Professor: Dr. José Netalí Recinos  
E-mail: D2l mail  
Office Hours: TR: 10:00 a.m.-12:30 p.m. via Zoom (contact me by email to set up and confirm your appointment).

Course description: Introductory study of Spanish language and Hispanic culture with speaking, listening, reading and writing practice. Co-requisite Course(s): SPAN 1111

Course Contact Hours and Study Hours: SPA 1311 Elementary Spanish I (3 credits)  
Introductory study of Hispanic language and culture with speaking, listening, reading and writing practice. This course 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, 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 6-10 hours each week preparing outside of classroom hours.

SPAN 1111 “Elementary Spanish I Lab” (1 credit). Co-requisite. Is a combination of 50% self-guided online laboratory practicum and 50% interactive face-to-face language practice conducted by Graduate Teaching Assistants (Tas). It is based on intensive use of media and oral practice, designed for the improvement of aural/oral skills. Practice involves the use of online MindTap assignments and activities facilitated by the TAs in small group settings.

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 1311 is a Full Online Course. It has been designed to introduce students to the Spanish language and Spanish speaking cultures and costumes. Spanish 1311 is structured around four important skills of language acquisition: listening, speaking, reading, and writing Spanish at the beginning level. In this course students will explore various issues dealing with Hispanic cultures through a variety of listening, reading comprehension activities, web exercises, and grammatical structures at the beginning level.

Organization: This course will cover Preliminary Lesson through Lesson 4 of your textbook.

Preliminary Lesson: Student will learn to set personal goals for learning Spanish, learn strategies for success, say hello, ask someone’s name, state your name and spell it, greet people in informal and formal situations, say what classes they have, follow instructions.

Lesson 1: Students will be able to introduce themselves and others, greet and ask how they are feeling, count to a hundred, exchange basic personal information, describe your classroom and campus, say where you are going around campus. Learn subject pronouns, the verbs “estar”, “ser”, “tener”, and “ir” and its various idiomatic expressions.

Lesson 2: Students will be able to describe classes, people, tell time, talk about weekday and weekend activities, extend, accept, and decline invitations, make statements and ask questions. Learn adjectives, basic sentences of negation, the present tense of –ar, -er, and, -ir verbs, Yes/No questions, information and tag questions.

Lesson 3: Students will be able to talk about family, friends, and pets, express possession, describe people and make comparisons, describe some gatherings and celebrations, express likes and dislikes, learn possessive adjectives and pronouns, compare uses of verbs “ser” and “estar”, make comparisons, superlatives, present tense of stem-changing verbs and the verb “gustar”.

Lesson 4: Students will be able to discuss vacation plans and activities, talk about dates, weather, and seasons, express what is going on, plan travel, lodging and sightseeing, express plans, preferences, and obligations. Learn irregular verbs in the present tense, verb “ir + a + infinitivo”, numbers over 100, present progressive, verb

Course Components and Expectations:
**Learning Path:** 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, no matter how brilliant you are. 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: two exams—worth a combined 40% of your final grade. The dates of these exams are on the schedule section of the Course Timeline. You will be proctored for these exams, I will use SFA’s approved *Honorlock Program*, make sure you read the information about this crucial topic in D2L. **There are no make-up exams given or changes in the existing format.**

*Language Lab:* For this online course and for this term only, Language Lab will be integrated in MindTap. Make sure you complete all assigned activities.

**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.** Quizzes are located in Brightspace.

**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* 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 using D2L Brightspace Email only and allow me at least 24 business hours to respond. You can also reach me during my virtual office hours specified at the beginning of this document. Please contact me by email in advance if you wish to meet with me during those hours.

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<th>GRADING</th>
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<td>Learning Path</td>
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<td>Midterm</td>
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<td>Final Exam</td>
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<td>Class Engagement (Brightspace Capítulo 1-4)</td>
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<tr>
<td>Content Quizzes (After each “Paso”)</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 1311 and Lab with a 70 or higher to enroll in Spanish 1312.

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)

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 1311 you are also enrolling in a Core Curriculum Course that fulfills
the Critical Thinking requirement.

**SFA Procedures**

**ATTENDANCE**

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 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 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
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)
- johCrisis Text Line: Text HELLO to 741-741
## SPA 1311.500 Summer I, 2024

**This is an abridged version of the course program. Visit “Introductory Course Module” and for a more detailed version of activities in your course timeline.**

<table>
<thead>
<tr>
<th>Week</th>
<th>Content by chapter <em>Conectados</em></th>
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| **Week 1: June 3-8** | **día 1:**  
- Course Presentation. Introductions, Alphabet and special cases. 
  *LECCIÓN PRELIMINAR* (1-8) and Intro Module.  
**día 2:**  
- **CAPÍTULO 1: ¡Vamos a Conocernos! y The Spanish Speaking World**  
  - NUESTRO MUNDO (10-11) PASO 1 VOCABULARIO *El primer día de clase* (12-15)  
  - PASO 1 GRAMÁTICA A *Los números del 0 al 100* (16-18);  
**día 3:**  
- PASO 1 GRAMÁTICA B *Los pronombres de sujeto y el verbo estar* (19-21); EN ACCIÓN (22-23).  
  - PASO 2 VOCABULARIO *En el salón de clase* (24-25).  
**día 4:**  
- PASO 2 GRAMÁTICA A *Los sustantivos y los artículos* (28-30)  
  - PASO 2 GRAMÁTICA B *El verbo ser* (31-33); EN ACCIÓN (34-35); PASO 3 VOCABULARIO *Por el campus* (36-39).  
**día 5:**  
- PASO 3 GRAMÁTICA A *El verbo tener* (40-42)  
  - PASO 3 GRAMÁTICA B *El verbo ir* (43-45); EN ACCIÓN (46-47).  |
| **Week 2: June 10-15** | **día 1:**  
- **CAPÍTULO 2 La vida estudiantil y España**  
  - NUESTRO MUNDO (52-53)  
  - PASO 1 VOCABULARIO Háblame de tus clases (54-57).  
  - PASO 1 GRAMÁTICA A Los adjetivos (58-60);  
**día 2:**  
- PASO 1 GRAMÁTICA B *La oración y la negación* (61-63)  
  - EN ACCIÓN (64-65).  |

**día 3:**
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<th>Week 3: June 17-22</th>
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<td>• <strong>CAPÍTULO 3: Entre familia y amigos</strong> Cuba, República Dominicana y Puerto Rico</td>
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<td>• NUESTRO MUNDO (94-95)</td>
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<tr>
<td>• PASO 1 VOCABULARIO La familia, los amigos y las mascotas (96-99).</td>
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<td>día 2:</td>
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<td>• PASO 1 GRAMÁTICA A Los adjetivos y los pronombres posesivos (100-102)</td>
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<td>• PASO 1 GRAMÁTICA B Los verbos <em>ser</em> y <em>estar</em> (103-105).</td>
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<td>• EN ACCIÓN (106-107)</td>
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<td>día 3: <strong>Holiday Juneteenth</strong></td>
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<td>día 4:</td>
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<td>• PASO 2 VOCABULARIO Mis amigos y mi familia (108-111).</td>
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<td>• PASO 2 GRAMÁTICA A Los comparativos (112-114).</td>
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<td>• PASO 2 GRAMÁTICA B Los superlativos (115-117)</td>
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<td>• EN ACCIÓN (118-119).</td>
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<td>día 5: <strong>MIDTERM EXAM ON SATURDAY JUNE 22</strong></td>
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<td>Week 4:</td>
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<td>June 24-29</td>
<td>• PASO 3 VOCABULARIO <em>Las fiestas</em> (120-123)</td>
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<td>• PASO 3 GRAMÁTICA A <em>Los verbos con cambio de raíz en el tiempo presente</em> (124-126)</td>
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<td>• PASO 3 GRAMÁTICA B <em>El verbo gustar</em> (127-129)</td>
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<td>• EN ACCIÓN (130-131).</td>
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<td><strong>día 2:</strong></td>
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<td>• <strong>CAPÍTULO 4: ¡Buen viaje! México</strong></td>
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<td>• NUESTRO MUNDO (136-137)</td>
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<td>• PASO 1 VOCABULARIO <em>Las vacaciones</em> (138-141)</td>
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<td><strong>día 3:</strong></td>
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<td>• PASO 1 GRAMÁTICA A <em>Los verbos irregulares en el presente</em> (142-144)</td>
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<td>• PASO 1 GRAMÁTICA B <em>El futuro: ir +a+infinitivo</em> (145-147)</td>
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<td>• EN ACCIÓN (148-149)</td>
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<td><strong>día 4:</strong></td>
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<td>• PASO 2 VOCABULARIO <em>El tiempo, las estaciones y las fechas</em> (150-153)</td>
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<td><strong>día 5:</strong></td>
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<td>• PASO 2 GRAMÁTICA A <em>Los números mayores de 100</em> (154-156).</td>
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<tr>
<th>Week 5:</th>
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<td>June 30-July 5</td>
<td>• PASO 2 GRAMÁTICA B <em>El presente progresivo</em> (157-159)</td>
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<td>• EN ACCIÓN (160-161). Study for Final</td>
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<td>• PASO 3 VOCABULARIO <em>De viaje</em> (162-165)</td>
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<td><strong>día 2:</strong></td>
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<td>• PASO 3 GRAMÁTICA A <em>Las frases verbales</em> (166-168). Study for Final</td>
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<td>• PASO 3 GRAMÁTICA B <em>Las expresiones indefinidas y negativas</em> (169-171)</td>
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<td>• EN ACCIÓN (172-173)</td>
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<td>• <strong>Study for Final</strong></td>
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<td><strong>día 3: Study for Final</strong></td>
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<td><strong>día 4: Holiday Independence Day</strong></td>
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<td><strong>día 5:</strong></td>
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<td></td>
<td>• <strong>FINAL EXAM</strong></td>
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<td>• <strong>FRIDAY JULY 5th. OPENS AT 8:00 A.M.</strong></td>
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<td>• <strong>DUE AT 11:59 P.M.</strong></td>
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