SPA 131 Elementary Spanish (3 credits) Introductory study of Hispanic language and culture with speaking, listening, reading and writing practice meets three times a week in 50-minute segments, or twice a week in 75-minute segments for 15 weeks, and also meets for a 2-hour final examination. Students participate in daily listening, reading, and grammar exercises, in addition to practicing their conversation skills. They are expected to take regular written and/or verbal quizzes and tests and are assessed for their active participation using the target language. A significant portion of their grade comes from daily homework activities. A student can expect to spend at least 6 hours each week preparing outside of classroom hours.

REQUIRED MATERIALS:

*Conectados* by Marinelli/Fajardo plus access to Mindtap Learning 2nd Edition ISBN

Available for purchase: Campus Bookstore and available with Cengage Unlimited or online when registering.

Please do not buy it in Amazon.

USB Web Cam and Microphone only if your computer does not have one

*IF YOU ARE NOT PURCHASING A PRINTED EDITION OF THE TEXTBOOK YOU MUST BRING A LAPTOP TO CLASS. THIS IS THE ONLY WAY TO COMPLETE YOUR ONLINE ASSIGNMENTS AND ASSESSMENTS, AND TO ACCESS STUDY TOOLS, MEDIA, SCORES, INSTRUCTOR STUDENT COMMUNICATION AND MORE. RECOMMENDED INTERNET BROWSER: CHROME*

THE COURSE: Spanish 131 is a Full Online Course for Summer is an intensive course delivered in five weeks. It has been 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 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 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.

### GRADING

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Mindtap all course materials (assignments, assessments, recording and writing activities)</td>
<td>45%</td>
</tr>
<tr>
<td>Attendance and participation</td>
<td>4%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
</tr>
<tr>
<td>Final Cumulative Assessment Exercise</td>
<td>3%</td>
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</table>
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.

Assignments Mindtap: You will be able to earn as much as 45% of your final grade by completing assigned exercises, practice, readings, reviews, discussions, quizzes, individual or small group oral activities, and tutorials posted in Mindtap. These exercises are geared towards promoting a deeper understanding of the target language, grammatical structures, vocabulary, listening, and cultural aspects.

For Mindtap you will have to receive an overall score of 85% or better on the assigned chapters to be able to get 45% of your final grade. If the 85% is not met the percentage will be adjusted accordingly. Assignments have to be completed online by the dates specified in Mindtap. Weekly assignments in Mindtap will open Sunday at 11:59 p.m. and are due by Friday at 11:59 p.m. It is highly recommended that you pace yourself. No late work or make-up sections will be accepted. All activities are due by the end of day (11:59 p.m.) unless otherwise specified by your Professor.

Quizzes: Through the course you will have several quizzes assigned to test your knowledge and mastery of the material in Mindtap.

Oral individual, pairs or small group activities: Series of creative and communicative practices with a focus on individual speaking (presentational), extemporaneous speaking, and structured simulated conversation that incorporates listening and speaking and prepares you for creative self-expression. In this course you will have to complete several oral activities (individual, pair, groups, and professor).
Exams: There will be a total of 2 exams in this semester: Midterm and Final — worth a combined 45% of your final grade. The dates of these exams are on the tentative schedule section of the syllabus. There are no make-up exams given.

Late Work: No late work will be accepted without approval from your professor and/or proper documentation is submitted from a university sponsor, physician, etc. For documented excused absences, you may make up quizzes and exams for classes missed. You are encouraged to discuss any missed assignments with your instructor. Please make an appointment to meet your instructor.

Lab: The language lab is available to you to complete assignments for your class and to use as a resource center. There are tutors available to you in the lab that can help guide you with online or instructor generated exercises and activities. Your tutor cannot give you responses directly but may point you in the right direction: For assistance with 131 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. A schedule of available tutoring times will be provided.

Final Cumulative Assessment Exercise: You have the unique opportunity to earn up to 3% of your Final Course Grade. As noted in your calendar, you will have access to a cumulative assessment in D2L during dead week. Assessment has to be completed by the date and time assigned. This assessment is designed with the intention of getting you ready for the final exam. Please view this test as preparation for your final exam. You are only increasing your chances of achieving success and going into your final examination well prepared.

General Education Core Curriculum

The Texas Higher Education Coordinating Board has identified six core learning objectives listed at the front of this syllabus. SFA is committed to the improvement of its general education core curriculum by regular assessment of student performance on these six objectives. [COURSE PREFIX AND NUMBER] is a general education core curriculum course and fulfills the Critical Thinking Skills general education core curriculum requirement.

During the semester, you will receive an assignment associated with general education core curriculum assessment. When you complete the assignment you will upload the assignment to the "Core Curriculum – Critical Thinking Skills" dropbox that you will find on your account in Brightspace by D2L. This dropbox is for core curriculum assessment only. Your course instructor may provide another set of instructions for submitting this assignment for your course grade.

If you have any questions, please see your instructor or contact the Office of Institutional Effectiveness at (936) 468-1038 or assessment@sfasu.edu.

The chart below indicates the core objectives addressed by this course, the assignment(s) that will be used to assess the objectives in this course and uploaded to the [LIST CORE OBJECTIVE] dropbox this semester.
**Core Objective**

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment</th>
<th>Date Due in D2L</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
<td>Title</td>
<td>Date</td>
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*Students must pass Spanish 131 with a 70 or higher to enroll in Spanish 132.

**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/](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.
Programa tentativo Español 131 (CONECTADOS Lección Preliminar-Capítulo 4)

For more information refer to your summarized calendar of activities provided in Brightspace

Week 1: Aug. 26-30
día 1: Course Presentation. Introductions, Alphabet and special cases LECCIÓN PRELIMINAR (1-8)
día 2: Continue with LECCIÓN PRELIMINAR
día 3: Continue LECCIÓN PRELIMINAR

Week 2: Sept. 2-6
día 1: CAPÍTULO 1: ¡Vamos a Conocernos! y The Spanish Speaking World (9-11); 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); EN ACCIÓN (22-23)
día 3: PASO 2 VOCABULARIO En el salón de clase (24-25); PASO 2 GRAMÁTICA A Los sustantivos y los artículos (28-30)

Week 3: Sept. 9-13
día 1: PASO 2 GRAMÁTICA B El verbo ser (31-33); EN ACCIÓN (34-35);
día 2: PASO 3 VOCABULARIO Por el campus (36-39); PASO 3 GRAMÁTICA A El verbo tener (40-42)
día 3: PASO 3 GRAMÁTICA B El verbo ir (43-45); EN ACCIÓN (46-47)

Week 4: Sept. 16-20
día 1: CAPÍTULO 2 La vida estudiantil y España (51-53)
día 2: PASO 1 VOCABULARIO Háblame de tus clases (54-57)
día 3: PASO 1 GRAMÁTICA A Los adjetivos (58-60)

Week 5: Sept. 23-27
día 1: PASO 1 GRAMÁTICA B La oración y la negación (61-63); EN ACCIÓN (64-65)
día 2: PASO 2 VOCABULARIO Un día típico entre semana (66-69); PASO 2 GRAMÁTICA A El presente de los verbos regulares –ar (70-72)
día 3: PASO 2 GRAMÁTICA B El presente de los verbos regulares –ar (70-72 continúa) PASO 2 GRAMÁTICA B Las preguntas de sí/no (73-75)

Week 6: Sept. 30-Oct. 4
día 1: EN ACCIÓN (76-77); PASO 3 VOCABULARIO El fin de semana (78-81)
día 2: PASO 3 GRAMÁTICA A El presente de los verbos regulares -er/-ir (82-84)
día 3: PASO 3 GRAMÁTICA A El presente de los verbos regulares -er/-ir (82-84 continúa); PASO 3 GRAMÁTICA B Las preguntas de información y de confirmación (85-87); EN ACCIÓN (88-89)
Week 7: Oct. 7-11
día 1: MIDTERM EXAM
día 2: CAPÍTULO 3: Entre familia y amigos Cuba, República Dominicana y Puerto Rico (93-95); PASO 1 VOCABULARIO La familia, los amigos y las mascotas (96-99)
día 3: PASO 1 GRAMÁTICA A Los adjetivos y los pronombres posesivos (100-102)

Week 8: Oct. 14-18
día 1: PASO 1 GRAMÁTICA B Los verbos ser y estar (103-105); EN ACCIÓN (106-107).
día 2: PASO 2 VOCABULARIO Mis amigos y mi familia (108-111)
día 3: PASO 2 GRAMÁTICA A Los comparativos (112-114)

Week 9: Oct. 21-25
día 1: PASO 2 GRAMÁTICA B Los superlativos (115-117); EN ACCIÓN (118-119)
día 2: PASO 3 VOCABULARIO Las fiestas (120-123); PASO 3 GRAMÁTICA A Los verbos con cambio de raíz en el tiempo presente (124-126)
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 (124-126)

Week 10: Oct. 28-Nov. 1
día 1: PASO 3 GRAMÁTICA A Los verbos con cambio de raíz en el tiempo presente (124-129 continues)
día 2: PASO 3 GRAMÁTICA B El verbo gustar (127-129); EN ACCIÓN (130-131)
día 3: CAPÍTULO 4: ¡Buen viaje! México (135-137)

Week 11: Nov. 4-8
día 1: PASO 1 VOCABULARIO Las vacaciones (138-141)
día 2: PASO 1 GRAMÁTICA A Los verbos irregulares en el presente (142-144)
día 3: PASO 1 GRAMÁTICA B El futuro: ir + a + infinitivo (145-147); EN ACCIÓN (148-149)

Week 12: Nov. 11-15
día 1: PASO 2 VOCABULARIO El tiempo, las estaciones y las fechas (150-153); PASO 2 GRAMÁTICA A Los números mayores de 100 (154-156)
día 2: PASO 2 GRAMÁTICA B El presente progresivo (157-159)
día 3: EN ACCIÓN (160-161)

Week 13: Nov. 18-22
día 1: PASO 3 VOCABULARIO De viaje (162-165)
día 2: PASO 3 GRAMÁTICA A Las frases verbales (166-168);
día 3: PASO 3 GRAMÁTICA B Las expresiones indefinidas y negativas (169-171);

Week 14: Thanksgiving Week Nov. 23-Dec. 1
**Week 15: Dec. 2-6**

día 1: EN ACCIÓN (172-173). *Final Cumulative Assessment Exercise*, access begins at **8:00 a.m. in D2L.**
día 2: Capítulo 4; Explore “Cultura y Conexiones
día 3: Capítulo 4; Explore *Final Cumulative Assessment Exercise*, access ends at **11:59 p.m. in D2L.**

**Dec. 9-13 Final Exams’ Week**

SPA 131. Final Exam Wednesday 11, 2019

**OTHER IMPORTANT DATES:**
- Midterm Exam: Monday Oct. 7, 2019
- Last Day to Drop Courses: Wednesday Oct. 23, 2019
- Thanksgiving Week November 23-December 1, 2019