Course Description
SPAN 1111 is a combination of 50% self-guided online laboratory practicum and 50% interactive language practice facilitated by Graduate Teaching Assistants (TAs). It is based on intensive use of media and oral practice, designed for the improvement of aural/oral skills. Practice involves the use of online MindTap assignments and activities facilitated by the TAs in small-group settings.

Required Texts and Other Resources
MindTap access for Conectados 2nd edition by Marinelli/Fajardo is required for successful completion of the online portion of your Lab assignments.

Explanation of Grades
A. (50%) MindTap Activities count toward 50% of your final Lab class grade.

B. (50%) Twice-weekly attendance and participation in small-group sessions led by the TAs count toward 50% of your final Lab class grade.

Evaluation Criteria
The MindTap activities are scored online and reviewed by your Spanish professor.
Your participation in the twice-weekly small-group sessions facilitated by our TAs is evaluated for your willingness to speak Spanish and to participate collegially in the activities.
Important: You must receive minimum 70% for attendance and participation in the twice-weekly small-group sessions in order to pass the SPAN 1111 course.

Course Schedule
The schedule for MindTap activities is provided by your SPAN 1311 course instructor. This assures that they correlate with all other activities in your SPAN 1311 course.
The schedule for the twice-weekly group sessions is posted in your SPAN 1111 course on D2L.

Student Learning Outcomes
Upon completion of this course, students will be able to:
1. show familiarity with the structure of the Spanish language (vocabulary and its meaning, sounds, and basic grammatical construction);
2. use the target language in oral and written communication, to talk about/use numbers, the calendar, time, interrogative words, weather, seasons, personality, the city, location, colors, clothing, family, and physical traits; utilize the grammatical structures of Spanish, such as gender assignment, present tense, future (verb + infinitive), adjective placement and agreement, and ser and estar;
3. demonstrate an understanding, and be able to talk about cultural topics, all of which will increase students’ cultural competence;
4. made comparisons between the structure of the Spanish language and compare with their own language, understanding the similarities and differences among languages, and how the structure of one language may help to understand the other language;
5. establish connections between Spanish and other fields of study.
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)

Course Guidelines
You are expected to be courteous and respectful to everyone in your class.
You are responsible for turning in your assignments, completed and on time. This includes all the MindTap assignments as well as regular attendance in the small-group Lab sessions facilitated by our TAs.
You are expected to engage in oral discussions in the small-group Lab sessions. These sessions are your opportunity to practice speaking Spanish in meaningful contexts.
Keep in mind that it is okay to make mistakes. Making mistakes is part of the learning process when we learn a new language.
Accept new challenges in Spanish and challenge yourself to learn as much as you can!

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

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. 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/).

**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.

Please note that we do reserve the right to modify the course syllabus if necessary to enhance your learning experience.