

El Paso Community College
Syllabus
Part II
Official Course Description

SUBJECT AREA	<u>Foreign Language</u>
COURSE RUBRIC AND NUMBER	<u>SPAN 2313</u>
COURSE TITLE	<u>Intermediate Spanish I for</u> <u>Heritage Speakers</u>
COURSE CREDIT HOURS	<u>3 3 :</u> <u>0</u> Credits Lecture Lab

I. Catalog Description

Builds upon existing oral proficiencies of heritage speakers of Spanish. Enhances proficiencies in the home-based language by developing a full range of registers including public speaking and formal written discourse. Emphasis on comprehension, appreciation, and interpretation of the cultures of the Spanish-speaking world. Provides a design for bilingual students who have acquired Spanish listening and speaking skills. Develops reading and writing skills with attention to spelling, the written accent and verb forms. **Prerequisite: READ 0309 or INRW 0311 or ESOL 0340 (can be taken concurrently) or by placement exam. (3:0).**

II. Course Objectives

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

- A. Demonstrate oral reading skills by reading at a speed equivalent to that of everyday speech. The reading topics are of current events and short stories 1-3 pages in length.
- B. Demonstrate reading comprehension skills by correctly answering objective and analytical questions about the reading selections.
- C. Demonstrate writing skills through the writing of current topics, short story analysis and films Through these analyses, the students will demonstrate knowledge of the aesthetic principles exemplified by the literary readings; an informed personal reaction to the literary readings; knowledge of social and historical values expressed in the literary readings; and knowledge of Hispanic culture through analysis of Hispanic films.
- D. Demonstrate knowledge of Spanish grammar and language skills through the study of verb tenses and vocabulary development.

III. THECB Learning Outcomes (ACGM)

Upon successful completion of this course, students will:

1. Write dialogues, descriptions and narratives demonstrating:
 - Correct orthography and punctuation
 - Cohesion between sentences
 - Appropriate register
2. Demonstrate an expanded vocabulary.
3. Apply strategies for linking ideas in complex sentences.
4. Identify similarities and differences among distinct varieties of Spanish.
5. Give oral presentations in a formal register appropriate for professional and academic settings.
6. Describe cultural practices and products of the Spanish speaking world drawing on authentic materials including literature and the visual arts.

IV. Evaluation

- A. Pre-assessment
Instructors should check each student's Placement exam results the first day of class; those who do not qualify should be sent back to admissions.
- B. Challenge Exams
Students who wish to challenge the course should contact the Testing Center and the Foreign Languages Coordinator. Challenges must be accomplished before the census cut-off date. Students who previously have received a W or a letter grade for the course are not eligible to challenge the course.
- C. Post-assessment

The instructor will maintain a continuous record of each student's progress on an institutionally approved grade sheet or computerized substitute. All instructors must keep records in such a way that information would be clear to a second party having to check grade computation in special cases. An explanatory legend should be provided on the grade sheet.
- D. The evaluation of the exams should be based on the student's mastery of the assigned objectives. In addition to readings, verb tenses, vocabulary and spelling, it is essential that the instructor require writing assignments throughout the semester.
1. Final Examination
A final examination is required.
 2. Grading Percentages
Grade percentages for determining the course grade may be devised by the individual instructor.
 3. Retakes and Make-up Exams and Class Assignments.
At the instructor's discretion, students may be allowed to rewrite papers or retest for higher grades.
- E. Grading Scale
- | | | | |
|------------|-----|---|---|
| 100 | -90 | = | A |
| 80 | -89 | = | B |
| 70 | -79 | = | C |
| 60 | -69 | = | D |
| 50 | -59 | = | F |
| Withdrawal | | = | W |
| Incomplete | | = | I ← This grade is given only upon agreement between instructor and student. |

V. Disability Statement (American with/Disabilities Act [ADA])

EPCC offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentation are kept confidential. Offices located: VV Rm. C-112 (831-2426); TM Rm. 1400 (831-5808); RG Rm. B-201 (831-4198); NWC Rm. M-54 (831-8815); and MDP Rm. A-125 (831-7024).

VI. 6 Drop Rule

Students who began attending Texas public institutions of higher education for the first time during the Fall 2007 semester or later are subject to a 6-Drop limit for all undergraduate classes. Developmental, ESL, Dual Credit and Early College High School classes are exempt from this rule. All students should consult with their instructor before dropping a class. Academic assistance is available. Students are encouraged to see Counseling Services if dropping because exemptions may apply. Refer to the EPCC catalog and website for additional information.