

**El Paso Community College**  
**Syllabus**  
**Part II**  
**Official Course Description**

<b>SUBJECT AREA</b>	<u>Foreign Language</u>
<b>COURSE RUBRIC AND NUMBER</b>	<u>SPAN 2315</u>
<b>COURSE TITLE</b>	<u>Intermediate Spanish II for</u> <u>Heritage Speakers</u>
<b>COURSE CREDIT HOURS</b>	<u>3      3      :</u> <u>0</u> Credits   Lecture      Lab

**I. Catalog Description**

Continues SPAN 2313. Continues to build 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. Continues the development of reading, writing, and analysis of literary and cultural texts and film. Continues the study of verb forms, and spelling. **Prerequisite: READ 0309 or INRW 0311 or ESOL 0340 (can be taken concurrently) or by placement exam or ENGL 1301 with a "C" or better or ENGL 1302 with a "C" or better and SPAN 2313 or by Spanish 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 selections are of current topics and short stories. The readings in this course are more challenging than in Intermediate I.
- B. Demonstrate comprehension of the reading assignments by answering correctly objective and analytical questions about the readings.
- C. Demonstrate writing skills through the writing of familiar and current topics as well as short story analysis. Through these analyses, the students will demonstrate knowledge of the aesthetic principles exemplified by the readings, an informed personal reaction and knowledge of social and historical values; also, knowledge of the Hispanic culture through films.
- D. Demonstrate their knowledge of sentence effectiveness by learning the function of specific grammatical points and mechanical devices.
- E. Demonstrate their knowledge of spelling by taking dictations of words, sentences, and paragraphs.
- F. Demonstrate their knowledge of the written accent by placing the accents correctly.
- G. Demonstrate their knowledge of verb tenses by identifying tenses and spelling verbs correctly.

**III. THECB Learning Outcomes (ACGM)**

Upon successful completion of this course, students will:

1. Write evaluations, explanations and other types of academic writing demonstrating development of rhetorical skills.
2. Demonstrate an expanded vocabulary in discourse.
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. Interpret 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.
1. 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. The instructor may also require a journal or free writing assignments.
  2. The following topics should be covered accompanied by a literature component:
 

Cap. 7:	The Written Accent
Cap. 8:	The Subjunctive Mood
Cap. 9:	Direct Commands and Object Pronouns
Cap. 10:	Spelling
Cap. 11:	Punctuation and Writing
- D. Final Examination  
A final examination is required.
- E. Grading Percentages  
Grade percentages for determining the course grade may be devised by the individual instructor.
- F. 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.
- F. 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.