Instructor: Christopher D. Sams, Ph.D.
Office: Liberal Arts North (LAN) 255
Office phone: (936) 468-2270 (no voicemail activated)
Email: samsc@sfasu.edu (please indicate SPA 131 10 a.m. in the subject line of your message)

Office hours: MWF 8:00-9:00, TR 8:00-9:30 & 10:45-12:15

**Course Description:** This class is designed to introduce students to the Spanish language and Spanish speaking cultures and customs. Spanish 131 is structured around four important skills of language acquisition: listening, speaking, reading, and writing Spanish at the beginning level.

SPA 131 Elementary Spanish I (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 2.5-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.

**Prerequisite(s)** None.

**Required Texts**

*Conectados 2nd ed.* by Marinelli/Fajardo with MindTap access

Option 1: Students can purchase a textbook bundle in the SFA bookstores, which includes a physical copy of the book *Conectados* as well as an access code for the MindTap platform.

Option 2: Students can opt for fully online materials. The materials required for this course are included in Cengage Unlimited, a subscription that gives students access to all their Cengage access codes and online textbooks for $119.99 per term, $179.99 per year, or $239.99 for 2 years. No matter how many Cengage products students use, they are included in Cengage Unlimited and the price stays the same. Students can purchase access to Cengage Unlimited in the bookstore, or at www.cengage.com. **If students opt for fully online materials, they will need to bring an electronic reading device to class to access the book.**

**Core Curriculum Objectives**

1. The student will be able to communicate orally with native speakers of the target language.
2. The student will be able to comprehend authentic texts written in the target language.
3. The student will be able to write effective, original compositions in the target language.
4. The student will demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
5. The student will, if seeking teacher certification, demonstrate preparation to teach the target language.

**Student Learning Outcomes**

SPA 131 is part of the university’s Core Curriculum and as such strives toward both the general goals of the core and the specific objectives as a communication course designated for inclusion in the Component Area Option as defined by the Texas Higher Education Board.

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 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.

**Coursework Requirements and Grading Policy**

- This course will cover *Lección Preliminar* through *Capítulo 4*.

- Grades will be calculated according to the following weighted scale:
  - Chapter Exams 60% [All Chapter Exams will be in the Library InfoLab2 LIBR 215.]
  - Final Exam 20% [The Final Exam will be in the Library InfoLab1 Library 107AA.]
  - MindTap Exercises 20%

  - **Chapter Exams**- There will be 3 chapter exams throughout the semester (for *Capítulos* 1, 2, and 3), which will assess your listening comprehension, reading comprehension, and any grammatical topics covered in recent weeks. We will review for chapter exams prior to taking them: there are no tricks and no surprises. Students who are in class regularly will be well prepared, so there is no need to ever ask me what is on the exam. Because we will finish *Capítulo 4* at the end of the semester, we will not have a Capítulo 4 exam and will instead include Capítulo 4 material on the final exam. [All Chapter Exams will be in the Library InfoLab2 LIBR 215.}
Final Exam - The final exam will cover Capítulo 4 and be in the same format as the chapter exams. We will review in advance. Our final exam time is Monday, May 4 10:45-1:15 in the Library InfoLab1 Library 107AA.

MindTap - Cengage MindTap is the online platform where students can earn all of their homework points. Students can access MindTap through the D2L course site. It can be found under the “Content” Tab in the “Cengage Resources” folder. All MindTap work is due by 10:45 a.m. CST on Monday, May 4 (the beginning of the final exam).

Final Course Grade

A 100%-90%  B 89.9%-80%  C 79.9%-70%  D 69.9%-60%  F 59.9% and below
Excellent   Good     Average     Below Avg.

Course Policies

• Adults make arrangements. They also take responsibility, are held accountable, and accept the consequences of their actions.

• Attendance, Participation, and Preparation
  
  o Regular, prompt attendance, active participation, preparation, and adherence to the syllabus policies are expected.
  
  o If a student misses class, they are responsible to find out from a classmate what they missed. Do not ask me. Students can get notes from them and find out if you missed any announcements. After speaking to a classmate, if they have specific questions, they can see me. I will not give private lectures over what was missed in class. Period.

• If a student misses an exam, it is addressed on a case-by-case basis. Rarely will arrangements be made without notice prior to the exam.

• I do not monitor or respond to emails sent via D2L; all emails should be sent to samsc@sfasu.edu. For D2L technical support, contact student support in The Center for Teaching and Learning at d2l@sfasu.edu or 936-468-1919. If you call after regular business hours or on a weekend, please leave a voicemail.

• Students should check their SFA email account daily during the week. I return most emails within 24 hours. If you don’t hear back from me within 24 hours on a weekday, please resend your email--I may not have received it. This is a professional atmosphere; emails should have a subject, salutation (if for initial contact), body, and signature.
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 available to help SFA students succeed.

- Habitually arriving late to class, text messaging, sleeping, or working on material for another class makes you look unconcerned and disrespectful.

Academic Integrity (A-9.1)

Academic integrity is the responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways, including instruction on the components of academic honesty as well as abiding by university policy on penalties for cheating and plagiarism. Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit. Please read the complete policy at:

http://www.sfasu.edu/policies/academic_integrity.asp.

In cases where there exists a violation of academic integrity (whether intentional or unintentional), I reserve the right to fail a student for part of or the entire assignment in question or the entire course.

Withheld Grades Policy (A-54)

The following is taken from SFASU’s Policy Manual (2012), “Semester Grades Policy” (A-54). At the discretion of the instructor of record and with the approval of the academic chair/director, 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. If students register for the same course in future terms, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.
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 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/.

Spanish Tutoring: I am, of course, always available during office hours to work with students. In addition, the students at SFA are privileged to have access to an excellent free tutoring service for Spanish through our Language Resource Center in Ferguson G-77. Please go to the LRC to see the list of walk-in tutors and their hours. There is also one-on-one tutoring available through the AARC, located in the Steen Library. I highly recommend both of these services, particularly to any students who have had prior difficulty and/or anxiety related to learning a foreign language, or if you just want some extra practice.

Spring 2020 Tentative Course Calendar

<table>
<thead>
<tr>
<th>Week 1:</th>
<th>To study/learn</th>
<th>To complete</th>
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<tbody>
<tr>
<td></td>
<td>pp. 8-17</td>
<td>MindTap Homework</td>
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<tr>
<td></td>
<td>Pronunciation, Simple Phrases, Greetings, Classroom Vocabulary, Numbers</td>
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<thead>
<tr>
<th>Week 2:</th>
<th>To study/learn</th>
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<tbody>
<tr>
<td></td>
<td>pp. 19-27</td>
<td>MindTap Homework</td>
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<tr>
<td></td>
<td>Classroom vocabulary, Gender/number of nouns, subject pronouns, the verb estar</td>
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<tr>
<th>Week 3:</th>
<th>To study/learn</th>
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<tbody>
<tr>
<td></td>
<td>pp. 29-37</td>
<td>MindTap Homework</td>
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<tr>
<td></td>
<td>The verb ser, question words, places on campus, the verb tener</td>
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<tr>
<td>Week 4</td>
<td>To study/learn</td>
<td>To complete</td>
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<td>To complete</td>
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<td></td>
<td>pp. 39-48</td>
<td>MindTap Homework</td>
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<tr>
<td></td>
<td>The verb ir, review chapter 1</td>
<td>Capítulo 1 Exam: Friday, February 7 in LIBR 215</td>
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<th>Week 5</th>
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<td>To complete</td>
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<tr>
<td></td>
<td>pp. 50-59</td>
<td>MindTap Homework</td>
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<tr>
<td></td>
<td>Cultura: España, University life, Adjectives, Negation</td>
<td>MindTap Homework</td>
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<th>Week 6</th>
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<tr>
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<td></td>
<td>pp. 62-73</td>
<td>MindTap Homework</td>
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<tr>
<td></td>
<td>Telling time, -ar verbs, question formation, weekend activities</td>
<td>MindTap Homework</td>
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<th>Week 7</th>
<th>To study/learn</th>
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<tr>
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<tr>
<td></td>
<td>pp. 74-88</td>
<td>MindTap Homework</td>
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<td>-er/ir verbs, question/answer practice</td>
<td>MindTap Homework</td>
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<th>Week 8</th>
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<tr>
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<td>To complete</td>
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<td></td>
<td>Textbook p. 88-96</td>
<td>MindTap Homework</td>
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<td></td>
<td>Family vocabulary, adjectives, and possessives</td>
<td>Capítulo 2 Exam: Wednesday, March 4 in LIBR 215</td>
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Week 9 Spring Break

Week 10

<table>
<thead>
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<tbody>
<tr>
<td>pp. 99-108</td>
<td>MindTap Homework</td>
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<tr>
<td>Ser and estar, friends and family vocabulary, comparatives/superlatives</td>
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Week 11

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<tbody>
<tr>
<td>pp. 109-111, 116-118, 142-143</td>
<td>MindTap Homework</td>
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<tr>
<td>Stem-changing verbs, seasons/weather/dates</td>
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Week 12

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<tr>
<td>pp. 119-121, 132-133</td>
<td>MindTap homework</td>
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<tr>
<td>The verb <em>gustar</em>, vacation vocabulary</td>
<td>Capítulo 3 Exam: Friday, April 3 in LIBR 215</td>
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Week 13

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<tbody>
<tr>
<td>pp. 136-147</td>
<td>MindTap homework</td>
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<tr>
<td>Irregular verbs, the future with <em>ir</em>, numbers</td>
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Week 14

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<tbody>
<tr>
<td>pp. 148-153</td>
<td>MindTap homework</td>
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<tr>
<td>Numbers, present progressive, travel</td>
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Week 15

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<tbody>
<tr>
<td>p. 156-160</td>
<td>MindTap homework</td>
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<tr>
<td>Verb phrases, indefinite and negative expressions</td>
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<tr>
<td>Review for final</td>
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</table>

Capítulo 1 Exam: Friday, February 7 in the Library InfoLab2 LIBR 215.
Capítulo 2 Exam: Wednesday, March 4 in the Library InfoLab2 LIBR 215.
Capítulo 3 Exam: Friday, April 3 in the Library InfoLab2 LIBR 215.
Final Exam: Monday, May 4 10:45-1:15 in the Library InfoLab1 Library 107AA.

End-of-Semester Procedures

For final course grades, an 89.9 is a B and a 79.9 is a C and so on. Students should not expect or request that grades be rounded up. All grades are final and students should not email asking for special consideration. Final assignment and course grades will be posted on D2L and uploaded to mySFA as soon as I have them calculated. Students need to pass with a C or better to move on to SPA 132.

“JackText grade notification is available to students who sign up for it. This service sends a text to the student each time a grade is posted to their account. This should eliminate some of their anxiety when awaiting grades posting, as they will be notified the moment the grade is rolled into their academic history. Instructions for signing up for JackText can be accessed at http://www.sfasu.edu/5418.asp.”