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

REQUIRED MATERIALS:

**Conectados** by Marinelli/Fajardo plus access to iLrn Heinle Learning Center with Book/Key Code for iLrn. 1st Edition ISBN 9781111350871

Available for purchase at Barnes and Noble. Please do not buy it in Amazon.

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

**Website:**  https://hlc.quia.com/books


**THIS CLASS REQUIRES TECHNOLOGY ACCESS, A WORKING COMPUTER, CAMERA AND MICROPHONE OR A HEADSET WITH A MICROPHONE. THIS IS THE ONLY WAY TO COMPLETE YOUR ONLINE ASSIGNMENTS AND ASSESSMENTS, AND TO ACCESS STUDY TOOLS, MEDIA, SCORES, INSTRUCTOR STUDENT COMMUNICATION AND MORE.**

**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>Activity</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>iLrn all posted activities, recordings, practice, and tutorials</td>
<td>35%</td>
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<tr>
<td>Quizzes (Assessments iLrn Platform)</td>
<td>5%</td>
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<tr>
<td>Entre Compañeros (D2L Drop Box)</td>
<td>10%</td>
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<tr>
<td>Final Individual Recording (D2L Drop Box)</td>
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<tr>
<td>Midterm Exam</td>
<td>20%</td>
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<td>Final Exam</td>
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A = 89.5 - 100       B = 79.5 - 89.4       C = 69.5 - 79.4       D = 59.5 - 69.4
**Class Participation and Preparedness:** In order to succeed in any Spanish course, the following should be taken 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 iLrn:** You will be able to earn as much as 45% of your final grade by completing assigned exercises, readings, quizzes, individual, and pair group oral activities, and tutorials posted iLrn. These exercises are geared towards promoting a deeper understanding of the target language, grammatical structures, vocabulary, listening, and cultural aspects. For iLrn you will have to receive an overall score of 85% or better 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 iLrn.** **No late assignment or make-up sections will be accepted. All activities are due one hour before class, unless otherwise specified by your Professor.**

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

**Entre Compañeros:** Series of creative and communicative practices with a focus on individual speaking and structured simulated conversation that prepares you for creative self-expression. In this course, you will have to complete several oral activities (individual, pair, groups, and professor). **Recordings of these oral activities will be submitted via Dropbox in D2L after the completion of each Paso—Remember that each chapter in the textbook is comprised of three Pasos. Due date is specified in your syllabus.**

**Final Individual Recording:** To further your ability to perform in Spanish and to demonstrate the level of your language acquisition there will be one final exercise in the form of a **Final Individual Recording.** Pronunciation and intonation will be the main focus of this exercise. **Your recording will be submitted via Dropbox in D2L. Due date is specified in your syllabus.**
Exams: There will be a total of 2 exams in this semester: two exams—worth a combined 45% of your final grade. The dates of these exams are on the schedule section of the syllabus. Exams are given by ProctorU, please refer to the Introductory Module for more information. There are no make-up exams given.

Extra-Credit: You have the unique opportunity to earn up to 3% of your Final Exam 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 and any low score will not count against you nor be subtracted from your final grade. 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 with up to 3% of your grade already in your pocket! Details will be provided at a later date.

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.

Communications: In order to create an online community and a positive learning environment I use different methods of communication to maintain students motivated and informed. One of the tools that I rely on is the News Feed in D2L, I also use email, web conferencing and pager during office hours. Make sure you continuously check the course page in Brightspace D2L to keep you appraised of any updates.

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.

*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.

Your instructor, José Neftalí Recinos, invites you to enroll in the following course.

Course: SPA 131, Spring 2019  
Code: GBNT898  
Book: Conectados 1st Edition

**CREATING A HEINLE LEARNING CENTER ACCOUNT**

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.
ENTERING THE BOOK KEY AND COURSE CODE

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

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 GBNT898 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.

2. At the top of the page, enter the course code GBNT898 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. To purchase your key, locate the book and click buy. Proceed through the purchase process.
5. If you are not ready to purchase your book key and would like to access a free 3-week trial instead, locate the book and click trial. 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.

USING HEINLE LEARNING CENTER

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)

For more information refer to your summarized schedule of activities provided in D2L and for iLrn the calendar of activities

Week 1: Jan 21-25
día 1: Martin Luther King Jr. Holiday
día 2: Course Presentation. Introductions Alphabet and special cases LECCIÓN PRELIMINAR (1-8)
día 3: Continue LECCIÓN PRELIMINAR

Week 2: Jan 28- Feb 1
día 1: CAPÍTULO 1: ¡Vamos a Conocernos! (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) Recording #1 Due
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: Feb 4-8
día 1: PASO 2 GRAMÁTICA B El verbo ser (29-31); PASO 3 VOCABULARIO Por el campus (32-35) Recording #2 Due
día 2: PASO 3 GRAMÁTICA A El verbo tener (36-38)
día 3: PASO 3 GRAMÁTICA B El verbo ir (39-41) Recording #3 Due

Week 4: Feb 11-15
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)

Week 5: Feb 18-22
día 1: PASO 1 GRAMÁTICA B La oración y la negación (59-61) Recording #4 Due
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: Feb. 25-March 1
día 1: PASO 2 GRAMÁTICA B Las preguntas de sí/no (69-71); PASO 3 VOCABULARIO El fin de semana (72-75) Recording #5 Due
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) PASO 3 GRAMÁTICA B Las preguntas de información y de confirmación (79-81) Recording #6 Due
Week 7: March 4-8
día 1: MIDTERM EXAM
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 11-15
día 1: PASO 1 GRAMÁTICA A Los adjetivos y los pronombres posesivos (96-98)
día 2: PASO 1 GRAMÁTICA B Los verbos ser y estar (99-101) Recording #7 Due
día 3: PASO 2 VOCABULARIO Mis amigos y mi familia (102-105); PASO 2 GRAMÁTICA A Los comparativos (106-108)

SPRING HOLIDAYS 16-24

Week 9: March 25-29
día 1: PASO 2 GRAMÁTICA B Los superlativos (109-111) Recording #8 Due
día 2: PASO 3 VOCABULARIO Las fiestas (112-115); 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: April 1-5
día 1: PASO 3 GRAMÁTICA A Los verbos con cambio de raíz en el tiempo presente (116-118)
día 2: PASO 3 GRAMÁTICA B El verbo gustar (119-121) Recording #9 Due
día 3: Capítulo 3 Explore “Cultura y Conexiones”

Week 11: April 8-12
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); Recording #10 Due

Week 12: April 15-19
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)

Easter Holiday April 18-19

Week 13: April 22-26
día 1: PASO 2 GRAMÁTICA B El presente progresivo (149-151) Recording #11 Due
día 2: PASO 3 VOCABULARIO De viaje (152-155)
día 3: PASO 3 GRAMÁTICA A Las frases verbales (156-158)
**Week 14: April 29- May 3**

día 1: PASO 3 GRAMÁTICA B Las expresiones indefinidas y negativas (159-161)
día 2: PASO 3 GRAMÁTICA B Las expresiones indefinidas y negativas (159-161) **Recording #1 Due**
día 3: Capítulo 4; Explore “Cultura y Conexiones

**Week 15: May 6-10**

día 1: Capítulo 4 oral exercises and actividades. **Assessment Extra Credit begins at 8:00 a.m. in D2L.**
día 2: Actividades culturales

día 3: Repaso y preguntas. **Assessment Extra Credit ends at 11:59 p.m. in D2L. Final Individual Recording Due.**

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<tr>
<th>SPA 131. Final Exam Monday May 13, 2019</th>
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**OTHER IMPORTANT DATES:**
- **Midterm Exam:** Monday 4, 2019
- **Last Day to Drop Courses:** Wednesday 27, 2019
- **Spring Holidays March 16-24, 2019**
- **Easter Holiday 18-19, 2019**
- **Assessment begins May 6 at 8:00 a.m. and ends Friday at 11:59 p.m.**