Course Description
It is designed to introduce students to the Spanish language and Spanish speaking cultures and customs. Spanish 1312 is structured around four important skills of language acquisition: listening, speaking, reading, and writing Spanish at the beginning level.

Pre-requisite:
SPA 1311 or equivalent

Course Contact Hours and Study Hours
This course require at least a 3 credit hour face-to-face course in the spring term should approximate 3 hours of classroom time/direct instruction and at least 6 hours of out-of-class work per week.

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 1312 you are also enrolling in a Core Curriculum Course that fulfills the Critical Thinking Skills, Communication Skill, Empirical and Quantitative Skills, Teamwork, Personal Responsibility and Social Responsibility 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>Students will engage in meaningful work with authentic material from target culture. Teacher will question to produce detailed, in-depth responses. Examples: El mundo: Guatemala y Honduras/El Salvador y Nicaragua/Costa Rica y Panamá/Colombia y Venezuela.</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>Students will be expose to different resources such: audio and videos to produce and practice writing and speaking the language in ways that make sense to students.</td>
</tr>
<tr>
<td>Empirical and Quantitative Skills</td>
<td>To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.</td>
<td>Students will analyze and synthesize evidence to reveal insightful patterns in Spanish Language. They will be able to see the differences or similarities related to grammar and structure of the 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>Students will work in projects that will help them to interact with their peers in class. These actions will produce an enrichment on different points of view to produce the final product.</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>Students will have opportunities to take responsibility on their own learning. This will be possible throughout the semester. All students will have to take decision in daily basics.</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>Students will have opportunities to join different activities through the semester such: Spanish Club, HWY clean up days, National Hispanic Heritage. They will have a chance to participate and engage on these activities to help the school and the community.</td>
</tr>
</tbody>
</table>

**Text and Materials**

**Capítulo 5** through **Capítulo 8** in *Conectados*.

**Course Requirements**

In this course students will have different assignments, quizzes, three major grades and a project that will reflect the knowledge they acquired in this class.

**Calendar**

Tentative Course Schedule for SPA 1312.400, Spring 2023

**Week 1**

Course presentation. Introduction

*Capítulo 5*: Todo en un día. Paso 1 Vocabulario “La rutina” (p.180-183) and Gramática A: “Los verbos reflexivos en el tiempo presente” (p.184-186)

**Week 2**

*Capítulo 5*: Todo en un día. Gramática B: “Los verbos en reflexivos en el infinitivo y presente progresivo” (p.187-189)

Paso 2 Vocabulario “Cuartos y quehaceres” (p.192-195) and Gramática A: “Los pronombres de complemento directo” (p.196-198)

**Week 3**

*Capítulo 5*: Gramática A: “Los pronombres de complemento directo” (p.196-198) Gramática B:”El pretérito de los verbos” (p.199-201) Paso 3 Vocabulario “Casas” (p.204-207)

**Week 4**

*Capítulo 5*: Paso 3 Vocabulario “Casas” (p.204-207) Gramática A: “El pretérito de ir, ser, hacer y tener” (p.208-209) Gramática B: “Los usos del pretérito” (p.211-213)

Examén #1 **Capítulo 5**
Week 5

Capítulo 6: La buena comida. Paso 1 Vocabulario “Las comidas” (p.222-225) and Gramática A: “Los pronombres de complemento indirecto” (p.226-228) Gramática B: “El pretérito de los verbos irregulares” (p.229-231)

Week 6

Capítulo 6: La buena comida. Paso 1 Gramática B: “El pretérito de los verbos irregulares” (p.229-231) Paso 2 Vocabulario “El restaurante” (p.234-237) and Gramática A: “Los verbos con cambio de raíz en el pretérito” (p.238-240)

Week 7


Week 8


Examen #2 Capítulo 6

Week 9 Spring break

Week 10


Week 11


Week 12


Week 13

Capítulo 7: Gramática B: “Los pronombres de complemento directo e indirecto usados juntos (p.295-297)

Examen #3 Capítulo 7

Capítulo 8: Nuestras tradiciones: Paso1 vocabulario: “Los días festivos” (p.306-309) Gramática A: “El se impersonal y el se pasivo” (p.310-312)
Week 14

Capítulo 8: Nuestras tradiciones: Gramática B: “El presente el pasado y el futuro” (p.313-315)


Study for final Exam

Week 15


Study for final Exam

Week 16

Capítulo 8: Nuestras tradiciones: Gramática B: “El imperfecto y el pretérito: segunda parte” (p.337-339)

Review for final.

Final May 6-10.

Grading Policy

17% Classwork, homework
23% Quizzes,
60% Test, Final test

Attendance Policy

Students are expected to attend all classes on a regular and punctual basis. Attendance is a factor in the course grade, an accurate record of attendance will be maintained. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved school-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Students with more than four unexcused absences in the class during the semester will have their college course semester grade dropped by 10%". "For example, students earning 92 who have 5 or more unexcused absences will have an 82.8.

Institution Absences (HOP 04-110)

An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra-curricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences.
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

Updated August 2023
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)
- Crisis Text Line: Text HELLO to 741-741