Professor: Dr. Gabriela Miranda-Recinos  
E-mail: mirandag@sfasu.edu or D2l mail  
Office: LAN 231  
Office Hours: TR: 12:30-2:00 p.m. in person or, TR 4:00-5:00 p.m. Via Zoom (or by appointment contact me by email to set up and confirm)  
Class meeting: Ferguson 373  

SPAN 1311 “Elementary Spanish I” (3 credits) SPA 1311. 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.  

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.  

REQUIRED MATERIALS:  
Marinelli/Fajardo - Conectados Communication Manual 2nd Ed. and MindTap.  
Cengage Unlimited, 1 term  
IAC 9780357700006 | NB CU Product (Instant Access Code)  

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. IT IS HIGLY RECOMMENDED TO USE GOOGLE CHROME, (INTERNET BROWSER), AS IT SUPPORTS ALL FEATURES OF BRIGHTSPACE/D2L.
THE COURSE: Spanish 1311 is in a face-to-face modality. 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 and Expectations:

Learning Path: I will assign in MindTap selected activities from each chapter. You will be able to earn as much as 30% 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 1:00 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 35% 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.**

**Oral Assignments:** Oral exercises designed to develop your communication skills in Spanish.

**Content Quizzes:** These quizzes focus on vocabulary, grammar, and cultural aspects presented in the course.

**Language Lab:** If Laboratory grade falls below the C average required to pass this course you will not be getting any laboratory percentage points (Laboratory grade is based on 50% attendance and 50% MindTap Assignments).

**Attendance and Participation:** 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.

**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.

<table>
<thead>
<tr>
<th>GRADING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Path (MindTap)</td>
</tr>
<tr>
<td>Midterm</td>
</tr>
<tr>
<td>Final Exam</td>
</tr>
<tr>
<td>Oral Assignments</td>
</tr>
<tr>
<td>Content Quizzes (quizzes after each “Paso”)</td>
</tr>
<tr>
<td>Language Lab*</td>
</tr>
</tbody>
</table>

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% a C or higher to enroll in Spanish 1312.**

**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 1311 - 2311 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.

By enrolling in Spanish 1311 you are also enrolling in a Core Curriculum Course that fulfills the Critical Thinking requirement.

The chart below indicates: (a) The core objectives that are required to be taught in this course per the Texas Higher Education Coordinating Board (THECB), (b) How the required core objectives will be addressed.

Include only the core objectives that must be addressed by this course in the first column. Examples of the things that can be included in the final column are Specific assignments, class module(s), chapter(s), strategies, activities, and/or techniques that address the core objectives.

Core Curriculum Objective Table

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>How the Core Objective Will be Addressed.</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>critical analysis of a film and selected readings</td>
</tr>
</tbody>
</table>
ATTENDANCE

Students are expected to attend all classes, and language laboratory on a regular and punctual basis. Attendance and absence notifications are included below. For those classes where attendance is a factor in the course grade, an accurate record of attendance will be maintained. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. At the faculty’s discretion, students with accepted absence notifications may be permitted to make up work. Make-up work must be completed according to the timeline provided by the instructor.

Formal Absence Notifications:

These notifications are handled by the Dean of Students Office (936)468-7249. Qualifying reasons are unplanned absences that have impacted a student’s ability to attend class. This must be submitted no later than 10 business days after the incident. Qualifying reasons will fall into the following four categories:

- Death of family member*
- Hospitalization — admitted into the hospital for health purposes (medical or mental)
- Personal emergency — this can include car accidents or drastic life events, such as a fire*
- Administrative and other — this can include jury duty, court subpoena, etc.

*Other situations may be considered at the discretion of the Dean of Students Office.

Additionally, requests must be accompanied with appropriate documentation, which includes, but is not limited to death certificates, obituaries/programs (with listed name), medical discharge documents, a subpoena, a jury summons, or a police report from an accident.

Some reasons for being denied a faculty notification request may include, but are not limited to illness, traffic court, oversleeping, physician’s appointment, car trouble, or an emergency room visit (non-admittance).

Process:

1. Students are responsible for submitting faculty notification requests and providing supporting documentation substantiating the reason for requests. Requests with no supporting documentation will automatically be denied.
2. SFA’s Student Outreach and Support will review documentation and assess validity. Upon review, SOS will determine the approval or denial of the faculty notification request.
3. SOS will notify students of the faculty notification request determination and will notify faculty members only of approved faculty notification requests.
4. It is the student’s responsibility to provide approved faculty notification requests to faculty members. Additionally, it is at the faculty member’s discretion to honor approved circumstantial requests.
CODE OF CONDUCT:

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

Withheld Grades Semester Grades Policy (5.5)
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 coursework 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 to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.
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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Wellness and Well-Being
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu
Crisis Resources:
- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- johCrisis Text Line: Text HELLO to 741-741

SPA 1311.006 Fall, 2023

Tentative Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Meeting Time: TR</th>
<th>Content by chapter Conectados</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1:</td>
<td>Aug 29 and 31</td>
<td>Capítulo Preliminar: ¡Hola! LECCIÓN PRELIMINAR (1-8) Know your course, syllabus, MindTap and course components</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Introductions, Alphabet and special cases. Dialogues.</td>
</tr>
<tr>
<td>Week 2:</td>
<td>Sept. 5 and 7</td>
<td>CAPÍTULO 1: ¡Vamos a Conocernos! y The Spanish Speaking World</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NUESTRO MUNDO (10-11) PASO 1 VOCABULARIO <em>El primer día de clase</em> (12-15)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PASO 1 GRAMÁTICA A <em>Los números del 0 al 100</em> (16-18);</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PASO 1 GRAMÁTICA B <em>Los pronombres de sujeto y el verbo estar</em> (19-21); EN ACCIÓN (22-23)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PASO 2 VOCABULARIO <em>En el salón de clase</em> (24-25);</td>
</tr>
<tr>
<td>Week 3:</td>
<td>Sept. 12 and 14</td>
<td>PASO 2 GRAMÁTICA A <em>Los sustantivos y los artículos</em> (28-30)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PASO 2 GRAMÁTICA B <em>El verbo ser</em> (31-33); EN ACCIÓN (34-35);</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PASO 3 VOCABULARIO <em>Por el campus</em> (36-39).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PASO 3 GRAMÁTICA A <em>El verbo tener</em> (40-42);</td>
</tr>
<tr>
<td>Week 4:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>---</td>
<td></td>
</tr>
</tbody>
</table>
| Sept. 19 and 21 | PASO 3 GRAMÁTICA B El verbo ir (43-45); EN ACCIÓN (46-47)

**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)

PASO 1 GRAMÁTICA B La oración y la negación (61-63); EN ACCIÓN (64-65)

<table>
<thead>
<tr>
<th>Week 5:</th>
<th></th>
</tr>
</thead>
</table>
| Sept. 26 and 28 | PASO 2 VOCABULARIO Un día típico entre semana (66-69);

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)

<table>
<thead>
<tr>
<th>Week 6:</th>
<th></th>
</tr>
</thead>
</table>
| Oct. 3 and 5 | PASO 3 VOCABULARIO *El fin de semana* (78-81);

PASO 3 GRAMÁTICA A *El presente de los verbos regulares –er/ -ir* (82-84)

PASO 3 GRAMÁTICA B *Las preguntas de información y de confirmación* (85-87); EN ACCIÓN (88-89).

<table>
<thead>
<tr>
<th>Week 7:</th>
<th></th>
</tr>
</thead>
</table>
| Oct. 10 and 12 | CAPÍTULO 3: *Entre familia y amigos* Cuba, República Dominicana y Puerto Rico

NUESTRO MUNDO (94-95),

PASO 1 VOCABULARIO *La familia, los amigos y las mascotas* (96-99)

PASO 1 GRAMÁTICA A Los adjetivos y los pronombres posesivos (100-102)
<table>
<thead>
<tr>
<th>Week 8: Oct. 17 and 19</th>
<th>PASO 1 GRAMÁTICA B <em>Los verbos ser y estar</em> (103-105); EN ACCIÓN (106-107).</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MIDTERM EXAM Oct. 19</strong></td>
<td></td>
</tr>
<tr>
<td>Week 9: Oct. 24-26</td>
<td>PASO 2 VOCABULARIO Mis amigos y mi familia (108-111)</td>
</tr>
<tr>
<td></td>
<td>PASO 2 GRAMÁTICA A Los comparativos (112-114)</td>
</tr>
<tr>
<td></td>
<td>PASO 2 GRAMÁTICA B <em>Los superlativos</em> (115-117); EN ACCIÓN (118-119)</td>
</tr>
<tr>
<td>Week 10: Oct. 31 and Nov. 2</td>
<td>PASO 3 VOCABULARIO <em>Las fiestas</em> (120-123)</td>
</tr>
<tr>
<td></td>
<td>PASO 3 GRAMÁTICA A <em>Los verbos con cambio de raíz en el tiempo presente</em> (124-126)</td>
</tr>
<tr>
<td></td>
<td>PASO 3 GRAMÁTICA A <em>Los verbos con cambio de raíz en el tiempo presente</em> (124-126) CONTINUES</td>
</tr>
<tr>
<td></td>
<td>PASO 3 GRAMÁTICA B El verbo gustar (127-129); EN ACCIÓN (130-131)</td>
</tr>
<tr>
<td>Week 11: Nov. 7 and 9</td>
<td><strong>CAPÍTULO 4: ¡Buen viaje! México</strong></td>
</tr>
<tr>
<td></td>
<td>NUESTRO MUNDO (136-137),</td>
</tr>
<tr>
<td></td>
<td>PASO 1 VOCABULARIO <em>Las vacaciones</em> (138-141)</td>
</tr>
<tr>
<td></td>
<td>PASO 1 GRAMÁTICA A <em>Los verbos irregulares en el presente</em> (142-144)</td>
</tr>
<tr>
<td>Week 12: Nov. 14-16</td>
<td><strong>CAPÍTULO 4: ¡Buen viaje! México</strong></td>
</tr>
<tr>
<td></td>
<td>PASO 1 GRAMÁTICA B El futuro: ir +a+infinitivo (145-147); EN ACCIÓN (148-149)</td>
</tr>
<tr>
<td></td>
<td>PASO 2 VOCABULARIO El tiempo, las estaciones y las fechas (150-153)</td>
</tr>
<tr>
<td>Nov. 20-24</td>
<td><strong>Thanksgiving Holiday</strong></td>
</tr>
</tbody>
</table>
| Week 13: Nov. 28 and 30 | PASO 2 GRAMÁTICA A Los números mayores de 100 (154-156)  
PASO 2 GRAMÁTICA B El presente progresivo (157-159)  
EN ACCIÓN (160-161)  
PASO 3 VOCABULARIO De viaje (162-165) |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Week 14: Dec. 5 and 7  | PASO 3 GRAMÁTICA A Las frases verbales (166-168)  
PASO 3 GRAMÁTICA B Las expresiones indefinidas y negativas (169-171)  
Extra Credit: Course Assessment begins |
| Week 15: Finals Week   | Final Exam  
Tuesday, December 12, 2023  
10:30 a.m.- 12:30 p.m. |