



SPAN-204: SPANISH FOR NATIVE SPEAKERS II

Effective Term

Fall 2026

BOT Approval Date

12/11/2025

Discipline

SPAN - Spanish

Course Number

204

Course Title

Spanish for Native Speakers II

Short Title

Spanish for Native Speakers 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 230

Catalog Description

This course is the continuation of Spanish 203 and it continues to provide instruction that builds upon the existing reading, writing, speaking and listening skills and the cultural heritage and knowledge of these students. The course will continue to increase awareness of linguistic registers, discuss items beyond the familiar routine and expand upon their appreciation for the Hispanic cultures as manifested in Spanish speaking countries and in the US. This course is entirely conducted in Spanish.

Requisites

Prerequisite(s)

Prerequisite(s) (must be taken before)

SPAN-203 (with a grade of C or better) or four years of high school Spanish (with a grade of C or better).

Codes

TOP Code (CB 03)

1105.00 - Spanish

CIP Code

16.0905 - Spanish Language and Literature.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Minimum Qualifications

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



GE Information

Check GE Types Requested

AA/AS C - Humanities

Cal-GETC Areas

Approved Cal-GETC Area

AREA-3B

Learning Objectives

Learning Objectives

Learning Objective
1. Analyze standardized Spanish vocabulary and regional dialectic variations.
2. Apply more complex and relevant vocabulary based on the topic of discussion.
3. Compose written and oral expressions by applying grammar rules correctly.
4. Apply the rules of accentuation to all written Spanish.
5. Compose paragraphs and short essays in order to report information or to promote discussions in Spanish.
6. Analyze written Spanish text on the following topics: art, geography, contemporary issues, history, literature, music, and sociopolitical matters.
7. Apply the required skills to do research in Spanish in order to collect information, engage in discussion, and write on events, people and history of Latin American countries and Spain.
8. Analyze some of the cultural differences and traditional practices from the various regions and countries where Spanish is spoken.
9. Differentiate literary works according to genre: narrative, poetry, drama, etc.; and understand some of the basis for their classification.
10. Communicate ideas using proper Spanish.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome
1. Students will apply correct grammar and orthography in written Spanish.
2. Students will analyze cultural perspectives of Hispanic communities across diverse regions.
3. Students will adapt language use to various social and academic contexts.
4. Students will communicate effectively using various registers in spoken Spanish.
5. Students will compose an academic research paper in Spanish that demonstrates accurate language use and organization.
6. Students will produce written work in Spanish that reflects cultural understanding of Hispanic communities.

Content

Course Lecture Content

1. Culture
a. Authentic Texts and Literary Analysis
i. Exposure to texts from various genres
ii. Analyze, compare, and contrast short readings
1. Rigoberta Menchú
2. Gabriel García Márquez
3. Jorge Luis Borges
4. Gabriela Mistral
5. Pura Belpré

- iii. Interpret cultural differences based on genres discussed in class
- iv. Use texts for academic research and discussion
- b. Current Events and Sociolinguistic Topics
 - i. Spanglish: Influence of English on Spanish
 - ii. Stereotypes and effects on traditional values
- iii. Contemporary issues from Latin America, Spain, and the Caribbean
 - 1. Impact on Hispanic groups in the USA
- iv. Bilingualism vs. Spanglish
- c. Hispanic Cultures and History
 - i. Historical aspects of the 21 Spanish-speaking countries
 - ii. Evolution of the Spanish language
 - iii. Influence of music across Spanish-speaking countries
 - iv. Art transformation across the Caribbean and Latin America
 - v. Contrast between Pre-Columbian religions and cultures
- 2. Registers
 - a. Lexical variations
 - i. Study of Spanish dialects across 21 Spanish-speaking countries
 - b. Idiomatic expressions
 - i. Spanish idioms and English equivalents
 - c. Vocabulary expansion
 - i. focus areas
 - 1. nouns
 - 2. verbs
 - 3. adjectives
 - 4. adverbs
 - 5. cognates
 - 6. prepositions
 - d. Formal and Informal Usage
 - i. differences in commands and expressions
 - ii. Standard vs. non-standard discourse
 - 1. Academic, colloquial, and cultural appropriateness
 - e. Situational Discourse
 - i. code-switching by context
 - ii. importance of bilingualism in the U.S.
- 3. Grammar
 - a. Mood
 - i. subjunctive mood: all uses
 - b. Verb Tenses
 - i. preterit vs. imperfect
 - ii. future tense
 - iii. conditional tense
 - iv. perfect tenses
 - v. participles
 - c. Sentence Structure
 - i. reflexive pronouns
 - ii. affirmative and negative words
 - iii. if clauses
 - iv. possessive adjectives and pronouns
 - d. Syntax
 - i. noun, verb, and prepositional phrases
 - ii. relative and adverbial clauses
 - iii. main and subordinate clauses
 - e. Punctuation and Capitalization
 - i. rules of punctuation
 - ii. rules of capitalization
 - iii. syntax guidelines
- 4. Speaking

- a. Pronunciation
 - i. pronunciation rules
 - ii. accentuation rules
 - iii. intonation in statements vs. questions
- b. Conversation Skills
 - i. vocabulary and grammar in context
 - ii. recognition of false cognates
 - iii. rules of code-switching
 - iv. differences in professional vs. traditional speech
 - v. persuasive discourse techniques
- c. Phonology
 - i. Sound recognition and operations
 - ii. Systematic phonological processes
 - iii. Dialectical variations
- 5. Orthography
 - a. Spelling Accuracy
 - i. focus on proper use of:
 - 1. V vs. B
 - 2. S - C - Z
 - 3. LL - Y
 - 4. G - J
 - 5. H - X
 - b. Accents and Syllabication
 - i. accent placement rules
 - ii. syllabication, diphthongs, triphthongs
 - c. Homophones and Distinctions
 - i. monosyllabic accented words
 - ii. common distinctions (e.g., *hierba* vs. *hierva*, *hola* vs. *ola*)
- 6. Required Final Exams
 - a. Comprehensive grammar, culture, and vocabulary exam covering the course content
 - b. Oral final exam covering the course content
 - c. Written final exam covering the course content
- 7. Required summative assessments
 - a. oral final exam
 - b. written final exam
 - c. final exam including grammar, vocabulary, and culture covered throughout the course

Methods of Instruction

Method

Film/video Viewing and Discussion

Integration

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

DE Adaptations for MOI

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

Students will work together in small groups or groups of two for speaking practice and to practice grammar. Students will complete oral speaking activities including conversations and dialogues, and role-play activities. Students will also work together to read

cultural information out loud for oral practice and reading comprehension. Students will discuss comprehension questions and practice vocabulary out loud together. Students will also participate in class discussions and review comprehension questions together as a class.

DE Adaptations for MOI

Students will work together virtually using accessible video conferencing software, and discussion boards, and group sets in the CMS to complete various speaking activities to practice oral proficiency. For example, students will discuss selected readings from the course, cultural events, podcasts, current events in Spanish, and prompts provided by the instructor for continued practice of grammar and vocabulary. Small group and class discussions will support oral proficiency development using grammar concepts and vocabulary practiced throughout the course. This will be facilitated through the discussion board feature in the CMS, or by using the chat feature, and group features in the accessible video conference software.

Method

Lecture

Integration

Lectures will include presentation and discussion of grammar, orthography, vocabulary and linguistic variances, geography, a brief history of the 21 Spanish speaking countries related to culture, contemporary issues relevant to Latin America and Spain, and linguistic analysis.

DE Adaptations for MOI

The instructor will provide instruction and lectures to go over course content via accessible video conferencing software and through accessible recorded lectures including audio and visuals in the CMS. 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.

Method

Reading

Integration

The class will read several reading selections in Spanish including but not limited to Rigoberta Menchú, Gabriel García Márquez, Jorge Luis Borges, and Gabriela Mistral. The class will analyze the genres, history, geography, political movements, current events, and literature in the twenty-one Spanish speaking countries.

DE Adaptations for MOI

Students may read individually or out loud for speaking practice. Students will discuss and clarify readings together with the instructor in class accessible video conferencing software sessions, or students may review readings located in the course materials and discuss with classmates through the CMS discussions feature. Students may be asked to reflect on and discuss readings in a discussion board assignment within the CMS or together in class.

Methods of Evaluation

Method

Class Participation

Integration

Class participation will be evaluated based on the student's active participation in all class activities. Class participation activities include speaking activities where students will show their ability to communicate in Spanish. Activities include conversational speaking activities through dialogues, answering and discussing comprehension questions related to readings about cultural topics, correcting homework together in class, and responding to prompts. For example, using verbs in the preterit and imperfect tenses, answer and describe ¿Qué hiciste el fin de semana pasado?

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

writing participation assignments will be submitted in the CMS and feedback will be provided within two weeks after the due date by the instructor using the grading feature comment section in the CMS.

Method

Quizzes

Integration

Quizzes will be used as formative assessments and will be provided by instructor to help prepare students for exams and presentations. Quizzes will be graded on orthographical and grammar accuracy. For example, 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. This will help to practice listening comprehension and writing.

DE Adaptations for MOE

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. Students may submit the written dictation to the instructor for individualized feedback via the course CMS assignments feature. Students will be evaluated using the speed grader feature in assignments in the CMS. Student grades will be updated by the instructor within two weeks after the due date in the grades feature in the CMS. The instructor will evaluate work based on the rules of orthography including grammar, accents, and spelling.

Method

Exams/Tests

Integration

Exams

Chapter exams - Students will be evaluated by the instructor to assess and evaluate students' ongoing understanding of Spanish grammar, vocabulary, and culture, in context. Each chapter exam will include listening comprehension, writing, vocabulary, culture, reading comprehension, and grammar sections.

Oral exams - Students will be evaluated by the instructor to assess and evaluate students' pronunciation, grammar, and use of vocabulary in Spanish. Students must produce and carry on a conversation for different situations using various verb tenses. Oral exams will be completed by students without the use of a dictionary, or help from the instructor.

Written exams - Written exams will be evaluated based on word count, accuracy of grammar, vocabulary, and content.

Final exam - Students will be evaluated by the instructor at the end of the course. Students will complete a final exam that includes grammar, culture, and vocabulary from all 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

Students will complete chapter exams during accessible video conferencing software sessions and in the CMS. Students will submit their exam directly to the CMS. Students will be evaluated using the speed grader comment feature available in CMS assignments. The instructor will evaluate work based on the appropriate use of grammar, vocabulary, and knowledge of the culture components. The instructor will grade and provide feedback in the CMS within two weeks after the due date.

Method

Homework

Integration

Homework assignments will be assigned to ensure additional 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 misunderstandings.

DE Adaptations for MOE

Students will review homework assignments together orally in class. Students will discuss and clarify homework questions together with the instructor in class accessible video conferencing software sessions. Upon correcting homework assignments together, students may submit completed homework assignments to the instructor for individualized feedback via the course CMS assignments feature. Students will be evaluated using the speed grader feature in assignments in the CMS. Student grades will be updated within two weeks after the due date in the grades feature in the CMS. The instructor will evaluate work based on the appropriate use of grammar, vocabulary, and culture components.

Method

Oral Presentation

Integration

Oral skills will be evaluated by instructor based on students' ability to properly communicate, read, and express themselves in Spanish.

DE Adaptations for MOE

Students will access the course accessible video conferencing software link provided by the instructor in the CMS. In synchronous class sessions, students will present oral presentations. Additionally, students will carry on conversations based on different situations and prompts in Spanish for oral practice. Students may then submit their presentation slides in the course CMS via the assignments feature. Students will be evaluated using the speed grader comment feature available in CMS assignments. Student grades will be updated within two weeks after the due date 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 classes, presentations will be recorded using the CMS audio and video recording feature. Presentations can be submitted directly to the instructor via the assignments feature in the CMS, or presentations can be submitted to a discussion board included in the CMS.

Students will be evaluated using the speed grader comment feature available in CMS assignments. Student grades will be updated within two weeks from the due dates 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 in Spanish. Writing prompts will be provided by the instructor and will be related to current vocabulary, grammar, readings and will be related to current vocabulary, grammar and cultural topics to improve writing skills. For example, students may be asked to write about their future goals and plans using the future tense. For example, Escribe sobre tu vida en el futuro. ¿Dónde vivirás? ¿Cómo será tu casa? ¿En qué trabajarás? Or, using the present perfect tense describe what you have or have not done. ¿Qué has hecho en tu vida? ¿Qué no has hecho todavía?

DE Adaptations for MOE

Students will write essays and submit their document via assignments in the CMS.

Students will be evaluated using the speed grader comment feature available in CMS. Student grades will be updated within two weeks after the due date 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.

Assignments

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Write a 5-7 page academic research paper in Spanish about Pura Belpré. Research and learn about Pura Belpré and the Pura Belpré Award. Select two award-winning authors and novels available in Spanish to write about for your research paper. Write a paper in Spanish analyzing the themes found throughout the two novels. Using library resources, find at least two additional secondary sources to add to your paper. Please use sources from within the last ten years. Secondary sources may be in Spanish or English. You may use either APA or MLA formatting in Spanish. Papers will be evaluated using a rubric provided by the instructor that includes attention to aspects of grammar, vocabulary, and punctuation in Spanish, organization, development, and analysis of the themes including examples from primary and secondary sources to support your analysis, and meeting the page number requirement.

How assignment will be adapted in online format

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 using the rubric feature created by the instructor and made available in assignments in the CMS. Student grades should be updated within two weeks from the due date 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.

Assignment Type

Reading

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Read the following article about technology, social media, and the environment. Underline unfamiliar words and write a vocabulary list. Look for the words and their definitions in Spanish and write the definitions in Spanish in your vocabulary list. After reading, answer the comprehension questions with complete sentences in Spanish. After, working with classmates, review the questions and answers out loud for speaking practice.

Lee la siguiente lectura sobre la tecnología, las redes sociales y el medioambiente. Subraya palabras desconocidas y escribe una lista de vocabulario. Busca las palabras y sus definiciones en español y escribe las definiciones en español en tu lista de vocabulario. Después de leer, contesta las preguntas de comprensión. Después, trabajando con tus compañeros de clase, repasen las preguntas y respuestas en voz alta para la práctica oral.

Read the article about social media and its relationship to the environment and answer the comprehension questions.

Lee la lectura sobre las redes sociales y su relación con el medioambiente y contesta las preguntas de comprensión.
Las redes sociales y su relación con el medioambiente (p. 78)

1. ¿Cómo es el tono de esta lectura?

- a) Suplicante
- b) Melancólico
- c) Presagioso
- d) Fastidioso

2. ¿Qué se puede notar sobre el uso de las redes sociales?

- a) Los usuarios están interesados porque puede dañar al medioambiente.
- b) Existe muy poca información.
- c) Los usuarios se enfocan en el entretenimiento o intereses personales.
- d) Los usuarios se muestran muy interesados en la conservación del ambiente.

3. ¿Al usar las redes sociales, ¿observas conocimiento o interés sobre el medioambiente?

- a) Sí, porque tenemos a toda una comunidad haciendo comentarios en las redes.
- b) No, en realidad se invita a usuarios a participar.
- c) No, porque los usuarios ya saben lo suficiente y no lo necesitan.

Obra citada

Español para hablantes nativos by Amalia Carter, Joe Romero, and Cecelia Monto is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License, except where otherwise noted.

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. 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 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 board feature.

Assignment Type

Writing

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Listen to the audio and write what you hear for writing practice and listening comprehension.

Escucha el audio y escribe lo que escuchas para la práctica escrita y la comprensión auditiva.

Topic - Social media

Tema - Las redes sociales

Hoy en día hay más gente disfrutando del acceso al internet y cada día se crean un número incontable de escritos sobre las temáticas que uno suponga. Aquí es donde nos debemos parar y destacar la importancia de difundir, escribir, opinar, leer, compartir, complementar, todo tipo de emprendimiento pedagógico en el rubro de las ciencias, la protección animal, el medioambiente, la naturaleza, por mencionar algunos de ellos. (p.78)

Obra citada



Carter, A., Romero, J., & Monto, C. Lenguaje en acción. Español para hablantes nativos.

How assignment will be adapted in online format

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 or screen pictures of handwritten document into the CMS assignments feature in modules created by the instructor. Students will be evaluated using the speed grader feature in assignments in the CMS. Student grades will be updated within two weeks from the due date 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.

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, overhead transparencies, audiotapes, 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.

Mi idioma, mi comunidad: español para bilingües Copyright © by Elena Foulis is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License, except where otherwise noted.

Class Size Information**Class Size**

30

Class Size Category

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

Diversity and Inclusion

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

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

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

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

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

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

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

In this course, students read and learn about cultural and linguistic diversity in the 21 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 online and face to face classes, students to student interaction will be facilitated through class discussions, projects, and presentations together. Specifically, students will work together to practice descriptive narration to describe their ideal day using the conditional tense. Ejemplo: ¿Cómo sería un día ideal para ti? Student to student interaction will also be facilitated through speaking activities that include reading dialogues out loud, during discussions related to comprehension questions about cultural information, and through practicing and completing vocabulary and grammar activities together.

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

In online and face to face classes, instructor-to-student interaction will be achieved by communicating with students via the CMS, email, CMS announcements, the CMS email feature, and 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. To practice tenses and moods practice includes discussion and writing related to, for example, "¿Si tuvieras más tiempo libre, qué harías?"

Students will be given feedback on assessments using the speed grader comment feature available in CMS assignments

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

In online and face to face classes, students engage with content to support enhancement of the four modalities of language acquisition: reading, writing, speaking, and listening comprehension in Spanish. Students are provided with opportunities to engage with content in a variety of ways to engage diverse learning styles and to promote an equitable course. Student-to-content interaction will be achieved by providing accessible reading PDFs, website links to current events, short stories, and textbook material made available and accessible by the instructor in the CMS. Student-to-content interaction will be achieved by including additional free resources including music videos, movie trailers, and links to free online podcasts in Spanish. Student to content interaction will be achieved through the analysis of readings in Spanish. Students will also interact with content through correcting and clarifying homework. Students will also engage with written and oral assignments to connect and engage with course content. Content will include electronic textbook information related to culture. For example, biodiversity, architecture in Spain, art in México and vocabulary related to professions and employment, short stories and literary excerpts to highlight aspects of grammar and vocabulary by Gabriel García Márquez, Jorge Luis Borges, and Gabriela Mistral.

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.