



SPAN 2311: Intermediate Spanish I (021 HY, 088 TR) Course Syllabus

“Northeast Texas Community College exists to provide personal, dynamic learning experiences empowering students to succeed.”

Instructor Information

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	Monday	Tuesday	Wednesday	Thursday	Friday-Sunday	Online
Office Hours	8:30-12:30 Email, Microsoft Teams, phone, Blackboard messages	8:00-12:30 Email, Microsoft Teams, phone, Blackboard messages	Email, Microsoft Teams, phone, Blackboard messages	8:00-12:30 Email, Microsoft Teams, phone, Blackboard messages	Email, Microsoft Teams, phone, Blackboard messages	Email, Microsoft Teams, phone, Blackboard messages

This syllabus serves as the documentation for all course policies and requirements, assignments, and instructor/student responsibilities.

Information relative to the delivery of the content contained in this syllabus is subject to change. Should that happen, the student will be notified.

Course Description

SPAN 2311 or Intermediate Spanish I is an intermediate Spanish language course that offers 3 credit hours and 3 contact hours. The class meets face-to-face once a week for 1 hour and 20 minutes. The consolidation of skills acquired at the introductory level. Further development of proficiency in listening, speaking, reading and writing. Emphasis on comprehension, appreciation, and interpretation of the cultures of the Spanish-speaking world.

Prerequisite(s)

Successful completion of Spanish I and II courses or the proof of equivalent level of knowledge and skills.

Student Learning Outcomes

Upon successful completion of this course, students will:

1. Demonstrate comprehension of authentic spoken discourse produced by Spanish speakers of diverse origins.
2. Produce oral Spanish comprehensible to native speakers using complex grammatical structures to narrate, describe and elicit information.
3. Demonstrate increasing comprehension of authentic written texts in a variety of genres.

4. Write descriptions and narratives at a low intermediate level using complex grammatical structures.
5. Formulate cohesive paragraphs and short/simple essays.
6. Describe cultural practices and products of the Spanish-speaking world drawing on authentic materials including literature and the visual arts.

Evaluation/Grading Policy:

This course will use *Acceso*, Open Educational Resource (OER), and the commercial online workbook called *Acceso Hub: Forma y Función* developed by the University of Kansas for the instruction and the curriculum. The students will be able to move somewhat at their own pace within the assignment schedule and will be evaluated through participation in all the coursework and grades made on study materials, assignments, and exams. Occasional changes in the gradebook may be implemented to reflect extra credit. Additional changes may be made to ensure fairness in grading as informed by case-by-case circumstances.

Grading

Percent of Final Grade for each category:

1.	Assignments.....	20%
	a. Vocabulary Activities	10%
	b. Grammar Activities	10%
2.	Listening skills – Listening comprehension and reflection (Voces).....	10%
3.	Speaking skills – TV Program/Programa de televisión (Un paso más).....	15%
4.	Reading skills – Reading comprehension (Sucesos).....	10%
5.	Writing skills – Journal/Diario (Aperturas).....	10%
6.	Writing skills – Discussion (Almanque).....	10%
7.	Culture – Debate: Peer Collaborative Activities (Perspectivas).....	15%
8.	Final Exam (Modules 1-4)	10%
	Total.....	100%

Course Materials

Acceso is a complete curriculum for intermediate-level learners of Spanish. The materials on the *Acceso* website are provided freely to the public as an Open Educational Resource (OER) in support of broader educational affordability and access. The website contains textbook information, instructions, readings, videos, and self-check questions. The required/assigned study materials will be accessible through links within the modules on Blackboard Ultra. Students will need to know how to access the Blackboard SPAN 2311 course at NTCC. *Acceso* is supplemented by the commercial workbook called *Acceso Hub: Forma y Función*. Links to assigned activities will be provided within modules.

Rossomondo, Amy, editor, *Acceso*, Open Language Resource Center, <https://acceso.ku.edu>, Accessed [January 8, 2024].

Optional Instructional Materials: Spanish/English dictionary (digital or print) of your choice.

Minimum Technology Requirements

The syllabus, course materials, and the gradebook will be available online via Blackboard. Students will need dependable internet service to keep up with this course. In case they do not have dependable service at home, they should be able to get good service by coming to campus to complete online coursework.

Required Computer Literacy Skills

Students need to know how to operate in Blackboard, how to access material on the internet, and be able to record voice messages and videos and send them through Blackboard.

Course Objectives

By the end of Unidad 4, successful students' language use will align with the designation of Intermediate-Mid for both speaking and writing as described by the American Council of Foreign Language Teachers (ACTFL). By the end of Unidad 4 in SPAN 2311, student language use will approximate Intermediate-Mid proficiency. Click [here](#) to read more about the methodological approach implemented in the course.

Rossomondo, Amy, editor. "Methodological Approach." *Acceso*, Open Language Resource Center, <https://acceso.ku.edu/instructor/methodology.shtml>, Accessed [January 8, 2024].

Rossomondo, Amy, editor. "Learning Outcomes." *Acceso*, Open Language Resource Center, <https://acceso.ku.edu/instructor/outcomes.shtml>, Accessed [January 8, 2024].

Upon successful completion of the *Acceso* curriculum, students will be able to do the following:

1. identify the main ideas in a variety of authentic written texts directed at a general audience and analyze some of the more nuanced aspects of those texts with respect to language usage within its cultural context.
2. comprehend Spanish in instructional and interpersonal contexts, grasp the main ideas of spoken language intended for a native audience, and learn to identify specific areas of misunderstanding and request clarification to facilitate the further development of linguistic and interactional repertoires.
3. communicate their ideas both orally and in writing in such a way that native speakers unaccustomed to non-native Spanish will be able to comprehend these ideas, though this spoken and written language use will be far from error free.
4. express increasingly complex ideas effectively in Spanish through guided journal writing and a structured, process-oriented approach to formal composition.
5. demonstrate broad cultural awareness of the diverse human geographies, practices, products and perspectives that comprise the Spanish-speaking world and the ability to relate this awareness to their understandings of their own cultural experiences.
6. analyze social issues from more than one perspective through the development of (inter)cultural sensitivity and more nuanced critical thinking skills.
7. use technology to access a range of information sources from the Spanish-speaking world independently and effectively.

Course Content and Structure

Rossomondo, Amy, editor. "Content and Structure." *Acceso*, Open Language Resource Center, <https://acceso.ku.edu/instructor/structure.shtml>, Accessed [January 8, 2024].

The materials for this course are delivered online. *Acceso* is made up of eight units, beginning with the United States and then tracing the diachronic route of the Spanish language from Spain through the Americas, ending in the Southern Cone. SPAN 2311 will include the study of Units 1-4. Each unit is comprised of six activity types:

- **Aperturas** — introduction to the themes, linguistic structures, and the active vocabulary that are the focus of the unit.
- **Voces** — interviews with speakers from the region who share their own perspectives and information about the varieties of Spanish (and other languages) in their home countries.
- **Almanaque** — cultural topics that impact daily life in the region, including popular culture, social movements, politics, and economic force.
- **Sucesos** — historical events and their relationship with present-day realities in the region
- **Un paso más** — an in-depth exploration of cultural production from the region, including literary texts, films, works of art, and music.
- **Perspectivas** — exploration of a variety of perspectives on a given social issue, demonstrating that there is more than one way of organizing and understanding our realities.

There is also a **Vocabulario** section, an online glossary of the active vocabulary that allows searching by either English or Spanish keywords and provides sound files to teach correct pronunciation. An additional **Gramática** section offers functional grammar explanations that are necessary to explore and discuss the content of each unit; the topics covered map onto those covered in most intermediate-level courses and prepare students for more advanced linguistic study.

Tests/Exams

Summative assessments will occur in the middle and at the end of the term. There is a mid-term exam in the middle of the semester and a final examination during the last week of the term.

Make-up of Tests

There should be no need for make-up of missed exams since they are all offered online.

Assignments

Students will participate in peer collaborative assignments and discussions that may require face-to-face or digitally facilitated interaction.

Withdrawal from the Course

Students who wish to withdraw from the course must do so by the published deadline.

Academic Language

SPAN 2311 is an academic course. When writing, please observe the traditional academic rules that include but are not limited to writing in complete sentences, starting each sentence with a

capital letter, ending a sentence with appropriate punctuation, using punctuation marks within sentences as needed, and using a subject and a verb in each sentence. Punctuation is slightly different in Spanish compared to English, and Spanish employs accent marks whereas English does not.

Use of Accents and Correct Spelling

All coursework requires precision. The accents should be correct and spelling accurate. Rules for capitalization are about the same in Spanish and English but there are some interesting distinctions. Students must sure to read the handout on accenting in Blackboard in the Start Here folder before attempting written assignments. Accent marks do not exist in the English language but are very important in terms of correct, traditional, academic Spanish. Accenting will be graded more severely as the course progresses.

Communications

NTCC uses the college email system as the official form of communication for all matters. Students may communicate with me at msvirskaotero@ntcc.edu or contact me through Microsoft Teams or Blackboard messages. All questions or other needs for information will receive a response within 24-48 hours. The fastest way to reach me is through Microsoft Teams. Students are encouraged to check their NTCC email daily.

Institutional/Course Policy and Student Expectations

This course requires engagement with the material on a constant basis. Additional personal study time will be necessary for most students depending on experience with Spanish language learning. Attendance and participation are essential. Students are encouraged to be diligent in completing all study materials, assignments, practice exercises, and exams. Work turned in late will bear a penalty. Blackboard will track all your submissions with time and date. A 10% penalty will be applied to work submitted within one week of the due date. A 20% penalty will be applied to work submitted within two weeks of the due date. Work submitted more than two weeks after the due date may not be accepted until a student notifies the instructors of extenuating circumstances and requests an extension.

Alternate Operations During Campus Closure and/or Alternate Course Delivery Requirements

In the event of an emergency or announced campus closure due to a natural disaster or pandemic, it may be necessary for Northeast Texas Community College to move to altered operations. During this time, Northeast Texas Community College may opt to continue delivery of instruction through methods that include, but are not limited to, online through the Blackboard Learning Management System, online conferencing, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor NTCC's website (<http://www.ntcc.edu/>) for instructions about continuing courses remotely, Blackboard for each class for course-specific communication, and NTCC email for important general information.

Additionally, there may be instances where a course may not be able to be continued in the same delivery format as it originates (face-to-face, fully online, live remote, or hybrid). Should this be the case, every effort will be made to continue instruction in an alternative delivery

format. Students will be informed of any changes of this nature through email messaging and/or the Blackboard course site.

Statement Regarding the Use of Artificial Intelligence (AI) Technology

Absent a clear statement from a course instructor, use of or consultation with generative AI shall be treated analogously to assistance from another person (collusion). Generative AI is a subset of AI that utilizes machine learning models to create new, original content, such as images, text, or music, based on patterns and structures learned from existing data (Cornell, Center for Teaching Innovation). Unauthorized use of generative AI tools to complete an assignment or exam is not permitted. Students should acknowledge the use of generative AI and default to disclosing such assistance when in doubt. Individual course instructors may set their own policies regulating the use of generative AI tools in their courses, including allowing or disallowing some or all uses of such tools. Students who are unsure of policies regarding generative AI tools are encouraged to ask their instructors for clarification. (Adapted from the Stanford University Office of Community Standards-- accessed August 31, 2023)

NTCC Academic Honesty/Ethics Statement

NTCC upholds the highest standards of academic integrity. The college expects all students to engage in their academic pursuits in an honest manner that is beyond reproach using their intellect and resources designated as allowable by the course instructor. Students are responsible for addressing questions about allowable resources with the course instructor. Academic dishonesty such as cheating, plagiarism, and collusion is unacceptable and may result in disciplinary action. This course will follow the NTCC Academic Honesty and Academic Ethics policies stated in the Student Handbook. Refer to the student handbook for more information on these subjects.

ADA Statement

It is the policy of NTCC to provide reasonable accommodations for qualified individuals who are students with disabilities. This College will adhere to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to request accommodations. An appointment can be made with the Academic Advisor/Coordinator of Special Populations located in Student Services and can be reached at 903-434-8264. For more information and to obtain a copy of the Request for Accommodations, please refer to the special populations page on the NTCC website.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's educational records. These rights transfer to the student when he or she attends a school beyond the high school level. Students to whom the rights have transferred are considered "eligible students." In essence, a parent has no legal right to obtain information concerning the child's college records without the written consent of the student. In compliance with FERPA, information classified as "directory information" may be released to

the general public without the written consent of the student unless the student makes a request in writing. Directory information is defined as the student's name, permanent address and/or local address, telephone listing, dates of attendance, most recent previous education institution attended, and other information including the major, field of study, degrees, awards received, and participation in officially recognized activities/sports.

Tentative Course Timeline

(Instructor reserves the right to adjust this timeline as needed)

ACCESO Unidades 1-4– Spanish 2311

- **Unidad 1: El español en los Estados Unidos (4 weeks / 4 semanas)**
 - **Week 1 / Semana 1**
 - **Introducción: Themes and objectives**
 - **Aperturas: Writing skills – Journal/Diario**
 - **Week 2 / Semana 2**
 - **Voces: Listening skills – Listening comprehension and reflection**
 - **Almanaque: Writing skills – Discussion**
 - **Week 3 / Semana 3**
 - **Sucesos: Reading skills – Reading comprehension**
 - **Un paso más: Speaking skills – TV Program/Programa de televisión**
 - **Week 4 / Semana 4**
 - **Perspectivas: Culture – Debate: Peer Collaborative Activities**
 - **Vocabulary activities / Actividades de vocabulario**
 - **Grammar activities / Actividad de gramática**
 - **Numbers (los números)**
 - **Comparatives (los comparativos)**
 - **Present Indicative (el presente del indicativo)**
 - **To Be (ser y estar)**
 - **Ir + a + infinitive (ir + a + infinitivo)**
- **Unidad 2: El español en España (4 weeks / 4 semanas)**
 - **Week 1 / Semana 1**
 - **Introducción: Themes and objectives**
 - **Aperturas: Writing skills – Journal/Diario**
 - **Week 2 / Semana 2**
 - **Voces: Listening skills – Listening comprehension and reflection**
 - **Almanaque: Writing skills – Discussion**
 - **Week 3 / Semana 3**
 - **Sucesos: Reading skills – Reading comprehension**
 - **Un paso más: Speaking skills – TV Program/Programa de televisión**
 - **Week 4 / Semana 4**
 - **Perspectivas: Culture – Debate: Peer Collaborative Activities**
 - **Vocabulary activities / Actividades de vocabulario**
 - **Grammar activities / Actividad de gramática**
 - **The Imperfect (el imperfecto)**
 - **The Preterite (el pretérito)**
 - **Preterite vs. Imperfect (el pretérito en contraste con el imperfecto)**

- Verbs like Gustar (verbos como gustar)
- Unidad 3: El español en el Caribe (4 weeks / 4 semanas)
 - Week 1 / Semana 1
 - Introducción: Themes and objectives
 - Aperturas: Writing skills – Journal/Diario
 - Week 2 / Semana 2
 - Voces: Listening skills – Listening comprehension and reflection
 - Almanaque: Writing skills – Discussion
 - Week 3 / Semana 3
 - Sucesos: Reading skills – Reading comprehension
 - Un paso más: Speaking skills – TV Program/Programa de televisión
 - Week 4 / Semana 4
 - Perspectivas: Culture – Debate: Peer Collaborative Activities
 - Vocabulary activities / Actividades de vocabulario
 - Grammar activities / Actividad de gramática
 - Present Subjunctive (el modo del subjuntivo)
- Unidad 4: El español en México (4 weeks / 4 semanas) – Includes Final Exam
 - Week 1 / Semana 1
 - Introducción: Themes and objectives
 - Aperturas: Writing skills – Journal/Diario
 - Week 2 / Semana 2
 - Voces: Listening skills – Listening comprehension and reflection
 - Almanaque: Writing skills – Discussion
 - Week 3 / Semana 3
 - Sucesos: Reading skills – Reading comprehension
 - Un paso más: Speaking skills – TV Program/Programa de televisión
 - Week 4 / Semana 4 – Final Exam
 - Perspectivas: Culture – Debate: Peer Collaborative Activities
 - Vocabulary activities / Actividades de vocabulario
 - Grammar activities / Actividad de gramática
 - Direct Object Pronouns (los pronombres de objeto directo)
 - Indirect Object Pronouns (los pronombres de objeto indirecto)
 - Four Common Uses of “se” (cuatro usos comunes de "se")
 - Present Perfect (el presente perfecto)

<i>Fall 2025 first class day</i> 8/25/2025
<i>Fall 2025 last day to drop with "W"</i> 11/18/2025
<i>Fall 2025 last class day</i> 12/4/2025
<i>Fall 2025 final examinations</i> 12/5/2025 - 12/11/2025
<i>Fall 2025 graduation</i> 12/12/2025
<i>Spring 2026 first class day</i> x/x/2026
<i>Spring 2026 last day to drop with "W"</i> x/x/2026
<i>Spring 2026 last class day/final examination</i> x/x/2026