

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

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - Spanish and Portuguese	Gillian Lord-Ward		3/21/2018
SPN 1130_Syllabus_Sp18_COMPLETEE.pdf					3/21/2018
SPN1130_UFO_S18.pdf					3/21/2018
Checklist SPN1130.pdf					3/21/2018
College	Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane		3/30/2018
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			3/30/2018
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|Modify for request 12434

Info

Request: SPN1130 Beginning Spanish 1

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

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 or TAs in this class.
4. 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

Capítulo 1: En la clase

Objetivos

After this chapter, I will be able to:

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
	<i>Study the listed pages (including all boxes!) for class carefully! Reference pages when doing prep work in Connect.</i>	<i>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.</i>
8 enero	[Objetivo 1] -Comunicación: ¡Hola! (pp. 2-3) & Comunicación: ¡Adiós! (p. 9)	To prepare for today's class, read the information in the Getting started folder on 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!) <i>(This assignment is the prerequisite for all of the assignments in Connect! It must be completed before you do any other assignment in Connect.)</i> -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 enero	[Objetivos 1, 2, 3 y 4] -Vocabulario: ¿Cómo se escribe? (pp. 10-13) -Vocabulario: Los meses y las estaciones (p. 14) -Vocabulario: Los números y las fechas (pp. 14-17) -Estructura 1.1: Singular nouns and articles (pp. 18-20) -Estructura 1.2: Plural nouns and articles (pp. 20-23)	Assignments: -Vocabulario (pp. 10-17) -Estructura 1.1 (pp. 18-20) -Estructura 1.2 (pp. 20-23) Assignments for Cap. 1 so far are due today by 8 am!
15 enero	No hay clase – Martin Luther King, Jr.	
17 enero	[Objetivos 3, 4 y 5] -Para saber más: More about gender of nouns (p. 493) -Estructura 1.3: Ser y tener (pp. 23-26) -Estructura 1.4: Possessive adjectives (pp. 27-28)	<u>La influencia hispana en mi comunidad</u> (Instructions on Connect / Bring to class, do not upload to Connect!) Assignments: (The last date to complete these is Jan. 22. Do NOT wait to get started 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 enero	Repaso (<i>Review</i>) [Objetivos 1, 2, 3 y 4] -Conéctate: ¡Leamos! (pp. 29-30)  Review the rubric for Participation and Preparation in the Evaluaciones folder on Connect. Looking at the criteria and assessing yourself honestly, how are you doing? How can you improve?	Assignments: (The last date to complete these is Jan. 22. Do NOT wait to get started since there is A LOT due on Jan. 22): -Pronunciación II (Las vocales) -Repaso de cultura y ¡Leamos! (pp. 29-30) LearnSmart: En la clase: Vocabulario 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:

After this chapter, I will be able to:

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
	<i>Study the listed pages (including all boxes!) for class carefully! Reference pages when doing prep work in Connect.</i>	<i>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.</i>
24 enero	[Objetivos 1, 2 y 3] -Comunicación: ¿Cuántos años...? / ¿Adónde vas? / gusta (pp. 37-42)	Me 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 <i>tener</i> 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
	<i>Study the listed pages (including all boxes!) for class carefully! Reference pages when doing prep work in Connect.</i>	<i>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.</i>
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 Assessment (Día 1) 	
19 feb	Effective Communication Assessment (Día 2) 	
21 feb	Repaso Cap. 1-3	
23 feb	Examen Parcial (Midterm Exam)	

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

Objetivos

After this chapter, I will be able to:

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
	<i>Study the listed pages (including all boxes!) for class carefully! Reference pages when doing prep work in Connect.</i>	<i>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.</i>
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	VACACIONES 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

After this chapter, I will be able to:

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
6. **schedule meeting times** with Spanish-speaking friends and colleagues for personal or professional events in ways that are culturally sensitive.




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


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

Objetivos

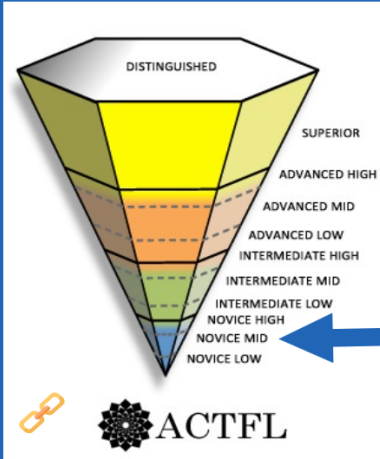
After this chapter, I will be able to:

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
	<i>Study the listed pages (including all boxes!) for class carefully! Reference pages when doing prep work in Connect.</i>	<i>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.</i>
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.)

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. (*)

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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

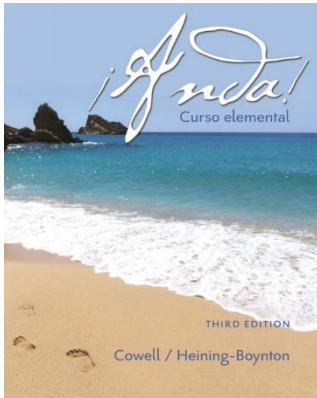
Sonia San Juan

- 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.**

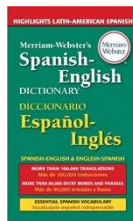
Required Textbooks & Resources



- ¡Anda! Elemental 3rd Edition, e-text and MySpanishLab package. Available for one semester or multi-semester access via [myspanishlab](http://myspanishlab.com). 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: <http://linguameeting.com/> (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).



Webpages for the course

<p>Canvas (UF's main course page)</p>	<p>elearning.ufl.edu</p>	<p>Log in using Gatorlink username and password.</p>
<p>MySpanishLab (Virtual language lab that accompanies the textbook. A large percentage of homework will be completed here.)</p>	<p>myspanishlab.com</p>	<p>Log in after creating an account. Enroll in the course using Course ID: CRSKL1S-602050</p>
<p>En Vivo (The page to schedule and meet weekly with your language coach)</p>	<p>linguameeting.com</p>	<p>Log in after creating an account. Enroll purchasing access for 12 sessions, ISBN: 9781640078857</p>
<p>VoiceThread (This page allows students and faculty to interact over multimedia presentations.)</p>	<p>Ufl.voicethread.com</p>	<p>Accessible directly through Canvas. Log-in credentials are students' Gatorlink ID and password.</p>
<p>UF Help Desk (The page to consult for technical difficulties.)</p>	<p>http://helpdesk.ufl.edu</p>	<p>Also available by email at helddesk@ufl.edu and by phone: (352) 392-HELP - select option 2</p>

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

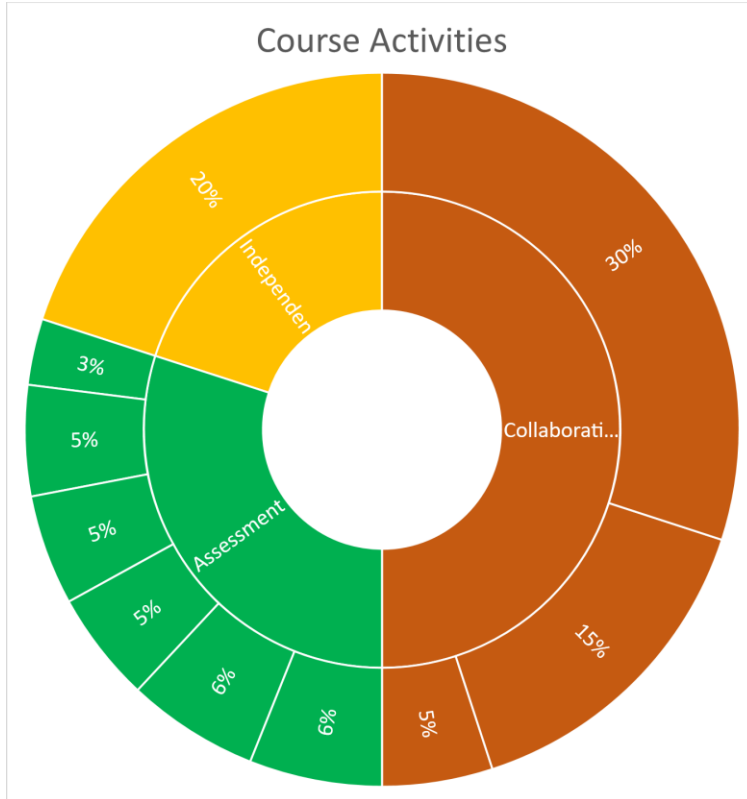
- *E-learning technical support*: Learningsupport@ufl.edu; <https://lss.at.ufl.edu/help.shtml>; 352-392-4357 (opt. 2)
- *Career Resource Center*: Reitz Union; <http://www.crc.ufl.edu/>; 392-1601
- *Library Support*: <http://cms.uflib.ufl.edu/ask>
- *Teaching Center*: Broward Hall; 392-2010 or 392-6420
- *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 [UF Grades and Grading Policies web page](#).



Percent	Grade	Grade Points
93 or above	A	4.00
90 – 92	A-	3.67
87 – 89	B+	3.33
83 – 86	B	3.00
80 – 82	B-	2.67
77 – 79	C+	2.33
73 – 76	C	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
<ul style="list-style-type: none"> Weekly “Review and Practice” Activities (VoiceThread) - 30% Weekly “En Vivo” language coaching sessions – 15% Introductory activities and “Conference” Activity– 5% 	<ul style="list-style-type: none"> MySpanishLab Activities – 20% 	<ul style="list-style-type: none"> Exam 1 – 6% Exam 2 – 6% Oral Project 1 – 5% Oral Project 2 – 5% Writing Assessment: <ul style="list-style-type: none"> - 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.

○ “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

- **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.
 - **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.
 - **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.
- **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 # Dates	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	1. Read syllabus, upload profile picture, enroll in MSL, post a "Hello" message in the VoiceThread assignment "Conociéndonos". 2. Syllabus Quiz 3. "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 22 nd (week #3).			
wk 2 15-21 Enero	1. Respond appropriately to basic classroom expressions and requests 2. Spell in Spanish 3. Identify Cognates 4. Express the Subject pronouns. The verb 'To be' and adjectives of nationalities.	Cap A pp. 2-16	1. MSL activities for wk 2 2. "Review and Practice" Activities (VoiceThread) wk2.	domingo 11:59pm
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. MSL activities for wk 3 2. "Review and Practice" Activities (VoiceThread) wk3. 3. "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	Cap 1 pp. 30-39	1. MSL activities for wk 4 2. “Review and Practice” Activities (VoiceThread) 4. 3. “En Vivo” language coaching session 2 4. Attend Conference Session	domingo 11:59pm
wk 5 5 – 11 feb.	1.Give details about yourself and others 2.State possession 3.Supply details about people, places and things 4.Count from 31-100 5. Organize ideas to write a mini-composition. 6.Communicate about people you know	Cap 1 pp. 40-59	1. MSL activities for wk 5 2. “Review and Practice” Activities (VoiceThread) wk 5. 3. “En Vivo” language coaching session 3 4. Mini-composition (proctored)	domingo 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	1. MSL activities for wk 6 2. “Review and Practice” Activities (VoiceThread) wk 6 3. “En Vivo” language coaching session 4 4. “En Vivo” language coaching Reflection Questions sessions 1-4. 5. 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	1. MSL activities for wk 7 2. “Review and Practice” Activities (VoiceThread) wk 7. 3. “En Vivo” language coaching session 5	domingo 11:59pm
wk 8 26 feb. – 4 mar.	1.Describe homes 2. Pronounce the letters h, j, and g 3. Express actions 4. Elaborate on rooms 5.Communicate about homes and life at home	Cap 3 pp. 104-116	1. MSL activities for wk 8 2. “Review and Practice” Activities (VoiceThread) wk 8. 3. “En Vivo” language coaching session 6 4. Complete Exam 1 (Proctored)	domingo 11:59pm
5 – 11 mar. Descanso Primavera				

wk 9 12 – 18 mar.	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 1. MSL activities for wk 9 2. “Review and Practice” Activities (VoiceThread) wk 9. 3. “En Vivo” language coaching session 7 	domingo 11:59pm
wk 10 19 – 25 mar.	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 1. MSL activities for wk 10 2. “Review and Practice” Activities (VoiceThread) wk 10. 3. “En Vivo” language coaching session 8 4. “En Vivo” language coaching Reflection Questions sessions 5-8. 	domingo 11:59pm
wk 11 26 mar. - 1 abr. Domingo de Pascuas	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 1. MSL activities for wk 11 2. “Review and Practice” Activities (VoiceThread) wk 11 3. “En Vivo” language coaching session 9 	Due to Easter - lunes 11:59pm
wk 12 2 – 8 abr.	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 1. MSL activities for wk 12 2. “Review and Practice” Activities (VoiceThread) wk 12 3. “En Vivo” language coaching session 10 	domingo 11:59pm
wk 13 9-15 abr.	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 1. MSL for wk 13 2. “Review and Practice” Activities (VoiceThread) wk 13 3. “En Vivo” language coaching session 11 4. Two-step composition (Proctored) 	domingo 11:59pm

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	1. MSL for wk 14 2. “En Vivo” language coaching session 12 3. “En Vivo” language coaching Reflection Questions sessions 9 - 12. 4. Oral Project 2	domingo 11:59pm
Wk 15 Exam 2 23 – 25 abr.	Exam 2	Cap 6 Review for Final	Exam 2 (Proctored). (Exam 2 available April 23-25)	Last day to submit Written Exam 2: April 25 at 11:59pm