Professor: Dr. Gabriela Miranda-Recinos  
E-mail: mirandag@sfasu.edu or D2l mail  
Office: LAN 231  
Office Hours: TR: 10:45 a.m.-12:15 p.m. in person, TR 4:00-5:00 p.m. Via Zoom  
(contact me by email to set up and confirm your appointment). By appointment:  
Contact me by email to set up and confirm appointment. Please e-mail me and allow  
me at least 24 business hours to respond.  

Course Description: Continued development of oral expression and listening  
comprehension with increased emphasis on reading and writing skills.  
Prerequisite Course(s): SPAN 1312 and SPAN 1112  

Course Contact Hours and Study Hours: SPAN 2311 “Intermediate Spanish I” (3  
credits) Spanish 2311 is an intensive online 8-week course. Online delivery contains  
extensive written content as well as audio-visual presentations and exercises that  
include 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 of 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. IT IS HIGHLY RECOMMENDED TO USE GOOGLE CHROME,  
(INTERNET BROWSER), AS IT SUPPORTS ALL FEATURES OF BRIGHTSPACE/D2L.  

THE COURSE: Spanish 2311 is an Intensive Online Course 8-week format  
Organizational: 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 35% 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 semester—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: As you do in 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, no partial credit will be given for this section.**

**Downloading items to your computer does not count as Class Engagement.**

Brightspace class engagement requires you to **Interact**—watch, listen, engage, and take notes—with each of the Professor Instructional Video Lessons, as well as take the quizzes that follow, 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. It is highly recommended to use the latest version of [Google Chrome](https://www.google.com/chrome) as your internet browser. Chrome supports all features required by Brightspace D2L.

**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.**

<table>
<thead>
<tr>
<th>GRADING</th>
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<tbody>
<tr>
<td>Learning Path (MindTap)</td>
<td>30%</td>
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<tr>
<td>Midterm</td>
<td>20%</td>
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<tr>
<td>Final Exam</td>
<td>20%</td>
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<tr>
<td>Class Engagement Video Lessons (Brightspace Cap. 9-12)</td>
<td>20%</td>
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<tr>
<td>Content Quizzes (After each “Paso”)</td>
<td>10%</td>
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A = 89.5 - 100  B = 79.5 - 89.4  C = 69.5 - 79.4  D = 59.5 - 69.4

**Students must pass Spanish 2311 with a 70 or higher to enroll in Spanish 2312.**

**Student Learning Outcomes:** Over the course of SPA 1311, 1312, 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**

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)

ATTENDANCE

Students are expected to log into Brightspace D2L regularly, read all notifications and email, complete their Course Engagement as defined in your course, and attend language lab. sessions on a punctual basis. Note that detailed metrics are used in this online course.

Attendance and absence notifications are included below. For those classes where attendance is a factor in the course grade, an accurate record of attendance will be maintained. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. At the faculty's discretion, students with accepted absence notifications may be permitted to make up work. Make-up work must be completed according to the timeline provided by the instructor.

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- or cocurricular, 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.

CODE OF CONDUCT:

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
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
• Student Outreach and Support
• Food Pantry
• Wellness Coaching
• Alcohol and Other Drug Education
www.sfasu.edu/thehub
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)
- johCrisis Text Line: Text HELLO to 741-741

SPAN 2311 SPRING I, 2024

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. FOR THE E-BOOK LOOK AT CHAPTER AND SECTION LISTED

<table>
<thead>
<tr>
<th>Week</th>
<th>Content by chapter Conectados</th>
</tr>
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<tbody>
<tr>
<td><strong>Week 1: January 18-20</strong></td>
<td>día 1: Read introductory Module, Register for MindTap.</td>
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<td>día 2: <strong>CAPÍTULO 9: La salud y el bienestar. Nuestro Mundo</strong> Para empezar (p. 345) <strong>Nuestro Mundo</strong>: Ecuador, Perú, and Bolivia, (p.346-47). <strong>Paso 1</strong>: Vocabulario El cuerpo y la salud (p. 348-51),</td>
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<tr>
<td></td>
<td>día 3: <strong>CAPÍTULO 9: La salud y el bienestar. Paso 3 Vocabulario</strong> El bienestar (p. 372-75); <strong>Gramática A</strong> Presente del subjuntivo con expresiones de influencia (p. 376-78)</td>
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**Week 3: January 29 – Feb. 3**


**Week 4: Feb. 5-10**

Study for Midterm Exam


### Week 5:
**Feb. 12-17**

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
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<tbody>
<tr>
<td>1</td>
<td><strong>Monday, Midterm Exam opens at 8:00 a.m. Due 11:59 p.m.</strong></td>
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<tr>
<td>3</td>
<td><strong>CAPÍTULO 11: Hacer turismo. Paso 2:</strong> Repaso and <em>En Acción</em> 1 (p. 442-43). <em>Vista Preliminar</em> and <em>Vocabulario</em> En el aeropuerto (p. 444-47).</td>
</tr>
<tr>
<td>4</td>
<td><strong>CAPÍTULO 11: Hacer turismo. Paso 2:</strong> Gramática A El futuro: los verbos regulares (p. 448-50).</td>
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### Week 6:
**Feb. 19-24**

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<thead>
<tr>
<th>Day</th>
<th>Activity</th>
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<tbody>
<tr>
<td>1</td>
<td><strong>CAPÍTULO 11: Hacer turismo. Paso 2:</strong> Gramática B El futuro: los verbos irregulares (p. 451-53), Repaso and <em>En Acción</em> 2 (p. 454-455)</td>
</tr>
<tr>
<td>4</td>
<td><strong>CAPÍTULO 12: ¡Adelante! Paso 1:</strong> Gramática A El subjuntivo en las cláusulas adverbiales (p. 478-480). Gramática B Repaso de los usos del presente del subjuntivo (p. 481-83), Repaso and <em>En Acción</em> 1 (p. 484-85).</td>
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### Week 7:
**Feb. 26- Mar. 2**

<table>
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<tr>
<th>Day</th>
<th>Activity</th>
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<tbody>
<tr>
<td>1</td>
<td><strong>CAPÍTULO 12: ¡Adelante! Paso 2:</strong> <em>Vista Preliminar</em> and <em>Vocabulario</em> El voluntariado (p. 486-89).</td>
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<tr>
<td>2</td>
<td><strong>CAPÍTULO 12: ¡Adelante! Cultura: Paso 2:</strong> Gramática A El imperfecto de subjuntivo (p. 490-92), Gramática B Los usos del imperfecto del subjuntivo (p. 493-95), Repaso and <em>En Acción</em> 2 (p. 496-97).</td>
</tr>
<tr>
<td>3</td>
<td><strong>CAPÍTULO 12: ¡Adelante! Paso 3:</strong> <em>Vista Preliminar</em> and <em>Vocabulario</em> Las noticias (p. 498-501), Gramática A El condicional (p. 502-04).</td>
</tr>
<tr>
<td>Week 8: Mar. 4-6</td>
<td>Study and be ready to take your Final Exam.</td>
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<td>Final Exam</td>
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<tr>
<td></td>
<td>Wednesday</td>
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<td>March 6th, 2024</td>
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<td><strong>OPENS at 8:00 A.M. Due at 11:59 p.m.</strong></td>
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día 4: **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**