

Cerro Coso College

Course Outline of Record Report

05/08/2020

SPANC180 : Spanish for Heritage Speakers I

General Information

Author (s):	<ul style="list-style-type: none"> Lucila Gonzalez-Cirre Enns, Gary Vasquez, Laura
Course Code (CB01) (CB01) :	SPANC180
Course Title (CB02) (CB02) :	Spanish for Heritage Speakers I
Department:	English
Proposal Start:	Fall 2020
TOP Code (CB03) :	(1105.00) Spanish
SAM Code (CB09) (CB09) :	Non-occupational
Distance Education Approved:	Yes
Course Control Number (CB00) (CB00) :	CCC000504284
Curriculum Committee Approval Date:	12/06/2019
Board of Trustees Approval Date:	03/12/2020
External Review Approval Date:	03/12/2020
Course Description:	This course is designed for heritage speakers of Spanish or other linguistically qualified students. It provides instruction that builds upon the students' existing reading, writing, speaking, and listening skills. The course will further their fluency through vocabulary building, spelling and accentuation rules, grammar, composition, and reading skills. It is taught within a Hispanic cultural context to increase understanding and appreciation of Hispanic cultural heritage. The course is taught entirely in Spanish.
Submission Type:	Improvement to Program of Study Updating the Title to match CID for the new Spanish AA-T Degree and to revising the course outline for the new program. The changes are: Increasing the number of units from 4 to 5 units due to the breath and depth of the course, and to provide consistency for the program. Methods of Instruction, Assignments, Methods of Evaluation have been expanded, and provided with examples. Detail Topic Outline has been substantially expanded Course was assessed in the fall of 2016 with an overall success rate of 80%. Target goal for each assessment: 70%. No impacts affected this revision.

Faculty Minimum Qualifications

Master Discipline Preferred:	<ul style="list-style-type: none"> Foreign Languages
Alternate Master Discipline Preferred:	<ul style="list-style-type: none"> Foreign Languages
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline:	No value

Course Formerly Known As

Course Formerly Known As
SPAN C180 Spanish for Native Speakers

Course Development Options

<p>Basic Skills Status (CB08) (CB08) Course is not a basic skills course.</p> <p><input type="checkbox"/> Allow Students to Gain Credit by Exam/Challenge</p> <p>Rationale For Credit By Exam/Challenge No value</p>	<p>Course Special Class Status (CB13) (CB13) Course is not a special class.</p> <p>Allowed Number of Retakes 0</p> <p>Retake Policy Description Type: Non-Repeatable Credit</p>	<p>Grade Options</p> <ul style="list-style-type: none"> • Letter Grade methods • Pass/No Pass <p>Course Prior to College Level (CB21) Not applicable.</p> <p><input checked="" type="checkbox"/> Allow Students To Audit Course</p>
--	--	---

Associated Programs

Course is part of a program (CB24)

Associated Program	Award Type
CC Liberal Arts: Arts & Humanities	A.A. Degree Major
CSU General Education (CSU GE Breadth)	CSU General Education (CSU GE Breadth)
Spanish Associate in Arts Degree for Transfer	Spanish Associate in Arts Degree for Transfer
Intersegmental General Education Transfer Curriculum Certificate of Achievement	Intersegmental General Education Transfer Curriculum Certificate of Achievement
Liberal Arts: Arts & Humanities Associate in Arts Degree	Liberal Arts: Arts & Humanities Associate in Arts Degree

Transferability & Gen. Ed. Options			
Transferability		Transferability Status	
Transferable to both UC and CSU		Approved	
<hr/>			
CSU General Education Certification	Categories	Transferability Status	Comparable Course
Area C.2	Arts & Humanities Humanities	Approved	SPAN 220
<hr/>			
Intersegmental General Education Transfer Curriculum	Categories	Transferability Status	Comparable Course
Area 6	Language other than English	Approved	No Comparable Course defined.
<hr/>			
C-ID	Categories	Transferability Status	Comparable Course
Spanish	C-ID discipline	Pending	SPAN C220
<hr/>			
Cerro Coso General Education Requirements	Categories	Transferability Status	Comparable Course
Area 3.6	Humanities Foreign Language	Pending	No Comparable Course defined.

Units and Hours			
Summary			
Minimum Credit Units (CB07) (CB07)	5	Total Course In-Class (Contact) Hours	90
Maximum Credit Units (CB06) (CB06)	5	Total Course Out-of-Class Hours	180
		Total Student Learning Hours	270
		Faculty Load	-
Credit / Non-Credit Options			
Course Credit Status (CB04) (CB04)	Course Non Credit Category (CB22) (CB22)	Non-Credit Characteristics	
Credit - Degree Applicable	Credit Course.	No value	
<hr/>			
Course Classification Code (CB11) (CB11)	Funding Agency Category (CB23) (CB23)	<input type="checkbox"/> Cooperative Work Experience Education Status (CB10) (CB10)	
Credit Course.	Not Applicable.		

Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	5	10
Lab Hours	-	-
Activity Hours	-	-

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	90
Lab	-
Activity	-
Total	90
Course Out-Of-Class Hours	
Lecture	180
Lab	-
Activity	-
Total	180

Time Commitment Notes for Students

No value

Faculty Load

Extra Duty: -

Faculty Load: -

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No value	No value	No value	No value

Requisites

Advisory

SPANC102 - Elementary Spanish II

Completion of SPAN C102 or a native or near-native speaking knowledge of Spanish.

Entering students should have these skills:

1. Articulate a high beginner's level knowledge of Spanish vocabulary of a minimum of 1500 words.
2. Use orally and in writing the conjugation of commonly used major tenses, as well as different moods of the Spanish language.
3. Apply a high-beginner to low intermediate understanding of how the other main parts of speech function in Spanish such as adverbs, clauses, prepositions, and traditionally difficult concepts for non-native speakers such as the para vs. por, saber vs. conocer, verbs used with

different prepositions, the subjunctive mood, etc.

4. Interpret and produce longer passages in Spanish, especially when more difficult vocabulary is provided.
5. Recognize the history, culture, and civilization of the Spanish-speaking world through cross-cultural and cross-linguistic comparisons.

This course recognizes the interests of the Spanish speaking community by offering a level of Spanish that is particular to the situation of many Spanish-speaking Americans. The course will give the student a more formal level of Spanish that may have been missed in earlier years due to family mobility or an absence of Spanish in their educational curriculum. This course will focus on developing and improving the four linguistic approaches: reading, understanding, writing and speaking. Learning objectives will include spelling and accentuation rules, vocabulary building and grammatical structures. The cultural aspects of the Hispanic world are also an important objective and this will be integrated with the other learning objectives for students to gain a deeper appreciation of their heritage. As the learning environment for Spanish for Native Speakers is largely constructivist; students should be able to use linguistic markers, such as cognates as a frame of reference. This approach does not provide the same type of grammatical structure and guidance as the beginning and intermediate Spanish courses do, but rather relies on students' existing language abilities; therefore, it is important that students demonstrate a certain level of proficiency in Spanish to improve their chances of success in the course.

Entrance Skills

Skill	Content Review
No value	No value

Limitations on Enrollment

Limitation	Provide Rationale
No value	No value

Specifications

Methods of Instruction	Methods of Instruction Rationale
Other	Zoom virtual meetings. Synchronous meetings with students in which the instructor presents the new content, such as the different varieties of Spanish. For example, how "th" sounds out in words such as "zapato" in Spain, but in Latin America, it has an "s" sound.
Lecture	<p>Grammar concepts are presented through digital lectures geared toward bilingual students: Similarities and differences between English and Spanish simple past tense and imperfect Tense. In the interactive lesson's tutorials, students participate by responding either verbally or in writing to follow up questions. Lectures are also offered live via Zoom meetings. Instructor records them, and makes them available in Canvas for those students who have missed them, to watch at a convenient time.</p> <p>Exposure to English-Spanish cognates, such as "interaction" meaning "interacción," "orientation" means "<i>orientación</i>." Because of this, often times students mix up Spanish and English spelling, but at the same time, instructor shows students how much Spanish they already know that they are unaware of it. Also, false cognates, such as "library" meaning "<i>biblioteca</i>" and not "<i>librería</i>;" or "embarrassed" meaning "<i>avergonzado/a</i>" and</p>

not "embarazado/a."

Outside reading

A variety of literary formats, that might include short stories, poems, plays, and novels excerpts from the established literary canon of the Hispanic world. For example: *Cuadrados y Ángulos* Poem by Alfonsina Storni.

Additional articles in Spanish distinguished newspapers such as *El Mundo*, *ABC*, *El Universal*, *El País*, and/or *La Opinión*, with relevance to the cultural topics.

Discussion

Discussions of a variety of grammar and cultural topics. For example: We compare different Spanish accents and the parallelism with English language: Spanish spoken in Argentina is as unique as Spanish spoken in other countries, such as the Dominican Republic or Spain. English in Great Britain is as unique as English in Ireland, Scotland, the United States, Canada, Australia, New Zealand, and other English speaking countries.

Discussion assignments: Student present their chosen topic in writing. Then, students ask and answer topic related questions via Canvas media/recording tool and in writing. For example, how to use diminutives and augmentatives, and how they can add emotional connotation: A father addressing his children as *Juanito* or *Adelita*, or someone talking about his *perrito*.

A typical grammar discussion topic is the use of the Subjunctive mode in Spanish compared to the same mode in English.

Audiovisual

In a foreign language course, we heavily rely on audiovisual-based materials through famous paintings by Pablo Picasso, El Greco, Velazquez, or Diego Rivera. Students develop critical thinking skills by interpreting and analyzing the themes. For example, Diego Rivera murals depict the injustice toward the Mexican indigenous people; then *Las Meninas* by Velazquez depicts the Spanish court of that time. The instructor informs students that the relationship between illusion and reality were central concerns in Spanish culture during the 17th century, figuring largely in *Don Quixote*, or in Calderón de la Barca's play *Life is a Dream*.

Through audiovisual-based materials, instructor pinpoints specific areas of conflict between both languages, such as showing the placement of adjectives in Spanish. In general, they are placed after the noun, while in English, they are placed in front of the noun they accompany. For example: *Edificio alto* vs *tall building*.

Demonstration

Demonstration of colloquialisms, speaking speed, intonation patterns and gestures from selected textbook video clips, and literary works. The instructor will present several colloquial expressions used in most Spanish speaking countries, and some that are unique to each country; e. g. "piscina" vs "alberca," or "pantalones vaqueros" vs "blue jeans."

Linguistic awareness: An important difference between English and Spanish is that Spanish has only five vowel sounds while English has more than 14, depending on regional dialects. This is the reason Spanish speakers have difficulty differentiating between vowel phonemes in words like *seat* and *sit*, or *cheap* and *chip*, *sheep* and *ship*, etc.

Speech recognition that analyzes student utterances in real-time and objectively determines whether a student knows the word. Then, instructor provides interactive feedback that helps student reflect on their language patterns and increases their awareness of correct pronunciation. For example, emphasizing the importance of sounding out all letters within a syllable within diphthongs, triphthongs, and hiatus. For example: *aeropuerto*.

Reference to external resources such as <http://spanish.typeit.org/> (<http://spanish.typeit.org/>) to show students how to type in Spanish characters directly in any application.

Compare and contrast the cultural and socio-political information acquired through reading or research. For example, the Catalan "independence" and how both linguistic and cultural identity are defining factors in the current revolt in the Spanish congress.

Instruction through examination or quizzing

Prior to quizzes and tests, via Zoom meetings, the instructor shares the screen with students and works on most difficult grammar concepts to be acquired such as the use of direct and indirect object pronouns, and how their position in the sentence differs in both English and Spanish. Bilingual students often overlook the importance of the gender of nouns, which results in forming grammatically incorrect sentences.

Example: Students are given *unscramble words*, and asked to form sentences with them. They will need to make the necessary changes to the endings of the words, put the infinitives in the correct verb tense, and add the corresponding indirect object pronoun.

Example: Exams usually include an oral part (both listening and speaking skills). The instructor reads out loud a cultural fragment from some recent news from the Hispanic world, and asks comprehension questions. Students answer them either orally. Instructor asks for students' interpretation of the fragment. Students are required to apply the grammar rules covered in the chapters.

After a test has been taken, instructor provides individual and group feedback for students to make corrections to their incorrect sentences.

Demonstration

Essay Writing:

- Introduction: Introduce and provide overview of presentation topic, purpose or objectives, and main idea.
- Body: Provide specific details, explanations or descriptions of several aspects of topic.
- Conclusion: Closing statement or summary about your topic or assignment and what you have learned.

Assignments

A wide variety of assignments are used: Multiple choice, fill-in the blanks, answer open-ended questions, conjugate a specific verb according to the requested tense, web-based research relevant to the cultural themes covered, etc.

Recording exercises from the digital textbook in form of individual recordings, virtual partner recordings, and partner chat recordings. Practice learned vocabulary in real life situations. Example: At a job interview answer general questions using different tenses.

Reading Logs: Students make note of new vocabulary terms, their meaning, and translation into English. Students comment on genre, grammar difficulties, cultural nuances, their reading fluency, etc.

Linguistically speaking, students are reminded of the importance to recognize that gender plays an essential role in any given Romance language, i.e. Spanish, Italian, French, Portuguese, and Romanian. Grammar exercises emphasizing gender and number agreement of difficult nouns: *el mapa, el águila, la mano, el día*, etc.

Short essays discussing and reacting to the main themes of the readings/presentations, using correct grammar and spelling, including accents.

A project of a selected cultural topic such *Día de Los Muertos* and its meaning.

Attendance at an author presentation, museum exhibition, or play and compose an essay discussing and reacting to the main points or themes of the presentation. Example: A visit to the César Chávez National Museum.

Methods of Evaluation

Methods of Evaluation Rationale

Tests

Quizzes and exams testing the student's comprehension of and ability to apply grammar rules, and demonstrate the knowledge of the vocabulary, and the cultural topics covered. In a typical foreign language test, to assess language skills, there is a variety of assessments formats, such as fill-in the blanks with the correct verb conjugation; multiple-choice sections for grammar or vocabulary acquisition, listening and speaking sections, reading literary and cultural passages with follow-up reading comprehension questions, and open-ended questions

Example: Fill-in the blanks with the correct forms of the verbs "ser" and "estar"

Example: Write a short essay about "el quetzal," the national bird of Guatemala, explaining its meaning and symbolism

Example: Read a selected news article, interpret and analyze its content

Participation Contextualized pair and group discussions, Partner Chat assignments, and/or Zoom meetings.

Homework Written grammar exercises on the topics covered. For example, complete sentences with the correct article-noun-adjective agreement. This type of exercises can either be uploaded to our LMS, or be completed within our digital textbook. In online classes, the LMS offers a content editor to assist the instructor in providing feedback and corrections to students' sentences. For example, in Canvas, the Rich content editor incorporates tools such as the point, highlight, or strikethrough annotation. This allows the instructor to provide the same feedback as when grading paper submissions.

Students need to read out loud in Spanish paying special attention to Spanish unique sounds, intonation, etc. For example, "j" vs "g" in Guanajuato, Jorge; different Spanish accents, etc.

Literary or cultural text: Students interpret, analyze the theme, main ideas, characters, and language of the literary or cultural readings. Example: *Los Relojes* by Ana Maria Matute.

Project A project of a selected cultural topic such as *Día de Los Muertos* and its meaning. (Our LMS integrates an online composition tool with document upload feature)

Research-based project: Comparison of Iguazú Falls and the Niagara Falls

Research Paper Students watch a selected Hispanic movie by contemporary acclaimed film directors such as Pedro Almodóvar, Javier Berbel, Guillermo del Toro, or Alfonso Cuarón, and need to synthesize the film following the given guidelines.

A well-defined composition (introduction, body, conclusion, citations) on a selected cultural theme. Example: "La siesta: its origins and benefits."

Other Instructor provides regular and substantive written or verbal feedback in different ways, including, but not limited to grammar corrections, vocabulary building tips, and guidance during live classes, online discussion forums, returned graded assignments, verbal recorded comments with corrections to pronunciation and grammar, and one-one-one meetings by videoconference. For example, when a student turns in a paragraph synthesizing a reading, the instructor will bring up to the student's attention all grammar inconsistencies, any misspelling errors due to English influence, synonyms that could replace some of the very informal vocabulary used, Spanish punctuation (¿, ¡) any cognates incorrectly used in Spanish, and any area where there is English interference in the formation of sentences, etc.

Frequent in-class dictation. In online classes, the digital textbook platform conducts dictations via audio, allowing the student to control the speed of the recording. Later, the instructor makes use of the online editing tools and voice comments to provide feedback. Example: Because of the English interference, bilingual students often times mix up "v" and "b:" in *recibir* vs to *receive*.

Reading Logs: There are 3 Reading Logs throughout the semester. Students need to read a minimum number of minutes per week, and complete the corresponding Reading Log. They will include new vocabulary terms, with their definition, and English translation, along with identifying special pronunciation areas of difficulty, such as the Spanish double "r," the letter "ñ," etc. Students need to comment on the author's purpose, and note any details on cultural awareness.

Equipment

Computer with videoconferencing capabilities built in or external headset/earbuds, microphone and web camera. These tools are necessary to complete listening, viewing and recording assignments and live sessions in online classes. They are also necessary for watching grammar tutorials and *Cultura* and film clips.

Textbooks

Author	Title	Publisher	Date	ISBN
Maria Elena Francès, Rubèn Benítez	Manual de gramática y ortografía para hispanos, 3rd edition	Pearson	2018	978-0134639550
José A. Blanco	Portales 2 Access Code	Vistas Higher Learning	2018	978-1-68005-415-6

Other Instructional Materials

No Value

Materials Fee

No

Learning Outcomes and Objectives

Course Objectives

Demonstrate improved application of grammar, orthography, and register in writing and speaking.

Increase knowledge of Hispanic cultures

Adapt the language to various settings and contexts.

CSLOs

Apply the rules of punctuation, spelling, capitalization, syllabification, and written accents.

Expected SLO Performance: 70.0

Identify cognates and problem areas due to English/Spanish language interference.

Expected SLO Performance: 70.0

Use the learned vocabulary, idioms, verb tenses, and correct grammatical structures both orally and in composition.

Expected SLO Performance: 70.0

Interpret readings by relating the content to knowledge of Hispanic culture, history, and literary works.

Expected SLO Performance: 70.0

English

Liberal Arts: Arts & Humanities AA Degree

2. evaluate the significance of artistic and cultural constructions. Assessment:

Discuss and compare a variety of Hispanic cultural aspects, such as geography, history, art, literature, traditions, etc.

Expected SLO Performance: 70.0

English

Liberal Arts: Arts &
Humanities AA Degree

1. describe how people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation. Assessment:

Outline

Outline

I. Spanish Grammar Structures and Verb Tenses

A. Spanish Grammar Structures

1. Gender and number agreement
2. Personal, possessive, demonstrative and interrogative
3. Subject and possessive pronouns
4. Descriptive, possessive and demonstrative adjectives
5. Uses of *al* and *del*
6. Direct and indirect object pronouns
7. The prepositions *por* and *para*
8. Comparatives and superlatives
9. Difference between *Ser* and *Estar*
10. *Gustar* and similar verbs
11. Difference between *Saber* and *Conocer*
12. Reflexive and reciprocal verbs
13. Passive voice
14. Syntax

B. Simple and Compound Tenses

1. Indicative mood: Present, present progressive, preterit, imperfect, future, conditional
2. Imperative mood: Informal and formal
3. Subjunctive mood: Present and Imperfect
4. Gerunds, present and past participles

II. Orthography

1. Capitalization and Punctuation
2. Classification of words
 - a. Syllabification

- b. Diphthongs (*aeropuerto*) and triphthongs (*apreciáis*)
- 3. Accentuation
 - a. *Prosódico* and *ortográfico*
 - b. Diacrítico (*Sí vs si, sólo vs solo, bebé vs bebe, ésta-esta-está, sí vs si*)
- 4. Spelling rules
 - a. Oxytone (*aguda*)
 - b. Paroxitone (*grave*)
 - c. Proparoxitone (*esdrújula*)
- 5. Troublesome letters (s, c, z, h, g, j, x, b, v, ll, y)
 - a. Homophones (*bello-vello, ceso- seso*)
 - b. Paronyms (*reasumir-resumir, retratar-retractar*)
 - c. Synonyms and antonyms
- 6. Abbreviations and acronyms (CC. PP.: *Ciencias Políticas*; EE. UU.: *Estados Unidos*)

III. Vocabulary and Register

A. Cognates and their equivalents in English or in Spanish:

1. Different terminology to express the same concept. Example: bus is *autobús* (Spain), *camión* (México), *guagua* (Venezuela)
2. "To get," "to raise," "to save," "to move," "to ask" and their equivalent meanings in Spanish
3. The verb *tratar* and its equivalent meanings in English
4. Verb + for and its equivalencies in Spanish
5. True cognates: technology – *tecnología*; linguistics – *lingüística*, etc. Anglicisms: parking, club, pub, OK, whiskey, etc.
6. False cognates or faux amis: library - *biblioteca* but not *librería* (bookstore); to be constipated is *estar estreñado* but not *estar constipado* (to have a cold), etc.
7. English interference in translation:
 - a. "Spanglish" phenomenon: "lonchear," "pushear" for *empujar*; "carpetear" for "to vacuum;" "troca" for truck, etc.
 - b. Literal translations: to call back – *volver a llamar para atrás* (para atrás is already implied in *volver a llamar*)

B. Register

1. Formal and informal
2. Standard vs non-standard speech (*para: pa; clase: class*, Chicano Spanish)
3. Types of words
 - a. Augmentatives and diminutives
 - b. Etymology: Root, prefix and suffix
 - c. Lexical variations and regionalisms: *piscina* (Spain) and *alberca* (México)
 - d. Latin-America and Peninsular Spanish (vocabulary, pronunciation, idiomatic expressions)
 - e. Situational discourse

IV. Reading, Writing and Critical Thinking

1. Reading Strategies
 - a. Preview vocabulary and syntax
 - b. Text scanning
 - c. Critical reading and analysis of main ideas, themes, author's message and social, cultural and historical background
1. Writing and critical thinking strategies
 - a. Guidelines given for writing different compositions (descriptive, narrative, argumentative)
 - b. Focus on correct orthography and lexicon
 - c. Development of paragraphs with clear ideas, supporting details and conclusions
 - d. Argument and supporting points of view
 - e. Simple essay (introduction, body paragraphs, conclusion)

V. Speaking

- a. Phonology: Different accents throughout the Spanish speaking world
- b. Proverbs, colloquial, idiomatic and regional expressions in contemporary speech

VI. Hispanic Civilization and Culture

1. Cultural aspects, current events and lifestyle of Latin America and Spain
 - a. Geography
 - b. La movida madrileña

- c. Catalonia's independence movement
- d. Higher education system in the Hispanic world
- 2. Customs, traditions
 - a. Comparative mores of Spanish-speaking cultures and U.S. culture
 - b. The influence of family life in the Hispanic world and the United States
 - c. The influence of religion in Hispanic historical, economic, educational and artistic developments
- 3. Arts
 - a. Music: Tango, flamenco, sevillanas, salsa, merengue, cumbias, rancheras, jarabe tapatío, etc.
 - b. Paintings (Pablo Picasso), architecture (Botero), film (Pan's Labyrinth)
 - c. Literary texts in a variety of genres:

- *Cuadrados y ángulos y versos a la tristeza de Buenos Aires* por Alfonsina Storni (poems)
- *Un día de éstos* por Gabriel García Márquez (short story)
- *La casa de Bernarda Alba* (drama)
- *El gaucho Miseria, El herrero y la muerte* (legends)
- *Tira cómica* de Quino (comic strip)

Other literary works might include but not limited to fragments from Jorge Luis Borges, Sandra Cisneros, Julio Cortázar, or Jorge Luis Borges

Delivery Methods

Delivery Method: Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other

- Face to face
- Online (purely online no face-to-face contact)
- Online with some required face-to-face meetings ("Hybrid")
- iTV – Interactive video = Face to face course with significant required activities in a distance modality
- Other

Rigor Statement: Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section? Describe the ways in which instructor-student contact and student-student contact will be facilitated in the distance ed environments.

All assignments in distance education courses (Online, Hybrid and iTV) are of the same rigor as those in the on-ground course, except that students in entirely online sections will submit all of their assignments virtually within our LMS and the publisher's platform. Instructor evaluation of student work in distance education courses is the same as in the on-ground course, except that evaluation of student work online is presented virtually. Instead of onsite lectures, hybrid and online courses use a variety of methods including but not limited to video tutorials, supplemental lectures, and reference to external online grammar and Hispanic resources. Moreover, the instructor offers specific online office hours to assist students via weekly Zoom group meetings, phone and chat.

In all methods of instruction, students are required to access the publisher's digital book on a weekly basis to submit course work, practice their listening and verbal skills, watch and participate in the interactive lesson's tutorials, and do frequent cultural readings of the Hispanic world with streaming video and optional captioning. In addition, the robust textbook electronic format facilitates any of the distance methods of instruction: for example, Virtual and Partner Chats integrated with each lesson's grammar content, cultural readings for additional oral practice, and synchronous communication. To compensate for lack of face-to-face interaction with the instructor, numerous reference tools are provided such as the digital verb wheel, flashcards for vocabulary building, etc.

Regular and effective contact between instructor and student in the online environment is accomplished primarily through weekly discussions within the learning management system (LMS); students post to weekly prompts, and the instructor engages with students in the resulting discussion threads. Options for additional methods of contact are identical to the onsite course, including messaging via LMS, a college-adopted networking app (such as Pronto), email, live video conferencing, and/or telephone. Student-to-student contact is

accomplished primarily through weekly discussions and possibly a college-adopted networking app. All paper and oral assignments are identical to those in an onsite class, except that they are submitted within the LMS and Portales, the publisher's platform. Likewise, quizzes and exams are also delivered within the LMS and Portales. The instructor is responsible for providing regular written and/or verbal feedback in online discussion forums and assignments, with corrections to pronunciation and grammar inconsistencies on submitted recordings. The instructor provides feedback on student work via online methods such as rubrics, comment spaces, private online discussion, video conferencing, or direct messaging.

iTV

All assignments and tests are identical to those in a regular onsite class. Lectures and class discussions are conducted through iTV. The instructor is responsible for providing feedback through iTV class sessions, Canvas messaging, Zoom, phone conferences, and/or office hours. The instructor must provide substantive critiques of all assignments and tests, as well as some assessment of iTV class participation.

Subject matter in iTV is the same as in face to face: students turn in their assignments by uploading them to the LMS course shell, submitting them to publisher's digital textbook platform, or scanning and emailing them to the instructor as attachments. During class, participants use the iTV Doc projector to share with the instructor and classmates at all sites their hand-written class assignments for identifying grammar mistakes and for further discussion.

Online

All assignments and tests are identical to those in an onsite class except that they are submitted within the college's LMS course site and the publisher's course platform. Cultural and grammar discussions are conducted through discussion forums within the LMS. Within the discussion forums, students are also required to submit a final posting in a verbal format.

The online Canvas course site provides a robust course website, with lectures, regular announcements, discussion forums, a variety of assignments, reading logs, journals, quizzes, etc.

There is an auditory/oral component in which students listen to recordings and submit their own recording assignments within both the publisher and Canvas platforms. Students also collaborate by completing partner/group recording assignments in Spanish. These assignments compensate for an almost identical or similar interaction conducted by students during an on-ground class, where they have to complete partner/group oral assignments in Spanish. The instructor listens to and provides students with feedback on comprehension, pronunciation, grammar accuracy, and fluency. Moreover, the instructor offers weekly Zoom meetings in which lectures are reinforced with a concentration on the week's topics and how to complete certain assignments that contain more difficult-to-grasp grammar content.

The instructor is responsible for providing regular written and/or verbal feedback both in online discussion forums and assignments, with corrections to pronunciation and grammar inconsistencies on submitted recordings. This is done within the LMS grade feedback section. The instructor provides substantive feedback of all submitted material and at least general responses to discussion posts. Moreover, the instructor uses rubrics to evaluate online submissions, but these are not required. Within the textbook's platform, students are allowed to ask a question within an activity, and the instructor receives a notification. Then the instructor can provide an answer to the question.

As with any on-ground class, all instructors are guided by department rubrics for the assessment of submitted materials. The assignments and tests will reinforce the course's SLO's. Instead of onsite lectures, hybrid and online courses also use a variety of methods including but not limited to videos, interactive simulations, and written lecture notes. For example, when students watch a publisher's grammar tutorial, they are prompted with follow up questions to check their comprehension.

Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Message -Other Contact - Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV - Interactive Video -Other

- Discussion Forums
- Message
- Chat/Instant Messaging
- E-mail
- Face-to-face meeting(s)
- Newsgroup/Discussion Board

- Telephone
- iTV - Interactive Video
- Other

Software and Equipment: What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

Computer with videoconferencing capabilities built in or external headset/earbuds, microphone and web camera. These tools are necessary to complete listening, viewing and recording assignments and live sessions in online classes. They are also necessary to watch grammar tutorials, and Cultura clips.

Up-to-date web browser

Accessibility: Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

- Learning management system
- Publisher course with learning management system interface.

Class Size: Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

Language classes should be taught within a small class size, but in order to facilitate instruction, especially in ITV, there should be up to 15 students in each classroom.