



**World Languages
Distance Education Online Course**

SPAN 1300 – Beginning Spanish I

CRN 60372 – Semester Fall 2011

3 hour lecture course / 48 hours per semester/ 16 weeks

Professor: Darren Crasto

Instructor Contact Information: <http://hccs.blackboard.com/webct/entryPageIns.dowebct>
<http://learning.hccs.edu/faculty/darren.crado>
darren.crado@hccs.edu

Online schedule: Monday, Tuesday, Wednesday, and Thursday for 2 hours each day

Please feel free to contact me concerning any problems that you are experiencing in this course. You do not need to wait until you have received a poor grade before asking for my assistance. Your performance in my class is very important to me.

Please always use blackboard to email me once you are registered for the course.

This course is completely online, and you must have access to a computer that can download and upload audio and video .

Online orientation: <http://de2.hccs.edu/courses>. In addition, print out and read the Welcome and Syllabus, order required materials, log into BB and become familiar with the Homepage. Complete the online orientation

Text: Para siempre: A Conversational Approach to Spanish, 1st Edition

Marta Montemayor

Book + Quia: ISBN: 1111700591

ACP PARA SIEMPRE VOL I (HCC) + PAC QUIA SAM

***You MUST purchase this PACKAGE. It contains a code for the on-line workbook where ALL of your graded work is completed. Failure to purchase the correct materials is NOT an excuse for late work.**

Grading GRADING PROPORTIONS:

Quia On-line Workbook and Lab Manual.....60%

Midterm on Quia20%

Final on Quia.....20%

GRADING SCALE: 90-100 = A; 80-89 = B; 70-79 = C; 60-69 = D; 0-59 = F

Quia Information All of your basic course work will be done on a Quia book... this is basically an electronic interactive book that allows you to complete activities. You need to buy a code (which is just like purchasing a textbook) to access the electronic version. If you purchase your books at the HCC bookstore and buy the Para Siempre bundle for DE, it should come with the code.

What are Quia Books? Quia Books are online, interactive versions of books from leading educational publishers. Publishers make their best-selling products available as Quia Books, which feature unique interactive options for students and teachers at all levels.

What is a book key? A book key is a code that grants you access to a Quia online book. The book key may come prepackaged with a new textbook, or may be purchased separately, from the Quia Bookstore. Once you have a book key, you may enter it in the upper-right corner of the Quia Bookstore page to begin using your book.

Do I need a course code? This is also the Instructor Code. this allows you to “find” my class on the quia website and register in my course. Unless you are using your Quia book on your own, outside of a school setting, you will need a course code. A course code allows an instructor to track your progress through the book and to assign grades. Your instructor will provide you with a course code. (It is on the homepage of blackboard in the heading.)

Why are the activities not appearing in my book?

First, make sure that you are using a Java-enabled browser. We support Internet Explorer 7.0 and higher, Firefox 3.0 and higher, and Safari 3.0 and higher. To enable Java in your browser do one of the following: In Internet Explorer, select **View -> Internet Options** from the menu. Click the **Advanced** tab and select the appropriate check boxes.

In Firefox, select **Tools -> Options** from the menu. Click the **Content** tab and select the **Enable Java** and **Enable Java Script** check boxes.

In Safari, select **Safari -> Preferences** from the menu. Click the **Security** tab and select the **Enable Java** and **Enable Java Script** check boxes.

Information for Blackboard and Quia

QUIA LAB MANUAL/WORKBOOK is an on-line assessment center where you will be doing activities along with each chapter. *Only exercises marked with a due date are graded.* If a Quia exercise is green, it is automatically graded; red and yellow exercises show a grade of zero until graded manually by your instructor.

BLACKBOARD STUDENT USER ID

Your Blackboard login user ID will be your HCC User ID (sometimes referred to as the “W” number). All HCC students have a unique User ID. If you do not know your User ID you can look it up by visiting the HCC home page:

- From www.hccs.edu, under the column “CONNECT”, click on the “Student System Sign In” link
- Then click on “Retrieve User ID” and follow the instructions.

Or use the direct link to access the Student Sign In

page: <https://hccsaweb.hccs.edu:8080/psp/csprd/?cmd=login&languageCd=ENG>

The default student password is "distance." Students will then be prompted to change their password after their first login. Please visit the Distance Education Technical Support website if you need additional assistance with your login.

LEARNING A FOREIGN LANGUAGE ONLINE. Students online will use all four language skills: speaking, writing, reading and listening; for this reason, you will need plug-ins on your computer such as Java, Flash, Shockwave and RealPlayer. Click on the Check Browser link listed in the Welcome and the one on the BB login page to see what you have and what you need to download. It is indispensable to have reliable high-speed access to the Internet for this course.

Acquiring a second language is akin to acquiring a new skill; consequently, one must exercise the muscles involved in speaking and fine tune the ear to hearing new sounds. Such skills take time, are best worked on for short periods daily, and cannot be acquired by cramming. Learners retain material better by scheduling time for foreign language everyday. Attempting to do everything the night before the assignments are due leads to poor retention and disappointing grades.

Successful students are skilled at using computers and internet technology, self-motivated to learn the language, able to work independently, meet deadlines, and comfortable without in-class teacher contact. Students must decide whether their study habits are at this high level or whether they require a traditional classroom.

Course Due Dates and Learning Schedule

Dates	Quia Electronic (on-line) workbook and lab manual
August 29 th to September 18 th	Capítulo Uno
September 19 th to October 9 th	Capítulo Dos
October 10 th to 29 th	Capítulo Tres
Sunday October 30 th 8am - Midnight	Midterm Capítulos Uno a Tres Exam MUST be taken on-line through Quia on THIS day. You have 16 hours to complete the exam. Failure to do so will result in a zero.
October 31 st to October 13 th	Capítulo 4
October 14 th to December 10 th	Capítulo 5
December 11 th 8am - Midnight	Final Exam Capítulos 1-5 Exam MUST be taken on-line through Quia on THIS day. You have 16 hours to complete the exam. Failure to do so will result in a zero.

COURSE DESCRIPTION. SPAN 1300, Conversational Spanish I is an introductory Spanish course which emphasizes listening comprehension and speaking. Reading and writing may be done as reinforcement to oral

communications skills. The course is slower paced and less comprehensive than Spanish 1411. It is highly recommended for students without previous experience in the Spanish language. It is particularly for those who wish to acquire limited conversational skills for travel or the workplace, or who wish to start their study of Spanish more gradually than in 1411. This course is not open to students whose first language is Spanish and it does not count toward a university foreign language requirement, but generally transfers as elective credit.

PREREQUISITES. None

COURSE GOAL. The emphasis in class is on oral communication, listening and speaking skills. The course will include talking about topics covered in the chapters and role-playing everyday situations. There will be no systematic study of grammar. Only those structures needed to communicate in the situations presented will be introduced. Topics include family, numbers, weather, shopping, health, getting around, and traveling. You will learn to greet others, introduce yourself and ask about others, ask where something is, ask for general information when traveling, make a phone call, describe yourself and family members, your occupation, shop for clothing, express feelings, and describe physical conditions. Listening activities will be incorporated into the class and will include popular Spanish music, radio announcements and clips from video and TV.

PROGRAM LEARNING OUTCOMES

The student will:

1. Speak clearly and fluently enough for a target-language speaker to understand and interpret intent without difficulty.
2. Comprehend the main points of standard discourse and authentic material in target language spoken at near-native speed.
3. Write simple descriptions and narrations of paragraph length on everyday events and situations in different time frames.
4. Read with understanding authentic written material in the target language on a variety of topics related to daily life in the target-language world.
5. Demonstrate knowledge of and sensitivity to characteristic perspectives, practices and products that reflect the culture of the target language.

STUDENTS LEARNING OUTCOMES

1. Participate meaningfully in a simple conversation in the target language, using learned words, phrases and short sentences in a limited number of familiar contexts and comprehensible to those accustomed to interacting with non-native speakers of the language.
2. Demonstrate basic understanding of the target-language sound system.
3. Comprehend simple spoken words, such as cognates, borrowed words, and high-frequency social conv4. Write short sentences, questions and answers, using basic words and phrases to meet social and practical needs.
5. Comprehend short texts, schedules, signs, and forms using the vocabulary learned in class.
6. Demonstrate familiarity with some of the characteristic perspectives, practices and products that reflect the culture of the target language entions used in familiar contexts

LEARNING METHODS. The most important requirement is to repeat aloud as you do each exercise.

Research has shown that learners of second languages receive significantly more benefits when speaking out loud than when reading silently because more senses are used simultaneously; therefore, when you are listening to the model speaker recordings, aim at reproducing their exact voice parameters:

articulation (enunciation of each vowel and consonant, speaking distinctly)

pitch (highness or lowness of a tone, intonation or melody)

volume (loudness or softness)

voicing (vibration of vocal cords during speech)

timing (rhythm)

Consciously working at achieving awareness and control over voice parameters tends to generate the speech prosody of a person whose first language is Spanish. Pronunciation training by design is paramount since being understood is indispensable for effective communication.

TIME MANAGEMENT PLAN. Students are responsible for completing all assignments by the due dates. Study habits for learning a foreign language demand criteria and strategies that may be new to you: first, mastering good foreign language study habits requires regular training; second, managing the limited periods allotted for completing assignments requires that you make and commit to a time management plan because you have to work through the material by yourself. Constantly practice and review since you are expected to remember and produce all material covered in prior chapters. Always plan for contingencies; a power failure or computer glitch is not a valid excuse. Complete your work early instead of waiting until the due date; each chapter is progressively more difficult than the previous chapter; you may need more time than you had planned to complete assignments.

THERE IS NO BONUS WORK. You may NOT do extra work to make up class time or assignments missed.

STUDENTS WITH DISABILITIES DISABILITY OFFICE. Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the Disability Support Services Office at the beginning of each semester. Professors are authorized to provide only the accommodations requested by the Disability Support Services Office.

DE students who are requesting special testing accommodations may choose the most convenient DSS office for assistance each semester:

District ADA Coordinator – Donna Price – 713.718.5165

Central ADA Counselors – Jaime Torres & Martha Scribner – 713.718.6164

Northeast ADA Counselor- Kim Ingram – 713.718.8420

Northwest ADA Counselor – Mahnaz Kolaini – 713.718.5422

Southeast ADA Counselor – Jette Lott - 713.718.7218

Southwest ADA Counselor – Dr. Becky Hauri – 713.718.7910

Coleman ADA Counselor – Dr. Raj Gupta – 713.718.7631

After student accommodation letters have been approved by the DSS office and submitted to DE Counseling for processing, students will receive an email confirmation informing them of the Instructional Support Specialist (ISS) assigned to their professor.

SCHOLASTIC DISHONESTY. Students engaged in any scholastic dishonesty: cheating, plagiarism or collusion, as described by the Student Handbook may be penalized as specified in the Student Handbook (pages 28-29). Please, familiarize yourself with the student handbook. The Distance Education Office follows the HCC policies on scholastic dishonesty, which includes, but is not limited to cheating on a test, plagiarism, and collusion. Cheating includes collaborating with another student during a test without authority and/or knowingly using, buying, selling, stealing, transporting, or 17 soliciting in whole or in part the contents of a non-administered test. Cheating also includes using any electronic device or notes on the final examination. Plagiarism means the appropriation of another's work and the unacknowledged incorporation of that work in one's own written work offered for credit. Collusion means the unauthorized collaboration with another person in preparing written or oral work offered for credit. Possible punishments for academic dishonesty may include a grade of 0 or F. Automated translation is not allowed, is considered cheating, and will result in a grade of 0 for the assignment. However, spell check in a word processor and online dictionaries are crucial language tools and their use is required.

ATTENDANCE POLICY. Make sure you log into blackboard regularly (3-4 times minimum per week) to check for emails, announcements, or other important information. This is your attendance for the course.

As stated in the HCC Catalog, all students are expected to attend classes regularly. Students in DE courses must log into their Blackboard class or they will be counted as absent. Just like an on-campus class, your regular participation is required. Although it is the responsibility of the student to withdraw officially from a course, the professor also has the authority to block a student from accessing Blackboard, and/or to withdraw a student for excessive absences or failure to participate regularly. DE students who do not log into their Blackboard class before the Official Day of Record will be automatically dropped for non-attendance. Completing the DE online orientation does not count as attendance.

LATE ASSIGNMENTS WILL NOT BE ACCEPTED. You are well aware of ALL due dates. You have ample time to complete each chapter. If you wait until the LAST minute and have “computer problems” or an “emergency”, this is your choice. If you do not finish on time, there are NO extensions! Work on these assignments on a weekly basis 4-5 days per week!!

REPEATED COURSE FEE. Students who repeat a course for a third or more times may soon face significant tuition/fee increases at HCC and other Texas public colleges and universities. Please ask your professor / counselor about opportunities for tutoring / other assistance prior to considering course withdrawal or if you are not receiving passing grades.

CLASSROOM BEHAVIOR. The guidelines for student conducts and consequences for their violation are specifically defined in The Student Handbook " [As] mature, responsible adults., they will voluntarily observe these rules as a matter of training and habit. Students [will] not interfere with or disrupt the orderly educational process of the College System." It is expected that the students will demonstrate both courtesy and cooperation in the classroom. A student who either cannot or will not extend both courtesy and cooperation may not continue the course. **VIRTUAL CLASSROOM CONDUCT** As with on-campus classes, all students in HCC Distance Education courses are required to follow all HCC Policies & Procedures, the Student Code of Conduct, the Student Handbook, and relevant sections of the Texas Education Code when interacting and communicating in a virtual classroom with your professor and fellow students. Students who violate these policies and guidelines will be subject to disciplinary action that could include denial of access to course-related email, discussion groups, and chat rooms or even removal from the class.

LIBRARY RESOURCES As a DE student you have the same access to first-rate information resources that the HCC Libraries make available to all HCC students. A special website pulls together all the tools DE students will need to complete research. Visit Library Resources specifically for Distance Education students. Library services are available throughout HCC. Through a daily library delivery service and a listing of all materials belonging to HCC libraries, books may be requested from and delivered to any campus library.

>>>>INFORMATION FROM THE DISTANCE EDUCATION DEPARTMENT:<<<<

The Distance Education Student Handbook contains policies and procedures unique to the DE student. It is the student's responsibility to be familiar with the handbook's contents and part of the mandatory orientation. The handbook contains valuable information, answers, and resources, such as DE contacts, policies and procedures (how to drop, attendance requirements, etc.), student services (ADA, financial aid, degree planning, etc.), course information, testing procedures, technical support, and academic calendars. Refer to the DE Student Handbook by visiting this link: <http://de.hccs.edu/de/de-student-handbook>

EGLS₃ -- Evaluation for Greater Learning Student Survey System

At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and division chairs for continual improvement of instruction. Look for the survey as part of the Houston Community College Student System online near the end of the term.

Access Student Services Policies on their Web site:

<http://hccs.edu/student-rights>