

Division of Liberal Arts, Humanities & Education

World Languages Department

<https://www.hccs.edu/programs/areas-of-study/liberal-arts-humanities--education/world-languages/>

**SPAN 1411: Beginning Spanish I | Lecture/Lab | # 13262**

Summer 2020 | 5 Weeks (6/8 to 7/12/2020)

Online

4 Credit Hours, 3-hour lecture, 2-hour lab | 80 hours per semester

## Instructor Contact Information

Instructor: Gloria Yampey-Jorg Office Phone: 713-718-6672 (not now)

Office: 119 S. Jac/Central College Virtual Office Hours:M-Th 10:00-11:30

HCC Email: gloria.yampeyjorg@hccs.edu Office Location: 119 SJac (the building is closed ………………………………………………………………………………………………………………………….due to COVID-19)

Please feel free to contact me concerning any problems that you are experiencing in this course. Your performance in my class is very important to me. I am available to hear the concerns and just to discuss course topics.

### Instructor’s Preferred Method of Contact

I will respond to emails within 24 hours Monday through Friday during regular hours (not evenings); I will reply to weekend messages on Monday mornings.

## What’s Exciting About This Course

You will have an opportunity to learn not only basic vocabulary and grammar in Spanish but important cultural traditions of the Spanish-speaking world as well. Through your participation in class activities and assignments, you will develop listening, speaking, reading and writing skills that will allow you to be able to participate in a conversation about routine daily activities and read and write short passages in Spanish. Your enhanced linguistic skills will prepare you to take further coursework in Spanish in the future, which will open doors for you in the workplace, where bilingual personnel are in great demand.

## My Personal Welcome

Welcome to Beginning Spanish I— as your professor, I want you to be successful in this class. We will work together to achieve the levels of proficiency stated in this syllabus. I will create activities where you can experience, speaking, reading, writing, listening, and cultural understanding of Spanish. I will also pay attention to your learning style without sacrificing the standards you should achieve. I will rely on your feedback through exams, quizzes, and lab work.

I cannot promise there will be no challenges, as learning a new language can be difficult at times but I will be available to support you. The fastest way to reach me is by my HCC email. The best way to really discuss issues is in person and I’m available during posted office hours to tackle any questions you might have. My goal is for you to walk out of the course with a knowledge of Spanish and a desire to continue your study of the language. Please visit me or contact me whenever you have a question.

## Prerequisites and/or Co-Requisites

The minimum requirements for enrollment in SPAN 1411 include placement in college-level reading and writing. If you have enrolled in this course having satisfied these prerequisites, you have a higher chance of success than students who have not done so. Please carefully read and consider the repeater policy in the [HCCS Student Handbook.](http://www.hccs.edu/resources-for/current-students/student-handbook/)

## Canvas Learning Management System

This section of SPAN 1411 will use [Canvas](file:///C:\Users\Matt%20Webster\AppData\Local\Temp\Canvas) (<https://eagleonline.hccs.edu>) to supplement in-class assignments, exams, oral presentations and discussions, and activities. You can find the rubrics for scoring major assignments in Canvas. You will need to visit the course in Canvas regularly as many assignments will be submitted there rather than in class.

**USE** [**FIREFOX**](https://www.mozilla.org/en-US/firefox/new/) **OR** [**CHROME**](https://www.google.com/chrome/browser/desktop/index.html) **AS THE INTERNET BROWSER**.

### HCC Online Information and Policies

Here is the link to information about HCC Online classes including the required Online Orientation for all fully online classes: <http://www.hccs.edu/online/>

### Scoring Rubrics, Sample Assignments, etc.

Look in Canvas for the scoring rubrics for assignments, samples of class assignments, and other information to assist you in the course. <https://eagleonline.hccs.edu/login/ldap>

All grades will be posted on Canvas; all assignments will be posted on Canvas and VISTAS/Supersite, please keep a good record of your grades since it is your responsibility as a college student.

**Instructional Materials**

**Textbook Information**

|  |  |  |  |
| --- | --- | --- | --- |
| C:\Users\margaret.eomurian\Desktop\Vista volume 1 textbook.jpg | The textbook listed below is ***required*** for this course.  **Vistas, 5th ed. Looseleaf Student Book., Volume 1 (Chapters 1-6)+ Supersite + (vtext) + WebSAM**   |  |  | | --- | --- | | **ISBN: 9781626807556** |  |   This is a custom-published book and is available at any [HCC bookstore.](https://hccs.bncollege.com/shop/hccs-central/home) Make sure you get a new book since it comes with the access code you will need for the online homework.  To access the online site, go to [www.vhlcentral.com](http://www.vhlcentral.com) to log in to the online site. |

**Getting Started: Students**

1. Students can save money by buying your textbook and online code together in a package from the bookstore or from <http://vistahigherlearning.com/store>. If you buy your textbook used, you will spend more money for a separate code.  
2.  Homework Day 1: Use the Supersite User Guide to set up and navigate your new Supersite account: <https://vistahigherlearning.zendesk.com/hc/en-us/articles/214107917-Supersite-3-0-Student-Guide>

An excellent online Spanish-English dictionary is available free at [www.wordreference.com](http://www.wordreference.com)

### Tutoring

HCC provides free, confidential, and convenient academic support, including writing critiques, to HCC students in an online environment and on campus. Tutoring is provided by HCC personnel in order to ensure that it is contextual and appropriate. Visit the [HCC Tutoring Services](http://www.hccs.edu/resources-for/current-students/tutoring/) website for services provided.

### Libraries

The HCC Library System consists of 9 libraries and 6 Electronic Resource Centers (ERCs) that are inviting places to study and collaborate on projects. Librarians are available both at the libraries and online to show you how to locate and use the resources you need. The libraries maintain a large selection of electronic resources as well as collections of books, magazines, newspapers, and audiovisual materials. The portal to all libraries’ resources and services is the HCCS library web page at [http://library.hccs.edu](http://library.hccs.edu/).

### Supplementary Instruction

Supplemental Instruction is an academic enrichment and support program that uses peer-assisted study sessions to improve student retention and success in historically difficult courses. Peer Support is provided by students who have already succeeded in completion of the specified course, and who earned a grade of A or B. Find details at <http://www.hccs.edu/resources-for/current-students/supplemental-instruction/>.

# Course Overview

**SPAN 1411**, Basic Spanish language skills in listening speaking, reading and writing within a cultural framework. Students will acquire the vocabulary and grammatical structures necessary to communicate and comprehend at the beginner level.

## Core Curriculum Objectives (CCOs)

SPAN 1411 satisfies the component area option in the HCCS core curriculum. The course addresses the following core objectives:

* ***Critical Thinking***: Students will demonstrate the ability to engage in inquiry and analysis, evaluation and synthesis of information, and creative thinking by completing an essay assignment on a topic introduced in the course readings.
* ***Communication Skills***: Students will demonstrate effective expression of ideas through completion of two oral presentations and class discussion on cultural topics.

## Program Student Learning Outcomes (PSLOs)

Can be found at: <https://www.hccs.edu/programs/areas-of-study/liberal-arts-humanities--education/world-languages/>

## Course Student Learning Outcomes (CSLOs)

Upon completion of SPAN 1411, the student will be able to:

Upon successful completion of **SPAN 1411**, students will:

1. Engage in conversations using level-appropriate grammatical structures including

narrating events that take place in the present and producing questions and responses on a variety of topics dealing with everyday life.

2. Demonstrate understanding of level-appropriate spoken Spanish.

3. Write simple sentences and organize them into short paragraphs.

4. Read and comprehend level-appropriate texts.

5. Identify and discuss traditions, customs and values of the Hispanic world.

6. Compare and contrast the traditions, customs and values of the Hispanic world

with characteristics of their own culture

**Learning Objectives for SPAN 1411**

**Students will:**

* 1. Speak in complete sentences about everyday activities using the present tense.
  2. Construct dialogues in the present tense regarding family, festivities, university life, and

shopping.

* 1. Respond accurately in the present tense to questions asked by others

regarding self, family, and immediate surroundings.

* 1. Elaborate in the present tense on elements of a given conversation.
  2. Write short, cohesive sentences in the present tense that describe people, situations

and daily activities.

* 1. Narrate everyday events in a short paragraph using the present tense.
  2. Read a short passage and respond accurately to questions in different modalities.
  3. Restate and explain significant points from the reading.
  4. Recognize and differentiate among the many aspects that characterize the target

culture.

6.1 Compare and contrast the cultural aspects of daily life between the United States and

target cultures.

# Student Success

Expect to spend at least twice as many hours per week outside of class as you do in class studying the course content. Additional time will be required for written assignments so be sure to pay attention to the due dates of the assignments to allow yourself enough time to complete them. Successful completion of this course requires a combination of the following:

* Reading the textbook;
* Logging into Canvas and the Supersite several times per week;
* Completing assignments in both Canvas and the Supersite;
* Participating in online activities

There is no short cut for success in this course; it requires reading (and probably re-reading), writing, and studying the material using the course objectives as a guide.

## Instructor and Student Responsibilities

As your Instructor, it is my responsibility to**:**

* Provide the grading scale and detailed grading formula explaining how student grades are to be derived
* Facilitate an effective learning environment through learner-centered instructional techniques
* Provide a description of any special projects or assignments
* Inform students of policies such as attendance, withdrawal, tardiness, and making up assignments
* Provide the course outline and class calendar that will include a description of any special projects or assignments
* Arrange to meet with individual students before and after class as required

As a student, it is your responsibility to**:**

* Log into Canvas and the Supersite several times a week to complete assignments
* Participate actively by interacting with classmates in online class discussions
* Read and comprehend the assigned material
* Complete the required assignments on time and take the exams
* Ask for help when there is a question or problem
* Keep copies of all paperwork, including this syllabus, handouts, and all assignments
* Be aware of and comply with academic honesty policies in the [HCCS Student Handbook](http://www.hccs.edu/resources-for/current-students/student-handbook/)

**Assignments, Exams, and Activities**

## Chapter Tests

You will take a test at the conclusion of each chapter. The tests will include the following sections: listening, grammar, reading, writing and speaking. Tests will count for 40% of your grade.

## Class participation/Attendance

Class participation means being actively involved in assigned activities, such as online discussion forums, vocabulary practice and conversation practice on topics related to the assigned chapters in the textbook. This will require that you purchase a textbook by the end of the first week of class. Attendance is factored into your participation and will be measured by the number of times each week that you log into Canvas and the Supersite. Class participation and attendance will count as 15% of your grade.

## Online Activities

The Supersite that accompanies your textbook has online activities for listening, grammar, reading, writing, vocabulary, and culture. These can be done in a computer lab on campus or at home. In addition, you will submit a journal entry for each chapter you complete in the textbook. This will be done through the Supersite. These activities will be graded and count for 15% of your grade.

## SPAN 1411 Departmental Final Exam

All students enrolled in SPAN 1411 will be required to take a comprehensive departmental final exam. The exam will be online and very similar in format to the chapter tests you have taken at the end of each chapter. The difference is that it will cover all six chapters (except for 6.2 and 6.3 of Chapter 6). The final exam will be given online the last week of the semester and it will count 30% of your final grade.

## Grading Formula

Chapter Tests 40%

Class Participation/Attendance 15%

Online Activities 15%

Departmental Final Exam 30%

100%

| **Grade** | **Total Points** |
| --- | --- |
| A | 90-100 |
| B | 80-89 |
| C | 70-79 |
| D | 60-69 |
| F | <60 |

### Incomplete Policy:

In order to receive a grade of Incomplete (“I”), a student must have completed at least 85% of the work in the course. In all cases, the instructor reserves the right to decline a student’s request to receive a grade of Incomplete.

### HCC Grading Scale can be found on this site under Academic Information:

[**http://www.hccs.edu/resources-for/current-students/student-handbook/**](http://www.hccs.edu/resources-for/current-students/student-handbook/)

**Course Calendar**

**SPANISH 1411 \*TENTATIVE COURSE CALENDAR**

**NOTE**: True beginners of Spanish need to plan on an average of 10-12 hours per week or more of study time to keep up with the pace of the course and to allow time to practice listening and speaking. The pace of the class is much faster during a 5-week summer session, as we will cover 6 chapters in 5 weeks.

| **Semana** | **Libro** | **Tarea para la próxima clase** |
| --- | --- | --- |
| Week 1  June 8-14 | • Introduction to the course, syllabus  • **Lección 1:** Introduction, p. 1  • *Contextos,* pp. 2–5 | • Workbook and Lab Manual/ WebSAM: *Lección 1 Contextos, Pronunciación*  WebSAM: *Lección 1 Fotonovela*  • Supersite: *Lección 1: Contextos,* *Fotonovela* |
|  | • *Fotonovela*, pp. 6–8  • *Pronunciación*, p. 9 | • Workbook and Lab Manual/WebSAM: *Lección 1 Estructura 1.1*  • Supersite: *Lección 1:* *Estructura 1.1, Cultura* |
|  | • *Cultura,* pp. 10–11  • *Estructura 1.1* Nouns and articles, pp. 12–15 | • Workbook and Lab Manual/WebSAM: *Lección 1 Estructura 1.2, 1.3*  • Supersite: *Lección 1:* *Estructura 1.2, 1.3* |
|  | • *Estructura 1.2* Numbers  0–30, pp. 16–18  • *Estructura 1.3* Present tense of **ser**, pp. 19–23 | • Workbook and Lab Manual/WebSAM: *Lección 1 Estructura 1.4*  • Supersite: *Lección 1: Estructura 1.4* |
|  | • *Estructura 1.4* Telling time, pp. 24–27  • *Recapitulación*, pp. 28–29 | • Read *Lectura,* pp. 30–31  • Supersite: *Lección 1: Recapitulación, Repaso* |
|  | • *Lectura,* pp. 30–31  • *Escritura,* p. 32 | • Write a list for *Escritura*, p. 32  • Supersite: *Lección 1: Escritura* |
|  | • *Escuchar,* p. 33  • *En pantalla,* p. 34  • *Flash cultura,* p. 35 | • Read *Panorama,* pp. 36–37  • Video Manual/WebSAM: *Lección 1 Flash cultura*  • Workbook and Video Manual/WebSAM: *Lección 1 Panorama*  • Supersite: *Lección 1: Escuchar, En pantalla, Flash cultura, Panorama* |
| Wed. June 10 | • *Panorama,* pp. 36–37  • **Lección 1:** Exam chapter 1 | • Workbook and Lab Manual/ WebSAM: *Lección 2 Contextos*  • Supersite: *Lección 2: Contextos* |
|  | • **Lección 2:** Introduction, p. 39  • *Contextos*, pp. 40–43 | • Video Manual/WebSAM: *Lección 2 Fotonovela*  • Lab Manual/WebSAM: *Lección 2* *Pronunciación*  • Supersite: *Lección 2: Fotonovela* |
|  | • *Fotonovela*, pp. 44–46  • *Pronunciación*, p. 47 | • Workbook and Lab Manual/WebSAM: *Lección 2 Estructura 2.1*  • Supersite: *Lección 2: Cultura; Estructura 2.1* |
|  | • *Cultura,* pp. 48–49  • *Estructura 2.1* Present tense of **-ar** verbs, pp. 50–54  • The verb **gustar**, p. 52 | • Workbook and Lab Manual/WebSAM: *Lección 2 Estructura 2.2, 2.3*  • Supersite: *Lección 2:* *Estructura 2.2, 2.3* |
| Week 2  June 15-21 | • *Estructura 2.2* Forming questions in Spanish, pp. 55–58  • *Estructura 2.3* Present tense of **estar**, pp. 59–62 | • Workbook and Lab Manual/WebSAM: *Lección 2 Estructura 2.4*  • Supersite: *Lección 2:* *Estructura 2.4* |
|  | • *Estructura 2.4* Numbers 31 and higher, pp. 63–65  • *Recapitulación*, pp. 66–67 | • Read *Lectura*, pp. 68–69  • Supersite: *Lección 2: Recapitulación, Repaso* |
|  | • *Lectura*, pp. 68–69  • *Escritura,* p. 70 | • Write a description for *Escritura*, p. 70  • Supersite: *Lección 2: Escritura* |
|  | • *Escuchar,* p. 71  • *En pantalla,* p. 72  • *Flash cultura,* p. 73 | • Read *Panorama,* pp. 74–75  • Video Manual/WebSAM: *Lección 2 Flash cultura*  • Workbook and Video Manual/WebSAM: *Lección 2 Panorama*  • Supersite: *Lección 2: Escuchar, En pantalla, Flash cultura, Panorama* |
| Tuesday, June 16  Week 2 | • *Panorama,* pp. 74–75  • **Lección 2:** Exam chapter 2 | • Workbook and Lab Manual/ WebSAM: *Lección 3 Contextos*  • Supersite: *Lección 3: Contextos* |
|  | • **Lección 3:** Introduction, p. 77  • *Contextos*, pp. 78–81 | • Video Manual/WebSAM: *Lección 3 Fotonovela*  • Lab Manual/WebSAM: *Lección 3 Pronunciación*  • Supersite: *Lección 3: Fotonovela* |
|  | • *Fotonovela*, pp. 82–84  • *Pronunciación*, p. 85 | • Workbook and Lab Manual/WebSAM: *Lección 3 Estructura 3.1*  • Supersite: *Lección 3: Cultura, Estructura 3.1* |
|  | • *Cultura,* pp. 86–87  • *Estructura 3.1* Descriptive adjectives, pp. 88–92 | • Workbook and Lab Manual/WebSAM: *Lección 3 Estructura 3.2, 3.3*  • Supersite: *Lección 3: Estructura 3.2, 3.3* |
|  | • *Estructura 3.2* Possessive adjectives, pp. 93–95  • *Estructura 3.3* Present tense of **-er** and **-ir** verbs, pp. 96–99 | Workbook and Lab Manual/WebSAM: *Lección 3 Estructura 3.4*  • Supersite: *Lección 3:* *Estructura 3.4* |
|  | • *Estructura 3.4* Present tense of **tener** and **venir**, pp. 100–103  • *Recapitulación*, pp. 104–105 | • Read *Lectura,* pp. 106–107  • Supersite: *Lección 3: Recapitulación, Repaso* |
|  | • *Lectura*, pp. 106–107  • *Escritura,* p. 108 | • Write an e-mail for *Escritura*, p. 108  • Supersite: *Lección 3:* *Escritura* |
|  | • *Escuchar,* p. 109  • *En pantalla,* p. 110  • *Flash cultura,* p. 111 | • Read *Panorama,* pp. 112–113  • Video Manual/WebSAM: *Lección 3 Flash cultura*  • Workbook and Video Manual/WebSAM: *Lección 3 Panorama*  • Supersite: *Lección 3: Escuchar, En pantalla, Flash cultura, Panorama* |
| Monday, June 22  Week 3 | • *Panorama*, pp. 112–113  • **Lección 3:** Exam chapter 3 | • Workbook and Lab Manual/ WebSAM: *Lección 4 Contextos*  • Supersite: *Lección 4: Contextos* |
|  | • **Lección 4:** Introduction, p. 115  • *Contextos*, pp. 116–119 | • Video Manual/WebSAM: *Lección 4 Fotonovela*  • Lab Manual/WebSAM: *Lección 4 Pronunciación*  • Supersite: *Lección 4: Fotonovela* |
|  | • *Fotonovela*, pp. 120–122  • *Pronunciación*, p. 123 | • Workbook and Lab Manual/WebSAM: *Lección 4:* *Estructura 4.1*  • Supersite: *Lección 4:* *Cultura, Estructura 4.1* |
|  | • *Cultura,* pp. 124–125  • *Estructura 4.1* Present tense of **ir**, pp. 126–128 | • Workbook and Lab Manual/WebSAM: *Lección 4 Estructura 4.2, 4.3*  • Supersite: *Lección 4:* *Estructura 4.2, 4.3* |
|  | • *Estructura 4.2* Stem-changing verbs: **e:ie, o:ue**, pp. 129–132  • *Estructura 4.3* Stem-changing verbs: **e:i**, pp. 133–135 | • Read *Lectura,* pp. 142–143  • Workbook and Lab Manual/WebSAM: *Lección 4 Estructura 4.4*  • Supersite: *Lección 4:* *Estructura 4.4* |
|  | • *Estructura 4.4* Verbs with irregular **yo** forms, pp. 136–139  • *Recapitulación*, pp. 140–141  • *Lectura,* pp. 142–143 | • Read *Panorama,* pp. 148–149  • Workbook and Video Manual/WebSAM: *Lección 4 Panorama*  • Supersite: *Lección 4: Recapitulación, Panorama, Repaso* |
| June 25/ Thursday | • *Escritura,* p. 144  • *Panorama*, pp. 148–149  • **Lección 4:** Exam chapter 4 | • Write a brochure for *Escritura*, p. 144  • Workbook and Lab Manual/ WebSAM: *Lección 5 Contextos*  • Supersite: *Lección 5: Contextos* |
|  | • **Lección 5:** Introduction, p. 151  • *Contextos*, pp. 152–157 | • Video Manual/WebSAM: *Lección 5 Fotonovela*  • Lab Manual/WebSAM: *Lección 5 Pronunciación*  • Supersite: *Lección 5: Fotonovela* |
|  | • *Fotonovela*, pp. 158–160  • *Pronunciación*, p. 161 | • Workbook and Lab Manual/WebSAM: *Lección 5:* *Estructura 5.1*  • Supersite: *Lección 5:* *Cultura, Estructura 5.1* |
| Week 4  June 29-July 5 | • *Cultura,* pp. 162–163  • *Estructura 5.1* **Estar** with conditions and emotions, pp. 164–165 | • Workbook and Lab Manual/WebSAM: *Lección 5 Estructura 5.2, 5.3*  • Supersite: *Lección 5: Estructura 5.2, 5.3* |
|  | • *Estructura 5.2* The present progressive, pp. 166–169  • *Estructura 5.3* **Ser** and **estar**,pp. 170–173 | • Read *Lectura,* pp. 180–181  • Workbook and Lab Manual/WebSAM: *Lección 5 Estructura 5.4*  • Supersite: *Lección 5: Estructura 5.4* |
|  | • *Estructura 5.4* Direct object nouns and pronouns, pp. 174–177  • *Recapitulación*, pp. 178–179  • *Lectura,* pp. 180–181 | • Read *Panorama,* pp. 186–187  • Workbook and Video Manual/WebSAM: *Lección 5 Panorama*  • Supersite: *Lección 5: Recapitulación, Panorama, Repaso* |
| Wed. July 1 | • *Escritura,* p. 182  • *Panorama,* pp. 186–187  • **Lección 5:** Exam chapter 5 | • Write a tourist brochure for *Escritura*, p. 182  • Workbook and Lab Manual/ WebSAM: *Lección 6 Contextos*  • Supersite: *Lección 6: Contextos* |
|  | • **Lección 6:** Introduction, p. 189  • *Contextos*, pp. 190–193 | • Video Manual/WebSAM: *Lección 6 Fotonovela*  • Lab Manual/WebSAM: *Lección 6 Pronunciación*  • Supersite: *Lección 6: Fotonovela* |
|  | • *Fotonovela*, pp. 194–196  • *Pronunciación*, p. 197 | • Workbook and Lab Manual/WebSAM: *Lección 6 Estructura 6.1, 6.2*  • Supersite: *Lección 6:* *Cultura, Estructura 6.1, 6.2* |
|  | • *Cultura,* pp. 198–199  • *Estructura 6.1* **Saber** and **conocer**, pp. 200–201  • *Escuchar*, p. 219 | • Workbook and Lab Manual/WebSAM: *Lección 6 Estructura 6.4* |
| Week 5  July 6-9 | **Note**: *Estructura 6.2 and 6.3*  (to be covered in SPAN 1412)  • *Estructura 6.4* Demonstrative adjectives and pronouns, pp. 210–213 | • Read *Panorama,* pp. 222–223  • Workbook and Video Manual/WebSAM: *Lección 6 Panorama*  • Supersite: *Lección 6*: *Estructura 6.4, Escritura* |
|  | • *Recapitulación*, pp. 214–215  • *Lectura,* pp. 216–217 | • Supersite: *Lección 6*: *Recapitulación, Panorama, Repaso* |
| July 8 | FINAL EXAM |  |

### Important Dates and Holidays

**IMPORTANT DATES:**

First day of class: June 8, 2020  
Official day of record: June 11, 2020  
Last day for student/administrative drop: June 29, 2020  
Independence Day Holiday: July 3, 2020 for July 4th  
Last day of class: July 7, 2020**Final Exams:  July 8, 2020**

Semester ends: July 12, 2020

**NOTE: All students must take the final exam on the scheduled date**

**NOTE: Faculty members will not be able to give a “W” after June 29, 2020. The student will receive the grade that he/she is making. If a student does not take the final exam and/or misses other exams, a grade of “0” will be assigned for those exams. If you will drop the class, you MUST drop it before June 29, 2020. If you just disappear from your class, you will get an “F” as your final grade. It is the responsibility of the student to drop the class and not of the professor.**

**THE FINAL EXAM CANNOT BE GIVEN BEFORE THE OFFICIAL EXAM DATE.**

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## Syllabus Modifications

The instructor reserves the right to modify the syllabus at any time during the semester and will promptly notify students in writing, typically by e-mail, of any such changes.

# Instructor’s Practices and Procedures

## Missed Assignments

Make-up exams will not be given except in well-documented dire circumstances. There is no time for make-ups during summer classes. You may only make up one exam per semester. Make-up tests will be different from regularly scheduled tests. A make-up exam is not a retake. There are no retakes. Quizzes may not be made up. **LATE ASSIGNMENTS WILLNOT BE ACCEPTED, THEY ARE DUE BY THE DUE DATE.**

## Academic Integrity

I expect you to do your own work. You are not helping yourself by using something like “Google Translate” I will probably be able to tell if you have done that. There are consequences for cheating, plagiarism, collusion, etc. and can include a referral to the Dean of Student Services and possible expulsion from HCC. See the link below for details.

Scholastic Dishonesty will result in a referral to the Dean of Student Services. See the link below for details.

Here’s the link to the HCC information about academic integrity (Scholastic Dishonesty and Violation of Academic Scholastic Dishonesty and Grievance):

<http://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-procedures/>

## Attendance Procedures

Attendance is very important and key to your success in the course. You will receive a grade for your participation in the class, and if you are not virtually “present”, you will not be able to participate. Being present in an online class means logging in to Canvas and the Supersite several times per week and participating in activities that have been assigned. It is also important so that you can keep up with the pace of the class and not miss assignments. Please communicate with me as soon as you know that you will need to miss a class.

You are responsible for the material covered in class in your absence (see the Course Calendar). Be advised that professors must drop students who fail to attend class by the official date of enrollment (OE date). In addition, instructors may drop students who miss 12.5% of the instruction (10 hours). If you are considering withdrawing from the class, you should discuss your options with your instructor beforehand. It is your responsibility to withdraw from your course online via the PeopleSoft student management system. Absences will be counted from the first class day of the semester, no matter when the student registers or first attend. Students who stop coming to class without contacting the professor and requesting to be dropped, will be given an “F” as their final grade.

## Student Conduct

I expect you to conduct yourselves as responsible adults while you are in this class. That means respect for yourself, your classmates and your instructor. Your participation grade will suffer if you fail to behave responsibly.

Your expectations of me mirror my expectations of you. Please make sure you are always respectful to your instructor (in any class) and your classmates by maintaining proper decorum and etiquette. If you do this, you will find that your behavior is reciprocated and respect will be given to all at all times throughout the term. Disruptive behavior will not be accepted or tolerated. If a student fails to comply, the Dean of Student Services will be contacted and/or HCC Security.

# World Language Program Information

For information on the AA degree in World Languages at HCC, follow this link: <https://www.hccs.edu/finder/programs/associate-of-arts-in-world-languages---aaonline-option/>

Students can transfer their credit for SPAN 2313 and SPAN 2315 toward a minor in Spanish at the University of Houston Downtown.

For information on careers in world languages: <https://www.actfl.org/assessment-professional-development/career-resources/careers-using-language-skills>

# HCC Policies

Here’s the link to the HCC Student Handbook <http://www.hccs.edu/resources-for/current-students/student-handbook/> In it you will find information about the following:

* Academic Information
* Academic Support
* Attendance, Repeating Courses, and Withdrawal
* Career Planning and Job Search
* Childcare
* disAbility Support Services
* Electronic Devices
* Equal Educational Opportunity
* Financial Aid TV (FATV)
* General Student Complaints
* Grade of FX
* Incomplete Grades
* International Student Services
* Health Awareness
* Libraries/Bookstore
* Police Services & Campus Safety
* Student Life at HCC
* Student Rights and Responsibilities
* Student Services
* Testing
* Transfer Planning
* Veteran Services

## EGLS3 (not in summer term)

The EGLS3 ([Evaluation for Greater Learning Student Survey System](http://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/)) will be available for most courses near the end of the term until finals start. This brief survey will give invaluable information to your faculty about their teaching. Results are anonymous and will be available to faculty and division chairs after the end of the term. EGLS3 surveys are only available for the Fall and Spring semesters. EGLS3 surveys are not offered during the Summer semester due to logistical constraints.

<http://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/>

## Campus Carry Link

Here’s the link to the HCC information about Campus Carry: <http://www.hccs.edu/departments/police/campus-carry/>

## HCC Email Policy

When communicating via email, HCC requires students to communicate only through the HCC email system to protect your privacy. If you have not activated your HCC student email account, you can go [to HCC Eagle ID](http://www.hccs.edu/resources-for/current-students/student-e-maileagle-id/) and activate it now. You may also use Canvas Inbox to communicate.

## Housing and Food Assistance for Students

Any student who faces challenges securing their foods or housing and believes this may affect their performance in the course is urged to contact the Dean of Students at their college for support. Furthermore, please notify the professor if you are comfortable in doing so.

This will enable HCC to provide any resources that HCC may possess.

# Office of Institutional Equity

Use the link below to access the HCC Office of Institutional Equity, Inclusion, and Engagement (<http://www.hccs.edu/departments/institutional-equity/>)

## disAbility Services

HCC strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including long and short term conditions, mental health, chronic or temporary medical conditions), please meet with a campus Abilities Counselor as soon as possible in order to establish reasonable accommodations. Reasonable accommodations are established through an interactive process between you, your instructor(s) and Ability Services. It is the policy and practice of HCC to create inclusive and accessible learning environments consistent with federal and state law. For more information, please go to <http://www.hccs.edu/support-services/disability-services/>

## Title IX

Houston Community College is committed to cultivating an environment free from inappropriate conduct of a sexual or gender-based nature including sex discrimination, sexual assault, sexual harassment, and sexual violence. Sex discrimination includes all forms of sexual and gender-based misconduct and violates an individual’s fundamental rights and personal dignity. Title IX prohibits discrimination on the basis of sex-including pregnancy and parental status in educational programs and activities. If you require an accommodation due to pregnancy please contact an Abilities Services Counselor. The Director of EEO/Compliance is designated as the Title IX Coordinator and Section 504 Coordinator. All inquiries concerning HCC policies, compliance with applicable laws, statutes, and regulations (such as Title VI, Title IX, and Section 504), and complaints may be directed to:

David Cross  
Director EEO/Compliance  
Office of Institutional Equity & Diversity  
3100 Main  
(713) 718-8271  
Houston, TX 77266-7517 or [Institutional.Equity@hccs.edu](mailto:Institutional.Equity@hccs.edu)

<http://www.hccs.edu/departments/institutional-equity/title-ix-know-your-rights/>

## Office of the Dean of Students

Contact the office of the Dean of Students to seek assistance in determining the correct complaint procedure to follow or to identify the appropriate academic dean or supervisor for informal resolution of complaints.

<https://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-complaints/speak-with-the-dean-of-students/>

## Department Chair Contact Information

**Department Chair**: Professor Carlos Villacís

**Email:** [carlos.villacis@hccs.edu](mailto:carlos.villacis@hccs.edu)

**Telephone**: 713-718-6682

**Office location:** West Loop, 2nd floor Dept. Chair Suite

**Dept. Secretary**: Claudia Romero

**Telephone**: 713-718-7783