*\*\*Instructors, remove all italicized directions after adding the information required. The syllabus below follows the standardized syllabus for all Hinds classes. It also includes Hinds Modern Foreign Language policies new Hinds teachers often have questions about. You may reformat the information and add additional materials including personal classroom details and explanations, but all the items below need to be included in your document. See the Canvas shell for example(s).*

**MFL 1223 Spanish II**

*\*\*Add identifying information for Instructor and Course Information below with the information for your specific course. Some information is already provided. Add general course information already filled in.*

**Instructor Information:**
Instructor’s name:
Office building and number: \*\**(if applicable)*
Office phone number or other contact number: \*\**(if applicable)*
Hinds email address:
Office hours:

**Course Information:**Course name, number and hours (MFL 1223 Spanish 2: Three credit hours)
Section:
Meeting day, time and location: \*\**(if applicable)*
Prerequisite level: MFL 1213 or equivalent
Co-Requisite level: none
Course Description: MFL 1223 continues MFL 1213 with wider vocabulary and more complex structures and functions.

Student Learning Outcomes:

A. Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes

B. Interact with cultural competence and understanding

C. Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations

D. Develop insight into the nature of language and culture in order to interact with cultural competence

E. Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.

Course withdrawal dates:

**Text and Course Materials:**

*\*\*Provide the appropriate text information for your course here. Since texts change frequently, the most current information will be available on one updated document in the ENG/MFL Canvas shell labeled as Current Textbooks or on the home page. If any additional materials are required, list them here.*

Textbook name, edition, authors or Instant Access information:

Additional materials/supplies:
Online Resources: HCC Canvas course shell

**Instructional Methods:** \*\**Give a brief description here of basic instructional delivery methods. Examples: lecture, workshop, hybrid, online asynchronous discussion boards, etc.*

**Grading Plan:**

*The weighted categories and types of grades in them indicated below need to be followed by every instructor to achieve consistency in all courses. The Canvas gradebook needs to be set up so an accurate average based on this work will be displayed to students.*

Tests and one major project 40%

Participation in class or via Zoom (speaking in Spanish) 20%

Homework, quizzes 25%

Final Exam 15%

**Modern Foreign Language Department Policy on Plagiarism and Cheating: (see the Official College statements for more information)**

No use of source material or group work on an assignment is allowed unless they are part of the specific assignment directions. This includes use of student’s original work previously submitted to another class unless the current teacher gives specific permission. Violation of this policy is considered part of the larger plagiarism and cheating policy designated by Hinds. Instructors have latitude in determining if any extenuating circumstances might allow for a lesser penalty, but the penalty for any plagiarism or cheating on a major assignment or for a second offense on any assignment in a language class is removal from and failure of the course. The first offense penalty for plagiarism or cheating on a minor assignment is a zero.

**Grading Scale:**

**A** 90-100
**B** 80-89 **C** 70-79
**D** 60-69
**F** Below 60

**Make-up work and exam policy:**Make-up/late work, if allowed by the instructor, must be completed within one week of an assignment’s due date unless there are extenuating circumstances.There is no exemption from the final exam.

**Exams:** *\*\*Provide the date, and time and location (if known) of the final exam for the course. Include proctored exam information if applicable. Include any special testing information here if needed. The final exam schedule will be posted in the ENG/MFL Canvas shell when available.*

**Assignments: \*\****Include a daily list of assignments, weekly plan, or any other schedule plan for your students. This may include both graded and ungraded activities. All graded activities should have a corresponding and correctly weighted entry in the Canvas gradebook.*

*What comes next is a lot of information that you will use to develop the assignments section of your syllabus. This note is here to point out that* ***after you have this completed, you still have one more section of required information to copy into your syllabus.***

*\*\*Below is information about units of study and objectives for MFL 1223 Spanish II as decided by the language department. Use the Grading Plan requirements above and the material provided below in planning your course. The material below does not have to be provided to students, but should be incorporated into your assignment materials and used as the basis for any objectives you include in your course.*

*Every Hinds course is required to assign work and submit data for measuring a Student Learning Outcome. The language department has created these assignments for each course, and they are all available for review in the ENG/MFL Canvas shell. Directions for submitting the data are also available in the shell. Be sure to incorporate this assignment in your planning and submit the required data as directed.*

*Additionally, the department must also measure Institutional Program Effectiveness. Requirements for collection of and reporting data are also in the ENG/MFL shell.*

*Insert units of study, objectives, and/or other MFL syllabus information here.*

**Content for MFL 1223 Spanish II:** stem-changing verbs in present tense, positive tú commands, present progressive, reflexive verbs, regular and irregular preterite and imperfect tenses, hace + time + que

**Course Objectives: Students will accomplish the following goals:**

1.use present progressive tense to write sentences and orally communicate

2. use the correct present-tense conjugations of stem-changing verbs to write sentences

 and orally communicate

3. use the correct preterite-tense conjugations of regular and irregular verbs to write sentences

 and orally communicate

4. interact in writing and in speaking with grammar and vocabulary to express background,

 immediate environment and need

5. interact in writing and speaking with grammar and vocabulary to express personal

 preferences and needs

6. create a children’s short story in Spanish to use the vocabulary in authentic context

7. interact with vocabulary, verbs and grammar to conduct routine tasks and to exchange

 Information

**Units of Study**

The objectives of the class will be summarized with the Common European Framework’s definition for the first skill in foreign languages and be further elaborated on afterwards. A paraphrase of this follows.

The student will understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters, such as around the house, their own city, eating out, health care, etc.  Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need, such as describing the physical and non-physical traits of other, where they come from, compare and contrast the quality of things, etc.

**Unit One: Culture and Vocabulary**

Students will accomplish the following: read about the culture of the Spanish speaking world, basic immigration policies, and the pre and post Colombian history of Mexico; articulate why and how Mexican culture has impacted the United States through technology, culture, economy, and work; practice Spanish with a native speaker; discuss Machismo and Feminism in Latin America and Spain; discuss currencies, the structure of housing, curanderos and professional and home healthcare; articulate the protocols of eating out and shopping

**Unit Two: Phonetics**

Students will accomplish the following: eliminate schwas; pronounce the following vowels correctly and consistently, a, e, i, o, and u; demonstrate understanding of the regular stress pattern of Spanish; and eliminate the H sound from their spoken Spanish.

**Unit Three: Grammar**

Students will accomplish the following: demonstrate mastery of regular verbs in preterit, imperfect, and present progressive tenses; demonstrate mastery of the use of stem changing verbs and imperatives; correctly place the direct object pronouns and the use of these pronouns as clitics; demonstrate use of reflexive verbs, reflexive pronouns, demonstrative adjectives and pronouns.

**Additional Information:**

1. Students should use the vocabulary and verbs to communicate in Spanish in

 class.

2. Students should use the grammar, vocabulary and verbs authentically in all contexts: reading,

 writing, listening and speaking.

3. Students should be treated as college students; therefore, the expectations of mastery and

 practical usage of the material should be worthy of college standards.

**Official Hinds Community College District Policy Statements:**

*\*\*Required Hinds notifications: Include the information found in the Canvas shell labeled:* ***Information to be included in all Hinds syllabi****. As this includes contact information that is subject to change, an updated version will be available in the shell, and marked with a revision date if the information has changed, so please check for updates each semester.*

***\*\*And finally, a note on using Canvas:*** *Hinds Community College has mandated the following items be available to students in their Canvas course shell regardless of the actual delivery method or location of the course.*

*These components are addressed in a self-paced Canvas course (Canvas Essentials) (*[*https://hindscc.catalog.instructure.com/browse/elearning/courses/canvas-essentials*](https://hindscc.catalog.instructure.com/browse/elearning/courses/canvas-essentials)*) which is open to all faculty through the Aquila eLearning Catalog (*[*https://hindscc.catalog.instructure.com/*](https://hindscc.catalog.instructure.com/)*). Please review these materials and incorporate the required information into your course shells. If you need help with this requirement, you can contact the Center for Teaching and Learning for assistance:* *CTL@hindscc.edu*

* *Post Syllabus under syllabus button*
* *Post any digital lecture or learning material (PowerPoints, Word notes, handouts, video or audio lectures).  This can be done on pages (by units) or linked directly into weekly modules*
* *Use Announcements to communicate with students*
* *Post contact information including office hours under the Syllabus Button*
* *Use the calendar to keep students aware of due dates*
* *Keep grade book current with all assignments*

*If you have questions regarding this syllabus or Hinds policies, please contact your supervising department chair or the curriculum coordinator.*