IMPERIAL VALLEY COLLEGE

Basic Course Information

Semester:	**Spring 2025**	Instructor Name:	**Dr. Javier Rangel**
Course Title & #:	**Span 200**	Email:	**Javier.rangel@imperial.edu**
CRN #:	**20180**	Webpage (optional):	**CANVAS**
Classroom:	**Online**	Office #:	**1711**
Class Dates:	**10 Feb. 2025 to 06 June 2025**	Office Hours:	**ZOOM or EMAIL: MW 1 p.m. to 2 p.m./ T.TH 1 p.m., to 2 p.m.**
Class Days:	**Online**	Office Phone #:	**760.355.6442**
Class Times:	Online	Emergency Contact:	760-355-6337
Units:	5	Class Format/Modality:	Online Asynchronous

NOTE: YOUR INSTRUCTOR WILL NOT ANSWER MESSAGES AFTER 7 PM ON ANY GIVEN DAY.

Class Start Date: 10 Feb 2025   **Last Date to Add:** 22 FEB 2025
Class End Date: 06 JUNE 2025   **Deadline to drop WITH "W":** 10 MAY 2025

Course Description

This FALL 2024 Span 200 is:

Online: Asynchronous. *In an online class, all course activity occurs online; there are no required real-time or on-campus meetings. Most content is delivered on Canvas. Coursework does have due dates as set by the instructor but can be completed, once the content becomes available, at any time before the due date.*

NOTE: THE FACT THAT THIS IS AN ONLINE CLASS DOES NOT MEAN THAT STUDENTS WILL NOT COMMUNICATE AND/OR MEET WITH THE INSTRUCTOR. TO THE CONTRARY; COMMUNCANTING WITH INSTRUCTORS BECOMES ESCENTIAL IN THIS TYPE OF COURSE. THE INSTRUCTOR MAY STUDENTS TO MEET VIA ZOOM IN ORDER TO DISCUSS HIS/HER CLASS PROGRESS.

- For communication purposes, in this class we will be using **"PRONTO".** The most expedient way to communicate with your professor is via "PRONTO".

ES OBLIGATORIO UTILIZAR "PRONTO" EN ESTA CLASE.

EL ESTUDIANTE DEBE INSTALARLO SIGUIENDO LAS INSTRUCCIONES ABAJO, SI

ESPERA TENER ÉXITO EN ESTA CLASE.

ATENCIÓN: EL PROFESOR NO VA A ESTAR ACCESIBLE POR EMAIL PARA CONTESTAR PREGUNTAS SOBRE EXÁMENES, TARÉAS, ETC, ESAS CUESTIONES SE RESUELVE A USANDO "PRONTO".

SI TIENE "PROBLEMAS" AL INSTALAR LA APLICACIÓN,

PULSE EN "IVC STUDENT RESOURCES". ES EL CORAZÓN QUE VE EN EL MENÚ DE LA IZQUIERDA, **EN CANVAS.**

EN CASO DE QUE NO LE SEA CLARO: VAMOS A USAR ESTA APLICACIÓN (PRONTO) COMO MEDIO DE COMUNCACIÓN EN EL CURSO.

SI NO LE APETECE, FAVOR DE BUSCARSE UN CURSO ESTA PRIMAVERA EN EL QUE NO TENGA QUÉ HACERLO. ÉSTE SÍ QUE LO REQUIERE Y LO USA.

https://support.pronto.io/en/articles/8174492-downloading-the-pronto-app

OJO: UNA VEZ QUE LO HAYA HECHO,

DÍGALE "HOLA" A SUS COMPAÑEROS...

PARA EVITAR QUE EL PROFESOR LE DÉ DE BAJA DEL CURSO.

Intermediate Spanish I - SPAN200

The student can be successful in SPAN 200 only after having achieved all the minimal performance objectives specified for both SPAN 100 and SPAN 110. Either a recent course in SPAN 110 or a recent 3-year high school Spanish course with good retention should enable the student to succeed in SPAN 200. A continuation of SPAN 110 covering the uses of all Spanish tenses with special emphasis on the

subjunctive and imperative modes. This course requires the use of increasingly complex language structures and vocabulary to develop the functional competence required to communicate beyond survival needs and to discuss and express opinions on abstract topics related to the arts, lifestyle, linguistics, and literature at the intermediate level. (C-ID SPAN 200) (UC credit limited. See a counselor.)

Course Prerequisite(s) and/or Corequisite(s)

SPAN 110 or equivalent.
The student must be able to speak and read English.

Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Organize and effectively communicate personal information in Spanish through writing.
2. Apply rules of grammar to create meaningful sentences in the indicative mood.
3. Analyze short literary readings from Spanish-Speaking countries.

Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Distinguish and appropriately use formal and casual language.
2. Demonstrate good command of verb forms and tenses according to the American Council on the Teaching of Foreign Language Proficiency Guidelines.
3. Demonstrate more advanced grammar forms to allow practical use of language skills when visiting in a Spanish speaking country.
4. Demonstrate knowledge of appropriate cultural behavior.

Textbooks & Other Resources or Links

Vistas, 7th Edition

978-1-54338-990-6

- Supersite Plus w/ vText (5 Month Access)
USD $79.00

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YOU WILL NEED TO PURCHASE THE CODE TO ACCESS VHLCENTRAL.COM, TO VIEW THE VIRTUAL TEXT, DO ASSIGNMENTS, AND CHAPTER EXAMS.FOLLOW THE LINK BELOW TO CREATE AN ACCOUNT AND START THE PURCHASING THE PROCESS.ATTN:

BUY IT AS SOON AS POSSIBLE **OR RISK FALLING BEHIND** ON COURSEWORK.
FIRST AND FOREMOST, <u>YOU WILL NEED TO REGISTER </u>IN ORDER TO PURCHASE THE CODE.

https://vistahigherlearning.com/school/imperialvalley

Course Requirements and Instructional Methods

Lecture Outline

1. Appropriate use of formal and casual language
   - Vocabulary expansion
   - Formal versus informal
   - Situational discourse
2. Command of verb forms and tenses at the intermediate level according to the ACTFL Proficiency Guidelines.
   - Present indicative
   - Preterite
   - Imperfect
   - Present subjuntive
3. Advanced grammar forms and enhancement of grammatical concepts presented in SPAN 100 and SPAN 110
   - Analysis of linguistic structures
   - Improved application of challenging grammatical concepts for non-native speakers of Spanish
   - Distinguish use of indicative vs subjuntive
4. Cultural and critical Awareness of the Spanish speaking countries
   - Analysis of literary works
   - Art
   - Geography
   - History
5. Speaking, listening, writing and reading at the intermediate level.
   - Reading authentic language material
   - In class writing assignments
   - Out of class writing assignments
   -

      METHODS OF EVALUATION:
6. Essay
7. Mid-Term/Final Exam(s)
8. Objective
9. Oral Assignments
10. Problem Solving Exercise
11. Quizzes
12. Skill Demonstration

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13. Written Assignments
14. Class Activity
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Course Grading Based on Course Objectives

HOMEWORK (LESSONS 13-18 ON VHLCENTRAL) ……………………………….. 15%

LESSON EXAMS (6 EXAMS ON VHLCENTRAL) …………………………………….. 15%

MIDTERM (VHLCENTRAL) ……………………………………………………………….. 05%

FINAL (VHLCENTRAL) ……………………………………………………………………. 10%

REFLECTIONS/DISCUSSIONS (SHORT STORIES) ………………………………… 10 %

REPASO ORAL …………. …………………………………………………………………. 10%

FIRST THREE WEEKS REVIEW ………………………………………………………… 05%

ACENTUACIÓN, ORTOGRAFÍA Y PUNTUACIÓN ……………………………….. 10%

ATTENDANCE/`PARTICIPATION …………………………………………………….. 10%

EJERCICIOS CREATIVOS ………………………………………………………………….. 10%

GRADING SCALE

A	*100% to 90%*		*D*	*69% to 60%*
B	*89% to 80%*		*F*	*59% and below*
C	*79% t0 70%*			

STUDY TIME

 The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement. <u>This means that since this is a 5-credit course, you're responsible for about NINE (9) hours of work outside of class each week</u>. You should use that time to read the textbook, review your lecture notes, study for the exams, and work on your creative project!

Academic Honesty (Artificial Intelligence -AI)

IVC values critical thinking and communication skills and considers academic integrity essential to learning. Using AI tools as a replacement for your own thinking, writing, or quantitative reasoning goes against both our mission and academic honesty policy and will be considered academic dishonesty, or plagiarism unless you have been instructed to do so by your instructor. In case of any uncertainty regarding the ethical use of AI tools, students are encouraged to reach out to their instructors for clarification.

Course Policies

Classroom Netiquette

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].

Academic Honesty

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.

How do I show academic honesty and integrity in an online "classroom"?

• **KEEP YOUR PASSWORDS CONFIDENTIAL**.
o You have a unique password to access online software like Canvas. Never allow someone else to log-in to your account.
• **COMPLETE YOUR OWN COURSEWORK.**
o When you register for an online class and log-in to Canvas, you do so with the understanding that you will produce your own work, take your own exams, and will do so without the assistance of others (unless directed by the instructor).

Examples of Academic Dishonesty that can occur in an online environment:

• Copying from others on a quiz, test, examination, or assignment;

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• Allowing someone else to copy your answers on a quiz, test, exam, or assignment;
• Having someone else take an exam or quiz for you;
• Conferring with others during a test or quiz (if the instructor didn't explicitly say it was a group project, then he/she expects you to do the work without conferring with others);
• Buying or using a term paper or research paper from an internet source or other company or taking any work of another, even with permission, and presenting the work as your own;
• Excessive revising or editing by others that substantially alters your final work;
• Sharing information that allows other students an advantage on an exam (such as telling a peer what to expect on a make-up exam or prepping a student for a test in another section of the same class);
• Taking and using the words, work, or ideas of others and presenting any of these as your own work is plagiarism. This applies to all work generated by another, whether it be oral, written, or artistic work. Plagiarism may either be deliberate or unintentional.

Accessibility Statement

Imperial Valley College is committed to providing an accessible learning experience for all students, regardless of course modality. Every effort has been made to ensure that this course complies with all state and federal accessibility regulations, including Section 508 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), and Title 5 of the California Code of Regulations. However, if you encounter any content that is not accessible, please contact your instructor or the area dean for assistance. If you have specific accommodations through **DSPS**, contact them for additional assistance.

We are here to support you and ensure that you have equal access to all course materials.

Other Course Information

Disabled Student Programs and Services

The new DSPS office is open to assist students with scheduling counselor appointments, registering for classes, or any supportive services needed. The office hours are Monday through Friday from 8:00am – 5:00pm and our office number is 760-355-6313. Staff are also available to assist students through Zoom https://cccconfer.zoom.us/j/8659047257.

Disability Support Program & Services is designed to provide supportive services to students with physical disabilities, learning disabilities, psychological disabilities, developmental delay, acquired brain injury, visual impairments, health problems and to students that are deaf and hard of hearing. The program provides priority registration, counseling, class scheduling, mobility assistance, interpreting, alternate text production, and test proctoring.

We are located in the
Mel Wendrick Access Center (DSPS Building)
Phone: (760) 355-6313
Fax: (760) 355-6132

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DSP&S Virtual Hours Zoom Information:

Monday through Friday
9am – 5pm

Join from PC, Mac, Linux, iOS or Android: https://cccconfer.zoom.us/j/8659047257

IVC Student Resources

IVC wants you to be successful in all aspects of your education. For help, resources, services, and an explanation of policies, visit http://www.imperial.edu/studentresources or click the heart icon in Canvas.

Anticipated Class Schedule/Calendar

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 1 Feb.	INTRO Y ACTIVIDADES DE ORTOGRAFÍA, ANCENTUACIÓN Y PUNTUACIÓN	
Week 2 Feb.	ACTIVIDADES DE ORTOGRAFÍA, ANCENTUACIÓN Y PUNTUACIÓN	
Week 3	ACTIVIDADES DE ORTOGRAFÍA, ANCENTUACIÓN Y PUNTUACIÓN	
Week 4	Lección 13 La naturaleza	13.1 The subjunctive with verbs of emotion . . . . 452 13.2 The subjunctive with doubt, disbelief, and denial . . . . 456 13.3 The subjunctive with conjunctions . . . . 460 Recapitulación 464
Week 5	Lección 13 La naturaleza	**CONT.,** 13.1 The subjunctive with verbs of emotion . . . . 452 13.2 The subjunctive with doubt, disbelief, and denial . . . . 456 13.3 The subjunctive with conjunctions 460

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Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
		Recapitulación . . . . 464 **EXAMEN LECCIÓN 13**
Week 6	Lección 14 En la ciudad	14.1 The subjunctive in adjective clauses . . . . 486 14.2 Nosotros/as commands . . 490 14.3 Past participles used as adjectives . . . . 493 Recapitulación 496
Week 7	Lección 14 En la ciudad	14.1 The subjunctive in adjective clauses . . . . 486 14.2 Nosotros/as commands . . 490 14.3 Past participles used as adjectives . . . . 493 Recapitulación . . . . 496 **EXAMEN LECCIÓN 14**
Week 8	Lección 15 El bienestar	15.1 The present perfect . . . . . 518 15.2 The past perfect . . . . 522 15.3 The present perfect subjunctive . . . . 525 Recapitulación 528
Week 9	Lección 15 El bienestar	15.1 The present perfect . . . . . 518 15.2 The past perfect . . . . 522 15.3 The present perfect subjunctive . . . . 525 Recapitulación . . . . 528 • **EXAMEN LECCIÓN 15**

		• **EXAMEN DE MEDIO SEMESTRE**.

SPRING BREAK APRIL 18-23

Week 10	Lección 16 El mundo del trabajo	16.1 The future . . . . 552 16.2 The future perfect . . . . . . 556 16.3 The past subjunctive . . . . 558 Recapitulación 562

Week 11	Lección 16 El mundo del trabajo	16.1 The future . . . . 552 16.2 The future perfect . . . . . . 556 16.3 The past subjunctive . . . . 558 Recapitulación . . . . 562 **EXAMEN LECCIÓN 16**

Week 12	Lección 17 Un festival de arte	17.1 The conditional . . . . 588 17.2 The conditional perfect . . . 592 17.3 The past perfect subjunctive . . . . 595 Recapitulación 598

	Lección 17 Un festival de arte	17.1 The conditional . . . . 588 17.2 The conditional perfect . . . 592 17.3 The past perfect subjunctive . . . . 595 Recapitulación . . . . 598 **EXAMEN LECCIÓN 17**

Week 14 Lección 18	Lección 18 Las actualidades	18.1 Si clauses . . . . 622 18.2 Summary of the uses of the subjunctive . . . . . . 626 Recapitulación 630

Week 15 Lección 18	Lección 18 Las actualidades	\18.1 Si clauses . . . . 622 18.2 Summary of the uses of the subjunctive . . . . . . 626 Recapitulación . . . . 630 **EXAMEN LECCIÓN 18**

Week 16 June 6-10	**EXAMEN FINAL**	**EXAMEN FINAL**

Subject to change without prior notice

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