## Cover Sheet: Request 12434

**SPN1130 Beginning Spanish 1**

### Info

<table>
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<td><strong>Status</strong></td>
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<tr>
<td><strong>Submitter</strong></td>
<td>Gillian Lord-Ward <a href="mailto:glord@ufl.edu">glord@ufl.edu</a></td>
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<td><strong>Created</strong></td>
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<td><strong>Updated</strong></td>
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<td>Modify course description to reflect both residential and UFOnline offerings.</td>
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### Actions

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<td>Gillian Lord-Ward</td>
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<td>Joseph Spillane</td>
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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.
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.
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

Rev. 7/13
By the end of SPN 1130, you will communicate using practiced language skills at a novice level with people in a variety of contexts.

The self-congratulations are not meant with a cultural perspective, but rather to enable you to understand the language as the language skills you have and to become familiar with cultural aspects as how and where they occur.

Some key dates:
- Exam 1: Nov 7
- Exam 2: Dec 5
- Final Exam: Dec 20

Department Policies
- Academic dishonesty is prohibited. Any form of cheating, plagiarism, or unauthorized collaboration is a violation of academic integrity and will result in severe penalties, including but not limited to failing the course, suspension, and academic dismissal.
- Use of unauthorized materials during exams or quizzes is strictly prohibited. Any device or material not permitted for the assessment is an automatic zero.
- Late or unexcused absences will affect your attendance grade. You will be allowed to the time you leave.
- Participation and preparation: 10%
- Quizzes: 30%
- Midterm Exam 1: 10%
- Midterm Exam 2: 10%
- Final Exam: 20%
- Mini-composiciones: 6.5%
- Oral Exam: 10%
- Total: 100%

Ch. 1: Reunión (5%)
- Vocabulary: 25% Ch. 1
- Oral Exam: 25%
- Practice Composing: 10% (Cap. 1)

Ch. 2: Vamos a ver (5%)
- Vocabulary: 25% Ch. 2
- Mini-composition: 10% (Cap. 2)
- Practice Composing: 10% (Cap. 2)

Ch. 3: La familia (5%)
- Vocabulary: 25% Ch. 3
- Mini-composition: 10% (Cap. 3)
- Practice Composing: 10% (Cap. 3)

Ch. 4: El tiempo, los números, los preámbulos (5%)
- Vocabulary: 25% Ch. 4
- Mini-composition: 10% (Cap. 4)
- Practice Composing: 10% (Cap. 4)

Assessment of Learning and Performance

Class components
- Participation and preparation (10%)
- Quizzes (30%)
- Midterm Exam 1 (10%)
- Midterm Exam 2 (10%)
- Final Exam (20%)
- Mini-composition: 6.5%
- Oral Exam: 10%

Exams
- Exams WILL BE ALLOWED, UNDER ANY CIRCUMSTANCES. There is YOUR responsibility to ensure that you will be on Connect. That's how you earn 2 credits of
- 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
- You may not use any aids on the quizzes, including your textbook, class notes, etc.
- You will take a total of 6 quizzes and the lowest grade will automatically be dropped. These quizzes are scheduled to be completed within
- You will take a total of 6 quizzes, however, the lowest grade will automatically be dropped. These quizzes are scheduled to be completed within
- 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,
- You must use a computer that has a webcam, speakers, and a microphone.

LearnSmart tools
- You will use LearnSmart to review, practice, and retain information.
- 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
- You will receive feedback on your performance and will know how well you are prepared for the quiz.
- You can use LearnSmart to track your progress and receive personalized learning plans.

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Conclusions
- 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
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Class components (cont.)
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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)

<table>
<thead>
<tr>
<th>STUDY</th>
<th>DO</th>
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<tbody>
<tr>
<td><strong>Study the listed pages (including all boxes!) for class carefully! Reference pages when doing prep work in Connect.</strong></td>
<td><strong>Assignments due on Connect by 8:00 a.m. each day.</strong>&lt;br&gt;<strong>Quizzes due on Connect by 11:59 p.m. on due date.</strong>&lt;br&gt;<strong>Assessments due in class.</strong></td>
</tr>
<tr>
<td>8 enero</td>
<td>[Objetivo 1] - Comunicación: ¡Hola! (pp. 2-3) &amp; Comunicación: ¡Adiós! (p. 9) To prepare for today’s class, read the information in the Getting started folder on Connect, especially the syllabus!</td>
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<td>10 enero</td>
<td>[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):</td>
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<td>12 enero</td>
<td>[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) <strong>Assignments for Cap. 1 so far are due today by 8 am!</strong></td>
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<td>15 enero</td>
<td><strong>No hay clase – Martin Luther King, Jr.</strong></td>
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<td>17 enero</td>
<td>[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) La influencia hispana en mi comunidad (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 (posessive adj) (pp. 27-28)</td>
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<td>19 enero</td>
<td>Repaso (Review) [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</td>
</tr>
<tr>
<td>22 enero</td>
<td>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)</td>
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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)

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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 (tener to express states)
  - Assignment: 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)
  - Assignment: 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
  - Mini-composición Cap. 2
  - Quiz Cap. 2 (due by 11:59 p.m. in Connect)
  - Participation grade #1 evaluated

2 feb
- [Objetivos 1, 4]
  - Repaso Cap. 3 (pp. 37-64)
  - Conéctate: ¡Escuchemos! (pp. 59-60)
  - Conéctate al cine (pp. 62) [Search Netflix or similar for film]
  - Conéctate: ¡Leamos! (pp. 58-59)
  - Assignment: Repaso de cultura y Conéctate (pp. 58-62)
  - LearnSmart: Mis amigos y yo: Gramática
  - 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

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| 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)  
**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)  
**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)  
**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)** |
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

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

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<thead>
<tr>
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<tr>
<td><strong>21 marzo</strong></td>
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<tr>
<td>(Objetivos 1, 2, y 3)</td>
<td>(Objetivos 1, 2 y 5)</td>
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<tr>
<td>- Comunicación: Muchas gracias / ¿Dónde está...? (pp. 129-134)</td>
<td>- Estructura 5.1 (pp. 139-143)</td>
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<tr>
<td>- Vocabulario: Paisajes urbanos (pp. 135-138)</td>
<td>- “Cultura: Asunción, la capital de Paraguay” (p. 153) [en clase]</td>
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<tr>
<td>Prior to class, review information on the Autobiografía in the “Evaluaciones” folder on Connect.</td>
<td>- Conéctate a la música (p. 162)</td>
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<td>- Comunicación (pp. 129-134)</td>
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<td>- Vocabulario (pp. 135-138)</td>
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<td>- Estructura 5.1 (pp. 139-143)</td>
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<td>- Estructura 5.3 Ser and estar with adjectives G. Cultura: Asunción, la capital de Paraguay PASO 1</td>
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<td>- Conéctate a la música (p. 162)</td>
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<tr>
<td>- Estructura 5.1 (pp. 139-143)</td>
<td>- Repaso de Estructura 5.1 (pp. 139-143)</td>
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<tr>
<td>- “Cultura: Asunción, la capital de Paraguay” (p. 153) [en clase]</td>
<td>- Conéctate: ¡Leamos! (pp. 157-158) [en clase]</td>
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<td>- Conéctate a la música (p. 162)</td>
<td><strong>Enlace a la canción</strong></td>
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<td>- Estructura 5.1 (pp. 139-143)</td>
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<td>- Pronunciación (b / v)</td>
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<td><strong>LearnSmart: Por la ciudad: Vocabulario</strong></td>
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<td>(Objetivos 2, 5 y 6)</td>
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<tr>
<td>- Estructura 5.2 (pp. 144-148)</td>
<td>- Estructura 5.3 (pp. 149-153 + 500)</td>
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<td>- Estructura 5.4 (pp. 154-156)</td>
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<td>- Estructura 5.2 (pp. 144-148)</td>
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<td>- Estructura 5.3 (pp. 149-153)</td>
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<td>- Estructura 5.4 (pp. 154-156)</td>
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<td>- Repaso Cap. 5 (pp. 128-164)</td>
<td>- Repaso Cap. 5 (pp. 128-164)</td>
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<td>- Conéctate: ¡Escuchemos! (pp. 158-159)</td>
<td>- Conéctate: ¡Escuchemos! (pp. 158-159)</td>
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<td><strong>LearnSmart: Por la ciudad: Gramática</strong></td>
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<td>Assignment: Conéctate: ¡Escuchemos!</td>
<td>Assignment: Conéctate: ¡Escuchemos!</td>
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<tr>
<td><strong>Autobiografía (revisión de mini-composiciones de Cap. 1-4) due in class today</strong></td>
<td><strong>Autobiografía (revisión de mini-composiciones de Cap. 1-4) due in class today</strong></td>
</tr>
<tr>
<td><strong>Quiz Cap. 5 (due by 11:59 p.m. in Connect)</strong></td>
<td><strong>Quiz Cap. 5 (due by 11:59 p.m. in Connect)</strong></td>
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</table>
### 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

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<td><strong>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.</strong></td>
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<td><strong>4 abr</strong></td>
<td><strong>Assignments:</strong></td>
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<td>(Objetivos 1, 2 y 3) -Comunicación: ¡Cómo no! / ¿Quieres...? – No, gracias (pp. 165-169) -Vocabulario: “A comprar la comida” (pp. 170-173)</td>
<td>-Comunicación (pp. 165-169) -Vocabulario: “A comprar la comida” (pp. 170-173)</td>
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<td><strong>6 abr</strong></td>
<td><strong>Assignments:</strong></td>
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<td>(Objetivos 2 y 3) -Vocabulario: “En la mesa” (pp. 172-176) -“Conéctate al mundo hispano” (p. 181)</td>
<td>-Vocabulario: En la mesa (pp. 172-176) -Pronunciación de r y rr <strong>LearnSmart: ¡A comer!: Vocabulario</strong></td>
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<td>(Objetivos 2 y 3) -Repaso de vocabulario (pp. 170-176) -“Conéctate al mundo hispano” (p. 175) -Estructura 6.1 (pp. 177-180 + p. 501)</td>
<td>Estructura 6.1 (pp. 177-180)</td>
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<td><strong>11 abr</strong></td>
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<td>(Objetivos 2 y 3) -Repaso de Estructura 6.1 (pp. 177-180) -Estructura 6.3 (pp. 185-189)</td>
<td>Estructura 6.3 (pp. 185-189)</td>
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<td><strong>13 abr</strong></td>
<td><strong>Assignment:</strong></td>
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<tr>
<td>(Objetivos 2, 3 y 4) -Estructura 6.2 (pp. 181-184) -Conéctate: ¡Escuchemos! (pp. 192-193)</td>
<td>Estructura 6.2 (pp. 181-184) Conéctate ¡Escuchemos! La cocina tradicional A escuchar (Texto pp. 192-193)</td>
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<td><strong>16 abr</strong></td>
<td><strong>Assignments:</strong></td>
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<tr>
<td>(Objetivos 2 y 3) -Conéctate: ¡Learnos! (pp. 190-191) [en clase] -Conéctate al cine (p. 195) - Enlaces a Escena 1 y Escena 2</td>
<td>-Repaso cultural -Conéctate al cine (p. 195) <strong>LearnSmart: ¡A comer!: Gramática</strong> <strong>Quiz Cap. 6 (due by 11:59 p.m. in Connect)</strong></td>
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<td><strong>18 abr</strong></td>
<td><strong>Participation grade #3 evaluated</strong></td>
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<td>Repaso y reflexión (Cap. 1-6)</td>
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<td>Fecha</td>
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<td>Examen Oral 2 (Día 1)</td>
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<td>23 abr</td>
<td>Examen Oral 2 (Día 2)</td>
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<td>25 abr</td>
<td>Repaso Cap. 4-6</td>
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<td>Examen Final (Listening comprehension section)</td>
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<td>28 abr</td>
<td><strong>EXAMEN FINAL:</strong> Saturday, April 28th at 10:00 a.m. – 12:00 p.m. (<a href="https://registrar.ufl.edu/soc/201801/finalexamsched.html">https://registrar.ufl.edu/soc/201801/finalexamsched.html</a>)</td>
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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. (*)

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


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

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).

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

**Incomplete:** 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.

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

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.

<table>
<thead>
<tr>
<th>Collaborative Practice</th>
<th>Independent Practice</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Weekly “Review and Practice” Activities (VoiceThread) - 30%</td>
<td>• MySpanishLab Activities – 20%</td>
<td>• Exam 1 – 6%</td>
</tr>
<tr>
<td>• Weekly “En Vivo” language coaching sessions – 15%</td>
<td></td>
<td>• Exam 2 – 6%</td>
</tr>
<tr>
<td>• Introductory activities and “Conference” Activity– 5%</td>
<td></td>
<td>• Oral Project 1 – 5%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Oral Project 2 – 5%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Writing Assessment:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- 1 mini-composition - 3%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- 1 two-step composition - 5%</td>
</tr>
</tbody>
</table>
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/full 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.

<table>
<thead>
<tr>
<th>Week #</th>
<th>Objectives</th>
<th>Agenda</th>
<th>Assignments (detailed information available in Canvas)</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>wk 1</td>
<td>1. Greet, say good-bye, and introduce yourself.</td>
<td>Intro activities in Canvas</td>
<td>1. Read syllabus, upload profile picture, enroll in MSL, post a “Hello” message in the VoiceThread assignment “Conociéndonos”.</td>
<td>domingo (Sunday) 11:59pm</td>
</tr>
<tr>
<td>Orientation &amp; Getting to know each other.</td>
<td></td>
<td>Cap App. 2-16</td>
<td>2. Syllabus Quiz</td>
<td></td>
</tr>
<tr>
<td>8-14 Enero</td>
<td></td>
<td></td>
<td>3. “How to navigate MySpanishLab – How to videos” in MSL</td>
<td></td>
</tr>
<tr>
<td>wk 2</td>
<td>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.</td>
<td>Cap App. 2-16</td>
<td>1. MSL activities for wk 2 “Review and Practice” Activities (VoiceThread) wk2.</td>
<td>domingo 11:59pm</td>
</tr>
<tr>
<td>22-28 Enero</td>
<td></td>
<td></td>
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</tbody>
</table>

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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 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  
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  
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  
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  
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  
3. “En Vivo” language coaching session 6  
4. Complete Exam 1 (Proctored) | domingo 11:59pm |
<p>| 5 – 11 mar. | Descanso Primaveral |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Activities</th>
<th>Readings</th>
<th>Due Dates</th>
</tr>
</thead>
</table>
| wk 9       | 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                   |
| 12 – 18 mar.|                                                                            |                                               |                                |
| wk 10      | 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 11:59pm                   |
| 19 – 25 mar.|                                                                            |                                               |                                |
| wk 11      | 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                             | Due to Easter - lunes 11:59pm       |
| 26 mar. - 1 abr. | **Domingo de Pascuas**                                                      |                                               |                                |
| wk 12      | 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 11:59pm                   |
| 2 – 8 abr. |                                                                            |                                               |                                |
| wk 13      | 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 11:59pm                   |
| 9-15 abr.  |                                                                            |                                               |                                |
| 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  
4. Oral Project 2 | domingo 11:59pm |
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</thead>
<tbody>
<tr>
<td>Wk 15 Exam 2 23 – 25 abr.</td>
<td>Exam 2</td>
<td>Cap 6 Review for Final</td>
<td>Exam 2 (Proctored). (Exam 2 available April 23-25)</td>
<td>Last day to submit Written Exam 2: April 25 at 11:59pm</td>
</tr>
</tbody>
</table>