



SPAN-203: SPANISH FOR NATIVE SPEAKERS I

Effective Term

Fall 2026

BOT Approval Date

12/11/2025

Discipline

SPAN - Spanish

Course Number

203

Course Title

Spanish for Native Speakers I

Short Title

Spanish for Native Speakers 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

194 - 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 220

Catalog Description

This course is designed for heritage speakers of Spanish or other linguistically qualified students. It provides instruction that builds upon the existing reading, writing, speaking and listening skills and the cultural heritage and knowledge of these students. The course increases awareness of linguistic registers, discusses items beyond the familiar routine and develops an appreciation for the Hispanic cultures as manifested in Spanish speaking countries and in the United States. This course is entirely in Spanish.

Requisites

Prerequisite(s)

Prerequisite(s) (must be taken before)

Three years of high school Spanish (with a grade of C or better) or AP Spanish or SPAN-102 (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. Engage in conversation, provide and obtain information, express feelings and emotions, and exchange ideas on a variety of topics, using relevant and appropriate language.
2. Analyze and apply the rules of accentuation to all written Spanish.
3. Create essays following the guidelines for descriptive and narrative paragraphs.
4. Analyze and synthesize research for writing and discussing the present situation of Hispanics in the USA.
5. Write and discuss information gathered after conducting research on events, people and history of Spanish-speaking countries, including Latin America, Spain, the Caribbean and Equatorial Guinea.
6. Apply critical thinking to the practice of Spanish.
7. Analyze the use of Spanish in the United States, including but not limited to: vocabulary, sentence structure, and influence of English on the vernacular.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome
1. Students will communicate in Spanish using formal language free of colloquialisms and English words.
2. Students will compose short academic research papers in Spanish with a clear introduction, development, and conclusion.
3. Students will apply correct Spanish grammar in written assignments using present and past tenses.
4. Students will use appropriate Spanish vocabulary in written assignments.
5. Students will integrate cultural knowledge from Spanish-speaking countries into written assignments.

Content

Course Lecture Content

1. Culture: Aspects related to the 21 Spanish-speaking countries
 - a. Art
 - b. Regional dances
 - c. Music
 - d. Traditions
2. Use of authentic texts in Spanish for cultural, grammatical, and lexical analysis
 - a. Podcasts
 - b. News articles
 - c. Movies
 - d. Songs
 - e. Documentaries
 - f. Literature
3. Analysis of short readings and other media at an academic level
 - a. Gather and analyze information from texts for academic research and discussion
 - b. Analysis of stereotypes and their effects on traditional values

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4. Current events from the 21 Spanish-speaking countries
 - a. of contemporary issues from Latin America, Spain, and the Caribbean
 - b. Impact on Hispanic groups in the US
 5. History
 - a. Pre-Columbian religions and cultures vs. Catholic views brought by Europeans
 - b. Aspects of the history of the 21 Spanish-speaking countries and the Spanish language
 6. Language
 - a. Influence of Spanish on English and vice versa
 - i. Definition of bilingualism and its uses in the US
 - b. Recognize cognates and false cognates
 - c. Registers
 - i. standard vs. non-standard discourse
 1. culturally standard vs. non-standard discourse
 2. situational discourse
 3. culturally and situationally correct discourse
 4. proper vocabulary and grammar usage
 5. rules of code-switching
 - ii. dialects - standard Spanish, Castilian, Caribbean, and Latin American variances
 - iii. formal vs. informal
 1. differences between Don and Doña
 2. differences between tú and usted
 - iv. Lexical variations
 1. vocabulary expansion
 2. idiomatic expressions
 - v. Syntax
 1. phrases
 - a. noun phrases
 - b. verb phrases
 - c. prepositional phrases
 - d. main and subordinate clauses
 7. Grammar
 - a. nouns
 - b. verbs
 - i. verb tenses
 1. present indicative
 2. preterit tense
 3. imperfect tense
 - ii. gustar and verbs like gustar
 - c. moods
 - i. introduction to the subjunctive mood and its uses
 - d. adjectives
 - i. descriptive adjectives
 - ii. demonstrative adjectives
 - e. adverbs
 - f. grammatical agreement - gender and nouns
 - g. pronouns
 - i. subject pronouns
 - ii. reflexive pronouns
 - iii. direct object pronouns
 - iv. indirect object pronouns
 8. Punctuation
 - a. rules of punctuation
 - b. rules of capitalization
 9. Speaking
 - a. pronunciation
 - i. pronunciation rules
 - ii. intonations of Spanish

- 1. declarative statements and informative questions
 - iii. phonology
 - iv. sound recognition
 - v. sound-related operations
 - vi. basic rules of systematic phonological processes
10. Orthography
- a. spelling
 - b. accurate uses of letters v, b, s, c, z, ll, y, g, j, h, x
 - c. accents
 - d. accent placement rules
 - e. homophones
 - f. distinctions in monosyllabic accented words
 - i. b vs. v (e.g., hierba vs. hierva)
 - ii. h (e.g., hola vs. ola)
 - iii. y vs. ll (e.g., rayar vs. rallar)
 - iv. z vs. c vs. s (e.g., caza vs. casa, ciento vs. siento)
11. Required summative assessments
- a. Chapter exams
 - b. Oral final exam
 - c. Written final exam
 - d. Grammar, culture, and vocabulary final exam
12. Required formative assessments
- a. Class participation oral activities

Methods of Instruction

Method

Field Trips

Integration

Field trip will provide exposure and understanding of the Spanish Culture and the influence of the Spanish Culture in the USA.

DE Adaptations for MOI

In synchronous classrooms, students may access the course accessible video conferencing software link provided by the instructor in the CMS. During synchronous class sessions, the instructor may share screen to play accessible video clips while sharing the audio. Online field trips may include online virtual tours of museums in lieu of an in person field trip.

In asynchronous classes, accessible video clips including captions may be included within the modules in the CMS. In the CMS modules, students may be provided with a link to participate in an online virtual museum tour in lieu of an in person field trip.

Method

Film/video Viewing and Discussion

Integration

Short film will provide audiovisual depictions of current events, people, historical landmarks, food, festivities, arts, science, and history of Latin America, Spain, and Hispanics in the USA.

DE Adaptations for MOI

In synchronous classrooms, students may access the course accessible video conferencing software link provided by the instructor in the CMS. During synchronous class sessions, the instructor may share screen to play accessible video clips while sharing the audio.

In asynchronous classes, accessible video clips including captions may be included within the modules in the CMS.

Method

Discussion

Integration

Small group work will be done under instructor discretion to pair students or place in small groups to practice grammar and oral activities and cultural topics.

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

Lecture

Integration

Lecture will include presentation and discussion on grammar, proper spelling, vocabulary and linguistic variances, geography, a brief history of the 21 Spanish speaking countries in Latin America and Spain, culture, contemporary issues relevant to Latin America and Spain, and specific problems with language affecting Spanish speakers.

DE Adaptations for MOI

In synchronous courses, the instructor will guide students to access the course accessible video conferencing software link for class in the course CMS. The instructor will provide information on how to access the accessible video conferencing software 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 software 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 software 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

Reading

Integration

The class will read textbook and supplemental material, describing the history, geography, political movements, current events, literature and outstanding individuals from Latin America and Spain.

DE Adaptations for MOI

In synchronous classes, students may access the course accessible video conferencing software link provided by the instructor in the CMS. Students may read individually or out loud together as a class.

In asynchronous classes, students may review readings located in the course materials.

In synchronous courses, students may review readings together orally or individually. Students will discuss and clarify readings together with the instructor in class accessible video conferencing software sessions.

In asynchronous courses, students may be asked to reflect on and discuss readings in a discussion board assignment within the CMS.

Method

Visiting Lecturers

Integration

Visiting lecturers will share knowledge on specific topic: problems of a Spanish speaker in the USA and Latin American, current or past event, and general culture.

DE Adaptations for MOI

In synchronous classes, students may access the accessible video conferencing software link provided by the instructor also located within the CMS to attend accessible video conferencing software presentations by visiting lecturers.

In asynchronous classes, students may access a accessible video conferencing software link provided by the instructor also located within the CMS to attend optional accessible video conferencing software presentations by visiting lecturers that may be recorded and available for review and/or included in students' weekly modules within the CMS.

In synchronous courses, the instructor will guide students to access the course accessible video conferencing software link for class in the course CMS. The instructor will provide information on how to access the accessible video conferencing software 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 software 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 software 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.

Methods of Evaluation

Method

Class Participation

Integration

Class participation will be evaluated based on the student's active participation in all class activities.

Oral activities - students will show their ability to communicate and engage in Spanish.

DE Adaptations for MOE

Students can repeat and respond virtually through accessible video conferencing software and 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. 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.

For asynchronous courses, students may access the group sets feature in the CMS to coordinate group activities for oral practice in the CMS. Students may record and upload oral practice videos to practice speaking and pronunciation. Students may use the accessible recording feature available in the CMS to record and upload videos.

Method

Quizzes

Integration

Dictations will be provided by instructor to help prepare students for exams and presentations. Dictations will be graded on orthographical and grammar accuracy of material dictated. Students will hear an excerpt read out loud by the instructor or an audio recording. Students will write out what they hear either by typing or hand-writing what the instructor reads out loud or what they hear in the audio recording in Spanish.

DE Adaptations for MOE

In synchronous courses, students will hear an excerpt read out loud by the instructor or an audio recording. Students will write out what they hear either by typing or hand-writing what the instructor reads out or what they hear in the audio recording loud in Spanish.

Students may submit the written dictation to the instructor for individualized feedback via the course CMS assignments feature.

Students may upload typed documents and screen pictures of 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 by using the recorded feedback feature available in the comment section of speed grader in assignments in the CMS, and 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 hear a recording of an excerpt read out loud by the instructor or an audio recording. Students will write out what they hear either by typing or hand-writing what the instructor reads out or what they hear in the audio recording in Spanish.

Students may submit the written dictation to the instructor for individualized feedback via the course CMS assignments feature.

Students may upload typed documents and/or screen pictures of handwritten work 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 by using the recorded feedback feature available in the comment section of speed grader in assignments in the CMS, and 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.

The instructor will evaluate work based on the rules of orthography including grammar, accents, and spelling.

Method

Homework

Integration

Homework assignments will be assigned to ensure additional practice occurs outside the classroom. All homework will be graded and reviewed in class and on the day of chapter exams to assure accuracy of grammar, vocabulary, and to clarify any misunderstanding.

Outside course work will be evaluated based on accuracy of pronunciation, and proper usage of grammar and vocabulary while communicating with others outside the classroom. To assure ongoing practice and study of all material, students must complete an additional one hour a week practicing Spanish outside the classroom.

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.

Instructors in synchronous and asynchronous courses will use methods to implement activities to be practiced outside of class time and evaluate student work accordingly via accessible video conferencing software and/or the course CMS.

Students may upload homework documents and 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 by using the recorded feedback feature available in the comment section of speed grader in assignments in the CMS, and 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 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 skills will be evaluated by instructor based on student's ability to properly communicate, read, and express in the Spanish.

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 the target language 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 the video recording feedback feature can be submitted by the instructor into the comment section in speed grader, and 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 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

Writing assignments will be given to develop narrative, descriptive, and persuasive paragraphs and translations, using correct Spanish. Writing prompts will be provided by the instructor and will be related to current vocabulary, grammar, and cultural topics to improve writing skills.

DE Adaptations for MOE

In synchronous courses, students may write in-class essays in Spanish during accessible video conferencing software sessions and 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 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 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 the video recording feedback feature can be submitted by the instructor into the comment section in speed grader, and 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 will also be indicated and assigned in assignments in the CMS as well.

Method

Exams/Tests

Integration

Exams

Chapter exams - students will take exams that include listening comprehension, writing, vocabulary, culture, reading components, grammar and dictation. There will be one exam per chapter. Exams will be given to assess understanding of grammar, vocabulary, and culture in context.

Oral Final Exam - students will be evaluated by the instructor to assess and evaluate the students' Spanish pronunciation, proper use of vocabulary, and understanding of grammar use. Students will produce and carry-on a conversation for different situations using various verb tenses. The oral final exam will be completed by student without the use of a dictionary, help from the instructor, or the use of any prompts.

Written Final Exam - Students will complete a written final exam. A Spanish written final exam will be evaluated based on word count, accuracy of grammar, vocabulary, and content.

Final Exam - Students will complete a final exam that includes grammar, culture, and vocabulary from all of 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 and complete assigned exams and students will submit their exam directly to 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 the video recording feedback feature can be submitted by the instructor into the comment section in speed grader, and 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 the video recording feedback feature can be submitted by the instructor into the comment section in speed grader, and 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 will also be indicated and assigned in assignments in the CMS as well.

Assignments

Assignment Type

Writing

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Dictations - Students will listen to instructor or provided material and write verbatim in Spanish to practice listening, writing, and spelling skills. Emphasis will be placed on accurate syntax and orthographical changes.

Example

Tema - narración descriptiva

Escucha el audio y escribe lo que escuchas.

"Por el trabajo de mi padre nos hemos mudado de una ciudad hacia otra al menos cinco veces. Pero bueno, la casa que más recuerdos tengo es la casa que tenemos en Valladolid. Esa casa está en un vecindario pequeño. Es así muy familiar, todos los vecinos se conocen. Más que casa es un apartamento. Tiene cuatro habitaciones y dos baños. Vivíamos allí cinco personas, mis dos hermanos y mis padres. Y nada, es un apartamento muy pequeño pero muy acogedor."

How assignment will be adapted in online format

In synchronous courses, students will listen to the instructor or an audio recording provided by the instructor and write what they hear verbatim.

Students may submit their written document of the dictation to the instructor for individualized feedback via the course CMS assignments feature.

Students may upload the typed written document and/or screen pictures of handwritten document 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 in the grades feature in the CMS. The instructor will evaluate work based on the appropriate use of grammar, vocabulary, spelling, and correct placement of written accents.

In asynchronous courses, students will hear a recording of the instructor or an audio recording provided by the instructor and write what they hear verbatim. Students may type into a text box in the CMS assignment, they may upload a typed document, or share a picture of a handwritten writing sample of the dictation and submit it 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, spelling, and correct placement of written accents.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Research paper - write an academic research paper about a cultural event and/or literary excerpt thoroughly discussed in class in Spanish.

Select two short stories that we have read in class and write a 5-7 page comparative analysis in Spanish of the themes and topics found throughout the stories. For example, you may select to compare the use of magic realism as a genre in two short stories in Spanish. Additionally, your paper should include at least three secondary sources. Secondary sources can be in English or Spanish. You may use the library to help research secondary sources that will be appropriate for your paper. Please try include secondary sources from within the last ten years. Finally, cite your sources using either MLA or APA formatting in Spanish.

How assignment will be adapted in online format

In synchronous courses, 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 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 will also be indicated and assigned in assignments in the CMS as well.

Assignment Type

Reading

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Students will read an articles about Spanish-speaking countries. A pre-reading activity will include review of key concepts and academic vocabulary that will help the comprehension of the text during reading.

Students will be encouraged to use cognates to help facilitate reading comprehension. After reading the text, students will view a video that also goes over the reading thus adding a visual and audio component to further enhance the reading comprehension and new vocabulary. Students will then answer comprehension questions in writing with complete sentences in Spanish and the class will share orally and discuss the questions and answers together for additional practice and comprehension.

For example, students may read a text about the social event of "ir de tapas" in Salamanca, Spain and Granada, Spain. Vocabulary related to various tapas and food will be previewed before reading the text. Once the vocabulary has been reviewed and practiced both orally and in writing, students will read the text individually. After, in small groups, students may take turns reading the text out loud together for additional comprehension and oral practice. After, students will review a brief video in Spanish related to "ir de tapas" in both Salamanca and Granada. Finally, comprehension questions including short written answers with complete sentences

in Spanish will be used for practice of reading, writing, speaking, and listening comprehension of the text. Students may be asked to compare similarities and differences related to tapas in Salamanca and Granada and may also relate this to personal experiences of going out to eat with friends and family. This can be shared and discussed together with classmates.

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 our 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.

Course Materials

Textbooks

Samaniego, F., De Alarcon, F, Rodriguez, F (2022). El Mundo 21 Hispano 3rd edition. ISBN: 9780357663820

Other Resources

Instructors choice from the following audio visual aides: Newspaper and magazine articles in Spanish, maps, charts, audio recordings, computer software, Internet resources, and bilingual dictionaries.

Open Educational Resources

LibreTexts, COERLL

Español para hablantes nativos: Lenguaje en acción

Authors: Amalia Carter, Joe Romero, and Cecelia Monto. (Open Oregon Educational Resources, CC BY-NC-SA) Este libro fue elaborado teniendo en cuenta las necesidades del estudiante de habla hispana. El contenido combina elementos gramaticales con diversos y relevantes temas del mundo de hoy.

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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 SPAN 203, 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.

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 work together in groups to practice narrating a story from their past using the preterit and imperfect tenses to describe the story. Ejemplo: Describe un momento muy feliz en tu vida. Additionally, in face to face and online classes, students will participate in class discussions, group projects, and presentations together.

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

This course will incorporate instructor-to-student interaction in online and face to face classes through the CMS, email, CMS announcements, the CMS email feature, a welcome letter, class discussions, activities, and lectures. Specifically, the instructor will provide lectures related to verb tenses including the present, preterit, imperfect, conditional, present perfect, past perfect, and present progressive tenses. Additionally, the three moods will be reviewed including the indicative, imperative, and subjunctive moods. Ejemplo: ¿Cómo describirías la casa ideal? With guidance from the instructor, students will practice reading, writing, speaking, and listening practice with the tenses and moods. The instructor will provide feedback to students and the instructor will update student grades within two weeks from the due date.

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 Spanish. In face to face and online courses, students are provided with opportunities to interact 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 accessible 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 may review cultural videos, music videos, podcasts, TED talks, and textbook content.

In online and face to face classes, students will analyze readings available in Spanish in the CMS. Students will also interact with content through correcting and clarifying homework. Students will engage with written and speaking assignments both individually and with classmates to practice course content.

Content will include electronic textbook information related to culture. For example, biodiversity in Ecuador, tapas in Spain, and vocabulary related to medical professions, short stories, and literary excerpts to highlight aspects of grammar and vocabulary by Sandra Cisneros, Reyna Grande, and Isabel Allende.

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. In online and face to face classes, 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.