The Department of Languages, Cultures, and Communication

Stephen F. Austin State University

Spanish 2311.500 Summer I, 2023 Online

Professor: Dr. Gabriela Miranda-Recinos
E-mail: mirandag@sfasu.edu or D2L e-mail
Office Hours: via Zoom M: 12:00 p.m.-2:00 p.m. T: 11:00 a.m.-2:00 p.m. or by appointment contact me by email*

*All office hours will be virtual during the Summer 2023 session.

The course: SPAN 2311 “Intermediate Spanish I” (3 credits) Spanish 2311 is an intensive online 5-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.

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 or 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 browser recommended for this Brightspace course: Google Chrome.

Organization: This course will cover Chapter 9 through Chapter 12 of your textbook.

Chapter 9: In this chapter students will explore Ecuador, Peru, and Bolivia; as well as, talk about the human body, describe symptoms of common illnesses, say what hurts, understand the doctor’s orders, give advice and tell others what to do, learn about medicine in Incan times, and share a poem you wrote.

Chapter 10: In this chapter students will explore Argentina, Uruguay, and Paraguay; as well as, talk about professions and jobs, say what you have and had done, discuss your plans and goals for the future, practice interviewing for a job, express emotion, doubt, denial, and certainty, learn about video game design in Spain and South America, and share information about interesting jobs.

Chapter 11: In this chapter students will explore Chile; as well as, talk about future events, talk about tourist destinations and activities, ask for and give directions, describe hypothetical people, places, and things, learn about Pablo Neruda’s poetry, handle airport and car rental transactions, share information about a tourist attraction.
Chapter 12: In this chapter students will explore the United States; as well as, discuss study abroad and volunteer work, talk about the news, describe possible outcomes, express emotion, doubt, and uncertainty, discuss hypothetical and contrary-to-fact situations, read a short story about migrant farm workers, share past volunteer experiences.

Course Components:

Learning Path/MindTap: 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 all 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, avoid finding yourself in this predicament. 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 summer session—worth a combined 40% of your final grade: Midterm Exam (20%) and Final Exam (20%). A set of instructions explaining their format and expectations will be release a week prior to the exam's date. DO NOT FORGET TO GET ACQUAINTED WITH THE INSTRUCTIONS. The dates of these exams are on the schedule section of the syllabus. There are no make-up exams given or changes to the existing format.

Class Engagement in Brightspace: Course content is mandatory. Just as any course at the university level, either face-to-face or online, you must attend daily lessons, listen, take notes, engage, and be present. Your online presence is measured by detailed metrics that provide the time a student spends reading the material, and watching the lessons provided in Brightspace. Downloading items to your computer does not count as Class Engagement. By Brightspace class engagement, I expect you to Interact—watch, listen, engage, and take notes— with each of the Professor Instructional Video Lessons, as well as read each of the topics shown in the modules, the Weekly News Feed, and class emails. Remember participation is required to succeed in this course.

Content Quizzes: These quizzes focus on vocabulary, grammar, and cultural aspects presented in each of the modules, Must take after interacting with Professor Video Lessons in Brightspace and completing assigned exercises in MindTap.

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 to respond. 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.

Grading your work: After the due date posted, my turn-around time for grading exams and assignments is about 1 week. If unable to grade your work due to unforeseen circumstances, I will communicate that modification to the class via email, or in the News Feed section of the course.
GRADING TABLE FOR SPAN 2311

<table>
<thead>
<tr>
<th>Learning Path (MindTap)</th>
<th>30%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Class Engagement (Brightspace)</td>
<td>15%</td>
</tr>
<tr>
<td>Content Quizzes (Brightspace after each &quot;Paso&quot;)</td>
<td>15%</td>
</tr>
</tbody>
</table>

A = 89.5 - 100 B = 79.5 - 89.4 C = 69.5 - 79.4 D = 59.5 - 69.4

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, 132, 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:** This is a general education core curriculum course and no specific program learning outcomes for this major are addressed in this course.

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).**

**SFA POLICIES:**

**Attendance:** 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.

**Student Conduct Code:** A student enrolling in the university assumes an obligation to conduct herself/himself in a manner compatible with the university’s function as an educational institution. As described in Policy 10.4, Student Code of Conduct, misconduct for which students and student organizations are subject to discipline falls into several categories that are described in detail in the online policy manual sfasu.edu/policies. All students enrolling for the first time are expected to complete training regarding the risk and prevention of sexual violence and harassment as it relates to Policy 2.13, Sexual Misconduct. Two additional acts that are strictly prohibited and result in specific disciplinary action are described below.

**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
Withheld Grades Course 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.

Compliance with the American with Disabilities Act and the ADA Amendments Act:
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/

Mental Health
SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support student’s mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
SFASU Counseling Services • www.sfasu.edu/counselingservices
Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741
Although, this is an online course, there are specifically consistent deadlines on assignments and exams that should be met.

THIS IS AN ABRIDGED VERSION OF THE COURSE PROGRAM. FOR DETAILED INFORMATION ABOUT ACTIVITIES SEE “INTRODUCTION TO THE COURSE” MODULE.

PAGES CORRESPOND TO YOUR PRINTED BOOK CONECTADOS. FOR THE E-BOOK USE LINKS IN D2L.

Week 1:

día 1: Course Presentation. Introductions. MindTap enrollment


Week 2:


**Week 3:**

**día 1:** CAPÍTULO 10: El mundo laboral. Subjuntivo continúa, Paso 3: Vista preliminar, and Vocabulario Buscando empleo (p. 414-17). Gramática A El presente del subjuntivo con expresiones de duda y de negación (p. 418-20).

**día 2:** CAPÍTULO 10: El mundo laboral. Paso 3: Gramática B El presente del indicativo con expresiones de certeza y afirmación (p. 421-23), Repaso and En Acción 3 (p. 424-25). Study and be ready to take your Midterm Exam, opens Saturday.


**SATURDAY: MIDTERM EXAM OPENS at 8:00 A.M. and it is Due at 11:59 p.m.**

**Week 4:**


**Week 5:**

**día 1:** CAPÍTULO 12: ¡Adelante! Cultura: Paso 2: Gramática A El imperfecto de subjuntivo (p. 490-92), Gramática B Los usos del imperfecto del subjuntivo (p. 493-95), Repaso and En Acción 2 (p. 496-97). Study and be ready to take your Final Exam.

día 3: CAPÍTULO 12: ¡Adelante! Paso 3: Gramática B El imperfecto del subjuntivo con cláusulas de si (p. 505-07), Repaso and En Acción 3 (p. 508-09). Study for Final Exam Study and be ready to take your Final Exam.

día 4: Final Exam, Friday, June 30, 2023