131. Elementary Spanish I (SPAN 1411) Introductory study of Spanish language and Hispanic culture with speaking, listening, reading and writing practice.

REQUIRED TEXTBOOK:

- *Conectados* by Marinelli/Fajardo plus access to iLrn Heinle Learning Center

THE COURSE: The class is designed to introduce students to the Spanish language and Spanish speaking cultures and costumes. Spanish 131 is structured around four important skills of language acquisition: listening, speaking, reading, and writing Spanish at the beginning level. In this course students will explore various issues dealing with Hispanic cultures through a variety of listening, reading comprehension activities, web exercises, and grammatical structures at the beginning level.

Program Learning Outcomes: This is a general education core curriculum course and no specific program learning outcomes for this major are addressed in this course.

Student Learning Outcomes: Over the course of SPA 131, 132, and 231, students will acquire the following:

1. Communication Skills: Communicate in Spanish, both in person and via technology, within the following modes:

   **Interpretive communication** (reading, listening/viewing):
   - Derive meaning from messages and texts using listening, reading and viewing strategies
   - Comprehend and interpret information in authentic messages and informational texts

   **Interpersonal Communication** (speaking, listening/viewing, reading and writing):
   - Negotiate meaning using requests, clarifications and conversation strategies
• Interact with others in Spanish using culturally appropriate language and gestures on familiar and some unfamiliar topics
• Express preferences, feelings, emotions and opinions about familiar and some unfamiliar topics

**Presentational Communication** (speaking and writing):
• Convey meaning using writing processes and presentation strategies
• Present information, concepts and viewpoints on familiar and some unfamiliar topics from across disciplines

2. **Appreciation and Understanding of Hispanic Culture:** Gain and use knowledge and understanding of the target culture:
• Analyze and describe relationships among products, practices and perspectives and compare them across cultures

In addition to helping students develop skills in speaking, reading, writing and listening comprehension in Spanish, and providing them with a better understanding and appreciation of Hispanic culture, SPA 131 - 231 will also demonstrate the more general ability to:

Communicate effectively by developing and expressing ideas through written and oral communication.

Think critically, which includes the ability to analyze, evaluate, and synthesize information about the history, culture, family, and artistic production of the Spanish-speaking world.

Work as part of a team, by demonstrating the ability to consider different points of view and to work effectively with others, supporting a shared purpose or goal.

Understand the role that personal responsibility has played throughout history and gain the ability to connect choices, actions, and consequences to making ethical decisions.

**Organization:** This course is designed as a *Flipped Classroom* and it will cover **Preliminary Lesson** through **Lesson 4** of your textbook.

**Preliminary Lesson:** Student will learn to set personal goals for learning Spanish, learn strategies for success, say hello, ask someone’s name, state your name and spell it, greet people in informal and formal situations, say what classes they have, follow professor’s instructions

**Lesson 1:** Students will be able to introduce themselves and others, greet and ask how they are feeling, count to a hundred, exchange basic personal information,
describe your classroom and campus, say where you are going around campus.
Learn subject pronouns, the verbs “estar”, “ser”, “tener” and “ir” and its various idiomatic expressions.

**Lesson 2:** Students will be able to describe classes, people, tell time, talk about weekday and weekend activities, extend, accept, and decline invitations, make statements and ask questions. Learn adjectives, basic sentences of negation, the present tense of –ar, -er, and, –ir verbs, Yes/No questions, information and tag questions.

**Lesson 3:** Students will be able to talk about family, friends, and pets, express possession, describe people and make comparisons, describe some gatherings and celebrations, express likes and dislikes, learn possessive adjectives and pronouns, compare uses of verbs “ser” and “estar”, make comparisons, superlatives, present tense of stem-changing verbs and the verb “gustar”.

**Lesson 4:** Students will be able to discuss vacation plans and activities, talk about dates, weather, and seasons, express what is going on, plan travel, lodging and sightseeing, express plans, preferences, and obligations. Learn irregular verbs in the present tense, verb “ir + a + infinitivo”, numbers over 100, present progressive, verb phrases, indefinite and negative expressions.

**Bloom’s Taxonomy**

Here is an easy way for you to conceptualize the coursework for a flipped class like this one using *Conectados*:

- For each Vocabulario or Gramática section, I will assign for homework the **Learn it!** activities and a number of the **Practice it!** activities in the **iLrn Online Program**.

- Then, in class, I will follow up by using the corresponding **¡Aplicalo!** activities in the **Communication Manual**.

- On the same day, or the next day, class will continue to develop skills and self-expression by using the **¡Exprésate!** creative activities in the
Communication Manual or any other extra material I might have prepared for a particular lesson.

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<thead>
<tr>
<th><strong>GRADING</strong></th>
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<tr>
<td><strong>Class Participation and Preparedness</strong> (In-class Participation and attendance)</td>
<td>10%</td>
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<tr>
<td><strong>Homework</strong> (Tutorials and Practice online exercises before class and online exercises to re-enforced materials presented in class)</td>
<td>15%</td>
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<td><strong>Final Individual Recording</strong></td>
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<td><strong>Final Group Conversation</strong></td>
<td>10%</td>
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<td><strong>Exams (2 x 15%)</strong></td>
<td>30%</td>
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<td><strong>Final Exam</strong></td>
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**Class Participation and Preparedness:** In order to succeed in any Spanish course, the following should be taking into account: daily attendance, arriving on time, coming to class prepared, and ready to interact with your professor and classmates only in Spanish.

“Participation consists of the assessment of the quality of the student’s contributions to the class and language learning.” If you appear not to be prepared to interact in the target language, your grade will reflect this (preview and review materials and completed exercises). If you, on the other hand, are prepared and do not participate, your grade will be affected similarly. As a professor, I expect that students will engage in this course in all areas that help them improve their language learning.

Your participation grade will be evaluated through the preparation of materials and in-class discussions. As a university student, you should strive in every class meeting to: have an understanding of the material being discussed, cooperate in all assigned activities with classmates, do your utmost to provide qualitative feedback during peer review sessions, actively participate in class discussions, display a civil, courteous and polite attitude toward your professor and classmates. Reasons that will contribute to lower your participation in class are: arriving late, leaving early, coming to class unprepared, disruptive behavior, unwillingness to participate in classroom activities or communicate in Spanish.

**Attendance Policy:** Attendance is mandatory. Your final course grade will be affected negatively based on lack of attendance. Students are allowed 2 absences at their discretion. These absences could be for school-sponsored events, a religious observance, illness or family related events or emergencies. However, once these absences are surpassed for any of the reasons stated above, students lose 0.5 percentage point of participation and attendance —respectively— per absence for a total of 1% of your final grade per absence.
and for each additional absence thereafter, unless other arrangements are made with Dr. Miranda-Recinos immediately.

**FINAL INDIVIDUAL RECORDING:** You will be required to submit an individual recording of a reading in Spanish. The reading material will be provided the previous week of the due date. You will be graded on tempo, proper pronunciation and intonation. *The recording a will be submitted via Dropbox in D2L. Due date is specified in your syllabus.*

**FINAL ORAL CONVERSATION:** To further your ability to perform in Spanish and to demonstrate the level of your language acquisition there will be one oral practice in the form of a FINAL ORAL CONVERSATION. This exercise will consist of six minutes of uninterrupted conversation with a partner in one of the targeted topics already presented and practiced in class throughout the semester. Grammatical Structures, Vocabulary, Context, Content, Pronunciation, Intonation, Fluency, will be the main focus of this exercise. *A video and transcript of your conversation will be submitted via Dropbox in D2L. Due date is specified in your syllabus.*

**TOPICS:**

1. **Life at the university:** You talk about your college experience in general and “actividades de ocio” (pp. 72-73). Proceed to talk about more specific aspects of your life at the university —do you live on campus or not, number of courses, courses, favorite class, describe your class, your professor, etc. —. Make sure to use the appropriate vocabulary, adjectives, verbs conjugation, proper use of “ser” and “estar”, express likes and dislikes. *Do not forget to use verbal structures such as: desear + infinitivo, querer + infinitivo, tener que + infinitivo, ir + a + infinitivo*

2. **My next vacation:** You talk about your next vacation—places you are visiting, times, days, weather, seasons, activities, etc.—. Make sure to use the appropriate vocabulary, adjectives, verbs conjugation, proper use of “ser” and “estar”, uses of the infinitive to express future actions, to express likes and dislikes. *Do not forget to use verbal structures such as: desear + infinitivo, querer + infinitivo, tener que + infinitivo, ir + a + infinitivo*

3. **At home with your family during the summer:** You talk about going home on the summer —Talk about and describe your family, your parents’ occupations, siblings, pets, physical and personality traits, times, days, activities, comparisons between you and family members etc.—. Make sure to use the appropriate vocabulary, adjectives, verbs conjugation, proper use of “ser” and “estar”, uses of the infinitive to express future actions, to express likes and dislikes and comparative statements. *Do not forget to use verbal structures such as: desear + infinitivo, querer + infinitivo, tener que + infinitivo, ir + a + infinitivo*

**Exams:** There will be a total of 3 exams in the semester: two exams—worth a combine 30% of your final grade— and a final comprehensive exam —worth 25% of your final grade— will be given. The dates of these exams are on the Tentative Schedule section of the syllabus. If you arrive late to an exam and miss the listening comprehension component of the test it will not be repeated. *There are no make-up exams given.*
CLASS CONDUCT: There is a University policy that forbids any eating and drinking in the classroom. These activities interfere with the normal functioning of the class, and should be avoided. Electronic devices: Please SILENCE all electronic devices before entering class.

- **Acceptable Student Behavior:** Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

ATTENDANCE POLICY:

Students are expected to attend all classes, laboratories, and other activities on a regular and punctual basis. **Attendance policies will be stated in the course syllabus.** For those classes where attendance is a factor in the course grade, an accurate record of attendance will be maintained.

**Excused Absences** Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences.

Students missing classes, other than university-sponsored trips, may contact the **Office of Student Rights and Responsibilities (OSRR) and request that an absence notification be sent to the instructor(s).** The notification is not an excuse, and is not evaluated by OSRR. The notification is only provided as a courtesy to the student and the student’s instructor(s).

Students remain responsible for providing documentation in a timely manner to the instructor for each absence. The instructor determines whether such documentation is satisfactory.

If participating in university-sponsored events, announcements in mySFA constitute official notification. Faculty members sponsoring activities that require their students to be absent from other classes must submit to the provost and vice president for academic affairs an explanation of the absence, including the date, time, and an alphabetical listing of all attending students. If approved by the provost and vice-president for academic affairs, this information will be posted on mySFA.
Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

**Cross Reference:** General Bulletin; Student Handbook and Activities Calendar; Military Service Activation (6.14); Tex. Educ. Code §§ 51.911-.9111; 19 Tex. Admin. Code §§ 4.4, 9

**The AARC and The LRC**

**Walk-in Tablea and Tutors:** The students at SFA are privileged to have access to an excellent free tutoring service for Spanish through the AARC and at the LRC. Although I strongly urge any student having difficulty to see me for help, the AARC and the LRC can offer assistance as well.

**When can I use the on campus tutoring service?** For assistance with workbook exercises. Your tutor cannot give you responses directly but may point you in the right direction. For assistance with 131, 132 and 231 level web activities. For help reviewing for tests and general review. For input on assignments already graded by instructor. You may NOT however seek assistance on graded assignments that you will turn in again for points in the class.

**When can I not use the AARC or LRC?** For assistance in portfolio writing or typed compositions. For assistance with presentations. For assistance with oral portfolios. Note that it is YOUR responsibility and not that of any tutor or native speaker to know when you can and cannot seek their assistance. Remember, all assignments must be 100 % your own. In any other instance this will be treated as academic dishonesty. If you are unclear on these policies, please see your instructor.

**Academic Integrity (A-9.1) Original Implementation: Unpublished**

**Last Revision: January 31, 2017**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:

- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help other student(s) in an act of cheating or plagiarism.
Plagiarism is presenting the words or ideas of another person as if they were one's own. Examples of plagiarism include, but are not limited to:

- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty**

Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university.

**Procedure for Addressing Student Academic Dishonesty**

A faculty member who has evidence and/or suspects that academic dishonesty has occurred will gather all pertinent information and initiate the following procedure:

1. The faculty member will discuss all evidence of cheating or plagiarism directly with the student(s) involved.
2. After consideration of the explanation provided by the student(s), the faculty member will determine whether academic dishonesty has occurred. The faculty member may consult with the academic unit head and/or dean in making a decision.
3. After a determination of academic dishonesty, the faculty member will inform the academic unit head and submit a Report of Academic Dishonesty with supporting documentation to the office of the dean of the student's major. This report will become part of the student's record and will remain on file with the dean's office for at least four years even if the student withdraws prior to receiving a grade.
4. For a serious first offense or subsequent offenses, the dean of the student's major will determine a course of action, which may include dismissal from the university. The dean may refer the case to the college council for review and recommendations before making this determination.

A student's record of academic dishonesty will not be available to faculty members. The purpose of the record is for the dean to track a pattern of academic dishonesty during a student's academic career at Stephen F. Austin State University.

**Student Appeals** A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**Cross Reference:** Student Handbook; Academic Appeals by Students (6.3); and Course Add/Drop (6.10)
STUDENTS WITH DISABILITIES: To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

WITHHELD GRADES Course Grades Policy (5.5): At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.
Your instructor, Gabriela Miranda-Recinos, invites you to enroll in the following course.

**Course:** SPA 131 Spring 2018  **Code:** PTGMTH846  **Book:** Conectados 1st Edition

If you do not have an account, you need to create one. To do so, follow these steps: 1. Go to [http://hlc.quia.com](http://hlc.quia.com) and click **Create an account**.

2. Select a username and password and enter your information, then click **Submit**. **Note:** Remember to write down your username and password and be sure to select the correct time zone. Also, please enter a valid e-mail address so we can send you your password if you forget it.

Enter the book key and course code to complete the enrollment process. You may already have a book key, or you may need to purchase a book key. Depending on your situation, use one of the procedures below. If you activated the book for a previous course, you can start at step 4 of **I already have a book key** below.

Once you have completed this step, the system lists the course and book on the Student Workstation home page. To enter additional books, enter a book key in the **Enter** field and click **Go**.

**Note:** Book keys can only be used once. Your book key will become invalid after you use it. **I already have a book key**
1. Go to http://hlc.quia.com and log in. 2. At the top of the page, enter your book key and click Go. 3. Click Confirm to confirm your registration information. Your book will appear under the My books heading. 4. Beside the book listing, enter the course code PTGMTH846 in the Enter course code field and click Go. 5. If necessary, select a class or section and click Submit.

I need to purchase a book key, or would like to access a free 3-week trial.

1. Go to http://hlc.quia.com and log in. 2. At the top of the page, enter the course code PTGMTH846 and click Go. 3. If necessary, select a class or section and click Submit. The course and books will appear under the My classes heading. 4. Locate the book and click buy. 5. Proceed through the purchase process. If you are not ready to purchase your book key and would like to access a free 3-week trial, follow the instructions on this page. Note that 3-week trials are not available for all titles.

Note: If the buy link does not appear in Step 4, contact your instructor for information about obtaining a book key.

To access your Student Workstation in the future, go to http://hlc.quia.com and log in. Here, you can open your book, submit activities, view your results, and view your instructor's feedback. If you have any questions, contact Heinle Learning Center Support at http://hlc.quia.com/support.
Programa tentativo Español 131 (CONECTADOS Lección Preliminar-Capítulo 4)

Week 1: January 17-19
día 1: MLK Holiday
día 2: Course Presentation. Introductions. Alphabet and special cases LECCIÓN PRELIMINAR (1-8)
día 3: Continue LECCIÓN PRELIMINAR

Week 2: January 22-26
día 1: CAPÍTULO 1: ¡Vamos a Conocer! (9-11) Spanish-Speaking Countries; PASO 1 VOCABULARIO El primer día de clase (12-15)
día 2: PASO 1 GRAMÁTICA A Los números del 0 al 100 (16-18); PASO 1 GRAMÁTICA B Los pronombres de sujeto y el verbo estar (19-21)
día 3: PASO 2 VOCABULARIO En el salón de clase (22-25); PASO 2 GRAMÁTICA A Los sustantivos y los artículos (26-28)

Week 3: January 29-February 2
día 1: PASO 2 GRAMÁTICA B El verbo ser (29-31); PASO 3 VOCABULARIO Por el campus (32-35)
día 2: PASO 3 GRAMÁTICA A El verbo tener (36-38)
día 3: PASO 3 GRAMÁTICA B El verbo ir (39-41)

Week 4: February 5-9
día 1: CAPÍTULO 2 La vida estudiantil (49-51)
día 2: PASO 1 VOCABULARIO Háblame de tus clases (52-55)
día 3: PASO 1 GRAMÁTICA A Los adjetivos (56-58); PASO 1 GRAMÁTICA B La oración y la negación (59-61)

Week 5: February 12-16
día 1: Examen #1
día 2: PASO 2 VOCABULARIO Un día típico entre semana (62-65); PASO 2 GRAMÁTICA A El presente de los verbos regulares –ar (66-68)
día 3: PASO 2 GRAMÁTICA A El presente de los verbos regulares –ar (66-68)

Week 6: February 19-23
día 1: PASO 2 GRAMÁTICA B Las preguntas de sí/no (69-71); PASO 3 VOCABULARIO El fin de semana (72-75)
día 2: PASO 3 GRAMÁTICA A El presente de los verbos regulares -er/-ir (76-78)
día 3: PASO 3 GRAMÁTICA A El presente de los verbos regulares -er/-ir (76-78)

Week 7: February 26-March 2
día 1: PASO 3 GRAMÁTICA B Las preguntas de información y de confirmación (79-81)
día 2: CAPÍTULO 3: Entre familia y amigos (89-91); PASO 1 VOCABULARIO La familia, los amigos y las mascotas (92-95)
día 3: PASO 1 VOCABULARIO La familia, los amigos y las mascotas (92-95)
**Week 8: March 5-9**
día 1: PASO 1 GRAMÁTICA A Los adjetivos y los pronombres posesivos (96-98) PASO 1 GRAMÁTICA B *Los verbos ser y estar* (99-101)
día 2: PASO 2 VOCABULARIO Mis amigos y mi familia (102-105); PASO 2 GRAMÁTICA A Los comparativos (106-108)
día 3: PASO 2 GRAMÁTICA B *Los superlativos* (109-111)

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**Spring Holidays March 12-16**

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**Week 9: March 19-23**
día 1: PASO 3 VOCABULARIO *Las fiestas* (112-115); PASO 3 GRAMÁTICA A *Los verbos con cambio de raíz en el tiempo presente* (116-118)
día 2: PASO 3 GRAMÁTICA A *Los verbos con cambio de raíz en el tiempo presente* (116-118)
*Last day to drop courses and last day to withdraw from the university without WP or WF.*
día 3: PASO 3 GRAMÁTICA A *Los verbos con cambio de raíz en el tiempo presente* (116-118)

**Week 10: March 26-30**
día 1: Examen # 2
día 2: PASO 3 GRAMÁTICA B El verbo gustar (119-121)
día 3: Easter Holiday

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**Week 11: April 2-6**
día 1: CAPÍTULO 4: *¡Buen viaje!* (129-131)
día 2: PASO 1 VOCABULARIO *Las vacaciones* (132-135)
día 3: PASO 1 GRAMÁTICA A *Los verbos irregulares en el presente* (136-138)

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**Week 12: April 9-13**
día 1: PASO 2 VOCABULARIO *El tiempo, las estaciones y las fechas* (142-145)
día 2: PASO 2 GRAMÁTICA A Los números mayores de 100 (146-148)
día 3: PASO 2 GRAMÁTICA B El presente progresivo (149-151)

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**Week 13: April 16-20**
día 1: Reading Materials for Final Individual Recording; PASO 3 VOCABULARIO De viaje (152-155)
día 2: PASO 3 GRAMÁTICA A Las frases verbales (156-158)
día 3: PASO 3 GRAMÁTICA B Las expresiones indefinidas y negativas (159-161)

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**Week 14: April 23-27**
día 1: Capítulo 4; Explore “Cultura y Conexiones”; Due Final Individual Recording in Dropbox D2L
día 2: Capítulo 4; Explore “Cultura y Conexiones”
día 3: Capítulo 4; Explore “Cultura y Conexiones”
Week 15: April 30-May 4
día 1: Final Group Conversation Topic # 1 due
día 2: Final Group Conversation Topic # 2 due
día 3: Final Group Conversation Topic # 3 due

Finals Week: May 7-11

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<th>Finals Week</th>
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<td>SPA 131.007 May 11. 10:30 a.m. – 12:30 p.m.</td>
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OTHER IMPORTANT DATES:
- Exam #1: Febr. 12th.
- Exam #2: March 26th.
- Last Day to Drop Courses: March 21st.
- Spring Holidays March 12-16
- Easter Holiday March 29-30th.