*\*\*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 2213 Spanish III:** irregular preterite, direct object pronouns, imperfect, stressed adjectives and pronouns, interrogatives, preterite vs imperfect, positive and negative expressions, indirect object pronouns, double pronouns, prepositions and adverbs, formal and negative tú commands

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

1. Students will conjugate and use in context irregular preterite tense and imperfect tense.
2. Students will write sentences and paragraphs with direct object pronouns, stressed adjectives and stressed pronouns.
3. Students will create questions in context using interrogatives.
4. Students will choose between preterite and imperfect tenses in context and conjugate the verbs correctly.
5. Students will respond to contextual questions based on readings and audio using positive and negative expressions and object pronouns.
6. Students will construct sentences and expressions using prepositions and adverbs.
7. Students will create and respond to formal and negative tú commands.
8. Students will create an emergency preparedness brochure in Spanish that relates to a specific disaster such as tornado or earthquake.

**Units of Study**

The objectives of the class will be summarized with the Common European Framework’s definition for level B1 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, will describe events and feelings, will use work-related language, will enter spontaneous conversation and describe experiences and reasons for their opinions, will write and converse with topics of personal interest, and will be able to produce and sustain a conversation on familiar topics.

**Unit One: Culture and Vocabulary**

Students will accomplish the following: read about the culture of the Spanish speaking world in general and basic political policies; specific cultural traditions and geographical features of the countries of Argentina, Uruguay, Guatemala, El Salvador, Cuba, Puerto Rico and Dominican Republic; use the vocabulary related to clothing and accessories, holidays and events, geography, and transportation and travel.

**Unit Two: Phonetics**

Students will accomplish the following: pronounce the following vowels correctly and consistently, a, e, i, o, and u; demonstrate understanding of the regular stress pattern of Spanish; and pronounce correctly the consonants q, g, z, c, and d and related diphthongs.

**Unit Three: Grammar**

Students will accomplish the following: demonstrate mastery of regular and irregular verbs in preterite and imperfect tenses; demonstrate mastery of the use of imperatives; correctly place the direct, indirect and double object pronouns and use these pronouns as clitics; demonstrate use of prepositions, adverbs, positive and negative expressions, and stressed 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.*