

Course Syllabus

Spanish IB Introduction to the course:

Spanish 1B (first-year Spanish, second semester) is a communicative beginning-level Spanish course. Students will continue to develop their Spanish proficiency through extensive interaction in the target language. A key component of this course is the "E-edition" of the ¡En español! textbook that each student will be using for this course. The E-edition of ¡En español! is an online, interactive version of the ¡En español! textbook. Ideally, each student will purchase both the textbook and E-edition of the textbook. However, the E-edition can be purchased without the textbook if that is preferred. Each unit begins with a video dramatization that introduces the functions, vocabulary, and grammar targeted in the unit. Through videos, students see and hear native speakers in authentic locations around the Spanish-speaking world. There are also numerous audio clips that reinforce the language taught through the video segments. Each unit also includes a variety of interactive activities, cultural notes, and cultural interviews. The activities help build competency in each of the four language skills—listening, speaking, reading, and writing. The quizzes, midterm, and final in this course are based on the activities in this online textbook. The hard copy of the textbook ¡En español! offers students an opportunity to practice and study the language away from the computer as well as a Spanish-English glossary of all the words used in the course. This textbook was also used by students in National University 's Spanish 1A course (first-year Spanish, first semester).

Another key component of Spanish 1B is assessment through project based learning. Every student will complete two projects during this course. These projects will allow students to demonstrate their mastery of the Spanish language concepts taught in this course, as well as the cultural concepts, in a modality that is appropriate for their unique learning style.

Textbook : ¡En Español!, Level 1. McDougal Littell. 2004

Text only: ISBN 0-618-25057-3

E-edition with text: ISBN 0-618-35133-7

E-edition only: ISBN 0-618-35192-2

Objectives and Outcomes

Students will learn how to:

- Identify places
- Give addresses and instructions
- Request directions
- Choose transportation
- Give advice
- Talk about shopping
- Make purchases
- Talk about giving gifts
- Bargain
- Order food
- Request the check
- Talk about food
- Express extremes

- Say where you went
- Describe daily routine
- Talk about grooming
- Tell someone to do something
- Discuss daily chores
- Say what people are doing
- Persuade others
- Describe a house
- Negotiate responsibilities
- Plan a party
- Describe past actions
- Purchase food
- Tell what happened
- Make suggestions to a group
- Describe city buildings
- Talk about professions
- Point out specific people and things
- Tell where things are located
- Talk about and discuss the past
- Talk about the present and future
- Give instructions to someone

Students will be able to:

See and hear Spanish spoken by native speakers in a variety of natural language settings.

Practice listening to, reading, speaking, and writing Spanish.

Practice pronunciation skills by recording and listening to their own voice and comparing it to the voices of native speakers.

Continue to develop their ability to communicate effectively and express themselves with confidence in Spanish.

Have the opportunity to enhance their awareness of, and appreciation for, the diversity of the Spanish-speaking world.

Gain cultural knowledge about various Spanish-speaking countries.

Have a sense of control over, and responsibility for, their learning process.

Have the opportunity to develop a sense of class membership, using the Internet to communicate with the instructor and other classmates.

Increase their awareness of the Web as an educational and informational resource.

Course Methodology:

- This is an inquiry-based course. Students will generate knowledge through online readings, synchronous chats, and asynchronous discussions with students and their instructor, interactions with online tutorials, online and

- hands-on simulations, and virtual classroom voice chats.
- A semester project developed by each student will be used to demonstrate knowledge and understanding of the material in the course.
- The instructor will act as a guide, a facilitator, an events planner, and a resource advisor. He/she will always be available through e-mail.
- The student must actively construct and acquire knowledge by being intrinsically motivated to succeed. To succeed, students must participate and complete all readings and activities. This course requires the student's active participation.
- Both formal and informal assessment methods will be used in the course. Informal assessment will include an evaluation of the quality and timeliness of participation in class activities. Formal assessment may include multiple-choice quizzes, tests, discussion board participation, and written assignments. A final exam will be given at the end of the course.

Grading Criteria

Tests 300 pts.

- 6 Tests (30 pts. each)
- 1 Midterm exam(60 pts.)
- 1 Final exam (60 pts.)

8 audio recordings (35 pts. each) 280 pts.

7 E-edition assignments (40 pts. each) 280 pts.

Participation 320 pts.

- Discussion Questions-3 per week (5 pts. each)
- Responses to postings-2 per week (5 pts. each)
- 8 Synchronous chat sessions-1 per week (15 pts. each)

A Day in the Life Project 300 pts.

Internet Scavenger Hunt Project 120 pts.

Grading Scale:

Letter Grade	Percentage Earned
A	90% - 100%
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	59% and lower

Student's Role and Responsibilities in this Course

Expectations:

Students are expected to conduct themselves in a responsible manner that reflects sound ethics, honor, and good citizenship. It is the student's responsibility to maintain academic honesty and integrity and to manifest their commitment to the goals of NUVHS through their conduct and behavior. Students are expected to abide by all NUVHS policies and regulations. Any form of academic dishonesty, or inappropriate conduct by students or applicants may result in penalties ranging from warning to dismissal, as deemed appropriate by NUVHS.

Communication:

Throughout this course students will need to be in close contact with their instructor and fellow students. Students are expected to communicate via email and electronic discussion boards. Therefore, students should plan on checking email at least three times a Unit and participate in the discussion boards during the Units they are live.

Instructors strongly encourage and welcome open communication. Clear, consistent, and proactive communication will ensure a successful experience in this course. It is the student's responsibility to notify the instructor immediately if and when a personal situation occurs that affects your performance in this class. Being proactive with communication will result in a quick solution to any problems that may occur.

Technical Support is offered through Spectrum Pacific Learning Company (SPLC). Should a student need any technical assistance, he/she are to email the Help Desk as soon as possible at helpdesk@spectrumpacific.com or call 1-877-533-4733. SPLC will help resolve technical problems and walk through the solution with students. If a problem persists for more than 48 hours, the student must also notify their teacher and NUVHS.

Time Required For This Course:

Students should plan to allocate at least 12-15 hours a Unit on assigned readings, assignments, discussions (asynchronous and synchronous), quizzes, and exams.

It is highly recommended that students organize themselves around the course schedule.

NUVHS wishes every student great success in their online class. Please contact us at 1.866.366.8847 if any questions arise.

**Expected
Schoolwide
Learning
Results
(ESLRs)**

It is anticipated that NUVHS students will be:

Engaged Learners

1. Demonstrate self-directed learning skills such as time management, and personal responsibility through the completion of course requirements
2. Develop an understanding of their own preferred learning styles to enhance their overall academic potential
3. Incorporate effective and relevant internet and multimedia resources in their learning process to broaden their knowledge base

Critical Thinkers

1. Effectively analyze and articulate sound opinions on a variety of complex concepts
2. Illustrate a variety of problem-solving strategies that strengthen college preparation and workforce readiness
3. Formulate a framework for applying a variety of technology and internet-based research to enhance information literacy and collaborative thinking

Effective Communicators

1. Demonstrate awareness and sensitivity to tone and voice in multiple forms of communication
2. Express concepts and ideas in a variety of forms
3. Enhance communication skills through the use of media rich or other technology resources

Global Citizens

1. Appreciate the value of diversity
 2. Understand the range of local and international issues facing today's global community
 3. Demonstrate awareness of the importance of cultural sensitivity and social responsibility in the 21st century
-