Elementary Spanish I  
SPAN 1311.502

[This is a fully online, accelerated section]

Instructor: Kelsey Pelham, M.A.  
E-mail: pelhamkg@sfasu.edu or through d2L  
Phone: 936-468-2279 (e-mail, GroupMe*, Zoom preferred)  
Office: Liberal Arts 252

Student hours: MTWRF 9-1 by appointment only  
Department: Languages, Philosophy, and Communication  
Class meeting: Online, asynchronous

To make sure we make the most of our time together, advanced appointment via email or GroupMe is appreciated! Here is the link to join, which is also posted on the news tab of d2L:

*Here is the link to join our Group Me:  
https://groupme.com/join_group/98363441/mZmROvNB

**Required textbook**: Conectados by Marinelli and Fajardo with MindTap access  
ISBN: 9780357661208

A note on Conectados and MindTap (by Cengage):  
The ebook and MindTap access can be purchased directly through the MindTap link on d2L.  
You may also purchase at the SFA Barnes and Noble or other SFA affiliated bookstores.

Course Description  
Credit(s) 3. Introductory study of Spanish language and Hispanic culture with speaking, listening, reading, and writing practice.

Co-requisite course(s) SPAN 1111. IMPORTANT! You must register separately for SPAN 1111, a 1-hour co-requisite lab. This is required in order to receive credit for this course. You must earn a passing grade in the lab portion in order to pass SPAN 1311.

Course Contact Hours and Study Hours  
The following description was originally written for face-to-face courses. Students in an online section of this course will receive written content, audio-visual presentations, and exercises that include the same information students in a face-to-face course receive. A significant portion of the grade comes from daily homework activities. Disregard the specific time references in the description below if you are in the online course.
Though you have the same assignments, you will complete the material asynchronously.

SPAN 1311 Elementary Spanish I (3 credits) 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. (The accelerated course meets for 7 weeks.) 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, requiring students to engage the online modules for at least three hours per week. Both formats require students to 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 chapter tests and are assessed for their active participation using the Spanish 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.

**Attendance Policy.** This course is fully online; however, students are expected to log in regularly to their d2L course (see “participation” below).

**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)

**STUDENT LEARNING OUTCOMES:**

1. Students will demonstrate understanding of spoken and written Spanish on day-to-day topics expressed in the present tense. Likewise, students will engage in verbal communication in Spanish on topics such as university life, family, hobbies, and more.
2. Students will be able to correctly utilize the following grammatical structures: articles, gender and number of nouns, present tense, the implied future tense, adjective placement and agreement, ser and estar, -ar, -er and -ir verb conjugations, irregular present tense verb conjugations, the verb gustar and saber and conocer.
3. Students will be able to communicate in oral and written form about their basic background information and daily activities, their family and friends, and travel goals and plans.

4. Students will explore and compile their own “language portfolio” of Spanish resources that they can take with them beyond the classroom, including podcasts, videos, apps, and opportunities for language-exchange sites.

**General Education Core Curriculum**

This course has been selected to be part of Stephen F. Austin State University’s core curriculum. The Texas Higher Education Coordinating Board has identified six objectives for all core courses: 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 SPAN 1312– Elementary Spanish II, 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.

**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>Analysis of authentic Spanish text and audio; Evaluation of Spanish-language resources</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation, and expression of ideas through written, oral, and visual communication.</td>
<td>Weekly Spanish conversational exchange through video recordings; demonstration of aural skills in daily exercises and chapter assessments</td>
</tr>
<tr>
<td>Teamwork</td>
<td>To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.</td>
<td>Exchange of Spanish-language resources with peers; weekly Spanish conversational exchange through video recordings</td>
</tr>
<tr>
<td>----------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Personal Responsibility</td>
<td>to include the ability to connect choices, actions and consequences to ethical decision-making.</td>
<td>Participation in periodic self-assessments; seeking out and creating own portfolio of language resources</td>
</tr>
</tbody>
</table>

**Course Requirements**
The online content modules on d2L will include explanations and links to all the following, in addition to recorded audio and video, practice quizzes, short stories, and other resources. See my introductory module on d2L where I explain my suggested “flow” to get the most out of the course.

**Oral Communication:** This semester you will use the free website (or app) Flip.com to upload short videos in which you practice communicating with me and your classmates in Spanish. You will also have some pronunciation exercises to complete. The goal of these videos is not to demonstrate flawless Spanish, but rather to put forth your best effort in communicating. Due dates for the videos are indicated in the course calendar and everything is explained in the corresponding d2L module.

**Mindtap Exercises:** The Cengage MindTap website is where you will earn all your homework points. Expect to do up to 30 exercises each week. Some of these exercises are credit/no credit exercises, meaning you will earn full points at 70% or above, and will not receive credit under 70%. You should be able to attempt these exercises up to 3 times, and if you are still struggling after 2 attempts, please get in touch with me and/or your classmates, who may be able to help! You will *not* be asked to make recordings on Mindtap; if you see any assignments that require recordings, please let me know and I will remove them from the assigned list.

It is your responsibility to keep up with your homework assignments, and at the end of the semester your percentage grade will be put into the gradebook. Tip—A good way to
keep pace with your material is to treat this course as if it were an every-day face-to-face course or a MWF, breaking up your homework into segments that you complete daily or every other day. If you wait until the end of the week to complete homework, it will be very overwhelming and you won’t have left time for each concept to soak in. Daily, consistent practice is key.

Important! Accessing MindTap: To access your course materials and explore Cengage Unlimited, sign in to d2L and navigate to this course. In the content section, click on the folder “Cengage (MindTap) Access and E-book.” From there, create your Cengage account or sign in to an existing one and follow the instructions to complete the registration process.

“Mi familia ficticia” presentation: At the end of chapter 3 (during which we will cover family vocabulary, adjectives, and we will finish up the presentation of regular verbs), each student will create a slideshow on a fictional or celebrity/historical family, and will make a Zoom recording in which they present from the perspective of one of the family members. I will share an example from a previous course to help guide you in what I anticipate to be a fun creative assignment!

Final Exam: Your final exam will be a reading and listening-comprehension based exam that you will take on d2L. You will have a review and opportunity to practice before taking the final exam. Time specifications and other details will be given in your d2L course at least a week before your exam.

Discussions (Language Resource Exchange): You will participate in four discussions with your classmates, in which you share and evaluate resources you are experimenting with for learning more about the Spanish language and Spanish-speaking cultures. You will be given a more detailed prompt with instructions at least a week before the discussion is due.

Grading Policy
Grades will be calculated according to the following scale. Extensions will not be provided on Mindtap as a general rule; there is already a 5-day “grace” period enabled with a slight (10%) penalty. Any exceptions or additional “grace” points added at the end of the chapter (to account for technical difficulties and outstanding circumstances) are at the instructor’s discretion.
Gradebook Item Percentages

- MindTap Exercises (4 chapters) 25%
- Videos (Flip.com) (6) 20%
- Quizzes (6) 25%
- “Mi familia ficticia” Presentation 10%
- Final Exam 10%
- Discussions (Language Resource Exchange) 10%

University Policies

**Academic Integrity (4.1)**

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](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 in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**A Note on Counseling Services at SFA:** My hope for you is that you would flourish not only academically but as a whole person. Your mental health is of utmost priority as you navigate your academic journey at SFA along with your other personal circumstances, struggles, and responsibilities. As an SFA student, counseling services are included in your tuition and a source of non-judgmental support is only a phone call away!

Please note that Counseling Services welcomes and provides safe and confidential services for undocumented students!

**“Student Wellness and Well-Being” Statement from SFA:**

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)
[link](http://www.sfasu.edu/deanofstudents)
936.468.7249
dos@sfasu.edu

**SFA Human Services Counseling Clinic** Human Services, Room 202
[link](http://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

[link](http://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)
Crisis Text Line: Text HELLO to 741-741
Course Calendar

For purposes of our course, we will consider weeks to begin on Monday and end on the following Sunday. Your deadlines will generally fall on Sundays at 11:59 pm, except in the case of holidays. Please check your email regularly in order to make note of any changes to our calendar should they arise.

Jan. 18- Jan. 21

<table>
<thead>
<tr>
<th>Content</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro Module</td>
<td></td>
</tr>
<tr>
<td>Purchase Cengage MindTap access and complete Lección Preliminar (practice)</td>
<td>All assignments due Sun. Jan. 21 11:59 pm</td>
</tr>
</tbody>
</table>
### Jan. 22-28

<table>
<thead>
<tr>
<th>Content</th>
<th>Assignments and Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flip.com video #2</td>
<td></td>
</tr>
<tr>
<td>Capítulo 1 Paso 1-2 MindTap</td>
<td></td>
</tr>
<tr>
<td>Syllabus Quiz (Quiz 1) and Quiz 2</td>
<td>All assignments due</td>
</tr>
<tr>
<td></td>
<td>Sun. Jan. 22 at 11:59 pm</td>
</tr>
</tbody>
</table>

### Jan. 29- Feb. 4

<table>
<thead>
<tr>
<th>Content</th>
<th>Assignments and Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capítulo 1 Paso 3 - Capítulo 2 Paso 1 MindTap</td>
<td>All assignments due</td>
</tr>
<tr>
<td>Flip.com video #3</td>
<td>Sun. Feb. 4 11:59 pm</td>
</tr>
<tr>
<td>Quiz 3</td>
<td></td>
</tr>
<tr>
<td>Discussion- Language Resource Exchange</td>
<td></td>
</tr>
<tr>
<td>(Topic: Language Apps)</td>
<td></td>
</tr>
</tbody>
</table>

### Feb. 5-11

<table>
<thead>
<tr>
<th>Content</th>
<th>Assignments and Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capítulo 2 Paso 2-3 MindTap</td>
<td>All assignments due</td>
</tr>
<tr>
<td>Complete Self-Assessment for +5% on previous quiz or video</td>
<td>Sun. Feb. 11 at 11:59 pm</td>
</tr>
<tr>
<td>Flip.com video #4</td>
<td></td>
</tr>
<tr>
<td>Quiz 4</td>
<td></td>
</tr>
</tbody>
</table>

### Feb. 12-18

<p>| Flip.com video #1                           |                                                             |</p>
<table>
<thead>
<tr>
<th>Content</th>
<th>Assignments and Due Dates</th>
</tr>
</thead>
</table>
| Capítulo 3 Paso 1-2 MindTap  
Complete Self-Assessment for +5% on  
previous quiz or video  
Flip.com video #5  
Discussion - Language Resource  
Exchange. (Topic: Spanish Youtube  
channel) | All assignments due Sun. Feb. 18 at 11:59 pm |

**Feb. 19-25**

<table>
<thead>
<tr>
<th>Content</th>
<th>Assignments and Due Dates</th>
</tr>
</thead>
</table>
| Capítulo 3 Paso 3 MindTap  
Capítulo 4 Paso 1 MindTap  
Complete Self-Assessment for +5%  
previous quiz or video  
Quiz 5  
Discussion - Language Resource  
Exchange. (Topic: Finding Native  
Speakers) | All assignments due Sun. Feb. 25 at 11:59 pm |

**Feb. 26- Mar. 3**

<table>
<thead>
<tr>
<th>Content</th>
<th>Assignments and Due Dates</th>
</tr>
</thead>
</table>
| Capítulo 4 Paso 2-3  
Quiz 6 (self-reflection)  
Flip.com video 6 | All assignments due Sun. Feb 26 at 11:59 pm |

**Mar. 4-8**
<table>
<thead>
<tr>
<th>Content</th>
<th>Assignments and Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Mi familia ficticia”</td>
<td>All assignments due Wed. Mar. 6 at 11:59</td>
</tr>
<tr>
<td>presentation</td>
<td>pm</td>
</tr>
<tr>
<td>Final Exam</td>
<td></td>
</tr>
</tbody>
</table>

*Spring Break Saturday Mar. 9 - Sunday Mar. 17*