

El Paso Community College
Syllabus
Part II
Official Course Description

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

I. Catalog Description

Continues SPAN 2313. Builds upon existing oral proficiencies of heritage speakers of Spanish. Continues the development of listening, speaking, reading, writing, and analysis of literary and cultural texts and film. Continues the study of verb forms, and spelling. **Prerequisite: SPAN 2313 or by Spanish Placement Exam AND 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. (3:0).**

II. Course Objectives

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

- A. Demonstrate effective written, oral, and/or visual **communication skills** through oral Spanish reading. The reading speed should be equivalent to that of everyday speech with appropriate Spanish pronunciation, punctuation and intonation. The reading selections are of current topics and short stories. The readings in this course are more challenging than in Intermediate Spanish I.
- B. Demonstrate effective written, oral, and/or visual **communication skills** through continued development of comprehension of the reading assignments by answering correctly objective and analytical questions about the readings.
- C. Demonstrate **critical thinking skills** by engaging in creative thinking, innovation, and inquiry and by demonstrating analysis, evaluation, and synthesis of information by analyzing Spanish current topics, short stories and films. The students will demonstrate knowledge of the aesthetic principles exemplified by the readings; knowledge of social, historical, and cultural values; and knowledge of the Hispanic culture through films.
- D. Demonstrate effective written, oral, and/or visual **communication skills** through essays that evidence knowledge of Spanish grammar and language skills by writing in Standard Spanish. Sentence effectiveness will be enhanced by learning the function of specific grammatical points and mechanical devices (e.g., spelling, written accent, verb tenses).
- E. Demonstrate **social responsibility skills** through the discussions of Hispanic films and literature that allow for different points of view and an opportunity to work with others to support a shared purpose or goal.

- F. Demonstrate teamwork skills including the ability to consider different points of view and to work effectively with others to support a shared purpose or goal through the group work. Instructor suggestions, and version of written work.
- G. Demonstrate **personal responsibility skills** by their ability to connect choices, actions and consequences to ethical decision-making by exhibiting familiarity with the contemporary cultures from the Spanish-speaking countries and expand the students' ability to make cross-cultural comparisons.

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.

G. 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.

VII. Title IX and Sex Discrimination

Title 9 (20 U.S.C. 1681 & 34 C.F.R. Part 106) states the following "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance." The Violence Against Women Act (VAWA) prohibits stalking, date violence, sexual violence, and domestic violence for all students, employees and visitors (male and female). If you have any concerns related to discrimination, harassment, or assault (of any type) you can contact the Assistant to the Vice President for Student and Enrollment Services at 915-831-2655. Employees can call the Manager of Employee Relations at 915-831-6458. Reports of sexual assault/violence may also be reported to EPCC Police at 915-831-2200.