

SYLLABUS
ELEMENTARY SPANISH I
SPAN-1020

SPRING 2026

**DIVISION OF ACADEMIC ENRICHMENT, LANGUAGE, AND
FINE ARTS**



SPAN-1020 ELEMENTARY SPANISH II

WESTERN NEBRASKA COMMUNITY COLLEGE, SCOTTSBLUFF HIGH SCHOOL

SPRING SEMESTER 2026

INSTRUCTOR: Soto, Sarah (Señora Soto)

OFFICE HOURS: Monday-Friday 8:35-9:20a.m. & 10:45-11:30 a.m. or by appointment

E-MAIL: ssoto@sbps.net or CALL: ParentSquare (308) 217-1257

Do not use blackboard or my or your WNCC email to contact me.

Prerequisite: Spanish 3/ or Heritage & AP/or teacher permission

Monday -Thursday: Room 208

Friday: Laboratorio Room 209

Monday -Friday: Period 5 ~ 11:35 am-12:20 pm CODE: glri3wlr

Monday -Friday: Period 8~ 2:40-3:25pm CODE: 2znlbzso

Prerequisite: SPANISH 1010

Course Description

This is the second course where students begin to learn the fundamentals of Spanish. It is the continuation of the first course Spanish 1010. It stresses comprehension, pronunciation, speaking, reading, writing, and vocabulary. The course includes nouns, adjectives, and present tense as well as a study of Spanish-speaking cultures. This course also allows language learners to experience the cultural diversity of Spanish-speaking countries. Technology incorporated in this class is used to enhance language skills. The class emphasizes an interactive, proficiency-oriented approach to learning language and culture.

¡Hola y bienvenidos a la clase de español!

This course is designed as a beginning course in Spanish for those who have taken and successfully passed Spanish 1010. However, this course also provides a thorough review and practice for those who *have* either studied Spanish before or who speak some Spanish. Our text and the activities in the workbook are varied.

This highly demanding course requires daily attendance and participation along with daily homework, which must be completed by the beginning of the class period on the day it is due. This class will yield tremendous results in comprehension, reading, grammar structures, vocabulary, and the ability to communicate. It is important to show up to class every day prepared, attentive, and willing to participate. This course is proficiency-oriented and encourages speaking, participation, interaction, and discussion in Spanish as much as possible. The cultural content of each chapter and lessons provides an opportunity for students to become more knowledgeable about the diverse Spanish-speaking world, including communities in the

United States. By engaging with the readings, videos, audio content, voice recordings, and course projects, students will improve skills in the areas of reading, writing, speaking, and listening comprehension; acquire new vocabulary; and gain confidence and accuracy when using Spanish. This course will train students to be efficient and flexible language-learners.

This course is conducted in Spanish and is a student-centered course. The class time we have every week will be devoted to practical exercises with an emphasis on communication, where students will have the opportunity to practice what they have worked on outside of class and what we learn in class. Activities in class will include work with your instructor, with partners, in small groups or whole class practice. **Students are expected to communicate only in Spanish while in the classroom.** It's ok to make mistakes when speaking! Mistakes are expected as a natural and necessary part of any language learning process.

MOST IMPORTANTLY, HAVE FUN LEARNING AND ENJOY YOUR TIME IN THIS CLASS!!

ATTENDANCE/PARTICIPATION

Regular attendance is required and extremely important to your success in this course as this is where we put into practice what you are learning. You are expected to use Spanish to participate in all class and group activities. Students will earn a daily participation grade, based on both their attendance and their active participation in class. Being an active participant includes coming to class prepared, being attentive, listening to your peers and instructor, reading, demonstrating motivation for learning, cooperating in activities, volunteering, helping others, inquiring, writing, acting...and of course, speaking Spanish as much as possible. Students are expected to speak and experiment with the language, take risks, and learn from each other using Spanish only. If there is ever a word (which will happen often), that you do not know use *circumlocution*. *Circumlocution* is a roundabout way of speaking; the use of more words than necessary to express an idea. It also includes the use of vocabulary and words one already knows to make one's point. *Tardiness or leaving early without discussing this with me will lower your participation grade.*

After 5 unexcused absences or repeated tardiness your final letter grade will be lowered by an entire letter grade. *Extraordinary circumstances:* if you find yourself, or a loved one, in extraordinary circumstances, please reach out to me for accommodations. Communication with your instructor is both appreciated and important to your success in the course. **As a courtesy to your instructor and classmates, please keep your cell phones put away in the class holder. They are not allowed in class. No food, no open cans or gum chewing is allowed in class.**

Language Lab: Live language practice throughout this semester will consist of various exercises where you will have to record yourself speaking and answering questions, reading news articles and taking short quizzes over what was read. **Language lab will meet on some Friday's in room 209.**

Tentative Course Schedule:

6 y 7 de enero:	Día de los Reyes Magos/Introducciones/expectativas/)/acertijos y citas cortas
8 y 9 de enero:	Capítulo 5- Repaso breve y los pronombres directos.
12 de enero:	Plan de estudios (syllabus)/ Terminar con los pronombres directos.
13 de enero:	Repaso para examen sobre los pronombres directos.
14 de enero:	EXAMEN sobre los pronombres directos. (Cap. 5)
15 y 16 de enero:	Película ~ <i>In The Time Of The Butterflies</i>
19-21 de enero:	Terminar película y escribir y entregar reacción sobre <i>In The Time Of The Butterflies</i>
22 de enero:	Empezar Cap. 6 vocabulario clothing/shopping/colors/
23 de enero:	NO HAY CLASE-Teacher work day
26-29 de enero:	Capítulo 6 adjetivos/saber vs. conocer
30 de enero:	Laboratorio 1 (salón 209)
2 y 3 de febrero:	Capítulo 6 /El pretérito/los demostrativos/ los pronombres indirectos.
4 de febrero:	Repaso para examen capítulo 6
5 de febrero:	Examen- Capítulo 6
6 de febrero:	Laboratorio 2 (salón 209)/Empezar Cap. 7 vocabulario.
9-12 de febrero:	Capítulo 7-la rutina diaria/la siesta/el mate
13 y 16 de febrero:	NO HAY CLASE
17 y 18 de febrero:	Capítulo 7- los verbos reflexivos/el pretérito de ser e ir/verbos como gustar.
19 de febrero:	Repaso para examen 7
20 de febrero:	Examen- Capítulo 7
23-26 de febrero:	Capítulo 8- la comida/frutas y verduras de América/el pretérito de los verbos con cambio en la raíz/el uso de los dos pronombres
27 de febrero:	Laboratorio 3 (salón 209)
2-5 de marzo:	Terminar Capítulo 8-las comparaciones/lose superlativos/la gastronomía.

6 de marzo:	Repaso para examen Capítulo 8.
9 de marzo:	Examen- Capítulo 8
10-12 de marzo:	Capítulo 9- las fiestas/pronunciación/Semana Santa/ Capítulo 9-los pretéritos irregulares
13 de marzo:	NO HAY CLASE
16-18 de marzo:	Capítulo 9-los verbos que cambian en sentido en el pretérito/¿Qué? Y ¿Cuál?
19-20 de marzo:	NO HAY CLASE/PARENT-TEACHER CONFERENCE
23 de marzo:	Capítulo 9 -los pronombres después de las preposiciones
24 de marzo:	NO HAY CLASE/ACT
25 de marzo:	Terminar Capítulo 9
26 de marzo:	REPASO Capítulo 9
27 de marzo:	Examen- Capítulo 9
30-31 de marzo:	Capítulo 10-en el consultorio/ortografía/cultura
1 de abril:	Capítulo 10- El pretérito y el imperfecto
2, 3 y 6 de abril:	NO HAY CLASE
7-9 de abril:	Capítulo 10-construcciones de se/Los adverbios
10 de abril:	Laboratorio 4-(salón 209)
13-14 de abril:	Terminar el capítulo 10
15 de abril:	REPASO CAPÍTULO 10
16 de abril:	Examen- Capítulo 10
17 de abril:	Laboratorio 5-(salón 209)/Empezar Cap. 11
20-24 de abril:	Capítulo 11-la tecnología/ la gasolinera/el taller/las redes sociales/los mandatos/por y para
27-29 de abril:	Capítulo 11-los reflexivos recíprocos/los pronombres y adjetivos posesivos estresados
30 de abril:	REPASO EXAMEN 11
1 de mayo:	Examen- Capítulo 11
4 de mayo:	NO HAY CLASE

5-8 de mayo: Proyectos y presentaciones finales ¡Último día de clases!

12 de mayo: Final grades due by midnight.

Academic Integrity and Spanish Writing

Any writing generated by an electronic translator is NOT your own work. If you turn in writing generated by an electronic translator AS YOUR OWN WORK IN SPANISH, this is an example of cheating or plagiarism. It is okay to use the following dictionaries to find a word or phrase in Spanish. Submitted work that is not your own writing will not receive credit. Additionally, I will forward your plagiarized work to the Administration of Scottsbluff High School and WNCC.

<https://www.wordreference.com/>

<https://www.spanishdict.com/>

GRADE DISTRIBUTION

The Final Course Grade you earn is determined by your grades in each of these categories:

Assessments 70%

Exams

Writing assignments

Quizzes

Daily Work 30%

Attendance/Participation

Homework & daily in-class work

Language Lab

WNCC's grading scale breaks down as follows:

A+ = 97-100%

A = 93-96.9%

A- = 90-92.9%

B+ = 87-89.9%

B = 83-86.9%

B- = 80-82.9%

C+ = 77-79.9%

C = 73-76.9%

C-	=	70-72.9%
D+	=	67-69.9%
D	=	63-66.9%
D-	=	60-62.9%
F	=	Anything below 60%

SHS Grading scale:

- A - 90-100%
- B - 80-89%
- C - 70-79%
- D - 60-69%
- F - 59% and below

HOMEWORK AND EXAMS: Do not be absent for exams. Do not turn in late homework. Late homework will not be accepted after the due date without an excused absence or reason. If you know you will be gone on a day of an exam, please let me know ahead of time so that we can schedule a time for you to take it.

CATALOG DESCRIPTION

SPAN-1020

Elementary Spanish II

Prerequisites: SPAN-1010

In this course, students continue to focus on the skills begun in SPAN-1010. The course covers past tenses and double object pronouns among other grammatical structures. The course allows 21st century language learners to further develop proficiency in Spanish while expanding community connections in and out of the classroom through local and global Spanish-speaking communities. Technology is incorporated to enhance language skills. The class emphasizes an interactive, proficiency-oriented approach to learning language and culture.

5.0 semester hours

(5/75/0/0/0/0/0/0/0/0) See Figure 1

COURSE OBJECTIVES

Using this course as an instructional medium, the instructor will:

A. Interpretive communication

1. Prepare students to analyze authentic informational texts
2. Enable students to analyze authentic fictional texts
3. Present opportunities for students to analyze conversations and discussions

B. Interpersonal communication

1. Prepare the student to exchange information and ideas in conversations
2. Prepare the student with tools to meet their needs or to address situations in conversations.
3. Present opportunities to express, react to, and support preferences and opinions in conversations.

C. Presentational communication

1. Present opportunities to narrate about their life, experiences, and events

2. Enable student to give a preference, opinion, or persuasive argument.
 3. Prepare student to present information to inform, describe, or explain elementary concepts
- D. Intercultural communication
1. Provide a context for students to investigate products and practices to understand cultural perspectives
 2. Equip students with the ability to interact with others in and from another culture.

STUDENT LEARNING OUTCOMES

Upon completion of this course, the student will be able to:

- E. Identify the topic and some facts from complex sentences in informational texts. [GE Goal: 3]
- F. Identify the topic and elements from complex sentences in short fictional texts. [GE Goal: 3]
- G. Identify familiar questions and statements from complex sentences in conversations. [GE Goals: 1 & 3]
- H. Exchange information by asking and answering original questions on familiar and everyday topics, using complex sentences most of the time. [GE Goals: 1 & 3]
- I. Interact with others to meet their needs related to routine everyday activities, using complex sentences and questions most of the time. [GE Goals: 1 & 3]
- J. Express, ask about, and react to preferences, feelings, or opinions on familiar topics, using complex sentences most of the time and asking questions to keep the conversation on topic. [GE Goal: 1, 3 & 4]
- K. Present personal information about life and activities, using complex sentences most of the time. [GE Goal: 1]
- L. Express preferences on familiar and everyday topics of interest, using complex sentences most of the time. [GE Goal: 1]
- M. Present on familiar and everyday topics, using complex sentences most of the time. [GE Goal: 1]
- N. Identify products and practices to help understand perspectives and interact in some everyday contexts. [GE Goals: 1 & 4]

- O. Communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness. [GE Goals: 1, 3 & 4]
- P. Use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations. [GE Goals: 1, 3 & 4]

CONTENT/TOPICAL OUTLINE

- Q. The Past Tense: Imperfect and Preterite
- R. Pronouns: Object (Direct and Indirect,) Reflexive and Prepositional
- S. Affirmative, Indefinite and Negative Words
- T. Verbs like ‘Gustar’
- U. Comparisons of Equality, Inequality and Superlatives
- V. Relative Pronouns
- W. Passive “se” and Accidental Occurrences
- X. Adverbs of Time, Manner and Frequency

INSTRUCTIONAL MATERIALS

- Y. Textbook(s) Approved for This Course:
 - 1. Martinez-Lage, A., Gutierrez, J. R., & Rosser, H. L. *Tú dirás*. Thomson Heinle. Current Edition.

METHOD OF PRESENTATION

Methods of presentation are determined by the individual instructor, but typically include a combination of the following:

- Z. Lecture
- AA. Small group activities
- BB. PowerPoint
- CC. Digital lessons
- DD. Video activities
- EE. Online Tutorials (computer aided instruction)
- FF. Pronunciation Drills

- GG. Paired activities and group discussions
- HH. Worksheets and creative writing skills

METHOD OF EVALUATION

- II. Methods of evaluation are determined by the individual instructor, but typically include:
 - 1. Exams
 - 2. Written assignments
 - 3. Projects
 - 4. Tests
 - 5. Portfolios
 - 6. Quizzes
 - 7. Essays
 - 8. Presentations
 - 9. Oral assessment
- JJ. The instructor will distribute and discuss evaluation and his/her grading policies with students at the beginning of each term.

CREDIT HOURS AND OUT-OF-CLASSROOM PREPARATION

WNCC credit hour assignments comply with the Federal Credit Hour definition.

At WNCC, a semester **credit hour** is normally granted for the satisfactory completion of one 50-minute session (contact hour) of classroom instruction per week for a semester of not less than 15 weeks; two to three contact hours are required for laboratories to award a single credit hour. Other differences may occur depending on instructional delivery.

On average, for lecture courses, one credit hour requires three hours of effort on the part of the student per week – **one hour of class and two hours of out-of-class time to accomplish readings and out-of-class assignments in preparation for successful completion of the course requirements.** Some students may require more preparation time for some classes and for some classes, less time.

For a three-hour lecture course, a student should plan on a minimum of three hours a week in class and a minimum of six hours a week spent on out-of-class preparation.

ACADEMIC INTEGRITY

Academic integrity forms a fundamental bond of trust between colleagues, peers, teachers, and students, and it underlies all genuine learning. At WNCC, there is no tolerance for plagiarism or academic dishonesty in **any** form, including unacknowledged "borrowing" of proprietary material, copying answers or papers, using crib sheets, unauthorized help during exams, altering tests, or passing off someone else's work as one's own.

A breach of ethics or act of dishonesty can result in:

- failure of a paper or an exam within a course (instructor level)
- failure of an entire course (institutional level)
- suspension or expulsion from the college (institutional level)

Any form of academic dishonesty represents a grave breach of personal integrity and of the rules governing WNCC's community of learners. **Academic dishonesty includes, but is not limited to:**

- cheating in any form
- plagiarizing in any form
- aiding someone else in cheating or plagiarizing

ATTENDANCE POLICY

WNCC expects students to attend all classes. Successful students attend class regularly, come to each class prepared, and engage in class activities. Students who are repeatedly tardy or absent from class will be missing vital information necessary for their success. Additional information about WNCC's Absence from Class Policy can be found in Institutional Guideline (IG) – 520 located on the WNCC Web site.

EQUAL ACCESS

Western Nebraska Community College seeks to make all programs and services, including electronic and information technology, accessible to people with disabilities. In this spirit, and in accordance with the provisions of Sections 504 and 508 of the Rehabilitation Act and the Americans with Disabilities Act (ADA), WNCC provides students, faculty, staff, and visitors with reasonable accommodations to ensure equal access to the programs and activities of the college. For assistance or further information, students with disabilities should contact the Counseling Director (and disability officer) at (308) 635-6090. Helpful information is also available in the *"Transition Guide for Students with Disabilities"* on the WNCC Web site under Disability Services.

TITLE IX STATEMENT

Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex in any educational institution that receives federal funding. WNCC strictly prohibits any form of sexual harassment, which includes sexual harassment, sexual assault, dating violence, domestic violence, and stalking. All reported incidents will be thoroughly investigated and those found responsible dealt with as necessary, whether criminally

charged or handled through the College's sexual harassment grievance and investigation procedure. College policy also prohibits retaliation against a person for reporting sexual harassment or participating in the investigation or resolution of such a complaint. Help and support are available for any student who experiences any form of sexual harassment.

Questions or concerns about a student's rights, the resources available, or to file a Title IX complaint, should contact the College's Title IX Coordinator at 308.635.6105. More information about reporting options and resources at WNCC and the community are available at wncc.edu/about-wncc/consumer-information.

If a student wishes to speak to someone confidentially, they should contact the Counseling Director at the WNCC Counseling Center on the Scottsbluff campus or by calling 308.635.6090. Appointments are available at all WNCC locations.

DISCRIMINATION, HARASSMENT, AND RETALIATION

WNCC is committed to providing a college environment free from harassment, discrimination, and retaliation, and all students, employees, volunteers, and visitors are prohibited from participating in any harassment, discrimination, or retaliation based on any protected class status.

If a student feels that he or she is the victim of discrimination, harassment, or retaliation, it is important to remember that there are supportive people at WNCC who are resources for discussing and helping to clarify what constitutes discrimination, harassment, or retaliation and the action steps that can be taken. The College has established both formal and informal procedures to report complaints.

Students should not wait to report conduct of concern until harassment becomes sufficiently serious (i.e., severe, pervasive, or persistent) to create a hostile environment. Off-campus harassment, misconduct, or violence that creates a hostile environment on campus should be brought to the attention of the College.

To file a complaint or get help, students should seek assistance through WNCC's Institutional Civil Rights Officer and Title IX Coordinator (308-635-6105). More complete information about the reporting process can be found in the WNCC *Student Handbook*.

STUDENT CODE OF CONDUCT

As an educational institution of higher education, WNCC seeks to provide the best educational environment for its students, faculty, and staff. It is mindful that academic freedom is an essential element of college life. The purpose of the Student Code of Conduct is to help ensure a safe and educationally productive environment for students, employees, and visitors. Conduct that adversely affects a student's responsible membership in the academic community shall result in appropriate disciplinary action.

Please see the *Student Handbook* (www.wncc.edu/student-life/student-handbook) for a complete copy of the WNCC Student Code of Conduct.

BASIC NEEDS SECURITY

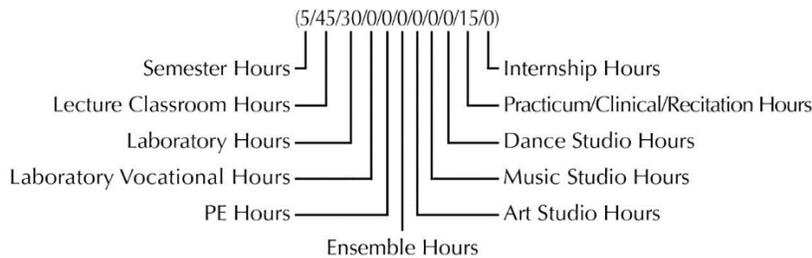
Students who believe their academic performance is being negatively impacted due to difficulty accessing sufficient food or finding a safe and stable place to live are encouraged to contact the Dean of Students' office at 308-635-6123. This office will put students in contact with community partners who may be able to aid in these areas.

AUDIO/VISUAL RECORDINGS

Except where a student is entitled to make an audio or video recording of class lectures and discussions as an educational accommodation determined through the student's interactive process with college disability services, a student may not record lectures or classroom discussions unless written permission from the class instructor has been obtained and all students in the class as well as guest speakers have been informed that audio/video recording may occur.

A student granted permission to record may use the recording only for his or her own study and may not publish or post the recording on YouTube or any other medium or venue without the instructor's explicit written authorization.

Figure 1: Explanation of Credit Diagram



Revised to Statewide Syllabus: 1/14/19 J. Pedersen

Revised to Template: 02/05/2021 T. Van Winkle

By signing below & dating, you & your parent/guardian acknowledge that you have read and understand what has been stated in the syllabus for Spanish 4W SPRING 2026 Semester.

I (Student print name) _____ have read, understand, and agree to what has been stated in the Spanish 4W syllabus.

(Student Signature) _____

Date: _____

I (Parent/Guardian print name) _____ have read, understand,
and agree to what has been stated in the Spanish 4W syllabus. (Parent/Guardian

Signature) _____ Date: _____
