



SPAN-202: INTERMEDIATE SPANISH II

Effective Term

Fall 2024

BOT Approval Date

05/11/2023

Discipline

SPAN - Spanish

Course Number

202

Course Title

Intermediate Spanish II

Short Title

Intermediate Spanish II

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 210

Catalog Description

This course is a continuation of skills learned in Spanish 201. This course emphasizes the usage of advanced grammar and vocabulary with major emphasis on reading and writing.

Requisites

Prerequisite(s)

Prerequisite(s) (must be taken before)

SPAN-201 (with a grade of C or better) or four years of high school Spanish.

Codes

TOP Code (CB 03)

1105.00 - Spanish

CIP Code

13.1330 - Spanish Language Teacher Education.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

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 intermediate-advanced conversation using authentic language, pronunciation, and using the correct forms of grammar and vocabulary
2. Produce correct forms of advanced grammar
3. Apply appropriate advanced vocabulary
4. Produce more advanced sentence structures
5. Demonstrate cultural awareness of some of the 21 Spanish-speaking countries through the utilization of listening comprehension and communication skills
6. Analyze written material in Spanish of advanced difficulty and respond both orally and in writing in an advanced manner
7. Produce written assignments and essays in Spanish using all verb tenses
8. Analyze written work by a diverse group of authors and discuss the political and historical context

Learning Outcome Information

Course Learning Outcomes

Learning Outcome
1. Students will communicate at an intermediate-advanced level.
2. Students will employ oral and written Spanish to fluently convey meaning in all verb tenses at an intermediate-advanced level.
3. Students will compose an academic essay in Spanish at an intermediate-advanced level.
4. Students will incorporate and encourage diverse perspectives.
5. Students will reexamine and revise a craft or product in an ongoing process.

Program Learning Outcomes

Learning Outcome
Communicate in target language and be understood by native speakers
Listen and comprehend spoken target language
Read and comprehend written articles and assignments
Use critical thinking skills to compose essays in target language

Institutional Learning Outcomes

Aesthetic Awareness: The student will identify and evaluate how aesthetic expression leads to an appreciation of social and cultural context as well as the values of art and nature.

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.

Information and Technology Literacy: The student will access, interpret, evaluate, and apply relevant information sources and digital media effectively, and in an ethical and legal manner.

Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.

Civic

Personal

and Professional Responsibility

Content

Course Lecture Content

1. Culture – Coverage of various Spanish-speaking countries and their customs including, but not limited to:
 - a. Individual and family values
 - b. Politics
 - c. Sports
 - d. Socio-economic factors
 - e. Language changes
 - f. Cultural stereotypes
 - g. Immigration and cultural diversity
2. Grammar – Review of grammar concepts including, but not limited to:
 - a. Demonstrative adjectives and demonstrative pronouns
 - b. Negative expressions
 - c. Preterit and imperfect verb tenses
 - d. The subjunctive mood and tenses
 - e. Expressions and uses of *por* and *para*
 - f. The future tense
 - g. The conditional tense
 - h. Comparatives and superlatives
 - i. Spelling and accent rules
3. Vocabulary – Coverage of vocabulary and variations including:
 - a. Nouns
 - b. Adjectives
 - c. Adverbs
 - d. Expressions
 - e. Verbs
4. Literature – Introduction to literature through short stories and poetry. Examples include, but are not limited to:
 - a. La casa de azúcar (prose) – Silvina Ocampo (Argentina)
 - b. El limpiabotas (prose) – Pedro Espinosa Bravo (Spain)
 - c. El almohadón de plumas (prose) – Horacio Quiroga (Uruguay)
 - d. Continuidad de los parques (prose) – Julio Cortázar (Argentina)
 - e. La venganza (prose) – Isabel Allende (Chile)
 - f. Un día de estos (prose) – Gabriel García Márquez (Colombia)
 - g. Emma Zunz (prose) – Jorge Luis Borges (Argentina)
 - h. La muñeca menor (prose) – Rosario Ferré (Puerto Rico)
 - i. Walking Around (poetry) – Pablo Neruda (Chile)
 - j. Los sonetos de la muerte (poetry) – Gabriela Mistral (Chile)

Methods of Instruction

Method

Activity

Integration

Group activities – students will work together in Spanish to complete various activities to reinforce and increase oral proficiency.

DE Adaptations for MOI

Students will work together virtually through Zoom 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 Zoom 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 as needed.

Group activities to practice oral proficiency in SPAN 202 may include but are not limited to: discussions of selected readings, discussions of cultural events, discussions of podcasts, discussion of current events in Spanish.

Group activities for oral proficiency may include creating an episode for a podcast, and creating presentations to present to the class.

In synchronous courses, students may present podcasts or videos, or present live during the synchronous Zoom class sessions.

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

Method

Discussion

Integration

Students will discuss the cultural differences learned and will compare these to the North American culture.

DE Adaptations for MOI

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

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

For class discussions in synchronous courses, students will 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 Zoom room with the instructor. Students may also make suggestions for prompts for class discussions as well.

In asynchronous courses, students will 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 will have the opportunity to engage with classmates to discuss culture and the readings via discussion boards. The instructor will 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 as needed.

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

Instructor will 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 Zoom link for class in the course CMS. The instructor will provide information on how to access the Zoom link in the CMS via MSJC email, CMS announcements, and the CMS email feature. The instructor will provide synchronous instruction and lectures to go over course content via Zoom 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 Zoom 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 MSJC 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

Reading

Integration

Readings will be assigned by instructor and students will read and analyze short stories, and discuss the content in Spanish.

DE Adaptations for MOI

In synchronous courses, students will read and analyze short stories, and in Zoom class sessions students will discuss the content together in Spanish in Zoom in both break out rooms as well as the main Zoom room.

In synchronous courses, students will be provided with the readings via the course textbook, weblink to online articles or stories uploaded to a CMS module, or PDFs will be uploaded into a CMS module for students to access. Students will be provided instructions for how to analyze readings by the instructor in the synchronous class session and/or via a CMS module. Students will discuss the analysis of the readings together in Zoom class sessions with the class and instructor in the main Zoom room and/or Zoom break out rooms.

Students in synchronous courses will be provided access to the course Zoom link in the course CMS. The instructor will communicate how to access the course Zoom link in the CMS via MSJC email, the CMS email feature, as well as announcements in the CMS.

This information will also be provided in the course syllabus including the agenda of course content coverage and dates. The course syllabus will be available in the CMS for students to access and download at all times throughout the course.

In asynchronous courses, students will access course readings that will be uploaded into the CMS weekly modules with instructions. The analysis and discussions of the readings will be achieved through threaded discussion questions in conjunction with instructor and classmates via discussion boards in the CMS.

Discussions will be submitted through the CMS weekly modules. The instructor may provide a discussion prompt, or prompts may be suggested and provided by the students to discuss the readings. Threaded discussion board responses may include students' recorded discussion reply where students record and upload a video with closed captions as well as written responses for both oral and written practice in the target language. Students may use the Canvas Studio feature in the CMS to record and upload videos with closed captions. The instructor will participate in discussions and respond to student posts in the CMS as needed.

Students may also use the group set feature in the CMS to create groups or find groups that have been assigned by the instructor to participate in group discussions of the analysis of the readings.

This information will also be provided in the course syllabus including the agenda of course content coverage and dates. The course syllabus will be available in the CMS for students to access and download at all times throughout the course.

Method

Activity

Integration

Oral activities and class presentations

Students will present ideas and themes for writing, pre-writing and organization techniques, and may read a passage from assigned papers.

DE Adaptations for MOI

In synchronous courses, students will present ideas and themes for writing, pre-writing and organization techniques and may read passages from assigned papers.

The instructor will guide and inform students how to access the course Zoom link in the CMS via MSJC email, the CMS email feature, as well as CMS announcements.

This information will also be available in the course syllabus that will be available via the CMS at all times for students to view and download anytime.

Students will discuss and share ideas for writing techniques and organization in the synchronous Zoom class sessions as well as in Zoom break out rooms with the guidance of the instructor for support.

In asynchronous courses, students will utilize the group sets feature in the CMS to create groups or access assigned groups by the instructor to present ideas together and to discuss writing techniques and organization. Student may also upload recorded videos with closed captions of readings of passages to share through group set discussion boards in the CMS. Students may use the Canvas Studio feature to record and upload videos with closed captions to discussion boards. The instructor will participate in discussions and respond to student posts in the CMS as needed.

This information will also be available in the course syllabus that will be available via the CMS at all times for students to view and download anytime.

Methods of Evaluation**Method**

Exams/Tests

Integration

Midterm and Final Exams – Students will write an essay comparing and contrasting some of the readings discussed in class. Students may use their book for citing and referencing but may not use any notes or a dictionary.

DE Adaptations for MOE

In synchronous courses, students will write timed in class essays during Zoom sessions and/or complete 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. 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.

Method

Homework

Integration

Students will complete various assignments to evaluate the understanding and retention of grammar and new vocabulary. Homework is corrected in class 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 Zoom sessions.

Upon correcting homework assignments together in class Zoom 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 Canvas 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 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 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.

Method

Oral Presentation

Integration

Students will produce multiple oral presentations and carry on a conversation based on different situations and prompts.

DE Adaptations for MOE

In synchronous classes, students will access the course Zoom link provided by the instructor in the CMS. In class Zoom sessions, students will present oral presentations. Additionally, students will carry on conversations based different situations and prompts in the target language for oral practice in Zoom break out rooms as well as in the main Zoom 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 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.

Method

Papers

Integration

Writing assignments – Students will write essays in response to the readings from the course, current events and cultural topics without the use of a dictionary.

DE Adaptations for MOE

In synchronous courses, students will write timed in class essays during Zoom 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.

Method

Quizzes

Integration

Students will answer questions to test their knowledge and retention of recent readings and review of grammar concepts.

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 Canvas Studio 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

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

Exams: Compare and contrast La que comprende (Alfonsina Storni) and Es obligatorio (Gloria Fuertes) using specific examples from the readings to support your opinion.

How assignment will be adapted in online format

In synchronous courses, students will write timed in class essays during Zoom 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.

Assignment Type

Other

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Quizzes: Complete the sentence using the vocabulary and grammar knowledge reviewed in class.

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 Canvas Studio 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.

Assignment Type

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

Writing: Los chicos, by Ana María Matute is a powerful story discussing social, cultural and political differences. Write an essay discussing these differences and discuss how the story may be affected if it were to take place in the United States. Use specific examples from the story and actual current events to support your thesis.

How assignment will be adapted in online format

In synchronous courses, students will write timed in class essays during Zoom 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.

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.

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.

Assignment Type

Other

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

Oral: Read and present *Un señor muy viejo con unas alas enormes* by Gabriel García Márquez and discuss the various techniques used to write the story. After discussing and presenting the various themes for writing, prewriting and organization techniques, present a story of your own using the techniques discussed in class.

How assignment will be adapted in online format

In synchronous classes, students will access the course Zoom link provided by the instructor in the CMS. In class Zoom sessions, students will present oral presentations. Additionally, students will carry on conversations based different situations and prompts in the target language for oral practice in Zoom break out rooms as well as in the main Zoom 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.

Assignment Type

Other

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Culture: Research, prepare and orally present some of the cultural differences regarding Day of the Dead celebrations found between Argentina, Costa Rica and Mexico.

How assignment will be adapted in online format

In synchronous classes, students will access the course Zoom link provided by the instructor in the CMS. In class Zoom sessions, students will present oral presentations. Additionally, students will carry on conversations based different situations and prompts in the target language for oral practice in Zoom break out rooms as well as in the main Zoom 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.

Course Materials

Textbooks

Zayas-Bayán, Eduardo; Bacon, Susan; and Nibert, Holly (2019). Arriba Comunicación y cultura (textbook, workbook/lab manual and ancillary material) (2nd/e). Wiley. ISBN: 978-0-13-481373-8

Other Resources

Spanish / English Dictionary, LaRousse

Class Size Information

Class Size

30

Class Size Category

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

Diversity and Inclusion

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

In SPAN 202, students read short stories from 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.

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 synchronous courses, students will interact with one another via student-to-student interaction in synchronous class Zoom sessions. Students will participate in class discussions, group projects, and presentations together in Zoom break out rooms as well as together in the main Zoom room.

In asynchronous courses, students will interact with one another via student-to-student interaction via weekly discussion boards in the CMS. Students may also be guided by the instructor to access or create the group sets feature in the CMS to coordinate group projects and presentations. Guided by the instructor, students may also use the peer review group assignments feature in the CMS.

For in person courses, students will interact with one another through group activities. Students will participate in class discussions, and prepare group projects and presentations together. Students will also correct and clarify homework together in class.

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

In synchronous courses, instructor-to-student interaction will be achieved by communicating with students via the class Zoom link accessible in the course CMS, MSJC email, CMS announcements, the CMS email feature, as well as in class Zoom sessions, discussions, activities, and live synchronous lectures.

In asynchronous courses, instructor-to-student interaction will be achieved by including an introduction to the course CMS via a welcome letter, announcements, MSJC email, and the CMS email feature.

Additionally, students will be introduced to the course by the instructor via a course orientation module including the course syllabus. Students will submit check-in videos via a discussion board assignment in the orientation module in the CMS and the instructor will provide individualized responses to welcome students into the course.

Instructor contact information will be provided in the course syllabus as well as the CMS home page. Instructors may include a welcome video to introduce themselves to students in the CMS orientation module and/or the CMS home page and/or welcome announcements. Instructors may include recorded videos in weekly announcements for students as well.

Weekly announcements will be posted via the CMS announcements, MSJC email, and CMS email to guide students on how to access the weekly modules including due dates.

This information is also available in the course syllabus. The course syllabus is available in the CMS for students to access and download at all times during the semester.

Instructors will reply to weekly discussion boards in the weekly modules in the CMS. Students will also received individualized student feedback in weekly assignments in the weekly modules in the CMS.

Students will be given feedback 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, more extensive feedback can be uploaded as a document to the speed grader comment section for students.

The instructor will update student grades frequently into the grades feature in the CMS.

The instructor will provide closed captioned recorded lectures with a screen share feature to connect students to the course content. These recorded lecture videos will be available in the weekly modules in in the CMS.

For in person courses, instructor-to-student interaction will occur through in class discussions, correcting homework together in class, in-person lectures, and via email communication and the CMS.

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

Students engage with content to support enhancement of the four modalities of language acquisition: reading, writing, speaking, and listening comprehension in target language. 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.

In synchronous courses, student-to-content interaction will be achieved by providing reading PDFs and website links to current events, short stories, and textbook material made available and accessible by the instructor in the CMS modules.

Students will engage in oral discussions to practice listening comprehension, vocabulary, and communication skills in synchronous Zoom sessions in both break out rooms as well as in the main Zoom room.

Students will engage in written practice activities and submit assignments in the CMS assignments in modules.

Students may engage with cultural videos, music videos, podcasts, TED talks, and textbook content in synchronous Zoom sessions.

In asynchronous courses, student-to-content interaction will be achieved by including additional free resources including music video modules accessible from the CMS homepage, movie trailer video modules accessible from the CMS homepage, link to free online podcasts in Spanish accessible from the CMS homepage.

Students will access course content via instructor recorded, closed captioned videos accessible in the weekly modules in the CMS. The course textbook, reading PDFs, and website links made available and accessible to students in the weekly modules in the CMS.

For in person classes, students will have student to content interaction through analysis of the short stories individually, in groups, and in class with the instructor. Students will also interact with content through correcting and clarifying 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, summative, and formative assessments, students are able to more frequently check in with their progress and get feedback to understand how they learn best.

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