



Basic Course Information

Semester:	SPRING 2022	Instructor Name:	Dr. Javier Rangel
Course Title & #:	SPAN 200	Email:	Javier.rangel@imperial.edu
CRN #:	20180	Webpage (optional):	
Classroom:	ONLINE	Office #:	1711
Class Dates:	2.14.2022 to 6.10.2022	Office Hours:	MW 1-2PM/T.TH 11AM-12 PM
Class Days:	ONLINE	Office Phone #:	760.355.6442
Class Times:	ONLINE	Emergency Contact:	760-355-6337
Units:	5	Class Format:	ONLINE

Deadline to drop WITH "W":

14 MAY 2022

YOUR INSTRUCTOR MAY ASK ANY STUDENT TO MEET VIA ZOOM, IF SO REQUIRED, AT A MUTUALLY CONVENIENT TIME.

Course Description

This Spring 2022 Span 200 is

Online: Asynchronous. *In an online class, all course activity occurs online; there are no required real-time or on-campus meetings. All content is delivered in 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.*

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:

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

Course Objectives

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

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

Textbooks & Other Resources or Links

We will cover lessons 13-18 of:

Vistas, 6th Edition

978-1-54330-640-8

\$125.00

Supersite Plus w/ vText (12 Month Access)

YOU WILL NEED TO [PURCHASE THE \(Links to an external site.\)](#)

CODE TO VIEW THE VIRTUAL TEXT, DO ASSIGNMENTS AND CHAPTER EXAMS.

[FOLLOW THE INSTRUCTIONS \(Links to an external site.\)](#) TO CREATE AN ACCOUNT AND START THE PROCESS.

ATTN: BUY THE CODE AS SOON AS POSSIBLE OR RISK FALLING BEHIND ON COURSEWORK.

ONCE YOU HAVE BOUGHT THE CODE, FOLLOW THESE INSTRUCTIONS TO REGISTER IN MY COURSE:

- After you have registered and have purchased the book code, [you can access our site](#) and begin doing assigned lesson activities and exams.

PLEASE NOTE:

A STUDENT CANNOT SUCCESSFULLY COMPLETE THIS COURSE WITHOUT PURCHASING THE BOOK CODE.

Course Requirements and Instructional Methods

Course Format:

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Lecture Outline

Appropriate use of formal and casual language

- Vocabulary expansion
- Formal versus informal
- Situational discourse

Command of verb forms and tenses at the intermediate level according to the ACTFL Proficiency Guidelines.

- Present indicative
- Preterite
- Imperfect
- Present subjunctive

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 subjunctive moods

Cultural and critical Awareness of the Spanish speaking countries

- Analysis of literary works
- Art
- Geography
- History

Speaking, listening, writing and reading at the intermediate level.

- Reading authentic language material
- Inclass writing assignments
- Out of class writing assignments

Method of Evaluation

- Class_Activity
- Essay
- Mid-Term/Final Exam(s)
- Oral Assignments
- Problem Solving Exercise
- Quizzes
- Skill Demonstration
- Written Assignments
- Class Activity

Course Grading Based on Course Objectives

<i>HOMEWORK (LESSONS 13-18 ON VHLCENTRAL)</i>	20%
<i>LESSON EXAMS (6 EXAMS ON VHLCENTRAL)</i>	20%
<i>MIDTERM (VHLCENTRAL)</i>	10%
<i>FINAL (VHLCENTRAL)</i>	15%
<i>REFLECTIONS (SHORT STORIES)</i>	10 %
<i>DISCUSSIONS (VIDEOS)</i>	10%
<i>FIRST THREE WEEKS REVIEW</i>	05%
<i>ACENTUACION, ORTOGRAFIA Y PUNTUACION</i>	10%

GRADING SCALE

A	100% to 90%	D	69% to 60%
B	89% to 80%	F	59% and below
C	79% to 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. 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. You should use that time to read the textbook, review your lecture notes, study for the exams, and work on your creative project!

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.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- **Plagiarism** is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to "cite a source" correctly, you must ask for help.
- **Cheating** is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the [General Catalog](#) for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

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

• **KEEP YOUR PASSWORDS CONFIDENTIAL.**

○ 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.**

○ 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;
- 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.

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

[Student Concern Complaint Form](#)

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. 14-18		
Week 2 Feb. 21-25		
Week 3 Feb. 28-March 4		
Week 4 March 7-11	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 March 14-18	Lección 13 La naturaleza	CONT., 13.1 The subjunctive with verbs of emotion 452 13.2 The subjunctive with

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
		doubt, disbelief, and denial 456 13.3 The subjunctive with conjunctions 460 Recapitulaci3n 464 EXAMEN LECCI3N 13
Week 6 March 21-25	Lecci3n 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 Recapitulaci3n 496
Week 7 March 28-April 1	Lecci3n 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 Recapitulaci3n 496 EXAMEN LECCI3N 14
Week 8 April 4-8	Lecci3n 15 El bienestar	15.1 The present perfect 518 15.2 The past perfect 522 15.3 The present perfect subjunctive 525 Recapitulaci3n 528
Week 9 April 11-15	Lecci3n 15 El bienestar	15.1 The present perfect 518 15.2 The past perfect 522 15.3 The present perfect subjunctive 525 Recapitulaci3n 528

		<ul style="list-style-type: none"> • EXAMEN LECCIÓN 15 • EXAMEN DE MEDIO SEMESTRE.
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SPRING BREAK APRIL 18-23

Week 10 April 25-29	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
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Week 11 May 2-6	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
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Week 12 May 9-13	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
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	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
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		EXAMEN LECCIÓN 17
Week 14 May 23-27 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 May 30-June 4 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