

El Paso Community College
Syllabus
Part II
Official Course Description

SUBJECT AREA	<u>Foreign Language</u>
COURSE RUBRIC AND NUMBER	<u>SPAN 1412</u>
COURSE TITLE	<u>Beginning Spanish II for</u> <u>Non-Native Speakers</u>
COURSE CREDIT HOURS	<u>4 3 2</u> Credits Lec Lab

I. Catalog Description

Continues the development of basic Spanish language skills in listening, speaking, reading, and writing within a cultural framework. Students acquire the vocabulary and grammatical structures necessary to communicate and comprehend at the high beginner to low intermediate level. **Prerequisite: SPAN 1411 or by Spanish placement exam (3:2). Lab fee.**

II. Course Objectives

By the end of the course, the student will achieve a minimum performance level 70% in the following areas:

- A. Demonstrate listening skills by comprehending basic Spanish sentences and short conversations spoken at a normal speed and by various speakers.
- B. Demonstrate speaking skills by uttering prepared and impromptu conversations with the instructor, other students and in language laboratory exercises.
- C. Demonstrate reading skills by comprehending texts presented, as well as ability to participate in discussions of these texts.
- D. Demonstrate writing skills by transcribing samples of Spanish dictation and composing brief, simple paragraphs in Spanish by, utilizing correct spelling and grammar.

III. THECB Learning Outcomes (ACGM)

Upon successful completion of this course, students will:

1. Engage in conversations using level-appropriate grammatical structures including narrating events that take place in the past.
2. Demonstrate understanding of level-appropriate spoken Spanish produced by Spanish speakers of diverse origins.
3. Write simple to moderately complex sentences using level-appropriate grammatical structures and organize them into cohesive paragraphs.
4. Read and comprehend level-appropriate authentic texts.
5. Identify and discuss traditions, customs and values of the Hispanic world.
6. Compare and contrast the traditions, customs and values of the Hispanic world with characteristics of their own culture.

IV. Evaluation

- A. Pre-assessment
Instructors should check each student's requirements (including Placement Exam results) the first day of class; those who do not qualify should be sent back to admissions.
- B. 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 the dialogues, and vocabulary, it is essential that the instructor covers grammar in the course with the focus on continuous communication in the classroom.
 2. A final examination is required.
 3. Grading Percentages
Grade percentages for determining the course grade may be devised by the individual instructor.
 4. 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.
 5. 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 (Americans 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.