Coordinator, Title VII/Equal Opportunity Coordinator, ADA/Sec 504 Coordinator, via mail at 13300 West Sixth Avenue, Lakewood, CO 80228. Phone 303.914.6298, or email [arnie.oudenhoven@rrcc.edu](mailto:arnie.oudenhoven@rrcc.edu).

Deborah Houser, Assistant Director of Human Resources/Deputy Title IX Coordinator, 303.914.6224 [deborah.houser@rrcc.edu](mailto:deborah.houser@rrcc.edu). 13300 West Sixth Avenue, Lakewood, CO 80228.

You may also contact the Office for Civil Rights, U.S. Department of Education, Region VIII, Federal Office Building, 1244 North Speer Boulevard, Suite 310, Denver, CO 80204, telephone (303) 844-3417.

## COVID-19 INFORMATION

Use of masks by all individuals will be required inside college buildings effective Monday, August 16, 2021. This includes classrooms, labs, common areas, and any other spaces on campus. Food and/or drink is not prohibited in the classrooms at this time. Only registered students are allowed to attend class.

The requirement to follow RRCC COVID-19 safety requirements is part of the RRCC Student Behavioral Expectations.

Consequences for students not wearing facial coverings or refusing to social distance based on personal preference versus disability accommodation will be in violation of the Red Rocks Community College Code of Behavioral Expectations. Progressive discipline will be used for non-compliance and every effort will be made to use noncompliance as an opportunity to educate students about the reasons for the directives for facial coverings and social distancing.

[RRCC Behavioral Health Services](#) provides both tele-therapy and in-person sessions for students.

For more information about COVID-19, go to [covid19.colorado.gov](https://covid19.colorado.gov)

Link to [Student COVID-19 Notification Form](#)