



SPAN-201: INTERMEDIATE SPANISH I

Effective Term

Fall 2026

BOT Approval Date

11/13/2025

Discipline

SPAN - Spanish

Course Number

201

Course Title

Intermediate Spanish I

Short Title

Intermediate Spanish I

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Lecture Units**

4.00

Total Units

4.00

Hours**Lecture Contact Hours**

64-72

Out of Class Hours Lecture

128-144

Total Contact Hours

64 - 72

Total Out of Class Hours

128 - 144

Total Student Learning Hours

192 - 216

Distance Education

Yes

Distance Education**Distance Education Type**

Both Fully Online and Hybrid Online

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional



c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times.

ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

C-ID (Admin Only)

C-ID SPAN 200

Catalog Description

This course is a continuation of Spanish 102; it introduces more advanced grammar and vocabulary with added emphasis on speaking reading and writing.

Requisites

Prerequisite(s)

Prerequisite(s) (must be taken before)

SPAN-102 (with a grade of C or better) or three years of high school Spanish (with a grade of C or better).

Codes

TOP Code (CB 03)

1105.00 - Spanish

CIP Code

16.0905 - Spanish Language and Literature.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Minimum Qualifications

Minimum Qualifications	And/Or
Foreign Languages (Masters Required)	End

GE Information

Check GE Types Requested

AA/AS C - Humanities

Cal-GETC Areas

Approved Cal-GETC Area

AREA-3B

Learning Objectives

Learning Objectives

Learning Objective

1. Produce and carry on an advanced conversation using authentic language, pronunciation, and the correct forms of grammar and vocabulary.
2. Examine, read and describe intermediate to advanced written material in Spanish.
3. Create and complete written assignments in Spanish using various tenses by selecting correct forms of intermediate to advanced grammar.
4. Create and complete written assignments in Spanish using various tenses by applying the appropriate vocabulary and use of a Spanish/English dictionary.
5. Create and complete written assignments in Spanish using various tenses by using their listening skills.
6. Develop and compose multiple compositions using the various verb tenses acquired in class.
7. Develop advanced cultural awareness of the 21 Spanish speaking countries.
8. Differentiate and examine an advanced awareness of cultural differences between the 21 Spanish speaking countries and how they relate to those in the USA.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Students will communicate with ease at an intermediate level.
2. Students will compose short essays in Spanish to convey meaning in a near fluent manner in all tenses.
3. Students will complete written assignments in Spanish using various tenses by selecting correct forms of grammar, applying the appropriate vocabulary, and using learned knowledge of the 21 Spanish speaking countries.

Content

Course Lecture Content

1. Culture
 - a. Coverage of various Spanish-speaking countries and their customs.
 - i. Panama
 1. el canal de Panamá
 - ii. Costa Rica
 1. ecoturismo
 2. biodiversidad
 - iii. El Salvador
 1. Parque arqueológico Tazumal
 - iv. Guatemala
 1. Rigoberta Menchú
 - v. Honduras
 1. Copán
 - a. Museo de la Escultura de Copán
 - b. Parque Arqueológico Copán
 - vi. Nicaragua
 1. Parque Nacional Volcán Masaya
2. Songs
 - a. Selected songs to review preterit and imperfect past tenses in context
 - b. Selected songs to review and practice the subjunctive mood in context
 - c. Selected songs to practice and review vocabulary in context

3. Authentic Auditory and Visuals of Various Countries
 - a. Podcasts in Spanish
 - b. Short films and excerpts from films in Spanish to review and practice grammar and vocabulary in context
4. Literature
 - a. Excerpts from novels to review and practice parts of grammar in context
5. Writing
 - a. Review of spelling and accent rules
 - b. Paragraph and essay writing exercises in response to various topics
6. Grammar
 - a. Review of reflexive verbs
 - b. Review of present and perfect tenses
 - c. Review of preterit and imperfect tenses
 - d. Future tense
 - e. Conditional tense
 - f. Subjunctive forms
 - g. Expressions and uses of por and para
 - h. Expressing unexpected or unplanned actions
7. Vocabulary
 - a. Nouns
 - b. Verbs
 - c. Useful expressions
 - d. Adjectives
 - e. Adverbs
 - f. Topics
 - i. Los viajes
 1. transportación
 2. hacer una reservación
 3. en el aeropuerto
 - ii. La tecnología
 1. medios de comunicación
 - iii. En el consultorio médico
 1. las partes de cuerpo
 2. las síntomas
 - iv. Los alimentos
 - v. El mundo del trabajo
 1. las profesiones
 2. la búsqueda de empleo
8. Reading
 - a. Short stories
 - b. Poetry
 - c. Newspaper articles
 - d. Podcasts
9. Required Final Exams
 - a. Comprehensive grammar, culture, and vocabulary exam covering the course content
 - b. Oral final exam covering the course content
 - c. Written final exam covering the course content

Methods of Instruction

Method

Group Projects

Integration

Group activities - The instructor will provide students with various oral speaking prompts and activities. Students will work together in Spanish to complete activities to reinforce and increase oral proficiency. For example, students may be provided a prompt to practice speaking in Spanish, a dialogue may be provided to read out loud in groups, or students may be encouraged to find a class speaking partner to ask and answer oral questions provided by the instructor related to the course content.

DE Adaptations for MOI

Students will work together virtually through accessible video conferencing software and/or through discussion boards and group projects in the CMS to complete various activities to reinforce and increase oral proficiency.

For synchronous courses, students will access the course accessible video conferencing software link through the CMS and will be guided by the instructor to use break out rooms for oral practice in a group setting.

For asynchronous courses, students will be guided by the instructor to access the group sets either created by the students or by the instructor to coordinate group activities for oral practice in the CMS. Additionally, weekly discussion boards are assigned in the weekly modules located in the CMS. The instructor will participate in discussions and respond to student posts in the CMS.

Group activities to practice oral proficiency may include but are not limited to: discussions of selected readings, discussions of cultural events, discussions of podcasts, discussion of current events in Spanish and prompts provided by the instructor to practice and reinforce grammar and vocabulary.

Group activities for oral proficiency may include creating presentations to present to the class.

In synchronous courses, students may present live during the synchronous accessible video conferencing software class sessions.

In asynchronous courses, students may record and upload a video presentation. Students may use the accessible video recording feature available in the CMS to record and upload videos with closed captions. Students may upload the video to discussion boards located in the weekly modules in the CMS or students may upload and submit videos directly to the instructor through the assignment feature in the weekly modules in the CMS.

Method

Individual Projects

Integration

Class presentations will be done throughout the course. Through the use of role-play, led by the instructor, students will prepare and present in class several class presentations, based on recent cultural events, to demonstrate an understanding of all material. For example, students may prepare a presentation on what they ate for breakfast, lunch, and dinner the day before using food vocabulary and the preterit tense, or students may prepare a presentation of their choice using formal commands to give instructions, or directions, for example.

DE Adaptations for MOI

Students will work together virtually through accessible video conferencing software and/or through discussion boards and class presentations in the CMS to complete various activities to reinforce and increase oral proficiency.

For synchronous courses, students will access the course accessible video conferencing software link through the CMS and will be guided by the instructor to use break out rooms for oral practice in a group setting.

For asynchronous courses, students will be guided by the instructor to access the group sets either created by the students or by the instructor to coordinate group activities for oral practice in the CMS. Additionally, weekly discussion boards are assigned in the weekly modules located in the CMS. The instructor will participate in discussions and respond to student posts in the CMS.

Class presentations to practice oral proficiency may include but are not limited to: discussions of selected readings, discussions of cultural events, discussions of podcasts, discussion of current events in Spanish and prompts provided by the instructor to practice and reinforce grammar and vocabulary.

Class presentations for oral proficiency may include creating presentations to present to the class.

In synchronous courses, students may present live during the synchronous accessible video conferencing software class sessions.

In asynchronous courses, students may record and upload a video presentation. Students may use the accessible video recording feature available in the CMS to record and upload videos with closed captions. Students may upload the video to discussion boards located in the weekly modules in the CMS or students may upload and submit videos directly to the instructor through the assignment feature in the weekly modules in the CMS.

Method

In-class Exercises

Integration

Class repetition will be based on instructor's input. Students will repeat new vocabulary after the instructor to help pronunciation. The instructor may provide corrective feedback as needed.

DE Adaptations for MOI

Students may repeat and sing virtually through accessible video conferencing software and/or in the CMS to reinforce and increase oral proficiency.

For synchronous courses, students will access the course accessible video conferencing software link through the CMS and will be guided by the instructor to use break out rooms for oral practice in a group setting.

For asynchronous courses, students will be guided by the instructor to access the group sets either created by the students or by the instructor to coordinate group activities for oral practice in the CMS.

Repetition for oral proficiency may include singing to a song provided by the instructor, reading out loud in a synchronous setting, or uploading a recording of reading an excerpt in Spanish out loud for oral practice.

In synchronous courses, students may sing and repeat out loud live during the synchronous accessible video conferencing software class sessions.

In asynchronous courses, students may record and upload oral practice with repetition. Students may use the accessible video recording feature available in the CMS to record and upload videos with closed captions.

Method

Discussion

Integration

Discussion will take place under instructor supervision and guidance. Student will discuss the cultural differences learned and will compare these to the North American culture. Additionally, students may use discussion boards to practice written and oral aspects of grammar and vocabulary and engage in either an oral or written discussion/conversation with classmates to practice the aspects of grammar and vocabulary presented.

DE Adaptations for MOI

Students may discuss the cultural differences learned and will compare these to North American culture virtually through accessible video conferencing software and/or through discussion boards and group projects in the CMS.

In synchronous courses, to attend synchronous accessible video conferencing software class sessions, students may be provided a course accessible video conferencing software link by the instructor through the course CMS. The instructor may guide students to the accessible video conferencing software link in the CMS through all forms of communication: email, CMS announcements, and the CMS email feature.

For class discussions in synchronous courses, students may be provided a prompt related to culture and the readings for students to discuss in break out rooms and as a class together in the main accessible video conferencing software room with the instructor. Students may also make suggestions for prompts for class discussions as well.

In asynchronous courses, students may be contacted by their instructor via email, the CMS announcement feature, as well as the CMS email feature to participate in weekly modules created by the instructor.

In the weekly modules, students may have the opportunity to engage with classmates to discuss culture and the readings via discussion boards. The instructor may provide a prompt for students to discuss. Students may also create the prompts for discussions as well. Discussion board responses may be written, recorded with audio and visuals, or include both written and recorded responses. The instructor will participate in discussions and respond to student posts in the CMS.

Additionally, students may be guided by the instructor to participate in group discussions by creating group sets for students to work together in groups. Students will be guided by the instructor on how to create or access group sets in the CMS to work in groups.

Method

Lecture

Integration

Lecture will be led by instructor. Instructor will explain, discuss, and highlight course content, in context, while soliciting responses from students in Spanish.

DE Adaptations for MOI

In synchronous courses, the instructor will guide students to access the course accessible video conferencing link for class in the course CMS. The instructor will provide information on how to access the accessible video conferencing link in the CMS via email, CMS announcements, and the CMS email feature. The instructor will provide synchronous instruction and lectures to go over course content via accessible video conferencing and participation activities will aid in soliciting responses from students in Spanish.

Students will be provided with the course syllabus that includes an agenda of course content coverage and dates for the course for the semester as well as instructions for how to access the course accessible video conferencing link in the CMS for every class meeting. The syllabus will be available in the CMS for students to access and download anytime.

In asynchronous courses, students will access the course CMS. The instructor will communicate with students via email, the CMS email feature, as well as through CMS announcements for how to access weekly modules that include recorded video lectures in the weekly CMS modules.

The recorded lectures will include closed captions and the instructor will explain course content by including the share screen feature in the recorded lecture to explain course content with visual, oral, aural, and written components.

Students will have access to the course syllabus that includes an agenda of course content coverage and dates for the course for the semester as well as instructions for how to access the weekly modules with due dates. The syllabus will be available in the CMS for students to access and download anytime.

Method

Mediated Learning

Integration

Oral activities will be given to students under instructor supervision. Students will hear a Spanish song, discuss the content using new vocabulary, and will sing along to increase fluency. Oral activities using active vocabulary and current events will be used to increase cultural awareness.

DE Adaptations for MOI

Students can repeat and sing virtually through accessible video conferencing software and/or in the CMS to reinforce and increase oral proficiency.

For synchronous courses, students will access the course accessible video conferencing software link through the CMS and will be guided by the instructor to use break out rooms for oral practice in a group setting.

For asynchronous courses, students will be guided by the instructor to access the group sets either created by the students or by the instructor to coordinate group activities for oral practice in the CMS.

Repetition for oral proficiency may include singing to a song provided by the instructor, reading out loud in a synchronous setting, or uploading a recording of reading an excerpt in Spanish out loud for oral practice.

In synchronous courses, students may sing and repeat out loud live during the synchronous accessible video conferencing software class sessions.

In asynchronous courses, students may record and upload oral practice with repetition. Students may use the accessible video recording feature available in the CMS to record and upload videos with closed captions.

Method

Film/video Viewing and Discussion

Integration

Visual presentations will carefully be selected by instructor based on relevance and topic. Students will observe video clips consisting of “interviews” demonstrating the various dialects of Spanish. Students will answer questions based on the information learned in the presentation.

DE Adaptations for MOI

Students can respond to questions and prompts virtually both orally and in writing through accessible video conferencing software and/or in the CMS to reinforce and increase oral and written proficiency.

For synchronous courses, students will access the course accessible video conferencing software link through the CMS and will be guided by the instructor to use break out rooms for oral practice in a group setting.

For asynchronous courses, students will be guided by the instructor to access the group sets either created by the students or by the instructor to coordinate group activities for oral and written practice in the CMS.

In synchronous courses, students may answer questions orally and in writing in the chat live during the synchronous accessible video conferencing software class sessions.

In asynchronous courses, students may record and upload oral practice with repetition and/or write on discussion boards to answer questions to prompts provided by the instructor. Students may use the accessible video recording feature available in the CMS to record and upload videos with closed captions.

Methods of Evaluation

Method

Exams/Tests

Integration

Chapter Exams (REQUIRED) will be evaluated by the instructor after each chapter. Students will complete a chapter exam for each chapter taught during the semester. Each chapter exam will include: listening comprehension, writing, grammar, vocabulary, culture, and reading comprehension sections to evaluate the students’ ongoing understanding and retention.

An Oral Final Exam (REQUIRED) will be evaluated by the instructor at the end of the semester. Students must produce and carry on a conversation for different situations using the various verb tenses and all information learned throughout Spanish 201. This oral final exam will be completed by the student without the use of a dictionary, help from the instructor, or the use of any prompts.

Written Final Exam (REQUIRED) will be assessed by the instructor at the end of the semester. Writing prompt will be provided by the instructor and will be relative to all course material taught throughout the course. Written final exams will be evaluated based on word count, accuracy of grammar, vocabulary, and content.

Final Exam (REQUIRED) students will be evaluated by the instructor at the end of the course. Students will complete a final exam that includes grammar, culture, and vocabulary from all the chapters covered throughout the course. The final exam includes grammar, vocabulary, culture, and reading comprehension sections and is a summative evaluation of students’ understanding and retention of the content that is covered in the course.

DE Adaptations for MOE

In synchronous courses, students will complete exams during accessible video conferencing software sessions or students may complete and submit assigned exams directly in the CMS. Students may upload and submit exams via the CMS assignment feature embedded within the weekly modules.

Students will be evaluated using the speed grader comment feature available in CMS assignments, and/or the video recording feedback feature can be submitted by the instructor into the comment section in speed grader, and/or through the rubric feature created by the instructor and made available in assignments in the CMS. The instructor will evaluate work based on the appropriate use of grammar, vocabulary, and knowledge of the culture components.

In asynchronous courses, students complete exams directly into the assignment feature within the weekly modules in the CMS.

Students will be evaluated using the speed grader comment feature available in CMS assignments, and/or the video recording feedback feature can be submitted by the instructor into the comment section in speed grader, and/or through the rubric feature created by the instructor and made available in assignments in the CMS. Student grades should be updated frequently into the grades feature in the CMS. The instructor will evaluate work based on the appropriate use of grammar, vocabulary, and knowledge of the culture components.

Students will have access to the course syllabus that includes the course content and assignment agenda with dates and due dates for the semester located within the CMS for students to access and download at anytime during the semester. Due dates in will also be indicated and assigned in assignments in the CMS as well.

Method

Class Participation

Integration

Class participation will be evaluated based on the student's active participation in all class activities. The instructor will circulate inside the classroom to make sure that all students are actively participating by using proper grammar and vocabulary in Spanish.

DE Adaptations for MOE

Students can repeat and respond virtually through accessible video conferencing software and/or in the CMS to reinforce and increase oral proficiency.

For synchronous courses, students will access the course accessible video conferencing software link through the CMS and will be guided by the instructor to use break out rooms for oral practice in a group setting.

For asynchronous courses, students will be guided by the instructor to access the group sets either created by the students or by the instructor to coordinate group activities for oral practice in the CMS.

Repetition and responses for oral proficiency may include singing to a song provided by the instructor, reading out loud in a synchronous setting, or uploading a recording of reading an excerpt in Spanish out loud for oral practice. Class participation may include responding orally to questions and/or responding in writing in the chat.

In synchronous courses, students may sing and repeat out loud live during the synchronous accessible video conferencing software class sessions and/or respond orally to prompts and questions in Spanish.

In asynchronous courses, students may record and upload oral practice with repetition. Students may use the accessible video recording feature available in the CMS to record and upload videos with closed captions. Additionally, students can select classmates as speaking partners for the semester to accessible video conferencing software meet and record conversations in Spanish and practice with asking and answering questions provided by the instructor in Spanish.

Method

Homework

Integration

Homework assignments will be evaluated regularly by the instructor. Homework assignments are given to evaluate the understanding of new grammar and vocabulary. Homework may reviewed and corrected for clarification.

DE Adaptations for MOE

In synchronous courses, students will review homework assignments together orally. Students will discuss and clarify homework questions together with the instructor in class accessible video conferencing software sessions.

Upon correcting homework assignments together in class accessible video conferencing software sessions, students may submit completed homework assignments to the instructor for individualized feedback via the course CMS assignments feature.

Students may upload homework documents and/or screen pictures of handwritten workbook assignments into the CMS assignments feature in modules created by the instructor.

The instructor will guide students with instructions for how to upload and submit assignments into the CMS assignments in the CMS modules.

Students will be evaluated using the speed grader feature in assignments in the CMS, and/or by using the recorded feedback feature available in the comment section of speed grader in assignments in the CMS, and/or by using a rubric created by the instructor in assignments in the CMS. Student grades should be updated frequently in the grades feature in the CMS. The instructor will evaluate work based on the appropriate use of grammar, vocabulary, and culture components.

In asynchronous courses, students will be instructed to complete weekly homework assignments in the weekly modules in the CMS. The instructor will include closed captioned recorded videos with the share screen feature to go over homework assignments to help clarify student questions regarding homework assignments.

Additionally, included in the CMS weekly module homework assignments with recorded video support, students will be encouraged to email the instructor to clarify any additional questions not covered in the recorded homework video in the CMS weekly module.

Students will be evaluated using the speed grader comment feature available in CMS assignments, and/or the video recording feedback feature can be submitted by the instructor into the comment section in speed grader, and/or through the rubric feature created by the instructor and made available in assignments in the CMS. Student grades should be updated frequently in the grades feature in the CMS. The instructor will evaluate work based on the appropriate use of grammar, vocabulary, and a thorough analysis of the content covered. Additionally, pronunciation and fluency will be evaluated.

Method

Oral Presentation

Integration

Oral presentations will be evaluated by instructor based on student pronunciation and proper use of grammar and vocabulary. Instructor will provide students with different situations and prompts for students to prepare and present in class. All presentations need to be done in Spanish using various verb tenses, mention of different cultural events, and each must be 10–15 minutes in length.

DE Adaptations for MOE

In synchronous classes, students will access the course accessible video conferencing software link provided by the instructor in the CMS. In class accessible video conferencing software sessions, students will present oral presentations. Additionally, students will carry on conversations based different situations and prompts in Spanish for oral practice in accessible video conferencing software break out rooms as well as in the main accessible video conferencing software room with the instructor and classmates. Students may then submit their power point presentations in the course CMS via the assignments feature created by the instructor in the CMS.

Students will then be evaluated using the speed grader comment feature available in CMS assignments, and/or the video recording feedback feature can be submitted by the instructor into the comment section in speed grader, and/or through the rubric feature created by the instructor and made available in assignments in the CMS. Student grades should be updated frequently into the grades feature in the CMS. The instructor will evaluate work based on the appropriate use of grammar, vocabulary, and a thorough analysis of the content covered. Additionally, pronunciation and fluency will be evaluated.

In asynchronous courses, with the guidance of the instructor, students will access or create groups using the group set feature in the CMS to coordinate and submit group presentations. Group presentations can be submitted directly to the instructor via the assignments feature created by the instructor in weekly modules in the CMS, or they can be submitted to a discussion board created by the instructor and included in the weekly modules in the CMS.

Students will then be evaluated using the speed grader comment feature available in CMS assignments, and/or the video recording feedback feature can be submitted by the instructor into the comment section in speed grader, and/or through the rubric feature created by the instructor and made available in assignments in the CMS. Student grades should be updated frequently in the grades

feature in the CMS. The instructor will evaluate work based on the appropriate use of grammar, vocabulary, and a thorough analysis of the content covered. Additionally, pronunciation and fluency will be evaluated.

Method

Papers

Integration

Papers written in Spanish will be evaluated throughout the course to assure proper use of grammar and vocabulary. Writing prompts will be assigned by the instructor, at their discretion, focusing on cultural topics, current events, and/or topics thoroughly discussed in class. All written assignments will be collected and graded by the instructor to evaluate the student's writing abilities.

DE Adaptations for MOE

In synchronous courses, students will write in Spanish timed in-class essays during accessible video conferencing software sessions and/or outside of class-assigned written essays and students will submit their document directly to the CMS. Students may upload and submit a document via the CMS assignment feature embedded within the weekly modules.

Students will be evaluated using the speed grader comment feature available in CMS assignments, and/or the video recording feedback feature can be submitted by the instructor into the comment section in speed grader, and/or through the rubric feature created by the instructor and made available in assignments in the CMS. Student grades should be updated frequently in the grades feature in the CMS. The instructor will evaluate work based on the appropriate use of grammar, vocabulary, and a thorough analysis of the content covered.

In asynchronous courses, students will write and submit essays in Spanish and will submit their documents directly into the assignment feature embedded within the weekly modules in the CMS.

Students will be evaluated using the speed grader comment feature available in CMS assignments, and/or the video recording feedback feature can be submitted by the instructor into the comment section in speed grader, and/or through the rubric feature created by the instructor and made available in assignments in the CMS. Student grades should be updated frequently in the grades feature in the CMS. The instructor will evaluate work based on the appropriate use of grammar, vocabulary, and a thorough analysis of the content covered.

Students will have access to the course syllabus that includes the course content and assignment agenda with dates and due dates for the semester located within the CMS for students to access and download at anytime during the semester. Due dates in will also be indicated and assigned in assignments in the CMS as well.

Method

Quizzes

Integration

Quizzes will be evaluated by the instructor. The instructor will provide students with small quizzes where students will answer questions to assess their knowledge and retention of recent vocabulary, culture and grammar concepts. Quizzes will be provided at the discretion of the instructor.

DE Adaptations for MOE

In both synchronous and asynchronous courses, students will submit quizzes that have been created by the instructor in the CMS. With the guidance of the instructor, students will access quizzes in the modules in the CMS. Instructions for how to complete and submit quizzes will be included in the instructions section of the quiz that has been created in the CMS.

Quizzes in the CMS may include students filling in the blank, short answer responses, matching terms and definitions, listening comprehension audio recordings that may elicit an oral recorded response and/or a written response, and recorded oral submissions created and submitted by the student.

For recorded oral submissions, students may use the rich content editor available as well as videos that have been recorded in the accessible video recording feature in the CMS with closed captions and uploaded and submitted by the student to the quiz in the CMS.

Students will be evaluated in the CMS quizzes through the instructor required grading feature in quizzes in the CMS and/or by using the speed grader comment feature available in CMS assignments, and/or the video recording feedback feature can be submitted by the instructor into the comment section in speed grader, and/or through the rubric feature created by the instructor and made available in assignments in the CMS. Additionally, instructors can upload document files with more extensive feedback to the comment section in speed grader. Student grades should be updated frequently into the grades feature in the CMS. The instructor will evaluate work based on the appropriate use of grammar, vocabulary, and a thorough analysis of the content covered. Additionally, pronunciation and fluency will be evaluated.

Assignments

Assignment Type

Other

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Create a five-minute video in Spanish describing the city where you live and the activities available to the public using vocabulary and grammar discussed in class.

How assignment will be adapted in online format

In synchronous classes, students can present orally in Spanish to their classmates using PowerPoint or visual components while sharing their screen to show the visuals while presenting.

In asynchronous classes, students can use the CMS to record a video with audio while sharing the screen of their presentation. Students may submit their recordings to a discussion board or directly to the instructor via assignments in the CMS.

Videos will be assessed based on the use of grammar, vocabulary, and pronunciation as well as fluency. A rubric may be provided by the instructor with the point/percentage distribution for each category that is being evaluated and assessed.

Assignment Type

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Complete the conversation, exercises, or sentences using the proper conjugation of the verb provided. (Manuel _____ (estar) muy ocupado y no _____ (poder) hacer la tarea.)

How assignment will be adapted in online format

In synchronous courses, students will write in class essays during accessible video conferencing software sessions and/or outside of class assigned written essays and students will submit their document directly to the CMS. Students may upload and submit a document via the CMS assignment feature embedded within the weekly modules.

Writing will be assessed based on the Students will be evaluated using the speed grader comment feature available in CMS assignments, and/or the video recording feedback feature can be submitted by the instructor into the comment section in speed grader, and/or through the rubric feature created by the instructor and made available in assignments in the CMS. Student grades

should be updated frequently into the grades feature in the CMS. The instructor will evaluate work based on the appropriate use of grammar, vocabulary, and a thorough analysis of the content covered.

In asynchronous courses, students will write and submit timed essays and/or not timed essays and will submit their document directly into the assignment feature embedded within the weekly modules in the CMS.

Students will be evaluated using the speed grader comment feature available in CMS assignments, and/or the video recording feedback feature can be submitted by the instructor into the comment section in speed grader, and/or through the rubric feature created by the instructor and made available in assignments in the CMS. Student grades should be updated frequently into the grades feature in the CMS. The instructor will evaluate work based on the appropriate use of grammar, vocabulary, and a thorough analysis of the content covered.

Students will have access to the course syllabus that includes the course content and assignment agenda with dates and due dates for the semester located within the CMS for students to access and download at anytime during the semester. Due dates in will also be indicated and assigned in assignments in the CMS as well.

Writing will be assessed based on the use of grammar, vocabulary, spelling, and use of orthographic accents and punctuation. A rubric may be provided by the instructor with the point/percentage distribution for each category that is being evaluated and assessed.

Assignment Type

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Listen to the statements about the Spanish culture (associated with the chapter) and answer the questions in Spanish in complete sentences. (¿Qué países formaron parte en la Guerra de Cien Horas? ¿Por qué empezó la Guerra de Cien Horas?)

How assignment will be adapted in online format

In synchronous courses, students will write timed in class essays during accessible video conferencing software sessions and/or outside of class assigned written essays and students will submit their document directly to the CMS. Students may upload and submit a document via the CMS assignment feature embedded within the weekly modules.

Students will be evaluated using the speed grader comment feature available in CMS assignments, and/or the video recording feedback feature can be submitted by the instructor into the comment section in speed grader, and/or through the rubric feature created by the instructor and made available in assignments in the CMS. Student grades should be updated frequently into the grades feature in the CMS. The instructor will evaluate work based on the appropriate use of grammar, vocabulary, and a thorough analysis of the content covered.

In asynchronous courses, students will write and submit timed essays and/or not timed essays and will submit their document directly into the assignment feature embedded within the weekly modules in the CMS.

Students will be evaluated using the speed grader comment feature available in CMS assignments, and/or the video recording feedback feature can be submitted by the instructor into the comment section in speed grader, and/or through the rubric feature created by the instructor and made available in assignments in the CMS. Student grades should be updated frequently into the grades feature in the CMS. The instructor will evaluate work based on the appropriate use of grammar, vocabulary, and a thorough analysis of the content covered.

Students will have access to the course syllabus that includes the course content and assignment agenda with dates and due dates for the semester located within the CMS for students to access and download at anytime during the semester. Due dates in will also be indicated and assigned in assignments in the CMS as well.

Writing will be assessed based on the use of grammar, vocabulary, spelling, and use of orthographic accents and punctuation. A rubric may be provided by the instructor with the point/percentage distribution for each category that is being evaluated and assessed.

Assignment Type

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

Write an essay discussing the changing roles of women in Spanish-speaking countries compared to those in North America.

How assignment will be adapted in online format

In synchronous courses, students will write timed in class essays during accessible video conferencing software sessions and/or outside of class assigned written essays and students will submit their document directly to the CMS. Students may upload and submit a document via the CMS assignment feature embedded within the weekly modules.

Students will be evaluated using the speed grader comment feature available in CMS assignments, and/or the video recording feedback feature can be submitted by the instructor into the comment section in speed grader, and/or through the rubric feature created by the instructor and made available in assignments in the CMS. Student grades should be updated frequently into the grades feature in the CMS. The instructor will evaluate work based on the appropriate use of grammar, vocabulary, and a thorough analysis of the content covered.

In asynchronous courses, students will write and submit timed essays and/or not timed essays and will submit their document directly into the assignment feature embedded within the weekly modules in the CMS.

Students will be evaluated using the speed grader comment feature available in CMS assignments, and/or the video recording feedback feature can be submitted by the instructor into the comment section in speed grader, and/or through the rubric feature created by the instructor and made available in assignments in the CMS. Student grades should be updated frequently into the grades feature in the CMS. The instructor will evaluate work based on the appropriate use of grammar, vocabulary, and a thorough analysis of the content covered.

Students will have access to the course syllabus that includes the course content and assignment agenda with dates and due dates for the semester located within the CMS for students to access and download at anytime during the semester. Due dates in will also be indicated and assigned in assignments in the CMS as well.

Writing will be assessed based on the use of grammar, vocabulary, spelling, and use of orthographic accents and punctuation. A rubric may be provided by the instructor with the point/percentage distribution for each category that is being evaluated and assessed.

Assignment Type

Other

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Quizzes: Complete the sentence by filling in the blank, answer the question, or translate the sentences, in Spanish, using the vocabulary word, grammar, or cultural reference, based on the readings and material covered to date. (Persona que trabaja con animales y para ayudar con su estado físico: _____)

How assignment will be adapted in online format

In both synchronous and asynchronous courses, students will submit quizzes that have been created by the instructor in the CMS. With the guidance of the instructor, students will access quizzes in the modules in the CMS. Instructions for how to complete and submit quizzes will be included in the instructions section of the quiz that has been created in the CMS.

Quizzes in the CMS may include students filling in the blank, short answer responses, matching terms and definitions, listening comprehension audio recordings that may elicit an oral recorded response and/or a written response, and recorded oral submissions created and submitted by the student.

For recorded oral submissions, students may use the rich content editor available as well as videos that have been recorded in the CMS accessible video recording feature with closed captions and uploaded and submitted by the student into the quiz in the CMS.

Students will be evaluated in the CMS quizzes through the instructor required grading feature in quizzes in the CMS and/or by using the speed grader comment feature available in CMS assignments, and/or the video recording feedback feature can be submitted by the instructor into the comment section in speed grader, and/or through the rubric feature created by the instructor and made available in assignments in the CMS. Additionally, instructors can upload document files with more extensive feedback to the comment section in speed grader. Student grades should be updated frequently into the grades feature in the CMS.

Quizzes will be assessed based on the selection and use of grammar, vocabulary, spelling, and use of orthographic accents and punctuation. A rubric may be provided by the instructor with the point/percentage distribution for each category that is being evaluated and assessed.

Assignment Type

Other

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

Exams: Complete the Spanish conversation or dialogue choosing the correct verb, the correct conjugation, and the correct verb tense from the chapter.

How assignment will be adapted in online format

In both synchronous and asynchronous courses, students will submit Exams that have been created by the instructor in the CMS. With the guidance of the instructor, students will access Exams in the modules in the CMS. Instructions for how to complete and submit Exams will be included in the instructions section of the exam that has been created in the CMS.

Exams in the CMS may include students filling in the blank, short answer responses, matching terms and definitions, listening comprehension audio recordings that may elicit an oral recorded response and/or a written response, and recorded oral submissions created and submitted by the student.

For recorded oral submissions, students may use the rich content editor available as well as videos that have been recorded in the CMS accessible video recording feature with closed captions and uploaded and submitted by the student into the exam in the CMS.

Students will be evaluated in the CMS exams through the instructor required grading feature in exams in the CMS and/or by using the speed grader comment feature available in CMS assignments, and/or the video recording feedback feature can be submitted by the instructor into the comment section in speed grader, and/or through the rubric feature created by the instructor and made available in assignments in the CMS. Additionally, instructors can upload document files with more extensive feedback to the comment section in speed grader. Student grades should be updated frequently into the grades feature in the CMS.

Exams will be assessed based on the selection and use of grammar, vocabulary, spelling, and use of orthographic accents and punctuation. A rubric may be provided by the instructor with the point/percentage distribution for each category that is being evaluated and assessed.

Assignment Type

Other

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Oral presentations - In pairs or small groups create and present a short skit using the grammar from the chapter and previous knowledge. For example: You and your partner are looking forward to the end of the semester. Using the future tense, ask each other: How many finals you will have, the grades you expect to get, what you will do while on vacation, and when you will return.

How assignment will be adapted in online format

In synchronous classes, students will access the course accessible video conferencing software link provided by the instructor in the CMS. In class accessible video conferencing software sessions, students will present oral presentations. Additionally, students will carry on conversations based different situations and prompts in Spanish for oral practice in accessible video conferencing software break out rooms as well as in the main accessible video conferencing software room with the instructor and classmates. Students may then submit their power point presentations in the course CMS via the assignments feature created by the instructor in the CMS.

Students will then be evaluated using the speed grader comment feature available in CMS assignments, and/or the video recording feedback feature can be submitted by the instructor into the comment section in speed grader, and/or through the rubric feature created by the instructor and made available in assignments in the CMS. Student grades should be updated frequently into the grades feature in the CMS.

In asynchronous courses, with the guidance of the instructor, students will access or create groups using the group set feature in the CMS to coordinate and submit group presentations. Group presentations can be submitted directly to the instructor via the assignments feature created by the instructor in weekly modules in the CMS, or they can be submitted to a discussion board created by the instructor and included in the weekly modules in the CMS.

Students will then be evaluated using the speed grader comment feature available in CMS assignments, and/or the video recording feedback feature can be submitted by the instructor into the comment section in speed grader, and/or through the rubric feature created by the instructor and made available in assignments in the CMS. Student grades should be updated frequently into the grades feature in the CMS.

Oral presentations will be assessed based on the use of grammar, vocabulary, listening comprehension, pronunciation as well as fluency. A rubric may be provided by the instructor with the point/percentage distribution for each category that is being evaluated and assessed.

Assignment Type

Reading

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Read an article about a Spanish-speaking country. As a pre-reading activity, review the key concepts and vocabulary list that will help the comprehension of the text during reading. Use cognates to help facilitate reading comprehension. After reading the text, view a video that also goes over the reading. This is intended to add a visual and audio component to further enhance the reading comprehension and new vocabulary. After, answer comprehension questions in writing with complete sentences and share orally and discuss the questions and answers together for additional practice and comprehension.

Read a brief text in Spanish about La Sagrada Familia in Barcelona, Spain. Spanish vocabulary related to architecture should be reviewed before reading the text. Once the vocabulary has been reviewed and practiced both orally and in writing, read the text individually. After, in small groups, take turns reading the text out loud together for additional comprehension and oral practice. After, review a brief video in Spanish related to La Sagrada Familia. Finally, comprehension questions including true/false, fill in the blank, and short written answers with complete sentences in Spanish will be used for practice of reading, writing, speaking, and listening comprehension of the text.

The reading excerpts are in the course textbook.

Example: La Sagrada Familia

La Sagrada Familia es el edificio más emblemático de Barcelona. La catedral del arquitecto Antonio Gaudí está en construcción desde hace 134 años. Muchos la consideran “la eterna incompleta” (the eternally incomplete). Jordi Faulí es el séptimo arquitecto después de Gaudí. Jordi dirige los trabajos de construcción desde el 2012 y pertenece al equipo desde 1990. Él trabaja en una oficina donde había solo cuatro personas y ahora son casi 50 personas. La catedral completa va a tener 18 torres y 4 fachadas. Gaudí trabajó durante 40 años en su obra maestra hasta su muerte en 1926. Desde la muerte de Gaudí, arquitectos de todo el mundo construyen la iglesia. Los fondos para la construcción lo reúne la fundación de La Sagrada Familia. Se financia únicamente con donativos y venta de entradas, ni el estado español ni la iglesia como institución contribuyen. Para terminar la obra de Gaudí, se necesitan 25 millones de euros anuales. Gaudí y sus colaboradores construyeron la fachada del nacimiento para dejarlo como muestra para el futuro. Gaudí era un arquitecto más bien intuitivo a menudo sus ideas surgían en plena fase de construcción. La iglesia tiene una longitud de 90. La torre más alta es de 162 metros de altura. La Sagrada Familia va a tener el campanario más alto del mundo, sin embargo, Gaudí no dejó planos de ejecución a sus sucesores pues él empleaba modelos en yeso, pero estos fueron destruidos en su mayoría durante la guerra civil española en los años treinta. Maquetas y animaciones en computadoras sirven ahora para completar los huecos del plan maestro de Gaudí. El objetivo es construir del modelo de Gaudí con máxima fidelidad a sus ideas. Por lo tanto, el primer objetivo del equipo de construcción, al empezar cualquier parte, es estudiar a fondo la información original de Gaudí y hacer esta información realidad. Seguir con las obras de construcción de La Sagrada Familia siempre creó controversia. En los años 50, un grupo de arquitectos pidieron dejarla incompleta, representantes del ámbito artístico y arquitectónico español apoyaron esta postura en el año 2008 también. Actualmente las protestas cesaron con excepción de vecinos del lugar que temen grandes aglomeraciones de personas. Jordi Faulí, opina que evidentemente es un edificio conocido y por tanto es lógico que haya opiniones diversas. El exterior acabado será un conjunto arquitectónico extraordinario con la visión de las 18 torres que tendrán distintos puntos de vistas dependiendo de donde se mire. El objetivo es terminar la construcción en el año 2026 para celebrar el centenario de la muerte de Gaudí.

Word bank

edificio = building
emblemático = emblematic
arquitecto = architect
construcción = construction
dirige = leads (verb)
había = there was/there were
torre = tower
fachada = facade
trabajó = worked
obra maestra = masterpiece
muerte = death
fondos = funds
se financia = is financed
donativos = donations
venta de entradas = ticket sales
contribuyen = to contribute
anualmente = annually
construyeron = they built
era = was/were
más alta = the highest
el campanario = bell tower
dejó = left
planos = architectonic drawings
él empleaba modelos en yeso = he used cast models

fueron destruidos = were destroyed
guerra civil = civil war
objetivo = goal
fidelidad = fidelity
seguir = to continue
controversia = controversy
temen = afraid
aglomeraciones = agglomerations
conocido = known
tendrán = will have
celebrar el centenario de la muerte = to celebrate the centenary of death

Choose True or False for the following statements.

1. La Sagrada Familia es el edificio más emblemático de Barcelona.
True False
2. La Sagrada Familia está en construcción por más de 100 años.
True False
3. El gobierno español ayuda económicamente a la construcción de la Basílica.
True False
4. Gaudí trabaja en la Sagrada Familia por solo diez años antes de morir.
True False
5. Gaudí muere en el año 1926.
True False

Choose the correct statement.

Para terminar la Sagrada Familia se necesitan 25 millones de euros anuales.
Para terminar la Sagrada Familia se necesitan 100 millones de euros anuales.
Para terminar la Sagrada Familia se necesitan 2 millones de euros anuales.
Para terminar la Sagrada Familia se necesitan 5 millones de euros anuales.

Choose the correct statement.

La torre más alta es de 100 metros de altura.
La torre más alta es de 62 metros de altura.
La torre más alta es de 162 metros de altura.
La torre más alta es de 50 metros de altura.

Choose the correct statement.

La construcción de la Sagrada Familia se va a terminar en el año 2050.
La construcción de la Sagrada Familia se va a terminar en el año 2022.
La construcción de la Sagrada Familia se va a terminar en el año 2036.
La construcción de la Sagrada Familia se va a terminar en el año 2026.

Choose the correct statement.

La Sagrada Familia completa va a tener 18 torres y 2 fachadas.
La Sagrada Familia completa va a tener 8 torres y 4 fachadas.
La Sagrada Familia completa va a tener 20 torres y 4 fachadas.
La Sagrada Familia completa va a tener 18 torres y 4 fachadas.

How assignment will be adapted in online format

In a synchronous class setting, the instructor may share screen with the reading document or provide the document for students to read in the chat. The document may also be shared with students via email, or the CMS. The text may also be available via the course textbook and/or materials. The video of the reading can be shared through the accessible video conferencing software, in the CMS, or as a link in the chat. A document with the comprehension questions may be provided in the chat, via the CMS, or shared through the accessible video conferencing software platform during class. Students may discuss the questions and share orally in the main room or in small groups in break out rooms.

In asynchronous classes, the reading document and accompanying video may be provided in the CMS modules. Students may meet via accessible video conferencing software to discuss and practice the comprehension questions and submit a recording of the discussion of questions and answers. This may also be done through the CMS discussion boards.

Students will be evaluated on participation and written and oral responses to the comprehension questions. Written responses will be evaluated on spelling, grammar, and vocabulary. Students may be evaluated on the use of grammar, vocabulary, spelling, and use of orthographic accents and punctuation. A rubric may be provided by the instructor with the point/percentage distribution for each category that is being evaluated and assessed.

Course Materials

Textbooks

Hershberger, R., Navey-Davis, S., & Borrás Alvarez, G. (2017). Plazas Lugar de Encuentros. Cengage. ISBN: 9798214149776.

Other Resources

Spanish / English Dictionary, LaRousse

Open Educational Resources

LibreTexts. Libro Libre, ¡Naveguemos Juntos!, Entrada Libre. LibreTexts ADAPT.

Class Size Information

Class Size

30

Class Size Category

F - Individualized, skills#based instruction/field practice 30

Diversity and Inclusion

Course Design and Materials: Course will incorporate diverse perspectives, authors, and examples that reflect a variety of cultures, identities, and lived experiences. Instructional materials will be reviewed regularly to ensure representation, inclusivity, and alignment with equity-minded practices across disciplines.

Inclusive Learning Environment: Instructors will establish classroom norms and policies that promote respect, civil discourse, and belonging in both online and face-to-face classes. Clear expectations for communication and engagement will support a learning space where all students feel valued and heard.

Accessible Instruction: Course content will be delivered using accessible design. Materials will follow accessibility guidelines within the CMS, including captioned media, readable document formats, and multiple means of engagement to support diverse learning.

Equitable Teaching Practices: Instructors will use transparent and grading criteria, varied assessment methods, and timely feedback to promote fairness and student success. Opportunities for revision, reflection, and multiple demonstrations of learning may be incorporated when appropriate to the discipline.

Culturally Responsive Pedagogies: Instructional strategies will encourage critical thinking about diverse perspectives and systems of power relevant to the course content. Faculty will foster opportunities for students to connect course material to real-world contexts.

Ongoing Reflection and Improvement: Faculty will engage in continuous professional development related to IDEAA principles and reflect on course practices using metacognition to identify opportunities for increased equity, inclusion, and accessibility.

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

In this course, students read and learn about cultural and linguistic diversity in various Spanish-speaking countries. Additionally, authentic materials from all Spanish-speaking countries are included to allow students the agency to choose the articles and podcasts they wish to engage with to enhance their learning and practice of Spanish in an individualized way. Topics included in podcasts and articles include but are not limited to gender, sexuality, culture, and race. In this course, as course content is presented and practiced, biography driven instruction is emphasized. Biography Driven Instruction allows the instructor to learn about students in the classroom to create a culturally responsive learning environment.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

Assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners by utilizing authentic materials in myriad modalities for visual, auditory, reading, and writing practice and to support all learning styles.

Interactions**Explain how the course will incorporate student-to-student interaction.**

In this course, students will correct and clarify homework together in class. Students will also interact with one another by participating in class discussions, group projects, and presentations together. For example, students will discuss their university life, childhood, future goals and plans, and cultural information related to art, music, literature, geography, and history of the 21 Spanish-speaking countries. Students complete dialogues to practice grammar concepts and practice the conversations orally for speaking practice. Additionally, excerpts from novels and short stories including comprehension questions are read out loud together in small groups and questions are written with complete sentences and practiced out loud for additional speaking practice. Specifically, students will work in groups to practice hypothetical situations using the conditional tense and the present subjunctive mood in Spanish. For example, "Si ganaras la lotería, como gastarías el dinero?" Another example is practice with the present perfect tense "¿Qué has hecho en tu vida?"

Explain how the course will incorporate instructor-to-student interaction.

This course will incorporate instructor-to-student interaction through the CMS, MSJC email, CMS announcements, the CMS email feature, a welcome letter, and class sessions, discussions, activities, and lectures. Specifically, the instructor will provide lectures related to course content including the conditional, present perfect, future, and past perfect tenses and the imperative and subjunctive moods. With guidance from the instructor, students will practice reading, writing, speaking, and listening practice with the tenses and moods. For example, a prompt will be provided for class discussion where students will respond in writing and orally to practice the verb tenses and moods. Example: Selecciona una receta y escribe mandatos para dar instrucciones para cocinar la receta. The instructor will provide feedback to students and the instructor will update student grades frequently.

Explain how the course will incorporate student-to-content interaction.

Students will engage with content to support enhancement of the four modalities of language acquisition: reading, writing, speaking, and listening comprehension in Spanish. Students are provided with opportunities to engage with content in a variety of ways to engage diverse learning styles and to promote an equitable course. Student-to-content interaction will be achieved by providing reading PDFs and website links to current events, short stories, and textbook material. Students will engage with content through electronic textbook information related to the cultures of the Spanish speaking countries for example architecture in Barcelona, and biodiversity in Costa Rica, vocabulary related to traveling, medical vocabulary, and professions and employment, and grammar related to additional verb tenses including future, present perfect, conditional, and past perfect tenses, and the imperative and subjunctive moods. Students will practice analyze and discuss readings in Spanish. Students will correct and clarify homework together with classmates and the instructor. Students will also engage with written and oral assignments both individually and in groups to connect and engage with course content.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Upon considering various world views and cultures, students are allowed to self-reflect on their positionalities and lived experiences. Additionally, students are able to reflect on how they acquire knowledge by engaging with a variety of activities that support all learning styles. Through scaffolding assignments, and formative and summative assessments, students are able to more frequently check in with their comprehension and progress and get feedback to understand how they learn best. In this course, students are encouraged to practice material through visual aids, audio recordings, cloze activities, games, authentic materials, and realia. Students may reflect on their learning strategies to understand various effective methods for learning. For example, students may use graphic organizers, concept maps, flash cards, and songs to facilitate language acquisition.