DEPARTMENT OF LANGUAGES, CULTURES, AND COMMUNICATION
STEPHEN F. AUSTIN STATE UNIVERSITY
SPAN 1311. 502 Summer I 2021 ONLINE

Professor: Dr. José Neftalí Recinos
E-mail: recinosjn@sfasu.edu or D2l mail
Office Hours: Zoom T: 10:00 a.m.-12:30 pm and R: 2:00 p.m.– 4:30 p.m. or by appointment. *

*All office hours will be virtual during the Summer I, 2021 semester.

SPAN 1311 “Elementary Spanish I (3 credits) Spanish 1311 is an intensive online 6-week course. Online delivery contains extensive written content as well as audio-visual presentations and exercises that includes the same information students in a face-to-face lecture course receive. A significant portion of their grade comes from daily homework activities.

SPAN 1111 “Elementary Spanish I Lab” (1 credit). Co-requisite. Meets for 100 minutes each week in the Language Resource Center (LRC) for oral language practice, and will interact at least 100 minutes per week with an online practice interface as a co-requisite to SPAN 1311. If this course is taken online, flexible zoom hours will replace meeting in the LRC.

While our class will not meet face-to-face, please be aware of the COVID-19 Mask Policy when on campus: COVID-19 MASK POLICY Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.

REQUIRED MATERIALS:

Option 1  Conectados, Loose-Leaf Version, 2nd Edition
Custom MindTap for Conectados, 4 terms Printed Access Card (24 months).

Option 2  Custom MindTap for Conectados, 4 terms Printed Access Card (24 months). Digital, access to the e-book.
Option 3  
*MindTap for Conectados, 1 term* Printed Access Card (6 months). If you are interested in purchasing the 1-term option (6 months access) please contact Mr. Jonathan Gómez our Cengage Textbook Representative at (903) 283-5330 or by email Jonathan.gomez@cengage.com

Register and purchase the textbook through the link provided in Brightspace D2L. You can also purchase it at our Bookstore.

**Please do not buy it used or new in Amazon of Jack Backers.**

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

THIS CLASS REQUIRES TECHNOLOGY ACCESS. A RELIABLE INTERNET CONNECTION IF YOU ARE NOT ON CAMPUS, A WORKING DESKTOP COMPUTER OR LAPTOP, CAMERA AND MICROPHONE OR A HEADSET WITH A MICROPHONE. THIS IS THE ONLY WAY TO COMPLETE YOUR ONLINE ASSIGNMENTS, ASSESSMENTS, ACCESS STUDY TOOLS, MEDIA, SCORES, INSTRUCTOR STUDENT COMMUNICATION AND MORE. INTERNET BROWSERS THAT SUPPORT BRIGHTSPACE: GOOGLE CHROME, APPLE SAFARI, OR MOZILLA FIREFOX. BRIGHTSPACE SUPPORT FOR INTERNET EXPLORER IS NO LONGER AVAILABLE.

**THE COURSE:** Spanish 1311 is a Full Online Course. It has been designed to introduce students to the Spanish language and Spanish speaking cultures and costumes. Spanish 1311 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.

**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

Course Components:

Learning Path: I will assign in MindTap selected activities from each chapter. You will be able to earn as much as 40% of your final grade by completing assigned exercises, in Mindtap. These exercises are geared towards promoting a deeper understanding of the Spanish language, grammatical structures, vocabulary, listening, and cultural aspects. Assignments have to be completed online by the dates specified. **Weekly assignments will open Monday at 8:00 a.m. and are due by Saturday at 11:59 p.m.** It is highly recommended that you pace yourself and not cram everything into one day, no matter how brilliant you are. 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.**

Exams: There will be a total of 2 exams in this semester: two exams—worth a combined 50% of your final grade. The dates of these exams are on the schedule section of the syllabus. **There are no make-up exams given or changes in the existing format.**

Attendance and Participation: **Class Engagement in Brightspace and the course platform Mindtap is mandatory.** Using Spanish to interact with your instructor and other students in the class is an important aspect of learning the language and cannot fully be measured by written exams; therefore, a portion of the final grade will depend on your online presence/participation. Your participation in an online environment is based on your time spent in Brightspace as well as Mindtap, your attempts to communicate in Spanish in discussions, and participation in paired and group activities through the course. All students are expected to participate in activities in Spanish whenever able in both platforms. In an online environment, if you do not complete at least 75% of the time required in Brightspace and Mindtap, you will not pass the course.

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.

Professor Communications: In order to create an online community and a positive learning environment I use different methods of communication to maintain you motivated and informed. **To keep you appraised for this class, I will post updates and friendly reminders in the News Feed section in Brightspace every Monday. For any**
consultation that does not require us to meet, please e-mail me and allow me at least 24 business hours for a response. You can also reach me during my office hours via web conferencing. Please contact me by email in advance if you wish to meet with me during those hours.

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<tr>
<th>GRADING</th>
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<tbody>
<tr>
<td>Learning Path</td>
<td>40%</td>
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<tr>
<td>Midterm</td>
<td>25%</td>
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<tr>
<td>Final Exam</td>
<td>25%</td>
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<tr>
<td>Class Engagement (BrightSpace)</td>
<td>10%</td>
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A = 89.5 - 100  B = 79.5 - 89.4  C = 69.5 - 79.4  D = 59.5 - 69.4

*Students must pass Spanish 1311 with a 70 or higher to enroll in Spanish 1312.*

CLASS CONDUCT:

- **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.

**Student Learning Outcomes:** Over the course of SPA 1311, 1312, and 2311, 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.

**PROGRAM LEARNING OUTCOMES**

1. Students will demonstrate the ability to engage in effective oral communication with native speakers of the target language. **(Communication)**
2. Students will analyze and summarize authentic texts in the target language. **(Critical Thinking)**
3. Students will write effective, original compositions demonstrating the ability to analyze, persuade and/or defend an opinion in the target language. **(Critical Thinking, Teamwork)**
4. Students will apply critical thinking skills in comparisons of the cultures studied and their own. **(Critical Thinking, Personal Responsibility)**
5. Students will, if seeking teacher certification, demonstrate mastery of professional skills necessary to teach the target language. (Critical Thinking, Personal Responsibility)
6. Students will demonstrate mastery of linguistic and cultural skills necessary to pursue graduate study and/or careers. (Personal Responsibility)

GENERAL EDUCATION CORE CURRICULUM

The Texas Higher Education Coordinating Board has identified six core learning objectives: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility. SFA is committed to the improvement of its general education core curriculum by regular assessment of student performance on these six objectives.

SFA POLICIES:

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

**Academic Integrity (A-9.1)**
Academic integrity is a 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.

**Definition of Academic Dishonesty**
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](http://www.sfasu.edu/policies/academic_integrity.asp)

**Withheld Grades Semester Grades Policy (A-54)**
Ordinarily, 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. To receive a WH, the student must have completed a majority of the course. If a WH is given, 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, 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/)
### Week 1: May 17-21

**día 1:**
- Course Presentation. Introductions, Alphabet and special cases. LECCIÓN PRELIMINAR (1-8) and Intro Module.

**día 2:**
- CAPÍTULO 1: ¡Vamos a Conocernos! y The Spanish Speaking World
  - NUESTRO MUNDO (10-11) PASO 1 VOCABULARIO El primer día de clase (12-15)
  - PASO 1 GRAMÁTICA A Los números del 0 al 100 (16-18);

**día 3:**
- PASO 1 GRAMÁTICA B Los pronombres de sujeto y el verbo estar (19-21); EN ACCIÓN (22-23).

**día 4:**
- PASO 2 GRAMÁTICA A Los sustantivos y los artículos (28-30)
  - PASO 2 GRAMÁTICA B El verbo ser (31-33); EN ACCIÓN (34-35); PASO 3 VOCABULARIO Por el campus (36-39).

**día 5:**
- PASO 3 GRAMÁTICA A El verbo tener (40-42)
  - PASO 3 GRAMÁTICA B El verbo ir (43-45); EN ACCIÓN (46-47).

### Week 2: May 24-28

**día 1:**
- CAPÍTULO 2 La vida estudiantil y España
  - NUESTRO MUNDO (52-53)
  - PASO 1 VOCABULARIO Háblame de tus clases (54-57).
  - PASO 1 GRAMÁTICA A Los adjetivos (58-60);

**día 2:**
- PASO 1 GRAMÁTICA B La oración y la negación (61-63)
  - EN ACCIÓN (64-65).

**día 3:**
- PASO 2 VOCABULARIO Un día típico entre semana (66-69)
<table>
<thead>
<tr>
<th>Week 3: May 31-June 5</th>
<th>día 1: MIDTERM EXAM</th>
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<tbody>
<tr>
<td>día 2:</td>
<td>CAPÍTULO 3: <em>Entre familia y amigos</em> Cuba, República Dominicana y Puerto Rico</td>
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<td>NUESTRO MUNDO (94-95)</td>
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<td>PASO 1 VOCABULARIO  <em>La familia, los amigos y las mascotas</em> (96-99).</td>
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<tr>
<td>día 3:</td>
<td>PASO 1 GRAMÁTICA A Los adjetivos y los pronombres posesivos (100-102)</td>
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<tr>
<td>día 4:</td>
<td>PASO 1 GRAMÁTICA B <em>Los verbos ser y estar</em> (103-105).</td>
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<td>EN ACCIÓN (106-107)</td>
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<tr>
<td>día 5:</td>
<td>PASO 2 VOCABULARIO Mis amigos y mi familia (108-111).</td>
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**MIDTERM EXAM ON MONDAY MAY 31**

- PASO 2 GRAMÁTICA A *El presente de los verbos regulares –ar* (70-72).
- PASO 2 GRAMÁTICA B *Las preguntas de sí/no* (73-75); EN ACCIÓN (76-77).
- PASO 3 GRAMÁTICA A *El presente de los verbos –er / –ir*
- PASO 3 GRAMÁTICA B *Las preguntas de información y de confirmación* (95-87)
- EN ACCIÓN (88-89).
| Week 4: June 7-11 | día 1: | • PASO 2 GRAMÁTICA A Los comparativos (112-114). |
|                  | día 2: | • PASO 2 GRAMÁTICA B Los superlativos (115-117) |
|                  |        | • EN ACCIÓN (118-119). |
|                  | día 3: | • PASO 3 VOCABULARIO Las fiestas (120-123) |
|                  | día 4: | • PASO 3 GRAMÁTICA A Los verbos con cambio de raíz en el tiempo presente (124-126) |
|                  | día 5: | • PASO 3 GRAMÁTICA B El verbo gustar (127-129) |
|                  |        | • EN ACCIÓN (130-131). |
| Week 5: June 14-18 | día 1: | • CAPÍTULO 4: ¡Buen viaje! México |
|                   |        | • NUESTRO MUNDO (136-137) |
|                   | día 2: | • PASO 1 VOCABULARIO Las vacaciones (138-141) |
|                   |        | • PASO 1 GRAMÁTICA A Los verbos irrugulares en el presente (142-144) |
|                   | día 3: | • PASO 1 GRAMÁTICA B El futuro: ir +a+infinitivo (145-147) |
|                   |        | • EN ACCIÓN (148-149) |
|                   | día 4: | • PASO 2 VOCABULARIO El tiempo, las estaciones y las fechas (150-153) |
|                   | día 5: | • PASO 2 GRAMÁTICA A Los números mayores de 100 (154-156). |
| Week 6: June 21-25 | día 1: | • PASO 2 GRAMÁTICA B El presente progresivo (157-159) |
|                   |        | • EN ACCIÓN (160-161). Study for Final |
|                   | día 2: | • PASO 3 VOCABULARIO De viaje (162-165) |
|                   |        | • PASO 3 GRAMÁTICA A Las frases verbales (166-168). Study for Final |
| día 3:            | PASO 3 GRAMÁTICA B Las expresiones indefinidas y negativas (169-171)  
|                  | EN ACCIÓN (172-173)            |
| día 4:            | Study for Final              |
| día 5:            | FINAL EXAM                   |