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E-mail: morerajima@sfasu.edu or through d2L
Room: Ferg 375
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**Required textbook**: Conectados by Marinelli and Fajardo with MindTap access
ISBN: 9780357661208

IMPORTANT! You must register separately for SPAN 1112, 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 1312.

Prerequisites: C or better in SPAN 1311 or equivalent. Likewise, a C or better in this course will be required to advance to SPAN 2311.

A note on Conectados and MindTap (by Cengage):
The ebook and MindTap access can be purchased directly through the MindTap link on d2L. (If you purchased a 4-semester subscription last semester, you will not need to purchase anything new.) If you are new to Conectados and MindTap and wish to purchase a physical copy of the textbook in a bundle that contains the hard copy + MindTap access/ebook, you can do so in the SFA Barnes & Noble bookstore.

I. Official Course Description and Course Policies

SPAN 1312 “Elementary Spanish II (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. 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.

SPAN 1112 “Elementary Spanish II Lab" (1 credit) is a corequisite course for which you will have to register separately. This is a virtual lab that will not conflict with your schedule, and it
must be taken to receive your language credit. Note that the lab is listed under Dr. Louise Stoehr, who is the director of the Language Resource Center (LRC). Once you register, visit your D2L Brightspace lab section to see further instructions. Note, the Schedule Planner will not work to add the SPAN 1112 lab. You will need to use the Add/Drop feature instead.

STUDENT LEARNING OUTCOMES: Students in SPAN 1312 will demonstrate the ability to:
1. Comprehend simple texts in Spanish (both by means of reading and listening) using present and past tenses.
2. Engage in verbal communication in Spanish on topics such as their daily routine, food and meals, clothing, and the home.
3. Comprehend the following grammatical structures, and use them in their own writing and speaking: Reflexive verbs, the preterit tense of regular and irregular verbs, double object pronouns, the passive and the impersonal voice, the preterit vs the imperfect tenses and por and para.
4. Explore authentic texts, websites, and videos in the target language and synthesize their findings.

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
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, WRITTEN AND ORAL COMMUNICATION, TEAMWORK AND PERSONAL RESPONSIBILITY requirement. This particular course assesses CRITICAL THINKING.

CRITICAL THINKING. Students will be instructed in and will apply critical thinking skills to include creative thinking, innovation, inquiry, analysis, evaluation, and synthesis of information.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment</th>
<th>Due date</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>Final Project (Audiovisual Presentation)</td>
<td>Tuesday May 3 at 11:59 pm</td>
</tr>
</tbody>
</table>

ASYNCHRONOUS MINUTES: The students’ final project involves research and real-world application of the target language, and will account for 150 minutes of asynchronous work required to meet the required content hours in this course. A major component of this project is the exploration of authentic real-world materials such as apartment ads, grocery store flyers and menus, retail websites and videos about holidays and regional festivities. The synthesis and presentation will likewise be completed asynchronously.

**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 SPAN 2-1312 you are also enrolling in a Core Curriculum Course that fulfills the language 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><strong>Critical Thinking Skills</strong></td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information.</td>
<td>Apply the use of bilingual skills in academic and professional situations.</td>
</tr>
<tr>
<td><strong>Communication Skills</strong></td>
<td>To include effective development, interpretation, and expression of ideas through written, oral, and visual communication.</td>
<td>In-class interactive oral practice using the target language.</td>
</tr>
<tr>
<td><strong>Empirical and Quantitative Skills</strong></td>
<td>To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.</td>
<td>Practice the use of numbers and related situations using the target language.</td>
</tr>
<tr>
<td><strong>Teamwork</strong></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>Group discussion related to different socio-cultural topics using the target language.</td>
</tr>
<tr>
<td><strong>Personal Responsibility</strong></td>
<td>To include the ability to connect choices, actions, and consequences to ethical decision-making.</td>
<td>Express in written and oral way personal opinions using the target language.</td>
</tr>
<tr>
<td><strong>Social Responsibility</strong></td>
<td>To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.</td>
<td>Learn the importance of intercultural skills when using a foreign language.</td>
</tr>
</tbody>
</table>

### II. Course Organization and Grade Components

**Course Organization:** This course covers chapters 5-8 of the textbook *Conectados*.

**Student hours ("office hours"):**
I encourage you to communicate and consult with me at any point during the semester. I want to see you succeed and flourish in this course as well as in your college experience as a whole! If you are struggling, or if you just want or need some extra practice, please get in touch with me. Though I will encourage you to use Spanish as much as you can to practice, we can speak in the language in which you feel most comfortable.
Grading Components
Midterm: 15
Final: 20
Quizzes: 15
Mindtap: 10
Attendance and Class participation: 20
Language Lab: 20

Class and Language Lab Attendance:
4 officially unexcused absences and late arrivals to class will lower your attendance and participation grades to 0 and will become an F as your final grade. Once you register for SPAN 1112, you will be placed in the d2L section just for lab. Go to the content page and navigate to the schedule, where you will see many options for scheduled group lab sessions as well as drop-in tutoring with different graduate assistants. In each lab you will practice listening and speaking, with a focus on the topics you have been presented in class most recently. Language lab weekly attendance is mandatory. Failure to do so will be considered a failing final grade.

MindTap: Together with the language lab explained above, your MindTap exercises will constitute a major part of your final grade in SPAN 1112 (lab). They will also be reflected in your grade for SPAN 1312 (lecture). Doing these exercises consistently in small, manageable chunks of time throughout the week will be instrumental in helping you internalize vocabulary and practice new skills. If you come to class prepared and having recently practiced Spanish, you will have a more fruitful and enjoyable experience in the classroom.

To access your assignments, go to the “MindTap Homework and E-Book” folder in our d2L course. You will see a link that leads you directly to your MindTap assignments. Before you access them, though, you will need to enter your account information from last semester or create one and purchase access if this program is new to you.
Late work will not be accepted on MindTap assignments, so pace yourself according to the course calendar. Make a note of the due dates for each chapter.

*Quizzes:* Our quiz dates are listed in the course calendar. There is one quiz for each chapter. These are designed by me week by week depending on what we have been focusing on in class, and will also parallel the material presented in Conectados. Listening exercises and written Q & A as well as fill-in-the-blank are formats you are likely to see! If you miss a quiz, please contact me ASAP within the week. Quizzes may not be retaken after they are returned and graded!

*In-Class Writing:* We will do one practice and one graded in-class writing this semester. This is essentially a short composition on recent course topics that you will write during the course of one class period, with open access to notes and resources.

*Exams (Chapter Tests):* This semester you will take two chapter tests, one over chapters 5-6, and one over chapters 7-8. You will not take any additional “midterm” or “final.” The chapter tests are designed to take no longer than one class period to complete. A study guide will be provided prior to the exam.

### III. SFA Policies and Important Resources

**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 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/.

**A Note on Counseling Services at SFA:** My hope for you is that you would flourish not only academically but as a whole person - physically, mentally, spiritually. 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! Here is the official SFA Mental Health Statement: SFA values students’ mental health and the role it plays in academic and overall student success. 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:**
SFA Counseling Services  
www.sfasu.edu/counselingservices  
Rusk Building, 3rd Floor  
936.468.24017

SFA Human Services Counseling Clinic  
www.sfasu.edu/humanservices/139.asp

Human Services, Room 202  
936.468.1041

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

**TENTATIVE COURSE CALENDAR**

**Week 1:** PASO 1, VOCABULARIO: La rutina.

**Week 2:** PASO 1 GRAMÁTICA A: Los verbos reflexivos en el tiempo presente.
PASO 1 GRAMÁTICA B: Los verbos reflexivos en el infinitivo y el presente progresivo.
PASO 2 VOCABULARIO: Cuartos y quehaceres.

Week: 3: PASO 2 GRAMÁTICA A: Los pronombres de complemento directo.
PASO 2 GRAMÁTICA B: El pretérito de verbos regulares.
PASO 3 VOCABULARIO Casas.

Week 4: PASO 3 GRAMÁTICA A El pretérito de ir, ser, hacer y tener.
PASO 3 GRAMÁTICA B Los usos del pretérito.
PASO 1 VOCABULARIO Las comidas.

Week 5: PASO 1 GRAMÁTICA A Los pronombres de complemento indirecto.
PASO 1 GRAMÁTICA B El pretérito de los verbos irregulares.
PASO 2 VOCABULARIO El restaurante.

Week 6: PASO 2 GRAMÁTICA A Los verbos con cambios de raíz en el pretérito.
PASO 2 GRAMÁTICA B Resumen del pretérito.
PASO 3 VOCABULARIO Salud y nutrición.

Week 7: PASO 3 GRAMÁTICA A Las expresiones impersonales.
PASO 3 GRAMÁTICA B Los adverbios.
PASO 1 VOCABULARIO La ropa y el estilo.

Week 8: Midterm exam.
PASO 1 GRAMÁTICA A Los adjetivos y los pronombres demostrativos.
PASO 2 GRAMÁTICA B Los verbos como gustar.

Week 9: Spring break.

Week 10: PASO 2 GRAMÁTICA A Por y para.
PASO 2 GRAMÁTICA B El presente perfecto de indicativo.
PASO 3 VOCABULARIO El mercado de artesanías.

Week 11: PASO 3 GRAMÁTICA A Repaso de los pronombres de complemento directo e indirecto.
PASO 3 GRAMÁTICA B Los pronombres de complemento directo e indirecto usados juntos.
PASO 1 VOCABULARIO La ropa y el estilo.

Week 12: PASO 1 GRAMÁTICA A Los adjetivos y los pronombres demostrativos.
PASO 1 GRAMÁTICA B Los verbos como gustar.
PASO 2 VOCABULARIO Vamos de compras.

Week 13: PASO 2 GRAMÁTICA A Por y para.
PASO 2 GRAMÁTICA B El presente perfecto de indicativo.
PASO 3 VOCABULARIO El mercado de artesanías.

Week 14: PASO 3 GRAMÁTICA A Repaso de los pronombres de complemento directo e indirecto.
PASO 3 GRAMÁTICA B Los pronombres de complemento directo e indirecto usados juntos.

Week 15: Final.