

Basic course and instructor information

SPA 231 sections 190 & 191

Meeting Dates/Classroom: Online

Instructor: Shannon ----

Office: Phillips ----

Office Phone: (919) 536-7223 ext ----

E-Mail: ----@durhamtech.edu

Office Hours: I have official office hours posted; however, I am generally available M-F 9:00-5:00. I am happy to schedule a time to meet with you outside of those hours if necessary as well. Please see the section on how to communicate with me for details.

Course Description/Outline

Please see the systemwide course outline for SPA 231 at <http://www.durhamtech.edu/html/prospective/coursedescriptions/courseoutlines/SPA231.pdf>

About The Course

This course provides an opportunity for intensive reading and composition in Spanish. Emphasis is on the use of literary and cultural materials to enhance and expand reading and writing skills. Upon completion, students should be able to demonstrate in writing an in-depth understanding of assigned readings.

Required Texts/Materials

Modelos, 2nd edition

Author : Dimitriou, Agnes L. et al

ISBN:978-0-205-76758-8

Access to a computer required. Speakers or headset and a microphone are recommended.

How to communicate with instructor

How to communicate with the instructor

My typical work schedule is from 9:00 a.m. to 5:00 p.m., Monday through Friday. However, I do understand this is an online course, and your schedules do not necessarily match up with that time frame. Therefore, we need to understand each other's needs in terms of communication. You may sometimes need quick answers from me; I also can't be online 24/7.

Email

During the work week, I will generally answer emails the same day if before 5:00 and the next day if after 5:00. I do sometimes check email at night, especially right before due dates. I may check email on weekends, especially before due dates; however, answers on weekends/holidays are not guaranteed. *If you have a question about an assignment that may benefit others in the class, please consider asking it in the forums instead of by email.*

Use of Forums

The Sakai discussion forum will be available for general questions and discussion about the course and assignments. This is a great place for questions that may benefit others in the class.

For each project on Wikispaces, I will enable the comments section which will allow you to ask questions there. This will allow everyone to ask and get answers to common questions related to those projects.

If you need to speak with me or schedule a meeting, there are several options.

Schedule a meeting

To schedule a time to speak with me, go to ----. **youcanbook.me** where you can choose a time slot from my schedule. In the note of your online booking, please let me know how you'd like to "meet"

In person: Phillips ----

Telephone: (919) 536-7223 ext ----

Skype: ----- available for text chat or video calls

Sakai chat room: is always open for text chat with anyone in the course

Sakai meeting tool: can be enabled if reviewing a text together online (some additional setup is required, so I need a little notice)

If you need to "meet" after 5:00 p.m., you will need to email me to schedule a time. I don't mark those times as available on the scheduling website to avoid other students booking those times thinking I'll be in the office.

You are welcome to stop by to see me at any time as well. You do not have to formally schedule a meeting. I'd love to see you.

General workflow and assignments

General workflow and assignments

All work done in this course is to be completed in Spanish. All work is due on Thursdays at midnight. However, the class will be more productive and you will find it easier to work together if you don't always wait until the last minute to do the assignments. The work you post online, whether it is a presentation of material you found or comments in a discussion, will enhance the course for everyone, so please try to work throughout the week when possible.

In general, the course will follow a pattern that alternates between two weeks on reading and two weeks on writing. The following are the types of assignments we'll be doing in this course.

Wikispaces reading projects

For each reading unit, you will work in groups to understand the texts together. For this part of the course, we will use Wikispaces.com. You will receive an email invitation to the site soon which will direct you to create a login and connect with our class on Wikispaces.

For the reading projects, you will be assigned a group as well as a role from those outlined in the textbook on pages 2-3. Group and role assignments will be found on the Wikispaces site. Although you will be creating the Wikispaces projects in groups, your contributions will be graded individually.

Individual reading comprehension

You will also complete individual comprehension questions related to each reading. Those are taken from the textbook and will be submitted as "quizzes" on Sakai.

Compositions

There will be three formal writing assignments: a description, a narration, and a critical analysis paper. Each of these will consist of a draft as well as revision process. Details for each assignment will be available on Sakai. Writings will be submitted through Assignments on Sakai.

Reading & Composition Portfolio

This course will not have a final exam or final paper. Instead, you will be working on a portfolio throughout the semester in which you define personal goals and demonstrate progress towards those goals. You will be given guidelines for the portfolio. The first step is your second blog post in which you discuss and define a goal area for yourself. The portfolio will be created as a Student Page on Sakai which you will have access to all semester. You should consider this an ongoing project, but the final portfolio is due **May 1st**.

Blog journal

Approximately each week, you will respond to a prompt in a blog post on Sakai. Your first post will be a brief personal introduction and will be public for the rest of the class to read. After that, your posts only need to be available to me as the instructor. The purpose of the blog is twofold: first, to give you a chance to practice writing while reflecting on the course and related topics, and second, to provide an opportunity for you and me to dialogue throughout the semester. The blogs are not graded in regards to grammar, although I may comment on grammar issues I see. The blogs are graded based on completion of the task: have you answered the prompt and shown that you thought about your response. There is not a particular required length. Your post should be long enough to address the questions and provide your reflection.

The first two post topics are listed below. Others will be posted throughout the semester.

Blogs are due by midnight on Thursdays to allow time for responses.

#1: **¿Quién eres tú?** Preséntate a la clase en un blog. ¿Cuándo empezaste a estudiar el español? ¿Qué programa estudias en Durham Tech, o eres estudiante de otra universidad? ¿Qué esperas ganar de este curso?

#2: **¿Cuáles son tus metas personales en este curso?** Cada persona en nuestra clase viene a este curso con su propia experiencia con la lengua. Hay personas que llevan años viviendo con el español, y hay otros que más recién empezaron sus estudios. Piensa en tus habilidades personales con la lengua. En cuanto a la redacción en español, ¿cuáles son tus cualidades mejores, y cuáles son tus áreas que necesitan más práctica? Escoge uno o dos puntos de debilidad que te gustaría mejorar durante este semestre.

Participation & other graded assignments

Your active participation in the course is paramount to the overall success of this class. There will be many opportunities for participation within and outside of specific assignments throughout the semester. Please take full advantage by providing comments to classmates, contributing to the Recursos compartidos page and sharing with others as you can. I am not putting any specific participation requirements (such as number of comments, etc) aside from requirements that may be part of larger assignments. However, I do expect you to chime in regularly to conversations or share.

Other graded assignments may include grammar quizzes, Voicethread discussions, additional short readings or writings.

Recursos compartidos

This menu item on Sakai will take you to the class' Sakai wiki page. This page will be used by everyone to share grammar and text/topic-related resources. These can be links to websites, videos, short explanations of a topic, extra practice materials... anything you find to be valuable. Everyone is expected to contribute in some way during the semester; however, there will not be any specific due dates or required numbers/types of contributions. Your work here will count towards your participation grade.

Late work policy

Assignments are due on Thursdays at midnight. Late work will only be accepted through the following Sunday at midnight.

Assignments turned in late will lose 10 points per day. For example, an assignment turned in by midnight on Friday will lose 10 points. Bear in mind that Wikispaces work and other assignments may be helpful for others in the class or you may benefit from the feedback of others on your work. It's in everyone's best interests that assignments be completed on time.

Attendance

Attendance will be recorded weekly, on Thursdays, based on submission of assignments due that week. The College attendance policy applies to this course as outlined under Standard Durham Tech Policies below. For this course, 3 absences equals 15% of the course. (This is equivalent to 3 weeks of work.) Any student who stops submitting work for the course for 3 weeks will be withdrawn from the class. Students with 5 intermittent absences will also be withdrawn. If attendance becomes an issue for you, please contact me to discuss the situation.

Grade components:

Wikispaces reading units (4): 20%

Individual reading comprehension (6): 20%

Compositions (3): 30%

R & C Portfolio: 15%

Blog journal (10): 10%

Participation & other graded work: 5%

Plan de tareas

Semana 1: 13-17 enero	Getting to know the tools and the class structure Create wikispaces account (check ConnectMail account for invitation) Survey of skills and preferences due by Wed 1/22
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	Blog: ¿Quién eres? Due 1/16
Semana 2: 20-24 enero	Introduction to roles and reading strategies: Nuestra comunidad de lectores (p.1-3) Intro to Wikispaces Posts due from los biógrafos, los historiadores (see p.4) 1/23 Blog: ¿Cuál es tu meta personal? Due 1/23
Semana 3: 27-31 enero	Lectura: "Versos sencillos" [Práctica preparatoria, Interpretación y análisis: Tarea individual] p.4-8 Posts due from los que resumen, los expertos del lenguaje, los intérpretes (see p.7) 1/30 Los intérpretes start a discussion in the "comments" section on wikispaces which will be open for comments through the next Semana Blog: Due 1/30
Semana 4: 3-7 febrero	Estrategias de lectura: Los géneros y otros elementos fundamentales p.15-16 Lectura: "Mi tío Cirilo" [Práctica preparatoria, Interpretación y análisis: Tarea individual] p.17-22 Posts due from all roles 2/6 Blog: Due 2/6
Semana 5: 10-14 febrero	Escribir: La descripción Familiarizarse con las Estrategias del proceso: <ul style="list-style-type: none"> • El jardín de ideas p.11 • Los adjetivos y la descripción detallada p.12-13 • El uso del filtro para concretar las ideas p.22-23 • La representación y los métodos de comparación p.23-25 Escribir el borrador de la descripción de otra persona p.25-26 (see Paso 3) 2/13 No hay blog esta semana
Semana 6: 17-21 febrero	Revisar la descripción Revisión due 2/20 Blog: Due 2/20

Semana 7: 24-28 febrero	Estrategias de lectura: Métodos de leer y desarrollar un resumen crítico p.27-29 Lectura: "El corrido de Gregorio Cortez" [Práctica preparatoria, Interpretación y análisis: Tarea individual] p.30-34 Posts due from all roles 2/27 Blog: Due 2/27
Semana 8: 3-7 marzo	Estrategias de lectura: Descifrar la perspectiva y el tono p.43-45 Lectura: Las noticias de hoy (TBA)

	Blog: Due 3/6
Spring Break	
Semana 9: 17-21 marzo	<p>Escribir: La narración dentro de una perspectiva</p> <p>Familiarizarse con las Estrategias del proceso:</p> <ul style="list-style-type: none"> • La estrella p.34-37 • El tema, el tesis y el apoyo p.37-39 • El rompecabezas personal p.50-52 • Crear el marco p.52-53 <p>Escribir el borrador de la narración 3/20</p> <p>No hay blog esta semana</p>
Semana 10: 24-28 marzo	<p>Revisar la narración</p> <p>Estrategias para editar p.40-42, 54-55</p> <p>Revisión due 3/28</p> <p>Blog: Due 3/28</p>
Semana 11: 31 marzo- 4 abril	<p>Estrategias de lectura: Analizar los elementos del argumento p.88-89</p> <p>Lectura: "Y vendimos la lluvia" [Práctica preparatoria, Interpretación y análisis: Tarea individual] p.90-96</p> <p>Posts due from all roles 4/3</p> <p>Blog: Due 4/3</p> <p>Comenzar investigación para el análisis crítico</p>
Semana 12: 7-11 abril	<p>Estrategias de lectura: La lectura larga p.102-103</p> <p>Lectura: "Lección de cocina" [Interpretación y análisis: Tarea individual] p.104-113</p> <p>Blog: Due 4/10</p>

Semana 13: 14-18 abril	<p>Escribir: El análisis crítico</p> <p>Familiarizarse con las Estrategias del proceso:</p> <ul style="list-style-type: none"> • La coordinación y la subordinación p.97-98 • El argumento defendible p.99 • Formato del argumento y El uso de las declaraciones exageradas y/o modestas p.100-101 • Cinco advertencias para los escritores p.115 • El ensayo de investigación secundaria p.115-117 • Diferenciar entre la cita, el resumen, y el plagio p.117-118 <p>Escribir el borrador del análisis crítico 4/17</p> <p>No hay blog esta semana</p>
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Semana 14: 21-25 abril	Revisar el análisis crítico Más práctica con la investigación secundaria y las fuentes Trabajar con el Portfollio Blog: due 4/24
Semana 15: 28 abril-2 mayo	Revisión due 5/1 as part of portfolio Portfolios due 5/1
Semana 16: 5-9 mayo	Followup discussions on portfolios

Standard Policies

[Foreign Language Discipline Policies](#)

Academic Honesty in Foreign Language classes

All students should read and understand Durham Tech's Academic Honesty/Plagiarism Policy. In foreign language classes, academic dishonesty includes the following, in addition to the points outlined in the College Catalog:

- Receiving unauthorized help from other students or native speakers of the language
- Using any form of electronic or online translation tools (including websites, mobile applications, handheld translators, etc.)

Electronic or online dictionaries are acceptable, if approved by the instructor.

Dictionaries only allow you to type a word and give you a definition that should look much like a definition given in a printed dictionary (i.e., shows the part of speech and multiple translations, based on context of use.) If you can type phrases in English and the device or website gives you a Spanish phrase, it is a translator and cannot be used.

If you are unsure about any part of this policy, consult the instructor before completing the assignment.

The course policies and schedule in this syllabus are subject to change at the discretion of the instructor. Students will be made aware of changes in a timely and clear manner.

[Standard Durham Tech Policies](#)

Grade Scale

The Arts, Sciences, and University Transfer Department employs a 10-point grade scale: A=100-90; B=89-80; C=79-70; D=69-70; F=59-0 or stopped attending after the W date; W=withdrew before the W date.

Withdrawal and Attendance Policy

Student Withdrawal: Students may officially withdraw from the course and receive a grade of W up to the 60 percent point of the semester. To withdraw officially from the course, a student must complete and submit an official withdrawal form online to the Admissions and Registration Office prior to the official 60 percent point of the semester. ***The final withdrawal date for regular session classes is Wednesday, March 26th.***

Absences: The college has an 85% attendance requirement; there are no excused absences. For this class, absences totaling 15% of the course means 3 absences.

Withdrawal for Excessive Absences: The instructor must withdraw any student with **consecutive** absences equaling or exceeding 15 percent of the instructional hours for the course. Prior to the official withdrawal date for the course, the student will be assigned a grade of W. If the last date of the consecutive absences falls after the withdrawal date for the course, the student will be assigned a grade of F.

Grade Penalties for Excessive Absences: The instructor may withdraw a student with **non-consecutive** absences exceeding 15 percent of instructional hours. The Foreign Language department withdraws students after 7 non-consecutive absences.

Durham Technical Community College students are allowed one excused absence per class per term for a planned event or observance. Students who wish to use the excused absence must complete and submit an Excused Absence Notification form at least fourteen calendar days in advance of the day of the scheduled absence. All class work missed due to an excused absence must be made up. The instructor, in consultation with the student, will identify a deadline for submission of the work that is appropriate to the requirements of the class, but no later than one week after the day of the scheduled absence.

Only students registered for the class are allowed to be in the classroom during the class period

Academic Honesty/Plagiarism

Durham Technical Community College demands complete academic integrity from each member of the academic community. The purpose of the academic honesty violation procedure is to provide a process for addressing academic dishonesty.

Durham Technical Community College establishes and follows a process for defining and addressing academic dishonesty when it occurs either inside or outside the classroom.

Academic dishonesty is the participation or collaboration in specific prohibited forms of conduct. Participation or collaboration may be active (such as submitting a term paper which includes plagiarized work) or passive (such as receiving a copy of a test before class).

1. Academic dishonesty includes, but is not limited to, the following examples:

- a. Unauthorized copying, collaboration, or use of notes, books, tests, or other materials on examinations;
- b. Sharing information about an exam with a student who has not taken that exam;
- c. Obtaining information about the contents of a test the student has not taken;
- d. Unauthorized use of PDAs, programmable calculators, or other electronic storage devices;
- e. Text messaging or other forms of communication during an exam;
- f. Unauthorized or inappropriate file sharing and use of Internet and computer resources as specified in the Appropriate Use Policy; and
- g. Unauthorized use of translation software and assistance from native speakers or advanced-level students in foreign language classes.

Furthermore, plagiarism, a specific form of academic dishonesty, is defined as the representation of another person's work, words, thoughts, or ideas, including material from the Internet, as one's own. Examples of plagiarism include, but are not limited to, the following:

- a. Buying, stealing, or borrowing a paper and submitting it as one's own;
- b. Copying exact words, phrases, sentences, or paragraphs from a source without proper citation;
- c. Receiving too much editing assistance from another person;
- d. Inventing sources; and
- e. Using someone else's ideas or information without proper citation.

Reports of Academic Honesty Policy violations are kept on file in the office of the Chief Instructional Officer. Violations of the Academic Honesty Policy do not expire.

The Violation Procedure for the Academic Honesty Policy is available in the Catalog and Student Handbook (<http://www.durhamtech.edu/html/prospective/academicinfob.htm#honesty>).

Statement For Students With Disabilities

Students who require academic accommodations due to any physical, psychological, or learning disability are encouraged to request assistance from the Disability Services Coordinator within the first two weeks of the semester. Likewise, students who may require emergency medical attention due to a chronic health condition are encouraged to disclose this information to a disabilities services counselor within the first two weeks of the semester. Counselors can be contacted by calling 536-7207, ext. 1400, or by visiting the Student Development Office in the Phail Wynn Jr. Student Services Center, room 1309.

Center for Academic Excellence/Tutorial Services

Students who need tutorial assistance may be referred to the Center for Academic Excellence (CAE), in the Phail Wynn Jr. Student Services Center, third floor. This term's schedule of free tutorial services is available in the CAE and is posted online and on bulletin boards around campus. For more information, call the CAE at 536-7232, ext. 2401, or consult the CAE web pages at <http://www.durhamtech.edu/cae.htm>.

Student Code of Conduct

According to the Durham Technical Community College Catalogue, "All Durham Tech students are expected to conduct themselves as responsible adults. Behavior that persistently or grossly disrupts the educational process or functioning of the college, whether it occurs on campus or at any college-sponsored activity, may result in disciplinary action." Examples of specific violations of and the grievance procedure for the Student Code of Conduct are available at the following link: <http://www.durhamtech.edu/html/prospective/student-servicesb.htm#conduct>. Please note that as the Catalog and Student Handbook is updated, campus policies may change.

Grade Reporting Policy

Each semester, Durham Technical Community College establishes a date on which final course grades are due. Instructors will not generate a final grade for a student prior to that date. To ensure that all students are treated in a fair and equitable manner, faculty in the Arts, Sciences, and University Transfer department will not generate a final grade for any student prior to the final grade due date. Furthermore, instructors will not arrange early exams for any student in order for the student to meet deadlines at another institution. Students who find that this policy conflicts with grade reporting deadlines at their home institution must work to resolve the matter at that school and not at Durham Technical Community College.

Cell Phones and Electronic Devices Policy

All electronic devices, such as cell phones/pagers, iPods, PDAs, etc. must be turned off or switched to silent during class, and all headphones, etc., must be removed. Receiving or making a call or sending or reading messages during class will not be excused. For extreme emergencies, you may give the number of the security office, 536-7255, ext. 5500, to your emergency contacts, and an officer will come and get you in class if there is an emergency.

Use of ConnectMail Policy

All Durham Technical Community College students have been issued a ConnectMail account. This account should be used for all e-mail communications between the student and the college, including all communications with instructors. This account must be used as your BlackBoard email account. Instructors have been asked not to respond to email communication sent from a student's personal email account. More information on setting up and using your ConnectMail account can be found at <http://www.durhamtech.edu/connect/index.htm>. Your ConnectMail account is different from your WebAdvisor account; however, it is recommended that you use the same password for both accounts. The password should include a number and at least six letters and should not be longer than nine characters (number plus letters) long.

In addition to the policies listed in this syllabus, Durham Tech students have the rights and responsibilities listed in the College Catalog and Student Handbook (<http://www.durhamtech.edu/html/prospective/catalog.htm>).

Course & Program Learning Outcomes

Course Learning Outcomes: SPA 231	Arts, Sciences, and University Transfer Program Outcomes (<i>Satisfactory completion of these course outcomes meet the following ASUT Program learning goals. For more, see http://www.durhamtech.edu/programs/asut/ASUTLearningOutcomes.pdf</i>)							How Outcomes Will be Measured
Students will be able to do the following:	Academic Preparedness	Critical analysis and argumentation	Written/Oral Communication	Skills to address cultural/social diversity	Application of Scientific Method	Mathematical Modeling and Problem Solving	Technological Competency	
1. Use the language to engage in interpersonal communication on a variety topics.	X		X	X				Informal and formal oral and written assessments, including forums, blogs, and comments
2. Understand words and concepts presented in the language in texts which use a variety of topics and grammar structures.	X	X	X				X	Informal and formal oral and written assessments, including readings, videos
3. Use the language to present information to an audience through	X	X	X				X	Informal and formal oral and written assessments,

written and spoken forms on a variety of topics.								including compositions, web presentations, blogs
4. Demonstrate an awareness of the relationship between the products, practices and perspectives of the cultures in the Spanish-speaking world.	X	X	X	X			X	Cultural investigation related to readings and composition topics, forums