

Syllabus/Course Outline *RCC World Languages SPAN101 Spring 2019*

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Phone: 541 787 0242 **High School:** North Valley High School
Length of RCC Course: A minimum of forty (40) lecture hours per one term
Length of HS Course: Two semesters. September 2019 – June 2020
Prerequisites: 3.0 GPA and Spanish 1 and 2

Course Description

Introduces basic skills in Spanish in speaking, writing, reading, and aural comprehension. Special attention is given to developing cultural awareness. The sequence enables students to reach at least novice high proficiency as defined by the guidelines of the American Council on the Teaching of Foreign Languages (ACTFL). SPAN101/102/103 must be taken in sequence. Courses are not suitable for heritage speakers.

Required texts

Dos Mundos: Terrell, Andrade, Egasse & Muñoz 4th Edition

Other materials/supplies

Quizlet account: <https://quizlet.com/join/qQu472Ege> maestra3 * Edmodo Group [yhuveg](#) * 3 Ring Binder with dividers for Spanish only.

Instructional Learning Outcomes

Application of Knowledge (AK)	Students will synthesize and use knowledge in familiar and unfamiliar situations to effectively solve problems and complete tasks.
Approach to Learning (AL)	Students will engage in and take responsibility for intentional learning, seek new knowledge and skills to guide their continuous and independent development, and adapt to new situations.
Communication (COM)	Students will engage in quality communication using active listening and reading skills and expressing ideas appropriately in oral, written, and visual work.
Critical Thinking (CT)	Students will think critically and creatively about problems and issues in the classroom or school, home, work, and community settings to create positive, sustainable solutions.
Personal Growth (PG)	Students will balance life and civic responsibilities, believe in themselves, accept and commit to change, self-reflect, and be tolerant and respectful of themselves and others.

Course Learning Outcomes

Course Learning Outcomes, Institutional Learning Outcomes (ILO) Key Indicators and Assessment Methods:
 On successful completion of this course, students will be able to:

Course Learning Outcomes	Assessment Methods	ILO Key Indicators
1. Be generally understood when speaking about basic life skills topics with those accustomed to dealing with non-native speakers.	1. At least one oral interview per term, one-on-one with the instructor. Other assessments may include more frequent in-class interviews, dialogues and/or presentations.	COM 2 - Express ideas clearly in oral, written, and visual work.
2. Demonstrate culturally appropriate behavior.	1. Discrete point tests, student presentations, dialogues, interviews and written work.	
3. Use learned vocabulary words, phrases, and expressions to describe and express important ideas on topics covered in the week by week outline attached here, both orally and in writing.	3. In class performance of culturally appropriate, content based assigned tasks, where students work cooperatively in small groups, pairs, or individually, as well as oral interviews and personalized writing assignments. Written tests.	

4. Comprehend important ideas and some details from simple authentic audio and video sources.	4. Listening comprehension quizzes and oral interviews. Paraphrase main ideas and familiar details in short culturally-based readings, poems, songs, videos, and proverbs. Listening comprehension tests.	
5. Understand important ideas and some details in face-to-face interactions when speech is limited and non-complex.	5. In class performance tasks and oral interviews.	
6. Understand basic culturally-influenced non-verbal communication.	6. In-class response to instructor and/or guest speakers, quizzes, and/or personal journaling.	
7. Obtain essential information from authentic materials that consist of short text which is enhanced by visual clues.	7. In-class performance of assigned tasks and written exams.	
8. Understand and paraphrase main ideas and familiar details in short culturally-based readings, poems, songs, and proverbs.	8. In class performance of assigned tasks and written exams.	

Learning Experiences:

Students will participate in communicative activities designed to help them acquire second language proficiency in presentational speaking and writing, interpersonal speaking, and interpretative reading and listening. Activities include choral response, pair work, information gaps, simulations and skits. Texts include song lyrics, Caminos (Medford’s Spanish language magazine) and other authentic texts including schedules and advertisements.

Grading Information

High School Grading: Academic grades under the Standards Based Learning model will reflect a student’s level of proficiency of the subject’s knowledge and skills according to state standards.

Grading Scale:

A = (90%) B = (80%) C = (70%) I = Incomplete F = Fail

Standards Knowledge and Skill: (80% of Grade)

*Unit Tests * Formal Quizzes * Writing Prompts * Oral Prompts * In-Class Presentations * Simulations

Participation and Citizenship: (20% of Grade)

In order to demonstrate proficiency, students must score a C or 70% or better on the assessment. If an assessment score is below 70% they will have an opportunity to get additional support from the teacher or building support services and will be allowed to retake an assessment in order to meet the standard.

- **RCC Grading:** classes are graded A, B, C, D, F. No tests can be retaken for the RCC grade that you receive for this class.

EXPECTATIONS FOR STUDENTS

Students will learn to read, write, comprehend, and speak Spanish. Language functions will be taught in the context of the cultural norms, history, and geography of Hispanic peoples in and outside of the United States. Students will meet ODE Standard Stage 4/5. **Intermediate Low or Proficiency Stage 4 Second Language Standards ODE 2010:** Students at Proficiency Stage 4 can identify main ideas and some supporting information on familiar topics. Students communicate using rehearsed and original sentences and questions, to exchange ideas and to obtain and provide information. This includes participating in simple conversations and getting some needs met in the target culture. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in local and global communities. (Please see attached Spanish 2B Standards and Learning Targets.)

Attendance

You are responsible for all information and activities you miss due to absence. Please see Edmodo for assignments. If you are unable to attend a class, please notify me via email or phone.

- **RCC withdrawal from class:** A student may withdraw from a class between the Thursday of Week 2 and the Friday of Week 8 at 11:59 pm. (Week 5 during summer term). A grade of W will be assigned.

Academic Honesty

RCC's Academic Integrity guideline:

Cheating, plagiarism, and other acts of academic dishonesty are regarded as serious offenses. Instructors have the right to take action on any suspected acts of academic dishonesty. Depending on the nature of the offense, serious penalties may be imposed, ranging from loss of points to expulsion from the class or college.

Classroom Behavior

Expectations for classroom behavior are outlined in the Student Code of Conduct, available in the catalog, schedule, and online. Students may not engage in any activity which the instructor deems disruptive or counterproductive to the goals of the class. Instructors have the right to remove students from class for not following the Code of Conduct or other specified classroom rules. Expectations for behavior in online classes are similar to what is required in the classroom.

Student Evaluations of this Course: "What Do You Think?"

Students enrolled in all credit (and some non-credit) courses will receive an RCC email around the 8th week of each term to complete online evaluations on each course they are enrolled in. Full instructions for accessing and completing the evaluations will be in the reminder email. These evaluations are anonymous and will not be released to the teachers until after the term is over. They provide valuable feedback to faculty about your experiences in and impressions of the course.

Disability Services

High schools and colleges operate under different guidelines for students with disabilities. Students enrolled in RCC's various Pathfinder dual credit programs must meet the college requirements to be eligible for the college credit. Reasonable adjustments in teaching methods and/or assessment delivery that do not alter the essential content of a course may be possible, but all students must meet the student learning outcomes and the assessment rigor of the course to be eligible for college credit.

Services for students who experience disabilities:

- High school students taking COLLEGE NOW classes taught by high school teachers at the high school are to work with their high school for accommodations or adjustments.
- High school students who also take RCC courses at an RCC campus should contact RCC's Disability Services Office. <http://www.roguecc.edu/DisabilityServices/>

Discrimination, Harassment and Sexual Violence Policies

Rogue Community College does not discriminate in any programs, activities, or employment practices on the basis of race, color, religion, ethnicity, use of native language, national origin, sex, sexual orientation, gender identity, marital status, veteran status, disability, age, pregnancy, or any other status protected under applicable federal, state, or local laws. For further policy information and for a full list of regulatory specific contact persons visit the following webpage: www.roguecc.edu/nondiscrimination.

In addition, RCC has a zero tolerance for sexual assault, stalking, intimate partner or domestic violence, dating violence and workplace violence. Anyone found participating in any of these activities will be subject to disciplinary action and prosecuted in accordance with RCC policies and procedures and Oregon state laws. For more information, go to <http://web.roguecc.edu/title-ix-and-sexual-misconduct>

Important RCC COLLEGE NOW Dates and Times

The deadline to add a class, withdraw from a class, term end/start dates, and the dates grades are available are listed at <http://go.roguecc.edu/department/college-now/college-now-important-dates>

Online Tutoring: As an enrolled RCC student, you have access to our eTutoring services. For information, go to the RCC Home Page and click on "Quick Links" at the top. At the bottom of the first column is "Online tutoring." Click on that and follow the login instructions.

Course Outline

Course Outline 101

- *Aural comprehension of “teacher talk” and basic classroom necessities in Spanish*
- *Rote production of introductions, greetings, and other courtesies*
- *Vocabulary needed for talking about classroom, home, family, job, and everyday activities*
- *Production of numbers from 0 to 99*
- *Description, with emphasis on people, with verbs ser and tener including adjective concordance*
- *Basic body parts*
- *Calendar, seasons, weather, and telling time*
- *Basic use of ser and tener to talk about possession*
- *Basic use of estar to tell location, including several prepositions*
- *Use of ser to tell nationality and origin; asking people where they are from*
- *Conjugation of at least 30 common regular verbs*
- *Use of gustar with infinitives to talk about activities*
- *Some use of adverbial phrases to talk about frequency of activities*
- *Contrast in formal and informal styles of address (tú versus usted)*
- *Familiarity with locations of Spanish speaking countries and some cultural information about them, including some dialectical differences*
- Talking about future plans with constructions including the paraphrastic future and querer
- Talking about daily activities with present tense verbs including reflexive verbs
- Elementary vocabulary dealing with food and meals
- Using direct object pronouns to answer questions
- Expressing moods and physical feelings with estar and tener
- Vocabulary about classes and school, including ordinal numbers to talk about schedules
- Professions and associated vocabulary
- Use of the verbs poder and saber to talk about abilities
- Using the present progressive
- Vocabulary for places in cities (post office, gym, stores, etc.)
- Vocabulary for the home including furniture, rooms, appliances, chores
- Making comparisons Introduction of regular verbs in the past (preterite) tense
- Cultural information about various Spanish speaking countries with emphasis on celebrations and holidays
- Acquisition of past (preterite) tense including several irregular verbs
- Adverbs and adverbial phrases to tell when things occurred in the past including phrases with hace + length of time to express “ago”
- In depth vocabulary dealing with food and meals, including restaurant etiquette and vocabulary
- Use of se to form impersonal expressions Indefinite and negative pronouns (something, someone, nothing)
- In depth vocabulary for family including in-laws, and step-
- The imperfect tense for talking about one’s childhood
- The present perfect tense
- Geography and climate
- Means of transportation and vocabulary needed for travel
- Cultural information about Spanish speaking countries with an emphasis on travel