

Cerro Coso College

Course Outline of Record Report

05/08/2020

SPANC182 : Spanish for Heritage Speakers II

General Information

Author (s):	<ul style="list-style-type: none"> Lucila Gonzalez-Cirre Vasquez, Laura Enns, Gary
Course Code (CB01) (CB01) :	SPANC182
Course Title (CB02) (CB02) :	Spanish for Heritage Speakers II
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) :	No value
Curriculum Committee Approval Date:	01/31/2020
Board of Trustees Approval Date:	03/12/2020
External Review Approval Date:	03/12/2020
Course Description:	This course is a continuation of SPAN C180 and 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 continue to 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 a deeper understanding and appreciation of Hispanic cultural heritage. The course is taught entirely in Spanish.
Submission Type:	We are creating this course as part of the new Spanish AA-T degree as the advanced level.

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 Development Options

Basic Skills Status (CB08) (CB08)	Course Special Class Status (CB13) (CB13)	Grade Options
Course is not a basic skills course.	Course is not a special class.	<ul style="list-style-type: none"> Pass/No Pass Letter Grade methods

<input type="checkbox"/> Allow Students to Gain Credit by Exam/Challenge	Allowed Number of Retakes 0	Course Prior to College Level (CB21) Not applicable.
Rationale For Credit By Exam/Challenge No value	Retake Policy Description Type: Non-Repeatable Credit	<input checked="" type="checkbox"/> Allow Students To Audit Course

Associated Programs	
<input checked="" type="checkbox"/> Course is part of a program (CB24)	
Associated Program	Award Type
Spanish Associate in Arts Degree for Transfer	Spanish Associate in Arts Degree for Transfer
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		Pending	
C-ID	Categories	Transferability Status	Comparable Course
Spanish	C-ID discipline	Pending	SPAN 230
Cerro Coso General Education Requirements	Categories	Transferability Status	Comparable Course
Area 3.6	Humanities Foreign Language	Pending	No Comparable Course defined.
CSU General Education Certification	Categories	Transferability Status	Comparable Course
Area C.2	Arts & Humanities Humanities	Pending	No Comparable Course defined.
Intersegmental General Education Transfer Curriculum	Categories	Transferability Status	Comparable Course

Area 6	Language other than English	Pending	No Comparable Course defined.
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Units and Hours

Summary

Minimum Credit Units (CB07) (CB07)	5	Total Course In-Class (Contact) Hours	90	Total Student Learning Hours	270
Maximum Credit Units (CB06) (CB06)	5	Total Course Out-of-Class Hours	180	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

Course Classification Code (CB11) (CB11)	Funding Agency Category (CB23) (CB23)	<input type="checkbox"/> Cooperative Work Experience Education Status (CB10) (CB10)
Credit Course. <input type="checkbox"/> Variable Credit Course	Not Applicable.	

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

Prerequisite

SPANC180 - Spanish for Native Speakers

Completion of SPAN C180 or equivalent. Entering students should have these skills:

1. Apply the rules of punctuation, spelling, capitalization, syllabification, and written accents.
2. Identify cognates and problem areas due to English/Spanish language interference.
3. Write a short composition that includes the learned vocabulary, idioms, verb tenses, and correct grammatical structures.
4. Interpret readings by relating the content to knowledge of Hispanic culture, history and literary works.
5. Discuss and compare a variety of Hispanic cultural aspects, such as geography, history, art, literature, customs and traditions, etc.

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, the Subjunctive Mood to express desires, doubts, wishes, conjectures, and possibilities.

<p>Lecture</p>	<p>Grammar concepts are presented through digital lectures geared toward bilingual students: Phrasal verbs in Spanish. Examples: Echar de menos, alegrarse de, pensar de/en, estar por/para, acabar de, dejar de, echar a, etc. 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 the lectures available in Canvas for students who have missed them.</p> <p>The importance of avoiding literal translation, and how its use leads to improper usage of English and/or Spanish. In sayings and proverbs, we can see how the same concept can be expressed differently. For example, the saying "to cost an arm and a leg" cannot be translated word by word into Spanish; instead, Spanish uses "<i>costar un ojo de la cara</i>" "to cost an eye."</p>
<p>Outside reading</p>	<p>A variety of literary formats, that might include short stories, poems, plays, novels or excerpts from the literary canon of the Hispanic world. For example: <i>El Romancero Gitano</i> by García Lorca (poetry)</p> <p>Additional articles in Spanish distinguished newspapers such as <i>El Mundo</i>, <i>ABC</i>, <i>El Universal</i>, <i>El País</i>, and/or <i>La Opinión</i>, with relevance to the cultural topics.</p>

<p>Assignments</p>	
<p>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.</p>	
<p>Recording exercises from the digital textbook in form of individual recordings, virtual partner recordings, and partner chat recordings</p>	
<p>Practice learned vocabulary in real life situations. Example: At a job interview answer general questions using more formal vocabulary, complex verb tenses and grammar constructions</p>	
<p>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.</p>	
<p>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: <i>el mapa, el águila, la mano, el día</i>, etc.</p>	
<p>Short essays discussing and reacting to the main themes of the readings/presentations, using correct grammar and spelling, including accents</p>	
<p>A project of a selected cultural topic such as <i>The role of the elderly within a typical Hispanic family</i>, or <i>El Mercado Central</i> and <i>La Plaza</i> as important features of the Hispanic world</p>	
<p>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</p>	

<p>Methods of Evaluation</p>	<p>Methods of Evaluation Rationale</p>
<p>Distance Education Description: how outcomes are evaluated</p>	<p>Outcomes for the various methods of evaluations above will be assessed in the following ways:</p> <ol style="list-style-type: none"> 1. Tests and exams are assessed using tabulated scores, plus a rubric for any oral and written components 2. Written and oral homework is assessed using completion checking or a rubric

	<p>3. Participation is assessed weekly using:</p> <ol style="list-style-type: none"> a rubric focused on a set amount of substantive posts with written and oral responses to peers a rubric focused on attendance to several video conference meetings
Tests	<p>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.</p> <p>Example: Fill-in the blanks with the correct forms of the verbs "<i>ser</i>" and "<i>estar</i>."</p> <p>Example: Write a short essay about "el quetzal," the national bird of Guatemala, explaining its meaning and symbolism.</p> <p>Example: Read a selected news article, interpret and analyze its content.</p>
Participation	Contextualized pair and group discussions, Partner Chat assignments, and/or Zoom meetings.
Homework	<p>Written grammar exercises on the topics covered. For example, write a paragraph using true cognates (<i>declaración, libertad, familia, especial, rápido, curioso</i>) and false cognates (<i>embarazada, librería</i>, etc.) complete sentences.</p> <p>Students watch selected cultural video clips from different Hispanic countries, and identify their origin by the speakers' unique accents.</p> <p>Short essays discussing and reacting to the main themes of the readings, using correct grammar and spelling, including accents.</p> <p>Literary or cultural text: Students interpret, analyze the theme, main ideas, characters, and language of the cultural readings. Example: <i>Rhymes</i> by Adolfo Bécquer.</p>
Research Paper	<p>Students watch selected Hispanic movies by contemporary acclaimed film directors such as Pedro Almodóvar, Javier Berbel, Guillermo del Toro, or Alfonso Cuarón, and need to critique, analyze, and synthesize the film following the given guidelines.</p> <p>A well-defined composition (introduction, body, conclusion, citations) on a selected cultural theme. Example: "La siesta: its origins and benefits."</p> <p>Web-based research paper: Comparison of Iguazú Falls and Niagara Falls.</p>
Other	<p>Instructor provides regular and substantive written or verbal feedback in different ways, including, but not limited to grammar corrections, vocabulary building suggestions, 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 via 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.</p> <p>Frequent in-class dictation. In online classes, the digital textbook platform conducts dictation 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.</p>

Example: Because of the English interference, bilingual students often times mix up "v" and "b:" in *recibir vs to receive*, or *gobierno vs government*.

Reading Logs: Students need to read a minimum number of minutes per week, and complete the corresponding Reading Log. Students include new vocabulary terms, with their definition, and English translation, along with identifying areas of difficulty, such as the use of the subjunctive, the regional variations or colloquialisms. Students comment on the author's purpose, themes, main ideas, characters, and make note of any details about cross-cultural awareness.

Equipment

Computer with videoconferencing capabilities built in or external headset/earbuds, microphone and web camera. These tools are necessary to complete listening and recording assignments, view grammar tutorials and *Cultura* video clips, and attend virtual Zoom live sessions in online classes.

Textbooks

Author	Title	Publisher	Date	ISBN
María Elena Francés, Rubén Benitez	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 value

Learning Outcomes and Objectives

Course Objectives

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

Increase knowledge of Hispanic cultures and cross-cultural awareness.

Adapt the language to more formal settings and contexts.

CSLOs

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

Expected SLO Performance: 70.0

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

Expected SLO Performance: 70.0

Write a short composition that includes additional vocabulary, idioms, and more advanced verb tenses, and correct grammatical structures.

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

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

Expected SLO Performance: 70.0

Outline

Outline

I. Spanish Grammar Structures and Verb Tenses

A. Grammar Structures

1. Direct and indirect object pronouns
2. The prepositions *por* and *para*
3. Comparatives and superlatives
4. Review *Ser* and *Estar*
5. *Gustar* and similar verbs
6. Review *Saber* and *Conocer*
7. Reflexive and reciprocal verbs
8. Passive voice
9. Syntax

B. Simple and Compound Tenses

1. Review of the Indicative mood: Present, Present Progressive, Preterit, Imperfect, Future, Conditional
2. Imperative mood: Informal and Formal
3. Subjunctive mood: Present, Imperfect, Present perfect and Past Perfect
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: "loncheat," "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. Latin American native civilizations (Aztecs, Mayans, Incas, etc.) and languages (Nahuatl, Yucatec Maya, Quechua, Mapuche, Huichol, Guarani, Guajiro, etc.)
- b. La Plaza and El Mercado Central
- 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: Cumbias, sevillanas, jarabe tapatio, Joaquín Rodrigo, Plácido Domingo, Enrique Granados, Carlos Santana, Tito Puente, etc.
- b. Paintings (Salvador Dalí), architecture (Calatrava), film (Roma)
- c. Literary texts in a variety of genres:

- *El Romancero Gitano* by García Lorca (poetry)
- *A Universal History of Infamy* by Jorge Luis Borges (short story)
- *Yelma* (drama)
- *La casa de los Espíritus* by Isabel Allende (magical realism)
- *Bless Me, Ultima* by Anaya, Rudolfo (Bildungsroman, Fiction)

Other literary works might include but not limited to fragments from Pablo Neruda, Camilo José Cela, or Octavio Paz

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

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.

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.

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.

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.