Cover Sheet: Request 12434

SPN1130 Beginning Spanish 1

Info

Process	Course Modify Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Gillian Lord-Ward glord@ufl.edu
Created	3/21/2018 2:30:39 PM
Updated	3/30/2018 9:43:47 AM
Description of	Modify course description to reflect both residential and UFOnline offerings.
request	

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - Spanish	Gillian Lord-		3/21/2018
		and Portuguese	Ward		
		COMPLETE.pdf			3/21/2018
SPN1130_UFC					3/21/2018
Checklist SPN1					3/21/2018
College	Approved	CLAS - College	Joseph Spillane		3/30/2018
		of Liberal Arts			
		and Sciences			
No document c					2/22/22/2
University	Pending	PV - University			3/30/2018
Curriculum		Curriculum			
Committee		Committee			
No describe	la a a a a a	(UCC)			
No document c	nanges				
Course					
Numbering					
System					
No document c	hanges				
Office of the	nangee				
Registrar					
No document c	hanges				
Student					
Academic					
Support					
System					
No document c	hanges				
Catalog					
No document c	hanges				
College					
Notified					
No document c	hanges				

Course|Modify for request 12434

Info

Request: SPN1130 Beginning Spanish 1

Description of request: Modify course description to reflect both residential and UFOnline offerings.

Submitter: Gillian Lord-Ward glord@ufl.edu

Created: 3/21/2018 2:26:46 PM

Form version: 1

Responses

Current Prefix SPN
Course Level 1
Number 130
Lab Code None
Course Title Beginning Spanish 1
Effective Term Earliest Available
Effective Year Earliest Available
Requested Action Other (selecting this option opens additional form fields below)
Change Course Prefix? No

Change Course Level? No

Change Course Number? No

Change Lab Code? No

Change Course Title? No

Change Transcript Title? No

Change Credit Hours? No

Change Variable Credit? No

Change S/U Only? No

Change Contact Type? No

Change Rotating Topic Designation? No

Change Repeatable Credit? No

Maximum Repeatable Credits 5 **Change Course Description?** Yes

Current Course Description First in the basic Spanish language sequence, developing basic communication skills in reading, writing, speaking and listening. Meets three times weekly; students are required to work online for the remaining credit.

Proposed Course Description (50 words max) First in the basic Spanish language sequence, developing basic communication skills in reading, writing, speaking and listening.

Change Prerequisites? No

Change Co-requisites? No

Rationale The current course description specifically describes our residential (face-to-face, hybrid) class. Since the beginning of UF Online though we have offered a UFO version of the course, with the same number (as is required). Since a course number can only have one common description, we are requesting to remove the reference to specific delivery method, so that the description is applicable to both residential and UFO cohorts.



UCC: Syllabus Checklist

All UCC1 forms and each UCC2 form that proposes a change in the course description or credit hours must include this checklist in addition to a complete syllabus. Check the box if the attached syllabus includes the indicated information.

Syllabus MUST contain the following information:

Instructor contact information (and TA if applicable)

Course objectives and/or goals

A weekly course schedule of topics and assignments

Required and recommended textbooks

Methods by which students will be evaluated and their grades determined

A statement related to class attendance, make-up exams and other work such as: "Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at:

https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx."

A statement related to accommodations for students with disabilities such as: "Students requesting classroom accommodation must first register with the Dean of Student Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation."

Information on current UF grading policies for assigning grade points. This may be achieved by including a link to the appropriate undergraduate catalog web page:

https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

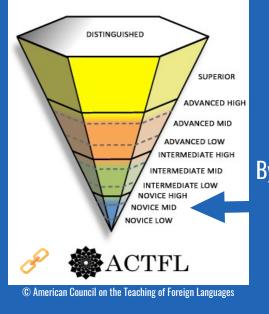
A statement informing students of the online course evaluation process such as: "Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu.

It is recommended that syllabi contain the following information:

- 1. Critical dates for exams and other work
- 2. Class demeanor expected by the professor (e.g., tardiness, cell phone usage)
- 3. UF's honesty policy regarding cheating, plagiarism, etc. Suggested wording: UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor of TAs in this class.
- Phone number and contact site for university counseling services and mental health services: 392-1575, http:// www.counseling.ufl.edu/cwc/Default.aspx

University Police Department: 392-1111 or 9-1-1 for emergencies.

The University's complete Syllabus Policy can be found at: http://www.aa.ufl.edu/Data/Sites/18/media/policies/syllabi_policy.pdf



SPN 1130: Beginning Spanish I

Knowing how, when, and why to say what to whom.

By the end of SPN 1130, you will communicate using practiced words and phrases to talk about familiar topics related to school, home, and the community. (*)

You will communicate and interact with cultural

© The National Standards Collaborative Board AND

CONS

(*) Can you already do this? Consider moving up to another class to finish the language requirement more quickly! Take the survey on the Spanish Placement page to find out which class is most appropriate for you. Students who are native or heritage speakers must consult the director of the Bilingual Program, Susana Braylan (sbraylan@ufl.edu), in order to remain in any SPN 1000level course.

Before each class, you study the pages (incl. all boxes!) in the book for the day listed on the syllabus <u>a</u>nd do accompanying activities this 5-credit class!

on Connect. That's how you earn 2 credits of Conéctate and Connect involve you in

time for true communication and (inter)active learning.

make choices, etc.). You're active!

You're active! Tools for learning 🥜

@ufl.edu - Check daily!

microphone



Autobiografía (3.50%) 📘 LearnSmart in Connect (5%) 🔃 ECA (6%) 💹 Mini-compositions (6.50%) 📒 Quizzes (10%) Participation & Preparation (10%) Midterm Exam (12.50%) Oral Exams (2) (14%) Daily preparation in Connect (15%) Evaluated three times during the semester (see chapter calendars for dates)

> participation grade. Using any device during any assessment at any time will result in a zero on

that assessment.

You Missed an Assessmenti:

Some key dates ECA - Feb 16 & 19

Midterm Exam - Feb 23

Autobiografía - Apr 2

Oral Exam 1 - Mar 16 & 19

Oral Exam 2 - Apr 20 & 23

Final Exam - Apr 25 & 28

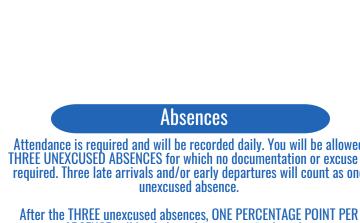
See the chapter calendars in this

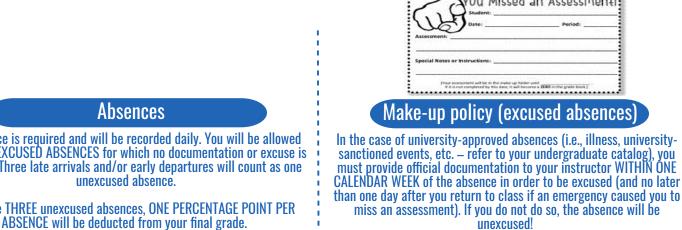
document for more on these and other

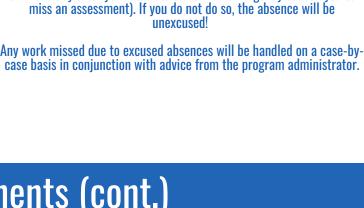
Use of technology Active participation Do not use any electronic devices in class unless Spanish is the language of the classroom, and you explicitly told to do so by your instructor for an activity. Doing so will negatively impact your should use the language skills you have (and other

Final Exam (2 days) (17.50%)

Class components







Daily preparation for class (15%)

you need to focus your study time. LearnSmart activities for vocabulary and grammar are assigned in each chapter and are due prior to each To earn full credit for assigned LearnSmart modules, you must correctly complete the number of items listed at the bottom of the module. The time required to do this will vary by the number of required items and how well you know the material (there is no penalty for incorrect answers; you will just need to keep answering questions until you reach the target number of items). You will likely be able to work through LearnSmart more efficiently once you have read a majority of the chapter, completed most of the exercises, and attended and actively participated in Spanish in class. If you do not complete the target number of items by the time the module is due, you will receive the

You will take a total of 6 quizzes and the lowest grade will automatically be dropped. These quizzes are scheduled to be completed within a 40-hour time period following the completion of each chapter's material in class (see chapter calendars below for dates). You may not use any aids on the quizzes, including your textbook, class notes, etc. You may not access online materials or your e-textbook, either. The quizzes are designed to be able to be completed successfully within the 35-minute time limit if you have been diligent about doing your daily preparation activities and LearnSmart and attending and participating actively in class.

If you are not satisfied with your grade, you can retake each quiz once within the 40-hour time period it is assigned to try to earn a higher grade. So don't wait until the last minute to take a quiz the first time! If you want to take the quiz a second time, use time in between the quiz attempts to review the material in your textbook, in Connect (including Grammar Tutorials, Extra Practice activities, and LearnSmart in Self

Autobiografía (revision of mini-composiciones Cap. 1-4) (3,5%) After receiving feedback on the mini-composiciones in Cap. 1-4, you will revise them and combine them so that they create an autobiography in Spanish. This document could be a good resource for when you need to introduce yourself in writing to someone (a family with whom you'll live when you study abroad, a job recruiter, etc.).

As a personal document, your autobiografía should show who you are today (that is, you should include photos to make your autobiografía more visually interesting)! As you review your instructors' comments on your mini-composiciones from Cap. 1-4, add new details to make the content richer, correct any vocabulary or grammar errors, and make it so the document flows well from one idea to another.

On the day indicated on the syllabus, you will submit the final version of your autobiografía and the graded mini-composiciones and rubrics. While the look of the autobiografía is up to you, it must be typed and must include space between lines so that your instructor is able to make corrections legibly. If you do not follow these three guidelines, you will lose 3 points each from the total points of the rubric!

Effective Communication Assessment (ECA) (6%) Once during the semester the class will be divided in half and assigned one of two days scheduled for an Effective Communication Assessment. Each group will come to class on that one day and will converse spontaneously in pairs (or groups of three if needed) on a variety of topics studied to that point for about 40 minutes. The instructor will evaluate these interactions utilizing the ECA rubric by walking around the classroom, listening to and evaluating each pair/group on multiple occasions during the period in a nonintrusive manner. Each student's performance will be graded according to the criteria provided in the ECA rubric.

Final Exam (during last day of class & final exam period) (17,5%) There will be two written exams administered face-to-face, a midterm and a final. The final exam will be given over two days (see the chapter calendars for specific dates). The goal of the exams is to assess your ability to assimilate what you have learned about Spanish vocabulary, grammar, and cultural facts and skills. You are also expected to critically respond to and analyze the topics covered in class and

A general guideline for the amount of time you should plan to dedicate to this and any other University course is 2-3 hours of homework per course credit hour. That means you should dedicate 10-15 hours a week outside of class for this course!

• Please be aware that the S/U deadline is due by the third week of the semester (see Registrar's webpage for this semester's date). Please see your academic advisor to discuss taking courses as S/U. Classroom Disputes: Any classroom issues, disagreements or grade disputes should be discussed first between the instructor and the student. If the problem cannot be resolved, contact Prof. Antonio Gil (agil@ufl.edu). He will require documentation of the problem as well as all

provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. For more information see http://www.dso.ufl.edu/drc.

All students are required to abide by the Academic Honesty Guidelines, which have been accepted by the University. The UF Honor

• Obtain the relevant signatures. Signatures #1 and #2 can be obtained from 170 Dauer Hall during business hours. Signature #3

should be the last one, which can be attained by visiting college dean's office. Incomplete forms will not be signed by the department nor the college.

For the oral exams you will have a conversation with a partner designed so that you will complete a communicative task. You will be assigned a time (during class time) to come to your classroom and perform your oral exam; you are not required to come to class on the other day designated in the calendar for the oral exam. When you arrive for your appointment you will be given a situation and communicative tasks to include (for example, discussing options and then making a decision). You will have two minutes to strategize and then four to five minutes to enact the situation with your partner. Each student's performance will be graded according to the criteria provided in the Oral Exam rubric.

Exams will consist of listening, reading, and writing sections in which your overall knowledge of the course material is evaluated. Both the midterm and the final exam are cumulative. Exams are not curved and no make-up tests will be given. NO DEVIATION OF THE TEST SCHEDULE WILL BE ALLOWED, UNDER ANY CIRCUMSTANCES; this means NO early or late exams. It is YOUR responsibility to ensure that you will be present for both scheduled exams.

in the texts.

No extra credit will be given under any circumstances. NO EXCEPTIONS!

Print out a S/U form from: http://www.registrar.ufl.edu/pdf/SUgradeoption.pdf.

Fill out the top portion completely and sign on line #4.

Academic Integrity:

materials as evidence that a mistake was made.

Code reads: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." For more information on types of academic violations and the process should one be charged with committing an academic violation, please refer to

Accommodations: Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will

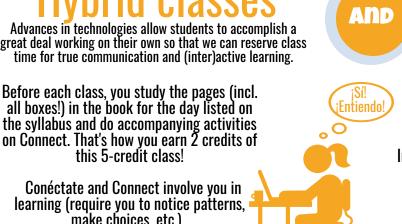
Course Evaluations: Students will provide feedback on the quality of instruction in this course. These evaluations are conducted online at https://evaluations.ufl.edu. Evaluations are open during the last two or three weeks of the semester, and students will be given specific times when they are open. Summary results of evaluations are available to students at https://evaluations.ufl.edu/results.

Fees: A nominal fee was charged by the Spanish and Portuguese Studies department when you enrolled in this course. Those funds

understanding, using Spanish to function appropriately in basic personal, academic, and career-related situations in multilingual communities at home and around the world. AND Advances in technologies allow students to accomplish a

learning (require you to notice patterns,

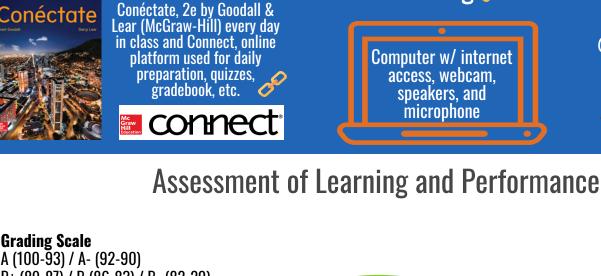


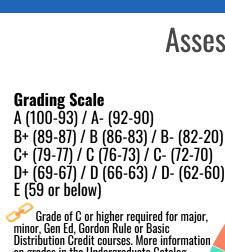


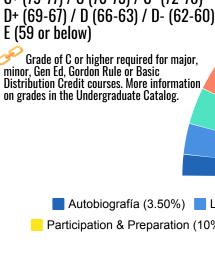












Review student preparation documents and rubrics on Connect Attendance and participation (10

Absences Attendance is required and will be recorded daily. You will be allowed THREE UNEXCUSED ABSENCES for which no documentation or excuse is required. Three late arrivals and/or early departures will count as one unexcused absence.

absences. Components via Econnect* (http://connect.mheducation.com/) 🖋

To avoid technical issues in Connect, click on "Troubleshooting" in the black band at the very bottom of every page in Connect. Be sure to run the "Troubleshooting" analysis before EACH and EVERY quiz attempt! Any technological problems with Connect should be handled immediately by contacting McGraw-Hill tech support via 800-331-5094 (prompt #2) or www.mhhe.com\support. Be sure to document any issues in Connect by taking screen shots or video of your computer screen to show the issue as you experienced it. Within 24 hours, you must provide your instructor the McGraw-Hill case number, a brief but thorough description of what next steps are and what was discussed on your call with MHE Support, AND your screen shots or video. If you do not provide all of this information within 24 hours, no action will be taken!

instructor. Note that there are additional resources in Connect designed to help you, so take advantage of them via the Grammar Tutorials and Extra Practice folders. LearnSmart is an online study tool that tests your knowledge of key concepts and uses adaptive technology to pinpoint the topics on which

percentage of the module that you completed.

Mini-composiciones (6,5% ... 1% Cap. 2 / 2,5% Cap. 3 / 3% Cap. 4) You will write 4 mini-compositions in class (see the syllabus for dates) on a topics related to chapter themes and objectives. Only three will count towards your final grade. You will spend time reading the prompt and brainstorming ideas (pre-writing), writing your text, and editing your text using your book and/or notes (post-writing). The times for each phase depend on the complexity of the prompt and will be made clear by your instructor. THESE MINI-COMPOSICIONES - included your instructor's feedback - FORM THE BASIS OF YOUR AUTOBIOGRAFIA, SO YOU MUST KEEP THEM AND YOUR INSTRUCTOR'S FEEDBACK SO THAT YOU CAN USE AND SUBMIT THEM LATER!!!

Because effective oral communication is one of the primary goals of the beginning Spanish sequence at UF and is the primary goal of most beginning language students, there will be 3 assessments of your progress towards how well you can converse in Spanish. These assessments are one Effective Communication Assessment (ECA) and two oral exams. If a student arrives after the ECA / Oral Exam has begun, the student will not be allowed to participate and will receive a zero for the assessment.

Midterm Exam (during 1 class) (12,5%)

your situation qualifies for consideration.

Policies

https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/.

Counseling and Wellness: A variety of counseling, mental health and psychiatric services are available through the UF Counseling and Wellness Center, whose

Active participation is coming to class well-prepared (including any additional work assigned by instructor), using Spanish from start to finish, collaborating respectfully and positively with all classmates, and taking part in all class activities. to the time you leave.

skills like gesturing, drawing, etc.) to communicate in Spanish from the time you arrive

If you are absent the day of an assessment, you will receive a 0 on that assessment. There are no make-ups and no exceptions for unexcused

Class components (cont.) Review student preparation documents and rubrics on Connect

You will be assigned a variety of assignments on the Connect site (as indicated on the syllabus) to help you prepare for class and to continuously increase your proficiency. The assigned textbook and workbook lab manual (WBLM) activities consist of vocabulary and grammar exercises (incl. active learning engagement throughout and tutorials at the bottom of the exercise for review), listening and viewing practice, etc. You are responsible for completing all the assigned activities. The preparation activities on Connect are visible in the assignment view or the calendar view and are due by 8:00 a.m. as indicated on the chapter calendars (below) and in chapter folders on Connect. In other words, the preparation activities are due the morning of class.

Most of these exercises are computer-graded and you will receive immediate feedback regarding your answers. In order to do your best, read the textbook pages that correspond to the assignments before you do the assigned exercises. Having your book open while you work through the assignments will also help you see what activities in the book you've completed.

You have a maximum of three attempts on the activities, and the highest grade of the three will be your final grade for each activity. If you believe a correct answer has been scored incorrectly, click the "Report an issue" link at the bottom of the exercise and alert your instructor. Note that these are additional recoverage in Corporat designed to halp you as take adventors of them wis the Corporat Tutorials.

You may also use LearnSmart in Self Study mode, which is a great way to review throughout the chapter, prior to a quiz, before an exam, etc. Points you earn in LearnSmart in Self Study mode do not count towards your grade! Quizzes in Connect using Tegrity Remote Proctor (Tegrity required!) (10%)

To periodically assess your learning of the material, there will be an online quiz at the end of each chapter administered through Connect and using Tegrity Remote Proctor. In order to take the quizzes, you must use a computer that has a webcam, speakers, and a microphone.

Note that you must take the quizzes via the Connect website; you cannot use the Connect or e-book apps to take quizzes!

At the start of the quiz, you will hold up your UF GatorOne card (being sure to show your name and photo on the card) next to your face to verify your identity. The entire quiz experience will be recorded, and your instructor will have access to the recording. If your computer does not have a webcam, speakers, and/or a microphone, you may make an appointment for one of the proctor computers at Library West or visit the Language Lab in Turlington 1317/1341 during open hours.

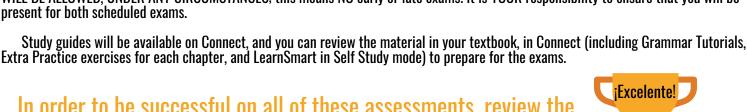
You will take a total of 6 quizzes and the lowest grade will automatically be dropped. These quizzes are scheduled to be completed within

Study mode), etc. Presentational writing components

All work that you turn in for a grade must be your own original work. Internet-based translation programs (like Google Translate!) are not allowed. NO ONE, STUDENT OR NOT, should LOOK at your autobiografía, suggest changes, or make corrections. Any evidence of disallowed resources or work that is not a product of a student's own intellectual process will be handled according to the student honor code policy.

Interpersonal speaking components





Incompletes: The Lower Division Spanish Program abides by the University policy on Incomplete grades (http://www.registrar.ufl.edu/staff/grades.html#incomplete), and we will NOT assign any I grades except under truly exceptional extenuating circumstances. You MUST arrange a meeting with your instructor and with Prof. Antonio Gil (Dauer 160) if you believe

graded assignments for the semester. Final grades cannot be changed unless there is an error. Students must present the graded

goal is to help students be maximally effective in their academic pursuits by reducing or eliminating emotional, psychological, and interpersonal problems that interfere with academic functioning. The Center can be found online at http://www.counseling.ufl.edu/cwc or reached by phone at 392-1575.

are used to cover the costs of copying materials used in assessment and evaluation throughout the semester.

In order to be successful on all of these assessments, review the student preparation documents and rubrics on Connect well in advance of the date! **Department Policies Expected Time Required For Class:**

Capítulo 1: En la clase

Objetivos

- 1. **greet** and **say goodbye** to someone appropriately according to the situation (who the person is, formality of situation, time of day, any specific cultural norms)
- 2. **exchange information** with others on how we are feeling, where we are from, and how we can get in touch with one another by phone and email
- 3. **describe** elements of my university experience (what I study, where I go, the objects I use, the people with whom I interact)
- 4. **compare and contrast** elements of my school experience with students who predominantly speak Spanish
- 5. **explain** how I see the influence of the Spanish language and/or the cultures of Spanish speakers in my community (my country, my hometown, my home state or region, Gainesville/UF)

	STUDY	DO DO		
	Study the listed pages (including all boxes!) for class carefully! Reference pages when doing prep work in Connect.	Assignments due on Connect by 8:00 a.m. each day. Quizzes due on Connect by 11:59 p.m. on due date. Assessments due in class.		
8	[Objetivo 1]	To prepare for today's class, read the information in the Getting started folder on		
enero	-Comunicación: ¡Hola! (pp. 2-3) & Comunicación: ¡Adiós! (p. 9)	Connect, especially the syllabus!		
10 enero	[Objetivos 1 y 2] -Comunicación: ¿Cómo te llamas? / ¿Cómo se llama? (pp. 4-6) -Comunicación: ¿Cómo estás? / ¿Cómo está? (pp. 7-8) -Comunicación: ¿De dónde eres? / ¿De dónde es? (pp. 8-9) -¡Escuchemos! (p. 31)	Assignments: -Introducción al curso (only 2 attempts!) (This assignment is the prerequisite for all of the assignments in Connect! It must be completed before you do any other assignment in Connect.) -Comunicación (p. 2-9) y ¡Escuchemos! (p. 31) [The last date to complete these is Jan. 12. Do NOT wait to get started since there is a lot due on Jan. 12):		
12	[Objetivos 1, 2, 3 y 4]	Assignments:		
enero	-Vocabulario: ¿Cómo se escribe? (pp. 10-13)	-Vocabulario (pp. 10-17)		
	-Vocabulario: Los meses y las estaciones (p. 14)	-Estructura 1.1 (pp. 18-20)		
	-Vocabulario: Los números y las fechas (pp. 14-17)	-Estructura 1.2 (pp. 20-23)		
	-Estructura 1.1: Singular nouns and articles (pp. 18-20)	". ,		
	-Estructura 1.2: Plural nouns and articles (pp. 20-23)	Assignments for Cap. 1 so far are due today by 8 am!		
15 enero	No hay cla	ase – Martin Luther King, Jr.		
17	[Objetivos 3, 4 y 5]	<u>La influencia hispana en mi comunidad</u> (Instructions on Connect / Bring to class, do		
enero	-Para saber más: More about gender of nouns (p. 493)	not upload to Connect!)		
	-Estructura 1.3: Ser y tener (pp. 23-26)	Assignments: (The last date to complete these is Jan. 22. Do NOT wait to get started		
	-Estructura 1.4: Possessive adjectives (pp. 27-28)	since there is A LOT due on Jan. 22):		
		-Pronunciación I (Las vocales)		
		-Repaso (Review) de Estructuras 1.1 y 1.2		
		-Estructura 1.3 (ser y tener) (pp. 23-25)		
		-Estructura 1.4 (possessive adj) (pp. 27-28)		
19	Repaso (Review) [Objetivos 1, 2, 3 y 4]	Assignments: (The last date to complete these is Jan. 22. Do NOT wait to get started		
enero	-Conéctate: ¡Leamos! (pp. 29-30)	since there is A LOT due on Jan. 22):		
	Review the rubric for Participation	-Pronunciación II (Las vocales)		
	and Preparation in the Evaluaciones	-Repaso de cultura y ¡Leamos! (pp. 29-30)		
	folder on Connect. Looking at the criteria and assessing	LearnSmart: En la clase: Vocabulario		
	yourself honestly, how are you doing? How can you improve?	LearnSmart: En la clase: Gramática		
22 enero	Repaso Cap. 1 (pp. 2-36)	All assignments post-MLK Day for Cap. 1 are due today by 8 am!		
		Taller de escritura para las minicomposiciones – Cap 1 in class		
		(feedback only)		
		Quiz Cap. 1 (due by 11:59 p.m. in Connect)		

Capítulo 2: Mis amigos y yo (Opens on Connect on January 19, 2018)

Objetivos:

- 1. **describe** myself and others (including my friends and family) in terms of how old we are, where we are from, what we look like, what our personalities are like, and how we are feeling
- 2. express likes and dislikes
- 3. state where I am going and what I am going to do
- 4. **compare and contrast** activities that my friends and I do with what some people who predominantly speak Spanish do (activities, places, objects)

	STUDY	DO DO
	Study the listed pages (including all boxes!) for class carefully! Reference pages when doing prep work in Connect.	Assignments due on Connect by 8:00 a.m. each day. Quizzes due on Connect by 11:59 p.m. on due date. Assessments due in class.
24 enero	[Objetivos 1, 2 y 3] -Comunicación: ¿Cuántos años? / ¿Adónde vas? / Me gusta (pp. 37-42)	Assignment: Comunicación (pp. 37-42)
26 enero	[Objetivo 1] -Vocabulario: ¿Cómo somos? (pp. 43-47)	Assignment: Vocabulario: ¿Cómo somos? (pp. 43-47)
29 enero	[Objetivos 1 y 3] -Estructura 2.1: Adjectives (pp. 48-50) -Estructura 2.2: estar / ir (pp. 51-54) -Para saber más, p. 494 (<i>tener</i> to express states)	Assignments: -Estructura 2.1: Adjectives (pp. 48-50) -Estructura 2.2: estar / ir (pp. 51-54) -Para saber más (Using tener to express states) (p. 494)
31 enero	[Objetivos 2 y 4] -Estructura 2.3: ¿Te gusta? (pp. 54-56) -Estructura 2.4: ¿Qué te gusta hacer? ¿Qué vas a hacer? (pp. 56-57)	Assignments: -Estructura 2.3 (gustar) (pp. 54-56) -Estructura 2.4 (¿Qué te gusta hacer? ¿Qué vas a hacer?) (pp. 56-57) LearnSmart – Mis amigos y yo: Vocabulario
2 feb	[Objetivos 1, 4] -Repaso Cap. 3 (pp. 37-64) -Conéctate: ¡Escuchemos! (pp. 59-60) -Conéctate al cine (p. 62) <i>[Search Netflix or similar for film]</i> -Conéctate: ¡Leamos! (pp. 58-59)	LearnSmart: Mis amigos y yo: Gramática Assignment: Repaso de cultura y Conéctate (pp. 58-62) Mini-composición Cap. 2 Quiz Cap. 2 (due by 11:59 p.m. in Connect)
		Participation grade #1 evaluated

Capítulo 3: ¿Qué haces? (Opens on Connect on January 31, 2018)

Objetivos

After this chapter, I will be able to:

- 1. ask and tell time
- 2. **describe** my daily schedule, including the activities I do and when I do them
- 3. **interpret** simple schedules
- 4. **compare and contrast** my schedule to others' (including my classmates, my family and friends, and/or people who predominantly speak Spanish) and **consider** how people think about time in my own and other cultures

5

	STUDY	DO DO	
	Study the listed pages (including all boxes!) for class carefully! Reference pages when doing prep work in Connect.	Assignments due on Connect by 8:00 a.m. each day. Quizzes due on Connect by 11:59 p.m. on due date. Assessments due in class.	
5 feb	[Objetivos 1 y 3] - Comunicación: ¿Qué hora es? / ¿A qué hora? (pp. 65-70)	Assignment: Comunicación (pp. 65-70)	
7 feb	[Objetivos 2 y 3] -Vocabulario: ¿Cómo es tu rutina diaria? (pp. 71-75) Prior to class, review information on the ECA in the "Evaluaciones" folder on Connect.	Assignments: -Pronunciación -Vocabulario (pp. 71-75)	
9 feb	[Objetivos 2, 3 y 4] -¡Escuchemos! (p. 92) - Estructura: 3.1 (pp. 76-79) - Estructura: 3.2 (pp. 79-83)	Assignments: -¡Escuchemos! (p. 92) -Estructura 3.1 (pp. 76-79) -Estructura 3.2 (pp. 79-83)	
12 feb	[Objetivos 2, 3 y 4] -Estructura 3.3 (pp. 84-86 + 495) -Estructura 3.4 (pp. 87-89) Sign up for the ECA according to instructor's directions.	Assignments: -Estructura 3.3 (pp. 84-86) -Estructura 3.4 (pp. 87-89)	
14 feb	[Objetivos 1, 2, 3 y 4] -Repaso Cap. 3 (pp. 65-97) -Conéctate: ¡Leamos! (pp. 90-91) -Conéctate: ¡Hablemos! (p. 94) Review information on the midterm exam in the "Evaluaciones" folder on Connect. Begin to study!	Assignment: Repaso de cultura LearnSmart: ¿Qué haces?: Vocabulario LearnSmart: ¿Qué haces?: Gramática Mini-composición Cap. 3 Quiz Cap. 3 (due 11:59 p.m.)	
16 feb	Effective Communication	on Assessment (Día 1)	
19 feb	Effective Communication Assessment (Día 2)		
21 feb 23 feb	Repaso Cap. 1-3 Examen Parcial (Midterm Exam)		

Capítulo 4: ¡Qué bonita familia! (Opens on Connect on February 22, 2018)

Objetivos

- 1. **describe** families and family members (relationships to one another, physical appearance, personality, age, where they are from, where they live now, how they spend their time)
- 2. **identify** in my own and in other cultures who people consider to be part of their family and how personal, historical, and/or cultural circumstances impact families
- 3. **compare and contrast** people and things
- 4. ask what people do for a living
- 5. comment on things and compliment people

	STUDY	DO DO	
	Study the listed pages (including all boxes!) for class carefully! Reference pages when doing prep work in Connect.	Assignments due on Connect by 8:00 a.m. each day. Quizzes due on Connect by 11:59 p.m. on due date. Assessments due in class.	
26 feb	[Objetivos 1, 2 y 5] -Comunicación: ¡Qué lindo! (pp. 100-101) -Vocabulario: ¿Cómo es la familia? (pp.102-106) -Conéctate: ¡Escuchemos! (p. 123)	Assignment: Comunicación: ¡Qué lindo! (pp. 100-101)	
28 feb	[Objetivos 1, 3 y 4] -Comunicación: ¿A qué te dedicas? (pp. 99-100) -Estructura 4.1 (pp. 107-110) + p. 496 Prior to class, review information on the Oral Exam 1 in the "Evaluaciones" folder on Connect.	Assignments: -Comunicación: ¿A qué te dedicas? (pp. 99-100) -Estructura 4.1 (pp. 107-110 + p. 496)	
2 mar	[Objetivos 1, 2, 3 y 5] -Estructura 4.2 (pp. 111-114) -Estructura 4.3 (pp.115-118) + p. 498 -Conéctate: ¡Leamos! (p. 122) [Leer en clase]	Assignments: -Estructura 4.2 (pp. 111-114) -Estructura 4.3 (pp. 115-118 + p. 498) LearnSmart: ¡Qué bonita familia!: Vocabulario	
3–11 mar		DE PRIMAVERA	
12 mar	[Objetivos 1 y 2] -Estructura 4.4 (pp. 118-121) - "Cultura: La planificación familiar en Guatemala" (p. 110) Sign up for the Oral Exam 1 in class.	Assignments: -Estructura 4.4 (pp. 118-121) -Cultura: La planificación familiar en Guatemala (p. 110)	
14 mar	[Objetivos 1, 2 y 3] -Repaso Cap. 4 (pp. 98-127) -Conéctate al cine (p. 125) Enlace a la película (32:34-34:34)	LearnSmart: ¡Qué bonita familia!: Gramática Assignment: Repaso de cultura y Conéctate al cine Mini-composición Cap. 4 Quiz Cap. 4 (due by 11:59 p.m. in Connect) Participation grade #2 evaluated	
16 mar	Examen Oral	1 (Día 1)	
19 mar	Examen Oral	1 (Día 2)	

Capítulo 5: Por la ciudad (Opens on March 16, 2018)

Objetivos

- 1. identify, describe, and/or compare and contrast places in urban, suburban, and rural areas
- 2. use maps to communicate aspects of my surroundings and to navigate my way around cities and towns
- 3. **give directions** and **understand directions** I have been given to go from one place to another
- 4. **identify** in my culture and other cultures how people travel from one place to another (e.g., driving, taking public transportation like the bus or the metro, riding a bike) and why they choose to travel this way
- 5. **compare and contrast** my routines with others, including those in Spanish-speaking communities
- schedule meeting times with Spanish-speaking friends and colleagues for personal or professional events in ways that are culturally sensitive.

	STUDY	DO DO
	Study the listed pages (including all boxes!) for class carefully! Reference pages when doing prep work in Connect.	Assignments due on Connect by 8:00 a.m. each day. Quizzes due on Connect by 11:59 p.m. on due date. Assessments due in class.
21 marzo	[Objetivos 1, 2, 3 y 4] -Comunicación: Muchas gracias / ¿Dónde está? (pp. 129-134) -Vocabulario: Paisajes urbanos (pp. 135-138) Prior to class, review information on the Autobiografía in the "Evaluaciones" folder on Connect.	Assignments: -Comunicación (pp. 129-134) -Vocabulario (pp. 135-138)
23 marzo	[Objetivos 1, 2 y 5] - Estructura 5.1 (pp. 139-143) - "Cultura: Asunción, la capital de Paraguay" (p. 153) [en clase] - Conéctate a la música (p. 162) Enlace a la canción	Assignments: -Estructura 5.1 (pp. 139-143) -Estructura 5.3 Ser and estar with adjectives G. Cultura: Asunción, la capital de Paraguay PASO 1 -Conéctate a la música (p. 162)
26 marzo	[Objetivo 1] -Repaso de Estructura 5.1 (pp. 139-143) -Conéctate: ¡Leamos! (pp. 157-158) [en clase]	Assignments: -Repaso de Estructura 5.1 (pp. 139-143) -Pronunciación (b / v) LearnSmart: Por la ciudad: Vocabulario
28 marzo 30 marzo	[Objetivo 5] -Estructura 5.2 (pp. 144-148) [Objetivos 2, 5 y 6] -Estructura 5.3 (pp. 149-153 + 500) -Estructura 5.4 (pp. 154-156)	Assignment: Estructura 5.2 (pp. 144-148) Assignments: -Estructura 5.3 (pp. 149-153) -Estructura 5.4 (pp. 154-156)
2 abril	[Objetivo 6] - Repaso Cap. 5 (pp. 128-164) - Conéctate: ¡Escuchemos! (pp. 158-159)	LearnSmart: Por la ciudad: Gramática Assignment: Conéctate: ¡Escuchemos! Autobiografía (revisión de mini-composiciones de Cap. 1-4) due in class today Quiz Cap. 5 (due by 11:59 p.m. in Connect)

Capítulo 6: ¡A comer! (Opens on Connect on March 28, 2018)

Objetivos

- 1. extend requests/invitations to someone and accept or decline requests/invitations that I receive
- 2. **describe** what I eat / ate, including where it is / was purchased or consumed, how it is / was prepared and by whom, and what I use/used to eat it
- 3. **compare and contrast** my own with other cultures related to how, what, where, when, and why people eat what they do
- 4. **identify** how words for foods can vary from region to region

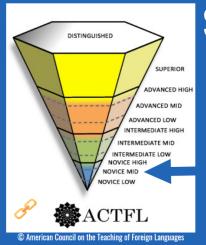
	STUDY	DO
	Study the listed pages (including all boxes!) for class carefully! Reference pages when doing prep work in Connect.	Assignments due on Connect by 8:00 a.m. each day. Quizzes due on Connect by 11:59 p.m. on due date. Assessments due in class.
4 abr	[Objetivos 1, 2 y 3] -Comunicación: ¡Cómo no! / ¿Quieres? — No, gracias (pp. 165-169) -Vocabulario: "A comprar la comida" (pp. 170-173)	Assignments: -Comunicación (pp. 165-169) -Vocabulario: "A comprar la comida" (pp. 170-173)
6 abr	[Objetivos 2 y 3] -Vocabulario: "En la mesa" (pp. 172-176) -"Conéctate al mundo hispano" (p. 181) Prior to class, review information on the Oral Exam 2 in the "Evaluaciones" folder on Connect.	Assignments: -Vocabulario: En la mesa (pp. 172-176) -Pronunciación de r y rr LearnSmart: ¡A comer!: Vocabulario
9 abr	[Objetivos 2 y 3] -Repaso de vocabulario (pp. 170-176) -"Conéctate al mundo hispano" (p. 175) -Estructura 6.1 (pp. 177-180 + p. 501)	Assignment: Estructura 6.1 (pp. 177-180)
11 abr	[Objetivos 2 y 3] -Repaso de Estructura 6.1 (pp. 177-180) -Estructura 6.3 (pp. 185-189) Sign up for the Oral Exam 2 according to instructor's directions.	Assignment: Estructura 6.3 (pp. 185-189)
13 abr	[Objetivos 2, 3 y 4] -Estructura 6.2 (pp. 181-184) -Conéctate: ¡Escuchemos! (pp. 192-193)	Assignment: Estructura 6.2 (pp. 181-184) Conéctate ¡Escuchemos! La cocina tradicional A escuchar (Texto pp. 192-193)
16 abr	[Objetivos 2 y 3] -Conéctate. ¡Leamos! (pp. 190-191) [en clase] -Conéctate al cine (p. 195) - Enlaces a Escena 1 y Escena 2 Review information on the final exam in the "Evaluaciones" folder on Connect. Begin to study!	Assignments: -Repaso cultural -Conéctate al cine (p. 195) LearnSmart: ¡A comer!: Gramática Quiz Cap. 6 (due by 11:59 p.m. in Connect)
18 abr	Repaso y reflexión (Cap. 1-6)	Participation grade #3 evaluated (Continues on next page.)

1	\mathbf{a}
1	L

20 abr	Examen Oral 2 (Día 1)
23 abr	Examen Oral 2 (Día 2)
25 abr	Repaso Cap. 4-6
	Examen Final (Listening comprehension section)
28 abr	EXAMEN FINAL: Saturday, April 28th at 10:00 a.m 12:00 p.m.
	(https://registrar.ufl.edu/soc/201801/finalexamsched.html)
	Room TBA

Department of Spanish and Portuguese Studies University of Florida SPRING 2018 – Online SPN 1130 (section 14A6)





SPN 1130: Beginning Spanish I

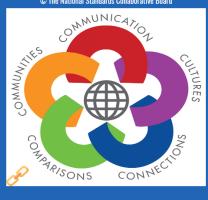
Knowing how, when, and why to say what to whom.

By the end of SPN 1130, you will communicate using practiced words and phrases to talk about familiar topics related to school, home, and the community. (*)

And

© The National Standards Collaborative Board

You will communicate and interact with cultural understanding, using Spanish to function appropriately in basic personal, academic, and career-related situations in multilingual communities at home and around the world.



(*) Can you already do this? Consider moving up to another class! Take the survey on the Spanish Placement page to find out which class is most appropriate for you. Students who are native or heritage speakers must consult the director of the Bilingual Program, Susana Braylan (sbraylan@ufl.edu), in order to remain in any SPN 1000-level course.



Professor:

Dr. Crystal Marull

- Email: cmarull@ufl.edu or via Canvas (preferred)
- Office: Dauer Hall 251
- Office hours: Online by appointment



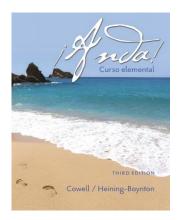
Course Assistant: Instructor Sonia San Juan

- Email: s.sanjuan@ufl.edu or via Canvas (preferred)
- Office hours: Online by appointment

Course Description

This is a 5-credit fully online beginning Spanish course. As a general guideline for online courses, students should plan to dedicate to 4-5 hours of homework per course credit hour. **That's 20-25** hours a week for this course.

Required Textbooks & Resources



• ¡Anda! Elemental 3rd Edition, e-text and MySpanishLab package. Available for one semester or multi-semester access via mySpanishlab. This course is part of UF All Access Program. Please check with the instructor before purchasing package in the bookstore. UF All Access offers a one semester digital discount to Myspanishlab through your GatorLink Account. Enroll in the course using Course ID: CRSKL1S-602050





En vivo: online Spanish coaching sessions:
 <u>http://linguameeting.com/</u> (You must purchase access for 12 sessions, ISBN: 9781640078857).



• A physical Spanish-English dictionary (electronic translators/dictionaries are not permitted for composition tasks)



 RECOMMENDED (optional): Spanish Grammar (Quickstudy: Academic) Chart Edition by Inc. BarCharts

Required Digital Tools:



A reliable computer, either a PC running Windows 2000 or later, or a Mac running OS X or later.

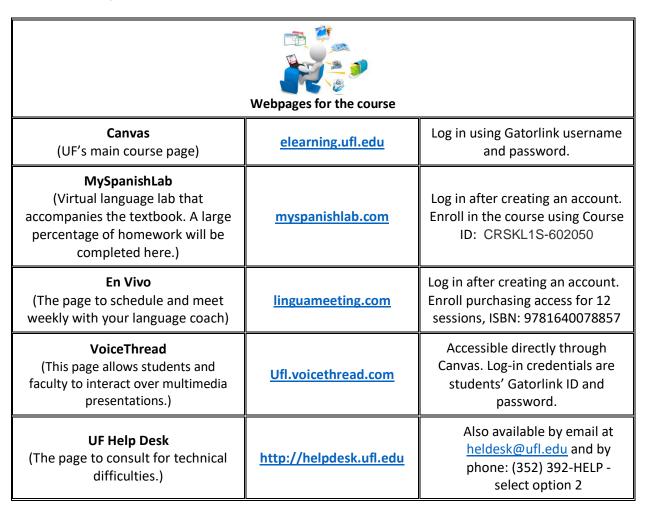
Check MySpanishLab tune-up for browser specifications.



A webcam, sound card, headset with speakers, and a headset with a microphone.



A hi-speed modem (Cable or DSL strongly recommended) and a dependable Internet Service Provider (ISP).



A note about online classes

The keys to success in this class are generally the same as those in any other class. However, given the nature of online classes, students are responsible for covering a good deal of material on their own. Competency in the basic use of a computer is required to complete numerous independent web-based activities.

The level of proficiency and the final grade attained will depend largely on what a student puts in to his or her learning. Student success requires substantial commitment and proactivity. Students are expected to dedicate 20-25 hours of study per week to this class, thus, it is in students' best interest NOT to wait until the last minute to complete assignments.

- 1. **Time management:** Set time aside EACH DAY to complete class activities.
- 2. **Questions and confusion:** The instructor(s) want to help you! However, the instructor can only help if the student takes the first step and reaches out.
- 3. **Don't be shy!:** The more willing students are to share, talk and interact with their instructor and classmates, the more they will get out of the course. And, don't worry, everyone feels the same way, even if they don't show it!
- 4. **Netiquette Communication Courtesy:** All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. Please read the
 Netiquette Guide for Online Courses.

"A learning community is a group of people who share common academic goals and attitudes, who meet semi-regularly to collaborate on classwork." (Lardner & Gillies, 2008).



Students will be assigned to small learning communities with no more than 10 peers. Many of the asynchronous activities will be completed within just the learning group. This will give students the opportunity to establish relationships with their peers and to feel more comfortable talking about themselves and asking personal questions (Identity is the course theme). Students are highly encouraged to reach out to their learning community beyond the assigned activities to form study-buddies or review groups, to ask each other questions about difficult concepts, and to support each other throughout the course.

For synchronous meetings, students may not necessarily be meeting with the same students from their learning group (due to different schedules). This is also beneficial in that it will challenge students to use their developing Spanish skills to maintain a conversation with less familiar individuals...a skill that will be highly useful as proficiency develops.

Course and Department Policies

Course Communications

The instructor will respond to inquiries submitted within 24 hours on business days. Weekend inquiries will be answered on Monday in the order that they were received.

Students are expected to use UF email or the Canvas email function to communicate with the instructor and/or group members. It is expected that students respond within 24 hours to any individual email sent by the instructor. Delays or failure to respond to emails will affect students' course performance.

Performance Policy

This UF Online course has been developed with the same rigorous standards of content as a campus course. **Expectations of student performance are as high as they are for traditional face-to-face classrooms.**

HonorLock

Exam 1 & 2 and the written compositions will be completed using the services of HonorLock. (integrated into Canvas) to validate student identity. HonorLock is an online proctoring service that allows students to take assessment activities from the comfort of their home. It is available 24/7. Students do not need to create an account or schedule a time. HonorLock is simple! All students need to do is log into Canvas and click on the assignment you need to complete. Students will be prompted to add the HonorLock Chrome Extension, which is required to complete the assignment. Then students will need to take a picture, show their ID, and scan their room. HonorLock offers 24/7 customer service VIA phone and live-chat. When students enter the activity the live-chat will be on the bottom-right hand of the screen during the entire exam, in case students need their tech support. Also, students can call their support line at (855) 828-4004.

Attendance and Participation Policies

Late and Make-up Work: All assignments must be turned in by the established due date. If a student cannot comply with the assigned due date, s/he must contact the instructor IMMEDIATELY and/or 24 hours before the deadline for a one (1) time only make-up. This DOES NOT APPLY to assessments/tests/compositions unless the instructor receives a petition from the Dean of Students to accommodate an exceptional situation AND there is evidence that the student has been completing all requirements of the course to that point.

Requirements for class attendance and make-up assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.

Incompletes: The Lower Division Spanish Program abides by the University policy on Incomplete grades (http://www.registrar.ufl.edu/staff/grades.html#incomplete) and we will NOT assign any I grades except under truly exceptional extenuating circumstances. Students MUST arrange a meeting with the instructor and with Prof. Antonio Gil, if they believe their situation qualifies for consideration.

Extra Credit: No extra credit will be given under any circumstances. There are NO EXCEPTIONS! **S/U Option:** Students can choose to take this course S/U if desired (even as a major or minor as the first course that counts towards the degree and must be taken for a grade is 2240). Please see http://www.registrar.ufl.edu/pdf/SUgradeoption.pdf

Procedure for Conflict Resolution

Any classroom issues, disagreements or grade disputes should be discussed first between the instructor and the student. If the problem cannot be resolved, please contact the (Under)Graduate Coordinator or the Department Chair. Be prepared to provide documentation of the problem, as well as all graded materials for the semester. Issues that cannot be resolved departmentally will be referred to the University Ombuds Office (http://www.ombuds.ufl.edu; 392-1308) or the Dean of Students Office (http://www.dso.ufl.edu; 392-1261). For further information refer to https://www.dso.ufl.edu/documents/UF Complaints policy.pdf (for residential classes) or http://www.distance.ufl.edu/student-complaintprocess (for online classes).

UNIVERSITY POLICIES

University Policy on Academic Integrity

"UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

All submitted work must be the student's own original work. The use of computer – or internet based translation programs (Google) is not allowed. NO ONE, STUDENT OR NOT, should look at the compositions and/or assigned MSL/Canvas activities, suggest changes, or make corrections. Any evidence of disallowed resources or work that is not a product of a student's own intellectual process will be handled according to the student honor code policy, and will earn a grade of zero.

University Policy on Accommodating Students with Disabilities

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor (during the first 2 weeks of classes) when requesting accommodation. It is also the student's responsibility to follow up on his/her petition for accommodations to make sure his/her needs are being met. For more information see http://www.dso.ufl.edu/drc.

Resources Available to Students

Health and Wellness

- U Matter, We Care: umatter@ufl.edu; 392-1575
- Counseling and Wellness Center: http://www.counseling.ufl.edu/cwc/Default.aspx; 392-1575
- Sexual Assault Recovery Services (SARS): Student Health Care Center; 392-1161
- University Police Department: http://www.police.ufl.edu/; 392-1111 (911 for emergencies)

Academic Resources

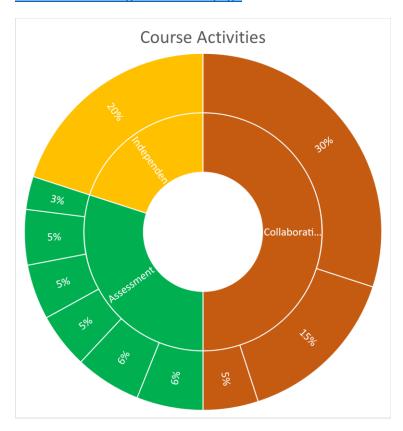
- *E-learning technical support*: <u>Learningsupport@ufl.edu</u>; <u>https://lss.at.ufl.edu/help.shtml</u>; 352-392-4357 (opt. 2)
- Career Resource Center: Reitz Union; http://www.crc.ufl.edu/; 392-1601
- Library Support: http://cms.uflib.ufl.edu/ask
- Teaching Center: Broward Hall; 392-2010 or 392-6420
- Writing Studio: 302 Tigert Hall; http://writing.ufl.edu/writing-studio/; 846-1138

Course Evaluations

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results.

Grading Scale and Policies

Students will be evaluated based on the criteria described below. Rubrics are available in Canvas. For more information about the current UF grading policies for assignments and grade points go to the <u>UF</u> Grades and Grading Policies web page.



Percent	Grade	Grade Points
93 or above	Α	4.00
90 – 92	A-	3.67
87 – 89	B+	3.33
83 – 86	В	3.00
80 – 82	B-	2.67
77 – 79	C+	2.33
73 – 76	С	2.00
70 – 72	C-	1.67
67 – 69	D+	1.33
63 – 66	D	1.00
60 – 62	D-	0.67
59 or below	E	0.00

NOTE: A grade of C- will not be a qualifying grade for major, minor, Gen Ed, Gordon Rule or Basic Distribution Credit courses. For further information regarding passing grades and grade point equivalents, please refer to the Undergraduate Catalog at https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx.

Collaborative Practice	Independent Practice	Assessments
 Weekly "Review and Practice" Activities (VoiceThread) - 30% Weekly "En Vivo" language coaching sessions – 15% Introductory activities and "Conference" Activity– 5% 	MySpanishLab Activities – 20%	 Exam 1 – 6% Exam 2 – 6% Oral Project 1 – 5% Oral Project 2 – 5% Writing Assessment: 1 mini-composition - 3% 1 two-step composition - 5%

Collaborative Practice Activities

Review and Practice" Activities (VoiceThread)

There will be (11) Review and Practice (VoiceThread) activities (every week 2-13, except wk 4). These activities offer an opportunity to work with different culturally authentic materials (videos, articles, audio clips...etc) to develop grammatical accuracy, listening comprehension, and fluency of the topics presented and practiced in the MySpanishLab activities.

These activities are a culminating activity and should be done after everything else for the week has been completed. They are also time demanding and students should budget between 2-3 hours to complete each VoiceThread. Although these activities, will weigh heavily on the student's final grade, and are fundamental to succeeding in other aspects of the course, **the lowest grade will be dropped**.

En Vivo

This class includes a live Spanish language learning component— LinguaMeeting "En Vivo" Language Sessions. This activity is an integral and mandatory part of the class. Students will sign up for (12) 30-minute individual or small group coaching sessions with a trained language coach from South America or Spain. **Students will meet once a week starting in week 3.** Students will meet virtually using the LinguaMeeting website (http://linguameeting.com/). Students will need access to the web, a microphone, and a webcam.

Grades are assigned according to a rubric (available in Canvas) based on attendance and degree of participation, not accuracy or fluency, during the session **as well as the response to the follow-up reflection questions.**

Although these sessions, are fundamental to succeeding in other aspects of the course, to allow for student flexibility the lowest two (2) grades of the "En Vivo" sessions (not the reflection questions) will be dropped.

These sessions are conversational in nature and are intended to be an opportunity to put into practice what students have been learning from the text and Canvas activities. They are not intended to be a "test" or tutorial of the grammatical aspects of class, but rather a time to practice students' listening and speaking skills. The sessions are recorded and will be viewed by the instructor.

Students should keep their notes from these sessions as the final oral project will be based on the knowledge they have gathered about their coach and his/her country during these sessions.

o "Conference" Session (wk 4)

To discuss and develop students' learning strategies, students will meet with the instructor and a small group of peers to review and practice course content. This will provide students with an opportunity to clarify any doubts and concerns regarding how to prepare oneself for the rest of

the course. Students who are unable to attend the session will have an alternate assignment to complete.

Independent Practice Activities

- o **MySpanishLab Activities** Students will be assigned a variety of homework assignments from the MySpanishLab site, consisting of tutorials, grammar exercises, listening and writing practice, etc. All assigned graded activities will be averaged and posted in Canvas at the end of the Term.
 - o **Computer-graded activities** Students will receive immediate feedback regarding submitted answers. **Each** activity has a maximum of three attempts permitted, and the highest grade of the three will be reports as the final grade.
 - o **Instructor-graded activities** Students have one attempt. Students will receive either full/partial/or no credit on these assignments based on effort/completion. Detailed feedback will be provided if requested for these tasks.

Maximize Your Language Learning

MySpanishLab offers many resources for learning Spanish, including an e-book, and pronunciation guide, speaking-listening activities, writing-reading activities, and adaptive chapter practice tests, etc. For each chapter, there is a Readiness Check that assesses students' knowledge of ENGLISH grammar structures and prepares students for the Spanish grammar to be studied and for the grammar explanations provided in the e-text. Students should complete this Check before reading the assigned textbook pages. In the Learning Resources folder (inside Week Folder), students will find a variety of opportunities to continue practicing independently, including flash cards that can be downloaded to a smart phone or used online, various Vocabulary and Grammar Tutorials to help learn vocabulary/ grammar, downloadable media. Students are encouraged to use these resources every week.

Assessments

Writing Assessments

Students will create a mini-composition and final two-step composition. Each activity will be completed using the proctoring service HonorLock. Complete details and grading rubric will be available on Canvas.

Oral Projects

Students will create two VoiceThread presentations (one around mid-semester, and one at the end of the semester) on an assigned topic. Students will use multimedia (photos, videos...) to enhance and personalize the presentation. These projects will assess student's ability to spontaneously talk about a familiar topic and to discuss different cultural contexts. Complete details and grading rubric will be available on Canvas.

o Exams

Students will complete **Exam 1** and **Exam 2** via Canvas and proctored by HonorLock. It will assess students' listening, reading, grammatical, vocabulary, and speaking skills. A study guide will be provided. Complete details and grading rubric will be available on Canvas.

Course Schedule

Disclaimer

This calendar is subject to change for pedagogical or logistical motivations. To the extent possible, students will be notified in advance of any such changes.

Week #	Objectives	Agenda	Assignments (detailed information available in Canvas)	Due Date
wk 1 Orientation & Getting to know each other. 8-14 Enero	1. Greet, say good-bye, and introduce yourself.	Intro activities in Canvas Cap A pp. 2-16	 Read syllabus, upload profile picture, enroll in MSL, post a "Hello" message in the VoiceThread assignment "Conociéndonos". Syllabus Quiz "How to navigate MySpanishLab – How to videos" in MSL 	domingo (Sunday) 11:59pm



Prepare yourself for the first meeting with your language coach

Open your account on linguameeting.com (ISBN: 9781640078857) and set your meeting times by the end of this week. Meeting dates will begin on January 22nd (week #3).

wk 2 15-21 Enero	Respond appropriately to basic classroom expressions and requests	Cap A pp. 2-16	1. 2.	MSL activities for wk 2 "Review and Practice" Activities (VoiceThread) wk2.	domingo 11:59pm
	2. Spell in Spanish				
	3. Identify Cognates				
	4. Express the Subject pronouns. The verb 'To be' and adjectives of nationalities.				
wk 3 22-28 Enero	1.Count from 0-30 3.State the time 4.Elicit the date and season 5.Report the weather 6. Share personal likes and dislikes 7. Summarize the diversity of Spanish speaking world	Cap A pp. 17- 29	 1. 2. 3. 	MSL activities for wk 3 "Review and Practice" Activities (VoiceThread) wk3. "En Vivo" language coaching session 1	domingo 11:59pm

wk 4 29 enero – 4 feb.	1.Describe families 2, Pronounce vowels 3.Express what someone has 4.Use singular and plural nouns 5. Identify masculine and feminine nouns 6.Convey the, a, one, and some 1.Give details about yourself and	Cap 1 pp. 30- 39	 MSL activities for wk 4 "Review and Practice" Activities (VoiceThread) 4. "En Vivo" language coaching session 2 Attend Conference Session 	domingo 11:59pm domingo	
5 – 11 feb.	others 2.State possession 3.Supply details about people, places and things 4.Count from 31-100 5. Organize ideas to write a minicomposition. 6.Communicate about people you know	pp. 40- 59	2. "Review and Practice" Activities (VoiceThread) wk 5. 3. "En Vivo" language coaching session 3 4. Mini-composition (proctored)	11:59pm	
wk 6 12-18 feb.	1.Share information about courses and majors 2.Indicate stressed syllables in words 3.Describe your classroom and classmates 4.Relate daily activities 5.Create and answer questions 6. Count from 100-1,000	Cap 2 pp.64- 79	 MSL activities for wk 6 "Review and Practice" Activities (VoiceThread) wk 6 "En Vivo" language coaching session 4 "En Vivo" language coaching Reflection Questions sessions 1- 4. Oral Project 1 	domingo 11:59pm	
wk 7 19-25 feb.	1.Elaborate on university places and objects 2.Express to be 3.Articulate emotions and states of being 4.Convey like and dislikes 5. Offer opinions on sports and pastimes	Cap 2 pp. 80- 101	 MSL activities for wk 7 "Review and Practice" Activities (VoiceThread) wk 7. "En Vivo" language coaching session 5 	domingo 11:59pm	
wk 8 26 feb. – 4 mar.	 Describe homes Pronounce the letters h, j, and g Express actions Elaborate on rooms Communicate about homes and life at home 	Cap 3 pp. 104- 116	 MSL activities for wk 8 "Review and Practice" Activities (VoiceThread) wk 8. "En Vivo" language coaching session 6 Complete Exam 1 (Proctored) 	domingo 11:59pm	
5 – 11 mar.	5 – 11 mar. Descanso Primaveral				

wk 9 12 – 18 mar.	1.Share information about household chores 2. Illustrate objects using color 3. Depicts states of being using tener 4.Count from 1.000-1.00.000.000 5. State there is/there are 6.Listen for specific information	Cap 3 pp. 117- 137		domingo 11:59pm
wk 10 19 – 25 mar.	1.Identify places in and around town 2. Pronounce the letters c and z 3.state whom and what is known 4. Relate common obligations and activities 5.express actions	Cap 4 pp. 140- 153		domingo I1:59pm
wk 11 26 mar 1 abr. Domingo de Pascuas	1. Share where you and others are going 2. Convey what will happen in the future 3.Impart information about service opportunities 4. Articulate concepts and ideas both affirmatively and negatively 5.Describe states of being, characteristics and location 6. Paraphrase what you hear	Cap 4 pp. 154- 177	2. "Review and Practice" Activities E (VoiceThread) wk 11	Due to Easter - unes I1:59pm
wk 12 2 – 8 abr.	1.Discuss music 2. Practice pronouncing diphthongs and linking words 3.Identify people and things 4.Explain how something is done	Cap 5 pp. 180- 92		domingo L1:59pm
wk 13 9-15 abr.	1.Share information about movies and television programs 2. Describe things that happened in the past 3. State what needs to be accomplished 4.Express what or whom	Cap 5 pp. 193- 215		domingo L1:59pm

Wk 14 16 – 22 abr.	Review Chapters 1-5 Putting it all together: 1. Describe your life at home, school, families, and things you need and like to do. 2. Report on service opportunities 3. Discuss music, movies and television 4. Relate activities from the past 5. Exchange interesting facts about Hispanic cultures.	Cap 6 pp. 218- 239		domingo 11:59pm
Wk 15 Exam 2 23 – 25 abr.	Exam 2	Cap 6 Review for Final	(Exam 2 available April 23-25) to s V E A a	Last day to submit Written Exam 2: April 25 at 11:59pm