

**Ventura College**  
**Spanish Heritage Language I**  
**Spanish 03S**  
**CRN 31358**  
**Spring 2019**

<b>Instructor: Tania DeClerck</b> <b>Email: tdeclerck@vccd.edu</b> <b>Phone: (805) 289-6205</b> <b>Office: LRC 318</b>	<b>Spring 2019 Office Hours:</b> <b>Mondays Online via Zoom 9:00-10:00</b> <b>Tuesdays 3:00-4:00</b> <b>Wednesdays 12:00-1:30</b> <b>Thursdays 12:00-1:30</b>
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**Course Description:** This course is the first in the intermediate sequence for native speakers of Spanish. It is designed to introduce formal Spanish language skills in pronunciation, comprehension, written communication, word usage and vocabulary. Grammatical concepts are introduced and practiced. Special emphasis is given to the development of literacy skills (reading and writing) by reading and discussing introductory level Spanish prose and poetry through basic critical and creative writing activities. The language laboratory is used to expand the students' formal comprehension and productions skills in Spanish language. Cultural materials and activities are provided to develop an understanding and appreciation for the linguistic and cultural variations of the Spanish speakers.

**Course Format:** This class is a **partially online class**; meaning that it meets on campus one day per week as indicated in the schedule of classes. Attendance in the face-to-face class meetings is mandatory. The online portion of the class is completed by using the college's learning management system, **Canvas**. Completion of the online assignments is necessary to pass the class.

**Required Materials:**

1. *Cajas de cartón: Relatos de la Vida Peregrina de un Niño Campesino* (2000) by Francisco Jiménez

**Required Hardware:** Microphone for online activities that require voice recording.

**Required Software:** Microsoft Office 365 available for free at <http://office.com/getoffice365>

**Attendance:** Prompt and regular attendance is expected of each student along with preparation and participation in class activities. Since the class period is one of the few times during the week that you will have the opportunity to practice and develop your oral skills in Spanish, **attendance is required.** Attendance includes two hours of face-to-face meetings per week and each class meeting is worth ten points toward the participation portion of the grade. Students who arrive late or leave class early will not receive the full attendance points. Absence for any reason does not relieve the student from the responsibility of completing all class requirements.

All students, both registered and on the waitlist, are expected to attend the first class meeting. The instructor may drop all registered and waitlisted students who do not attend the first day of class. The instructor is required to drop students who quit attending prior to the census date, but is not required to drop registered students who quit after census. Students are responsible for dropping their classes and withdrawing from the college and should initiate the drop themselves. If a student fails to drop the course before the final drop deadline, the instructor is required to record a grade for that student.

**Assignments:** Class assignments will be submitted online using **Canvas**. To access the Canvas assignments, log in to your myVCCCD student portal and click on "My courses" and then select from your list of online courses.

**Due Dates and Late Submission Policy:** Details about assignments and due dates will be posted on Canvas and are due weekly on the day of the face-to-face class meetings. Late assignments on Canvas will not be accepted. If you know you will be unable to complete assignments by the due date because of an exceptional circumstance, please let the instructor know prior to the due date so that special arrangements can be made. Technological troubles will NOT be accepted as an excuse for not submitting work in a timely manner.

**Course Grading:** The grading policy follows. It is important to remember that no grade is “given.” Instead the student earns points which will be objectively calculated on a 100-point scale.

**Evaluation of Student Performance:**

Participation/attendance: 10%

Reading Assignments: 25%

Writing Assignments: 25%

Listening Assignments: 10%

Speaking Assignments:

- Oral Interview Project: 15%

Final Exam: 15%

**Grade Scale:**

A: 90% - 100%

B: 80% - 89%

C: 70% - 79%

D: 60% - 69%

F: 59% or lower

**Suggestions for Improving Grades:** Students are greatly encouraged to meet with the instructor or a tutor outside of class time if the student’s grades are not successful. The Ventura College Tutoring Center (located on the first floor of the LRC building) provides free Spanish tutoring on a drop-in basis. The Tutoring Center may be reached at (805)289-6026.

**Disability Accommodation Services:** Students with physical, learning, or psychological disabilities who believe that they need accommodations in this class are encouraged to contact the Educational Assistance Center (EAC). The EAC is located in the Administration Building and can be reached at (805) 289-6300. Authorization, based on verification of disability, is required before any accommodation can be made; any student registered with the EAC should contact the instructor as soon as possible to request classroom accommodations and to ensure its timely implementation.

**Please note:**

- Turn off cell phones or electronic devices when in class. Students who use a cell phone in class (including texting) will be asked to leave class.
- Wait until the instructor has dismissed class to begin assembling your materials to leave.

**Guidelines for a Successful Online Course:**

- This partially online course is not a “softer or easier” course just because it only “meets” one day per week. You are responsible for completing the online course content, that in a “traditional” class would have been done in class, outside of the scheduled class meetings.
- Do not wait until the last minute to complete online assignments. Technology can sometimes be undependable and technical difficulties will not be accepted as excuses for extended deadlines. Be resourceful and have a contingency plan for computer/Internet problems. Some suggestions include becoming familiar with the hours and accessibility of on-campus computers or Internet services at your local library.
- Online learning happens in real-time. Just as a professional must function regardless of life’s challenges, e.g., births, deaths, travel, family emergencies, medical problems, etc., so must the online student. Success is contingent upon the ability to master course content while simultaneously mastering all of life’s challenges. If you need to be away from the course because of an unforeseen event, please contact me to let me know what is going on. I am human and I do understand!

- Be a good communicator! We will use the course discussion board as our primary place of student-to-student and student-to-instructor communication. Should you require a private conversation (e.g. to discuss grades) we can communicate outside of class during office hours or via telephone or VCCCD email. Please be sure to include your full name and the class number (CRN #) in which you are enrolled in your email communications. The expected response time for emails received from Monday to Friday during working hours (9:00 a.m. to 5:00 p.m.) is 24 hours.
- Most of all, be engaged and curious! I will provide a comfortable and safe learning environment where we can have fun and learn together, but keep in mind that the amount of effort you put into learning will determine what you get out of it.

**Plagiarism Policy:** Students who plagiarize, cheat, or fabricate course content will receive zero credit for the assignment. Any act of academic dishonesty will be reported and subject to disciplinary action.

**Plagiarism** is the act of presenting someone else's work as one's own. Examples include:

- Copying and pasting text from websites or other electronic sources and presenting it in an assignment as your own original work.
- Copying and pasting text from printed sources (including books, magazines, encyclopedias or newspapers) and presenting it in an assignment as your own original work.
- Using another student's work and claiming it as your own original work (even if you have permission of the other student).

**Cheating** is the act of pretending (or helping others to pretend) to have mastered course material through misrepresentation. Examples include:

- Copying in whole or in part from another student's test or paper.
- Allowing another student to copy from your test or assignment.
- Using the textbook, course handouts, or notes during a test without instructor permission.
- Stealing, buying or otherwise obtaining all or part of a test before it is administered.
- Selling or giving away all or part of a test before it is administered.
- Having someone else attend a course or take a test in your place.
- Attending a course or taking a test for someone else.
- Failing to follow test-taking procedures, including talking during the test, ignoring starting and stopping times, or other disruptive activity.

**Fabrication** is the intentional use of invented information. Examples include:

- Signing a roll sheet for another student.
- Giving false information to college personnel.
- Answering verbal or written questions in an untruthful manner.
- Inventing data or sources of information for research papers or other assignments.

## Course Objectives for Spanish V03S:

Upon successful completion of this course, the student will be able to demonstrate the following measurable skills and abilities:

- Demonstrate improved application of grammar, orthography, and formal register in writing and speaking.
- Demonstrate increased knowledge of Hispanic cultures.
- Adapt language to various settings and contexts.
- Analyze Spanish literary texts.
- Discuss current events of Spanish-speaking countries.

## Student Learning Outcomes

	Assessment
<b>1.0 Listening Comprehension</b>  Having listened to an oral presentation in Spanish of historical, cultural, and/or social interest pertaining to the Spanish-speaking world, the student will be able to identify and discuss the essential points of the presentation in Spanish with the class and/or in small groups.	<ul style="list-style-type: none"><li>• Online audio comprehension activities</li><li>• In-class audio comprehension activities</li></ul>
<b>2.0 Oral Production</b>  After preparing questions in Spanish, the student will be able to conduct a one-on-one interview in Spanish and prepare an oral summary report on the content of the interview.	<ul style="list-style-type: none"><li>• In-class oral discussions</li><li>• In-class oral interview of guest speaker</li><li>• Completion of a one-on-one interview</li><li>• Online presentation of oral interview</li></ul>
<b>3.0 Reading Skills</b>  Having read a variety of authentic texts across genres, students will be able to approach, comprehend, and analyze unfamiliar Spanish language text.	<ul style="list-style-type: none"><li>• Reading comprehension assignments/exams</li><li>• In-class discussions</li></ul>
<b>4.0 Writing Skills</b>  By the end of the course, the student will be able to write a reflective Spanish language text of substantial length with little to no grammatical error.	<ul style="list-style-type: none"><li>• Journal writing assignments</li><li>• Structured compositions</li><li>• Online discussion board assignments</li><li>• Final writing exam</li></ul>

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**Course Calendar**

	<b>Online Assignments in Canvas</b> <b>Due every Thursday by 9:00 a.m.</b>	<b>Thursday in Class</b>
	<b>Introductory Module</b> <ul style="list-style-type: none"> <li>• Course syllabus &amp; calendar</li> <li>• Course orientation</li> <li>• Course resources</li> </ul>	January 31 <ul style="list-style-type: none"> <li>• Syllabus</li> <li>• Activities to get to know each other</li> <li>• Course format discussion</li> <li>• Orientation to Canvas course</li> </ul>
Jan. 31- Feb. 7	<b>Module #1 (Due Feb. 7)</b> <ul style="list-style-type: none"> <li>• ¿Quién soy yo?</li> <li>• La lengua y la identidad</li> <li>• Los nombres y los apellidos</li> <li>• El género de los sustantivos y los artículos definidos e indefinidos</li> </ul>	February 7 <ul style="list-style-type: none"> <li>• Module #1 in-class discussion &amp; activities</li> </ul>
Feb. 7-14	<b>Module #2 (Due Feb. 14)</b> <ul style="list-style-type: none"> <li>• ¿Quién es Latinoamérica?</li> <li>• El abecedario</li> <li>• Los números</li> <li>• Los pronombres personales</li> <li>• El registro informal y formal</li> </ul>	February 14 <ul style="list-style-type: none"> <li>• Module #2 in-class discussion &amp; activities</li> </ul>
Feb. 14-21	<b>Module #3 (Due Feb. 21)</b> <ul style="list-style-type: none"> <li>• Los latinos en los EEUU</li> <li>• Pluralización de los sustantivos</li> <li>• Las sílabas y la ortografía de los acentos</li> <li>• Los interrogativos</li> <li>• Estrategias para ser un lector crítico</li> </ul>	February 21 <ul style="list-style-type: none"> <li>• Module #3 in-class discussion &amp; activities</li> </ul>
Feb. 21-28	<b>Module #4 (Due Feb. 28)</b> <ul style="list-style-type: none"> <li>• ¿Quiénes son los latinos?</li> <li>• Las oraciones y las clases de palabras</li> <li>• La concordancia de los sustantivos y los adjetivos</li> <li>• El presente del indicativo</li> </ul>	February 28 <ul style="list-style-type: none"> <li>• Module #4 in-class discussion &amp; activities</li> </ul>
Feb. 28- Mar. 7	<b>Module #5 (Due March 7)</b> <ul style="list-style-type: none"> <li>• El bilingüismo</li> <li>• El pretérito (verbos regulares)</li> </ul>	March 7 <ul style="list-style-type: none"> <li>• Module #5 in-class discussion &amp; activities</li> </ul>
Mar. 7-14	<b>Module #6 (Due March 14)</b> <ul style="list-style-type: none"> <li>• ¿Hablas spanglish?</li> <li>• El pretérito (verbos con cambios ortográficos -car, -zar, -gar)</li> <li>• El pretérito (verbos con cambios en la tercera persona)</li> </ul>	March 14 <ul style="list-style-type: none"> <li>• Module #6 in-class discussion &amp; activities</li> </ul>

	<b>Online Assignments in Canvas</b> Due every Thursday by 9:00 a.m.	<b>Thursday in Class</b>
Mar. 14-21	<b>Module #7 (Due March 21)</b> <ul style="list-style-type: none"> <li>• La vida de un inmigrante</li> <li>• Verbos irregulares en el pretérito (e.g. estar, andar, decir, querer, tener, etc.)</li> </ul>	March 21 <ul style="list-style-type: none"> <li>• Module #7 in-class discussion &amp; activities</li> </ul>
		March 28: No class – Spring Break
Mar. 21- Apr. 4	<b>Module #8 (Due April 4)</b> <ul style="list-style-type: none"> <li>• El mundo indígena</li> <li>• El imperfecto</li> <li>• El pretérito vs. el imperfecto</li> </ul>	April 4 <ul style="list-style-type: none"> <li>• Module #8 in-class discussion &amp; activities</li> </ul>
Apr. 4-11	<b>Module #9 (Due April 11)</b> <ul style="list-style-type: none"> <li>• <i>Story Corps</i> oral interviews &amp; techniques</li> <li>• Los mandatos informales y formales</li> </ul>	April 11 <ul style="list-style-type: none"> <li>• Module #9 in-class discussion &amp; activities</li> </ul>
Apr. 11-18	<b>Module #10 (Due April 18)</b> <ul style="list-style-type: none"> <li>• ¿De dónde viene la lengua que hablamos?</li> <li>• Ser vs. estar</li> <li>• Los modos verbales: imperativo, subjuntivo, indicativo</li> </ul>	April 18 <ul style="list-style-type: none"> <li>• Module # 10 in-class discussion &amp; activities</li> </ul>
		April 25: No class - Faculty Inservice
Apr. 18- May 2	<b>Module #11 (Due May 2)</b> <ul style="list-style-type: none"> <li>• ¿Quién eras antes y quién eres hoy?</li> <li>• El subjuntivo</li> <li>• Repaso para el examen final</li> </ul>	May 2 <ul style="list-style-type: none"> <li>• <b>Oral interview project due</b></li> <li>• Module #11 in-class discussion &amp; activities</li> </ul>
May 2-9	<b>Module #12: (Due May 9)</b> <ul style="list-style-type: none"> <li>• Final exam review</li> </ul>	May 9 <ul style="list-style-type: none"> <li>• <b>Final Exam</b></li> </ul>