

Cover Sheet: Request 12435

SPN1131 Beginning Spanish 2

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 2:33:53 PM
Updated	3/30/2018 9:50:37 AM
Description of request	Request to modify course description so that it is applicable to both residential and UFLonline offerings.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - Spanish and Portuguese	Gillian Lord-Ward		3/21/2018
SPN 1131_SyllabusComplete_Sp18.pdf					3/21/2018
SPN1131_UFO_S18.pdf					3/21/2018
Checklist SPN1131.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 12435

Info

Request: SPN1131 Beginning Spanish 2

Description of request: Request to modify course description so that it is applicable to both residential and UOnline offerings.

Submitter: Gillian Lord-Ward glord@ufl.edu

Created: 3/21/2018 2:31:59 PM

Form version: 1

Responses

Current Prefix SPN

Course Level 1

Number 131

Lab Code None

Course Title Beginning Spanish 2

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 Second in the basic Spanish language sequence, continuing development of 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) Second in the basic Spanish language sequence, continuing development of 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:

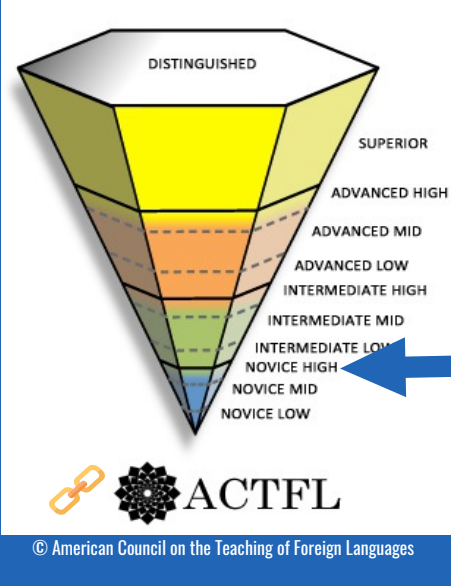
1. Critical dates for exams and other work
2. Class demeanor expected by the professor (e.g., tardiness, cell phone usage)
3. UF's honesty policy regarding cheating, plagiarism, etc. Suggested wording: UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida 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

SPN 1131: Beginning Spanish II

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

SPN 1131 sees you build on the skills you began to develop in SPN 1130 and work towards Novice-High proficiency. That means that you will communicate using practiced words and phrases to talk about familiar topics related to school, professions, home, and the community. (*)



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AND

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 SPN 2200, which is a three-credit class and also fulfills the language requirement! 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.

Hybrid classes

Advances in technologies allow students to accomplish a great deal working on their own so that we can reserve class time for true communication and (inter)active learning.

Before each class, you study the pages (incl. all boxes!) in the book for the day listed on the syllabus and do accompanying activities on Connect. That's how you earn 2 credits of this 5-credit class!

Conéctate and Connect involve you in learning (require you to notice patterns, make choices, etc.).

You're active!



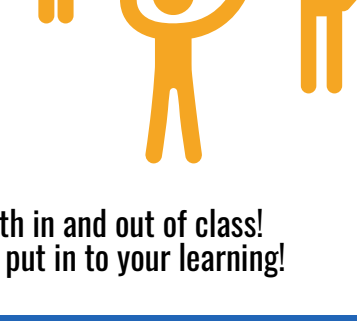
Active learning

Rather than being passive consumers of material, active learning sees students participate in the learning process.

You come to class on MWF (3 credits of this 5-credit class).

In class, you and your classmates converse and collaborate on tasks in Spanish based on what you prepared before coming to class.

You're active!



Your success and learning require substantial commitment, self-discipline, and study both in and out of class! The level of proficiency and cultural competence you attain depends largely on what YOU put in to your learning!

Tools for learning



Conéctate, 2e by Goodall & Lear (McGraw-Hill) every day in class and Connect, online platform used for daily preparation, quizzes, gradebook, etc.



@ufl.edu - Check daily!

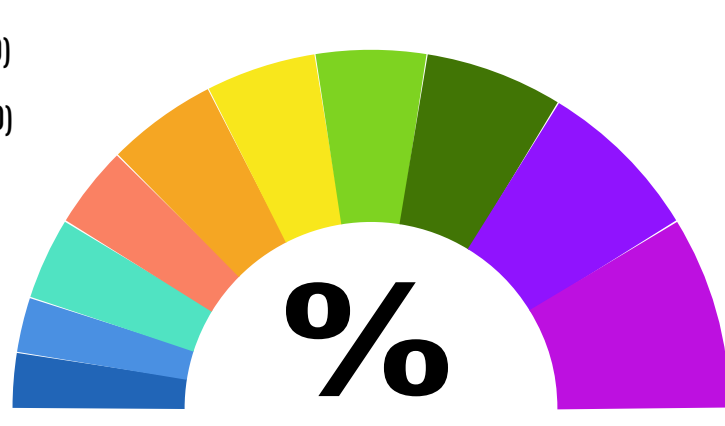


Assessment of Learning and Performance

Grading Scale

A (100-93) / A- (92-90)
B+ (89-87) / B (86-83) / B- (82-20)
C+ (79-77) / C (76-73) / C- (72-70)
D+ (69-67) / D (66-63) / D- (62-60)
E (59 or below)

Grade of C or higher required for major, minor, Gen Ed, Gordon Rule or Basic Distribution Credit courses. More information on grades in the Undergraduate Catalog.



Some key dates

ECA - Feb 12 & 14
Midterm Exam - Mar 2
Perfil profesional - Apr 4
Oral Exam - Apr 20 & 23
Final Exam - Apr 25 & 28

See the chapter calendars in this document for more on these and other assessments!

Class components

Review student preparation documents and rubrics on Connect

Attendance and participation (10%)

Evaluated three times during the semester (see chapter calendars for dates)



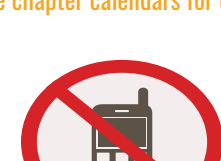
Active participation

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



Use of Spanish

Spanish is the language of the classroom, and you should use the language skills you have (and other skills like gesturing, drawing, etc.) to communicate in Spanish from the time you arrive to the time you leave.



Use of technology

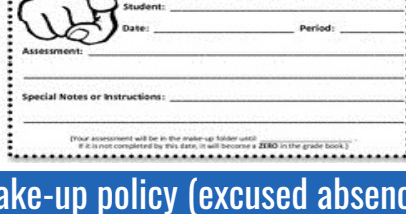
Do not use any electronic devices in class unless explicitly told to do so by your instructor for an activity. Doing so will negatively impact your participation grade. Using any device during any assessment at any time will result in a zero on that assessment.

Absences

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

After the THREE unexcused absences, ONE PERCENTAGE POINT PER ABSENCE will be deducted from your final grade.

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



Make-up policy (excused absences)

In the case of university-approved absences (i.e., illness, university-sanctioned events, etc. - refer to your undergraduate catalog), you must provide official documentation to your instructor WITHIN ONE CALENDAR WEEK of the absence in order to be excused (and no later than one day after you return to class if an emergency caused you to miss an assessment). If you do not do so, the absence will be unexcused!

Any work missed due to excused absences will be handled on a case-by-case basis in conjunction with advice from the program administrator.

Class components (cont.)

Review student preparation documents and rubrics on Connect

Components via connect (http://connect.mheducation.com/)

To avoid technical issues in Connect, click on "Troubleshooting" in the black band at the very bottom of every page in Connect. Be sure to run the "Troubleshooting" analysis before EACH and EVERY quiz attempt!



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

Daily preparation for class (15%)

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

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

You have a maximum of three attempts on the activities, and the highest grade of the three will be your final grade for each activity. If you believe a correct answer has been scored incorrectly, click the "Report an issue" link at the bottom of the exercise and alert your instructor. Note that there are additional resources in Connect designed to help you, so take advantage of them via the Grammar Tutorials and Extra Practice folders.

LearnSmart (5%)

LearnSmart is an online study tool that tests your knowledge of key concepts and uses adaptive technology to pinpoint the topics on which you need to focus your study time. LearnSmart activities for vocabulary and grammar are assigned in each chapter and are due prior to each chapter quiz.

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

You may also use LearnSmart in Self Study mode, which is a great way to review throughout the chapter, prior to a quiz, before an exam, etc. Points you earn in LearnSmart in Self Study mode do not count towards your grade!

Quizzes in Connect using Tegrity Remote Proctor (Tegrity required!) (10%)

To periodically assess your learning of the material, there will be an online quiz at the end of each chapter administered through Connect and using Tegrity Remote Proctor. In order to take the quizzes, you must use a computer that has a webcam, speakers, and a microphone. Note that you must take the quizzes via the Connect website; you cannot use the Connect or e-book apps to take quizzes!

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

You will take a total of 6 quizzes and the lowest grade will automatically be dropped. These quizzes are scheduled to be completed within a 40-hour time period following the completion of each chapter's material in class (see chapter calendars below for dates).

You may not use any aids on the quizzes, including your textbook, class notes, etc. You may not access online materials or your e-textbook, either. The quizzes are designed to be able to be completed successfully within the 35-minute time limit if you have been diligent about doing your daily preparation activities and LearnSmart and attending and participating actively in class.

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

Presentational writing components

Mini-composiciones (7.5% ... 2% Cap. 8 / 2.5% Cap. 9 / 3% Cap. 10)

You will write 4 mini-composiciones in class (see the syllabus for dates) on a topics related to chapter themes and objectives, especially as they relate to your current or future profession. Only three will count towards your final grade. You will spend time reading the prompt and brainstorming ideas (pre-writing), writing your text, and editing your text (post-writing). The times for each phase depend on the complexity of the prompt and will be made clear by your instructor. Instructors may ask students to revise their mini-composiciones and to resubmit them; if so, revisions count towards the "Preparedness" category of the Participation rubric.

THESE MINI-COMPOSICIONES - included your instructor's feedback - FORM THE BASIS OF YOUR PERFIL PROFESIONAL, SO YOU MUST KEEP THEM AND YOUR INSTRUCTOR'S FEEDBACK SO THAT YOU CAN USE AND SUBMIT THEM LATER!

Perfil profesional (revision of mini-composiciones Cap. 7-10) (5%)

After receiving feedback on the mini-composiciones in Cap. 7-10, you will revise them and combine them so that they create a professional profile in Spanish. This document could be an initial resource for when you need to introduce yourself in writing to someone about who you are as a professional in Spanish (including job recruiters and Human Resource staff).

As a professional yet personalized document, your profile should show who you are today (and/or how you might see yourself)! As you review your instructor's comments on your mini-composiciones from Cap. 7-10, add new details to make the content richer, correct any vocabulary or grammar errors, and make it so your document flows well from one idea to another.

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

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

Interpersonal speaking components

Because effective oral communication is one of the primary goals of the beginning Spanish sequence at UF and is the primary goal of most beginning language students, there will be 2 assessments of your progress towards how well you can converse in Spanish. These assessments are one Effective Communication Assessment (ECA) and Oral Exam. If a student arrives after the ECA / Oral Exam has begun, the student will not be allowed to participate and will receive a zero for the assessment.

Effective Communication Assessment (ECA) (7.5%)

Once during the semester the class will be divided in half and assigned one of two days scheduled for an Effective Communication Assessment. Each group will come to class on that one day and will converse spontaneously in pairs (or groups of three if needed) on a variety of topics studied to that point for about 45 minutes. The instructor will evaluate these interactions utilizing the ECA rubric by walking around the classroom, listening to and evaluating each pair/group on multiple occasions during the period in a nonintrusive manner. Each student's performance will be graded according to the criteria provided in the ECA rubric.

Oral Exam (10%)

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

Exams

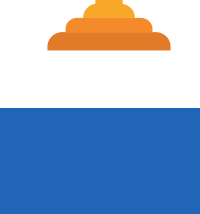
Midterm Exam (during 1 class) (12.5%)

Final Exam (during last day of class & final exam period) (17.5%)

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

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

Study guides will be available on Connect, and you can review the material in your textbook, in Connect (including Grammar Tutorials, Extra Practice exercises for each chapter, and LearnSmart in Self Study mode) to prepare for the exams.



In order to be successful on all of these assessments, review the student preparation documents and rubrics on Connect well in advance of the date!

Department Policies

Expected Time Required For Class:

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

Extra Credit:

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

Incompletes:

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

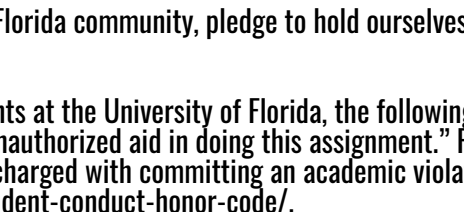
S/U Option:

You are free to take this course S/U if you desire, even if you are a major or minor (the first course that counts towards the degree and that therefore must be taken for a grade is SPN 2240). Here is what you must do:

- Print out a S/U form from: http://www.registrar.ufl.edu/pdf/SUgradeoption.pdf.
- Fill out the top portion completely and sign on line #4.
- Obtain the relevant signatures. Signatures #1 and #2 can be obtained from 170 Dauer Hall during business hours. Signature #3 should be the last one, which can be attained by visiting college dean's office. Incomplete forms will not be signed by the department nor the college.
- Please be aware that the S/U deadline is due by the third week of the semester (see Registrar's webpage for this semester's date). Please see your academic advisor to discuss taking courses as S/U.

Classroom Disputes:

Any classroom issues, disagreements or grade disputes should be discussed first between the instructor and the student. If the problem cannot be resolved, contact Prof. Antonio Gil (agil@ufl.edu). He will require documentation of the problem as well as all graded assignments for the semester. Final grades cannot be changed unless there is an error. Students must present the graded materials as evidence that a mistake was made.



Academic Integrity:

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

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

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

Accommodations:

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide information to the student who must then provide this documentation to the instructor when requesting accommodation. For more information see http://www.dso.ufl.edu/drc.

Counseling and Wellness:

A variety of counseling, mental health and psychiatric services are available through the UF Counseling and Wellness Center, whose goal is to help students be maximally effective in their academic pursuits by reducing or eliminating emotional, psychological, and interpersonal problems that interfere with academic functioning. The Center can be found online at http://www.counseling.ufl.edu/cwc or reached by phone at 392-1575.

Course Evaluations:

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


Fees: A nominal fee was charged by the Spanish and Portuguese Studies department when you enrolled in this course. Those funds are used to cover the costs of copying materials used in assessment and evaluation throughout the semester.

Introducción al curso / Repaso

Objetivos

After this review, I will be able to:

1. describe myself and others (physical appearance, age, nationality/origins, personality, profession/studies, likes and dislikes, hobbies, etc.)
2. be able to name 3-4 classmates with whom I have communicated and share at least one common interest




	STUDY	DO
	<i>Read and study listed pages for class carefully, including all boxes, before class! Refer back to 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	Creando nuestra comunidad (Repaso Cap. 1-2 de SPN 1130) / Introducción al curso	To prepare for today's class, read the information in the Getting started folder on Connect, especially the syllabus!
10 enero	Creando nuestra comunidad (Repaso Cap. 3-4 de SPN 1130)	Be sure to access Connect. Explore the Getting started folder and begin to complete those assignments!
12 enero	Creando nuestra comunidad (Repaso Cap. 5-6 de SPN 1130) / Visita del representante de McGraw-Hill  Prior to class, review the criteria for Participation (rubric in the Evaluaciones folder on Connect)!	Assignments: -Introductory activity(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> - LearnSmart: En la clase: Vocabulario - LearnSmart: Mis amigos y yo: Vocabulario - LearnSmart: Mis amigos y yo: Gramática - LearnSmart: ¿Qué haces?: Vocabulario - LearnSmart: ¿Qué haces?: Gramática - LearnSmart: ¡Qué bonita familia!: Vocabulario - LearnSmart: ¡Qué bonita familia!: Gramática - LearnSmart: Por la ciudad: Vocabulario - LearnSmart: Por la ciudad: Gramática - LearnSmart: ¡A comer!: Vocabulario [Each LearnSmart requires at least 15 correct answers for credit; time required to complete each one will vary.]
15 enero	MLK – No hay clase	

Capítulo 7: Los recuerdos y la nostalgia (Opens on Connect on January 10, 2018)

Objetivos

After this chapter, I will be able to:

1. **describe** events in the past, including the ways in which my family, friends, and I celebrated holidays and life events
2. **offer congratulations, well wishes, and condolences** according to the specific situation in which I find myself
3. **identify and compare** in my own and other cultures how people celebrate holidays and life events (e.g., coming of age, marriage, births, deaths) and the values expressed by the way people celebrate those holidays and events




	STUDY	DO
	<i>Read and study listed pages for class carefully, including all boxes, before class! Refer back to 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>
17 enero	[Objetivos 1 y 2] -Comunicación: Lo pasé bien (pp. 199-201) + Repaso del pretérito / Felicitaciones... (p. 202)	Assignment: Comunicación (pp. 199-202) (7 ejercicios) LearnSmart: ¡A comer! Gramática (Cap. 6 from SPN 1130)
19 enero	[Objetivos 2 y 3] -Vocabulario: ¿Cómo se celebra? (pp. 203-206) -¡Leamos! (pp. 219-220)	Assignments: - Vocabulario (pp. 203-206) y ¡Leamos! (pp. 219-220) (8 ejercicios) - Pronunciación (The consonant d) (3 ejercicios)
22 enero	[Objetivos 1 y 3] -Estructura 7.1: El imperfecto (pp. 207-211) -¡Escuchemos! (p. 221)	Assignments: - Estructura 7.1: Imperfecto (pp. 207-211) (7 ejercicios) - ¡Escuchemos! (p. 221) (1 ejercicio) LearnSmart: Los recuerdos y la nostalgia: Vocabulario
24 enero	[Objetivos 1 y 3] -Estructura 7.2: Complementos indirectos (pp. 212-215) -Estructura 7.3: Pronombres después de preposiciones (pp. 216-218)  Review information on mini-composiciones in the “Presentational Writing” section of the syllabus.	Assignments: - Estructura 7.2: Complementos indirectos (pp. 212-215) (8 ejercicios) - Estructura 7.3: Pronombres después de las preposiciones (pp. 216-218) (4 ejercicios)
26 enero	Repaso (Review) [Objetivos 1, 2 y 3] -Conéctate a la música (p. 224) – “Tu amor” (Luis Fonsi) – Enlace a la canción -Repaso Cap. 7 (pp. 198-225)  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?	Assignment: Más Cultura y Repaso Cap. 7 (3 ejercicios) LearnSmart: Los recuerdos y la nostalgia: Gramática Mini-composición – Cap 7 in class (feedback only) Quiz Cap. 7 (due by 11:59 p.m. in Connect with Tegrity) 



Capítulo 8: La ropa y la moda (Opens on Connect on January 24, 2018)

Objetivos:

After this chapter, I will be able to:

1. **identify** parts of the body and what the ideal body type is in my own and other cultures
2. **describe** what I and other people wear / wore, including how the clothing fit / fitted, what color the clothing is / was, and in what contexts the clothing is / was worn
3. **describe** and **narrate** in the past
4. **compare and contrast** my own with other cultures related to what, where, when, how, and why people wear what they do

	STUDY	DO
	<p><i>Read and study listed pages for class carefully, including all boxes, before class! Refer back to 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>
29 enero	<p>[Objetivo 1] -Vocabulario: El cuerpo humano (pp. 233-234)</p>  <p>Prior to class, review information on the ECA in the "Evaluaciones" folder on Connect.</p>	<p>Assignments: - Vocabulario: El cuerpo humano (pp. 233-234) (5 ejercicios) - Pronunciación: Las letras g, gu y j (3 ejercicios)</p>
31 enero	<p>[Objetivos 2, 3 y 4] -Vocabulario: ¿Qué llevas? (pp. 231-233) y ¿Cómo te queda? (pp. 234-235) -¡Escuchemos! (pp. 252-253) -Estructura 8.1: More irregular preterite (pp. 237-239) y Para saber más 8.1 (p. 503)</p>	<p>Assignments: - Vocabulario: ¿Qué llevas? (pp. 231-233) y ¿Cómo te queda? (pp. 234-235) (4 ejercicios) - ¡Escuchemos! (pp. 252-253) (2 ejercicios) - Estructura 8.1: More irregular preterite (pp. 237-239) y Para saber más 8.1 (p. 503) (9 ejercicios)</p>
2 febrero	<p>[Objetivos 2, 3 y 4] -Comunicación: ¡Qué padre! + Disculpe (pp. 227-230) -¡Leamos! (pp. 250-251) -Estructura 8.2: The preterite and imperfect together (pp. 240-247) + Para saber más 8.2 (pp. 503-504)</p>	<p>Assignments: -Comunicación ¡Qué padre! + Disculpe (pp. 227-230) (4 ejercicios) - ¡Leamos! (pp. 250-251) (1 ejercicio) - Estructura 8.2: The preterite and imperfect together (pp. 240-247) + Para saber más 8.2 (pp. 503-504) (7 ejercicios)</p>
5 febrero	<p>[Objetivos 2, 3 y 4] -Repaso de Estructura 8.1 y 8.2</p>  <p>Sign up for the ECA according to instructor's directions.</p>	<p>Assignment: Repaso de Estructura 8.1 y 8.2 (I) (7 ejercicios) LearnSmart: La ropa y la moda: Vocabulario</p>
7 febrero	<p>[Objetivos 2, 3 y 4] -Repaso de Estructura 8.1 y 8.2 -Estructura 8.3: Object pronoun placement w/ infinitives (pp. 248-249)</p>	<p>Assignments: - Repaso de Estructura 8.1 y 8.2 (II) (2 ejercicios) - Estructura 8.3: Object pronoun placement w/ infinitives (pp. 248-249) (8 ejercicios)</p>
9 febrero	<p>[Objetivos 1, 2, 3 y 4] -Repaso Cap. 8 -Conéctate al cine (p. 256) en clase – <i>Volver</i> (buscar película en Netflix, iTunes o Amazon / tráiler aquí)</p>	<p>Assignment: Más cultura (Cap. 8) (2 ejercicios) LearnSmart: La ropa y la moda: Gramática</p>  <p>Mini-composición Cap. 8 Quiz Cap. 8 (due by 11:59 p.m. in Connect with Tegrity)</p> <p>Participation grade #1 evaluated</p> <p>(Continues on next page.)</p>



12 febrero	Effective Communication Assessment (Día 1)		
14 febrero	Effective Communication Assessment (Día 2)		

Capítulo 9: La ropa y la moda (Opens on Connect on February 11, 2018)

Objetivos:

After this chapter, I will be able to:

1. **interpret and share information** about travel experiences – including deciding where to travel, how to travel to/in a place, and activities that can be done there - for leisure and professional purposes
2. **describe** the weather and climate conditions both in my home country and in Spanish-speaking countries, keeping in mind geographical differences (for example, how seasons differ according to hemispheres) and cultural differences (including ways that temperature is expressed)
3. **express** desires politely and ask others about they would like to do appropriately according to the situation (formal or informal, who the person is, and adhering to any specific cultural norms)
4. **identify** in my own and other cultures some products that reveal a stereotype or exaggerated view of a culture


	STUDY	DO
	<i>Read and study listed pages for class carefully, including all boxes, before class! Refer back to 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>
16 febrero	[Objetivo 1] -Vocabulario: Los mejores lugares turísticos (pp. 262-266) -¡Escuchemos! (pp. 285-286)	Assignments: - Vocabulario: Los mejores lugares turísticos (pp. 262-266) (5 ejercicios) - ¡Escuchemos!(pp. 285-286) (3 ejercicios)
19 febrero	[Objetivos 1, 3] -Comunicación: ¿Te / Le gustaría...? + Favor de no fumar (pp. 260-261) -Cultura: El ecoturismo en Costa Rica (p. 277) en clase	Assignments: - Comunicación: ¿Te / Le gustaría...? (p. 260) (3 ejercicios) - Comunicación: Favor de no fumar (p. 261) (3 ejercicios) - Pronunciación (Las letras <i>c</i> y <i>qu</i>) (2 ejercicios)
21 febrero	[Objetivos 1, 2] -Vocabulario: ¿Qué tiempo hace? (pp. 266-267) -Estructura 9.1: Por & para (pp. 268-273)  Review information on the midterm exam in the "Evaluaciones" folder on Connect. Begin to study!	Assignments: - Vocabulario: ¿Qué tiempo hace? (pp. 266-267) (5 ejercicios) - Estructura 9.1: Por & para (pp. 268-273) (5 ejercicios)
23 febrero	[Objetivos 1 y 4] -Repaso de Estructura 9.1 + Para saber más 9.1 (pp. 505-506) -Estructura 9.2: Impersonal <i>se</i> (including review of "El ecoturismo en Costa Rica," Paso 2)(pp. 274-277) -Conéctate a la música (p. 289) – "Me voy" (Julieta Venegas) Enlace a la canción	Assignments: - Repaso de Estructura 9.1 + Para saber más 9.1 (pp. 505-506) (3 ejercicios) - Estructura 9.2: Impersonal <i>se</i> (including review of "El ecoturismo en Costa Rica") (pp. 274-277) (8 ejercicios) LearnSmart: La ropa y la moda: Vocabulario
26 febrero	[Objetivos 1, 2, 3 y 4] -Repaso Cap. 9 -¡Leamos! (pp. 283-284)	Assignments: - Más cultura (2 ejercicios) - ¡Leamos! (p. 283) (2 ejercicios) LearnSmart: La ropa y la moda: Gramática Mini-composición Cap. 9  Quiz Cap. 9 (due by 11:59 p.m. in Connect with Tegrity)
28 feb	Repaso Cap. 7-9	
2 marzo	Examen Parcial (Midterm Exam)	
	5-9 marzo / Vacaciones de primavera	

Capítulo 10: ¡La vida profesional! (Opens on Connect on March 7, 2018)

Objetivos:

After this chapter, I will be able to:

1. **conduct myself professionally on the phone** and **understand** basic voicemail messages
2. **introduce people to each other** in professional and informal situations.
3. **describe** common professions, their activities, and current technology involved in the professional workplace.
4. **use and respond to** commands in culturally appropriate contexts (keeping in mind to whom I'm speaking and the situation).
5. **describe** cultural practices in the professional workplace in some Hispanic countries and be able to enact them appropriately



	STUDY	DO
	<i>Read and study listed pages for class carefully, including all boxes, before class! Refer back to 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>
12 marzo	[Objetivos 1 y 2] -Comunicación: A sus órdenes + Quiero presentarle a... (pp. 293-298)	Assignments: - Comunicación: A sus órdenes + Quiero presentarle a... (pp. 293-298) (7 ejercicios) - Pronunciación: Las letras <i>py t</i> (2 ejercicios)
14 marzo	[Objetivos 1, 3 y 5] -Vocabulario: Las profesiones y los oficios + La tecnología en el lugar de trabajo (pp. 299-303) -¡Escuchemos! (p. 319)	Assignments: - Vocabulario: Las profesiones y los oficios + La tecnología en el lugar de trabajo (pp. 299-303) (8 ejercicios) - ¡Escuchemos!(p. 319) (1 ejercicio)
16 marzo	[Objetivos 1, 3 y 5] -Estructura 10.1: Relative pronoun <i>que</i> (pp. 304-307)	Assignment: Estructura 10.1: Relative pronoun <i>que</i> (pp. 304-307) (6 ejercicios) LearnSmart: ¡La vida profesional!: Vocabulario
19 marzo	[Objetivos 1, 3 y 4] -Estructura 10.2: Informal commands (tú) (pp. 308-312)	Assignment: Estructura 10.2: Informal commands (tú) (pp. 308-312) (7 ejercicios)
21 marzo	[Objetivos 1, 3 y 4] -Estructura 10.3: Formal commands (Ud., Uds.) (pp. 313-316)	Assignment: Estructura 10.3: Formal commands (Ud., Uds.) (pp. 313-316) (7 ejercicios)
23 marzo	[Objetivos 1, 2, 3, 4 y 5] -Repaso de Cap. 10 -¡Leamos! (pp. 317-318) -Conéctate al cine (p. 322) – <i>Los lunes al sol</i> (buscar película en Netflix, iTunes o Amazon / tráiler aquí)	Assignments: - Más cultura (2 ejercicios) - ¡Leamos! (pp. 317-318) (2 ejercicios) - Conéctate al cine (p. 322) (1 ejercicio) LearnSmart: La vida profesional: Gramática  Mini-composición – Cap 10 en clase Quiz Cap. 10 (due by 11:59 p.m. in Connect with Tegrity) Participation grade #2 evaluated

Capítulo 11: ¡Estás en tu casa! (Opens on Connect on March 21, 2018)

Objetivos:

After this chapter, I will be able to:

1. **invite** and **welcome** people into my home and/or country in culturally appropriate ways.
2. **describe** mine and others' homes and household chores and **understand** the descriptions others give me about theirs.
3. **explain** what I have done recently and what I am currently in the process of doing.
4. **use** and properly **respond to** commands in culturally appropriate contexts (keeping in mind to whom I'm speaking and the situation).
5. **compare and contrast** in my own and other cultures where people live and the factors that determine where they live, including geography, economics, cultural norms, etc.




	STUDY	DO
	<p><i>Read and study listed pages for class carefully, including all boxes, before class! Refer back to 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>
26 marzo	<p>[Objetivos 1 y 4] -Comunicación: ¡Bienvenido! + Pasa (pp. 326-329) -Estructura 11.2: Commands with pronouns (pp. 342-344)</p>  <p>Prior to class, review information on the Perfil profesional in the "Evaluaciones" folder on Connect.</p>	<p>Assignments: - Comunicación: ¡Bienvenido! + Pasa (pp. 326-329) (5 ejercicios) - Estructura 11.2: Commands with pronouns (pp. 342-344) (5 ejercicios)</p>
28 marzo	<p>[Objetivos 2, 3 y 5] -Vocabulario: La casa y los muebles (pp. 330-334) -¡Leamos! (pp. 349-350) -Estructura 11.1: Present perfect (pp. 335-341)</p>	<p>Assignment: - Vocabulario: La casa y los muebles (pp. 330-334) (5 ejercicios) - ¡Leamos! (pp. 349-350) (4 ejercicios) - Estructura 11.1: Present perfect (pp. 335-341) (6 ejercicios)</p>
30 marzo	<p>[Objetivos 1, 2, 3, 4 y/o 5] -Repaso de Cap. 11 hasta ahora</p>	<p>Assignments: - Pronunciación (Las letras s, z, ce, y ci) (2 ejercicios) - Repaso Estructuras 11.1 & 11.2 (4 ejercicios) LearnSmart: ¡Estás en tu casa!: Vocabulario</p>
2 abril	<p>[Objetivos 2 y 3] -Estructura 11.3: Present progressive (pp. 345-348)</p>	<p>Assignment: Estructura 11.3: Present progressive (pp. 345-348) (7 ejercicios)</p>
4 abril	<p>[Objetivos 1, 2, 3, 4 y/o 5] -Repaso Cap. 11 -¡Escuchemos! (pp. 351-352) - Conéctate a la música (p. 354) – "Loca" (Aleks Syntek) Enlace a la canción</p>	<p>Assignments: - Más cultura (2 ejercicios) - ¡Escuchemos! (pp. 351-352) (1 ejercicio) - Conéctate a la música (p. 354) – "Loca" (Aleks Syntek) (2 ejercicios) LearnSmart: ¡Estás en tu casa!: Gramática</p> <p>Perfil profesional (revisión de mini-composiciones de Cap. 7-10) due in class today</p> <p>Quiz Cap. 11 (due by 11:59 p.m. in Connect with Tegrity)</p> 

Capítulo 12: El deporte y el bienestar (Opens on Connect on April 1, 2018)

Objetivos

After this chapter, I will be able to:

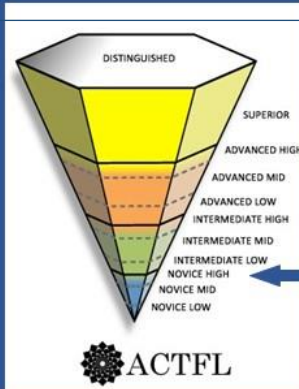
1. **wish someone good luck** and to **offer encouragement** appropriately according to the situation
2. **give advice and offer recommendations**, especially in relation to leading a healthy, active lifestyle
3. **identify and compare** in my own and other cultures how and why the options for sports and leisure activities vary depending on several factors (geography, socioeconomic factors, history, etc.)
4. **describe** what has been done or what is being done

	STUDY	DO
	<p><i>Read and study listed pages for class carefully, including all boxes, before class! Refer back to 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>
6 abril	<p>[Objetivos 1 y 2] -Comunicación: ¡Suerte! (pp. 357-358) / Para mantenerse sano/a (p. 359)</p>  <p>Prior to class, review information on the Oral Exam in the "Evaluaciones" folder on Connect.</p>	<p>Assignments: - Comunicación (pp. 357-359) (5 ejercicios) - Pronunciación (The letters <i>ñ</i> and <i>ch</i>) (3 ejercicios)</p>
9 abril	<p>[Objetivos 3 y 4] -Vocabulario: Los deportes y cómo mantenerse en forma (pp. 360-363) - ¡Escuchemos! (pp. 383-384) -Estructura 12.2: Presente progresivo (pp. 373-375)</p>	<p>Assignments: - Vocabulario (pp. 360-363) y ¡Escuchemos! (pp. 383-384) (6 ejercicios) - Estructura 12.2: Presente progresivo (pp. 373-375) (7 ejercicios)</p>
11 abril	<p>[Objetivos 2, 3 y 4] - Estructura 12.1: Presente perfecto con pronombres de complemento directo (pp. 369-372) -Vocabulario: La salud y el bienestar (pp. 364-368)</p>	<p>Assignments: - Estructura 12.1: Presente perfecto con pronombres de complemento directo (pp. 369-372) (7 ejercicios) - Vocabulario (pp. 364-368) (5 ejercicios) LearnSmart: El deporte y el bienestar: Vocabulario</p>
13 abril	<p>[Objetivos 1, 2 y 3] -Estructura 12.3: Subjuntivo (pp. 376-380) -¡Leamos! (pp. 381-382)</p>  <p>Sign up for the Oral Exam according to instructor's directions.</p>	<p>Assignments: - Estructura 12.3: Subjuntivo (pp. 376-380) (8 ejercicios) - ¡Leamos! (pp. 381-382) (2 ejercicios)</p>
16 abril	<p>Repaso [Objetivos 1, 2, 3 y 4] -Para saber más: Subjuntivo (p. 509) -Conéctate al cine (p. 387) en clase <i>Hermano</i> (busca película en Netflix, iTunes o Amazon / tráiler aquí) -Repaso Cap. 12 (pp. 356-389)</p>  <p>Review information on the final exam in the "Evaluaciones" folder on Connect. Begin to study!</p>	<p>Assignment: Más cultura y Repaso Cap. 12 (4 ejercicios) LearnSmart: El deporte y el bienestar: Gramática</p> <p>Quiz Cap. 12 (due by 11:59 p.m. in Connect with Tegrity)</p>
18 abril	<p>Repaso y reflexión / Práctica para el Examen oral (Cap. 7-12)</p>	<p>RECOMMENDED: Do activities from Cap. 7-12 in the Extra Practice folder on Connect to prepare for today's class, el Examen oral, and el examen final.</p> <p>Participation grade #3 evaluated</p> <p>(Continues on next page.)</p>

20 abril	Examen Oral (Día 1) 
23 abril	Examen Oral (Día 2) 
25 abril	Reflexión sobre SPN 1131 / Repaso Cap. 7-12 Examen Final (Listening comprehension section) in class
28 abril	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 1131 (section 38H)

online



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SPN 1131: Beginning Spanish II

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

By the end of SPN 1131, students will communicate using words and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about familiar topics related to school, home, and the community. (*)

AND

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.

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(*) 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 SPN1000-level course.



Professor:
Dr. Crystal Marull

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



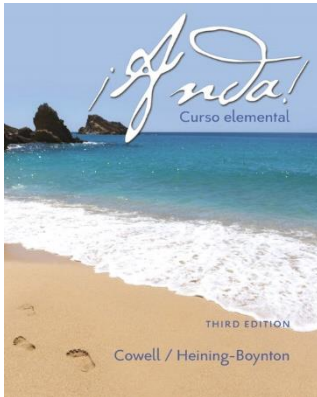
Course Assistant: Instructor
Sonia San Juan

- 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 II 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.**

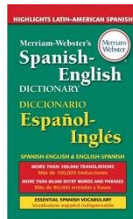
Required Textbooks & Resources



- ¡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: CRSKL18-602051



- 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: CRSKL18-602051</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 helpdesk@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

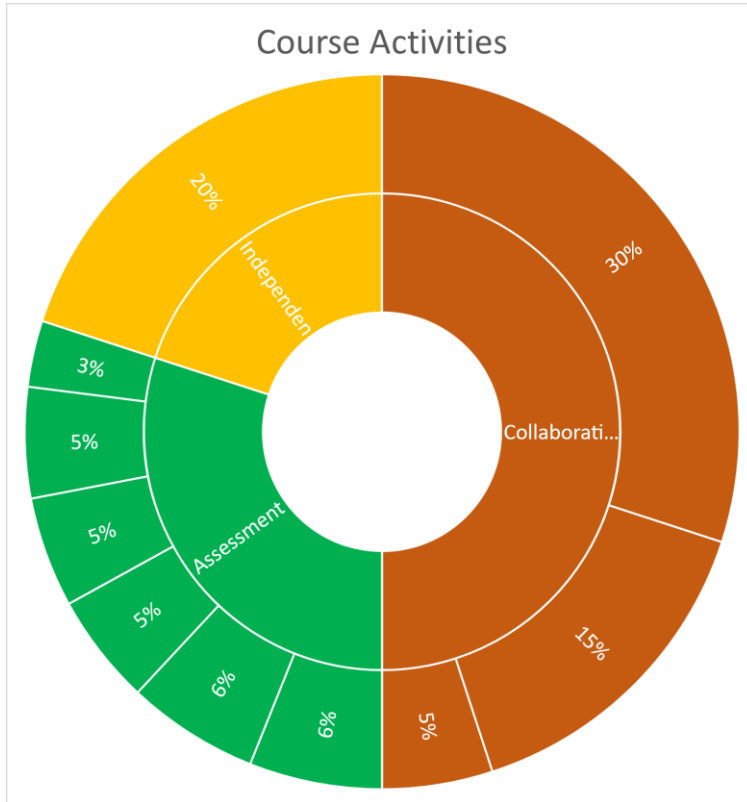
- *E-learning technical support*: Learningsupport@ufl.edu; <https://lss.at.ufl.edu/help.shtml>; 352-392-4357 (opt. 2)
- *Career Resource Center*: Reitz Union; <http://www.crc.ufl.edu/>; 392-1601
- *Library Support*: <http://cms.uflib.ufl.edu/ask>
- *Teaching Center*: Broward Hall; 392-2010 or 392-6420
- *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 8-14 Enero	1. Greet, say good-bye, and introduce others 2. Describe yourself and others 3. Share information about school and life as a student 4. Offer opinions about sports and pastimes that you and others like and dislike 5. Describe homes and household chores	Intro activities in Canvas	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 B pp. 241-55	1. MSL activities for wk 2 2. "Review and Practice" Activities (VoiceThread) wk2.	domingo 11:59pm
wk 3 22-28 Enero	1. Identify places in and around town 2. Relate things that happen and things that have to be done 3. Convey what will take place in the future 4. Impart information about service opportunities 5. Share information about different types of music, movies, and television programs, including your personal preferences	Cap B pp. 256-65	1. MSL activities for wk 3 2. "Review and Practice" Activities (VoiceThread) wk3. 3. "En Vivo" language coaching session 1	domingo 11:59pm

<p>wk 4 29 enero – 4 feb.</p>	<p>1. Discuss food 2. Pronounce the different sounds of r and rr 3. Communicate with less repetition 4. Describe things that happened in the past 5. Engage in additional communication practice</p>	<p>Cap 7 pp. 267-80</p>	<p>1. MSL activities for wk 4 2. "Review and Practice" Activities (VoiceThread) 3. "En Vivo" language coaching session 2 4. Attend Conference Session 5.</p>	<p>domingo 11:59pm</p>
<p>wk 5 5 – 11 feb.</p>	<p>1. Explain food preparation 2. Explain restaurant activity 3. Combine listening strategies 4. Communicate about food shopping and party planning 5. Relate a memory</p>	<p>Cap 7 pp. 281-305</p>	<p>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) 5.</p>	<p>domingo 11:59pm</p>
<p>wk 6 12-18 feb.</p>	<p>1. Describe clothing 2. Pronounce the letters ll and ñ 3. State to whom and for whom things are done 4. Express likes, dislikes, needs, etc. 5. Convey information about people and things</p>	<p>Cap 8 pp. 306-323</p>	<p>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 6.</p>	<p>domingo 11:59pm</p>
<p>wk 7 19-25 feb.</p>	<p>1. Provide details about clothing 2. Share about situations in the past and how things used to be 3. Guess the meanings of unfamiliar words, when used for listening, from the context 4. Communicate about clothing and fashion</p>	<p>Cap 8 pp. 324-43</p>	<p>1. MSL activities for wk 7 2. "Review and Practice" Activities (VoiceThread) wk 7. 3. "En Vivo" language coaching session 5</p>	<p>domingo 11:59pm</p>
<p>wk 8 26 feb. – 4 mar.</p>	<p>1. Describe the human body 2. Pronounce the letters d and t 3. Share about people, actions and things 4. Explain ailments and treatments 5. Make emphatic and exclamatory statements 6. Talk about daily routines</p>	<p>Cap 9 pp. 344-58</p>	<p>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) 5.</p>	<p>domingo 11:59pm</p>

5 – 11 mar. DESCANSO PRIMAVERAL				
wk 9 12 – 18 mar.	1. Narrate in the past 2. Explain how long something has been going on and how long ago something occurred 3. Communicate info about ailments and medical emergencies	Cap 9 pp. 359-83	1. MSL activities for wk 9 2. “Review and Practice” Activities (VoiceThread) wk 9. 3. “En Vivo” language coaching session 7 4.	domingo 11:59pm
wk 10 19 – 25 mar.	1. Discuss modes of transportation 2. Pronounce the letters b and v 3. Influence others and give advice 4. Give orders and instructions 5. Share about travel	Cap 10 pp. 384-400	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. 5.	domingo 11:59pm
wk 11 26 mar. - 1 abr. Domingo de Pascuas	1. State what belongs to you and others 2. Compare people, places and things 3. Focus on linguistic cues 4. Communicate about travel plans	Cap 10 pp. 401-421	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.	1. Describe animals and their habitats 2. Pronounce words following the rules for accentuation and stress 3. Share details about the environment 4. Comment on what is necessary, possible, probable and improbable 5. Describe on-going action	Cap 11 pp. 422-37	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.	1. Discuss government and current affairs 2. Express time, deadlines, movement, destination, means, purpose, etc	Cap 11 pp. 438-69	1. MSL for wk 13 2. “Review and Practice” Activities (VoiceThread) wk 13 3. “En Vivo” language coaching session 11	domingo 11:59pm

	<p>3. Specify location and other information</p> <p>4. Provide more information about location, time and other subjects</p> <p>6. Communicate about world issues</p>		<p>4. Two-step composition (Proctored)</p>	
<p>Wk 14 16 – 22 abr.</p>	<p>Review Chapters 7-11</p> <p>Putting it all together:</p> <ol style="list-style-type: none"> 1. Communicate preferences and express ideas on topics such as food, clothing, health, travel, animals, the environment, and politics 2. Relate ideas about past experiences and your daily routine 3. Convey information about people and things 4. Describe what is happening at the moment 5. Exchange interesting facts about Latino Culture/Countries 	<p>Cap 12 pp. 470-92</p>	<ol style="list-style-type: none"> 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 	<p>domingo 11:59pm</p>
<p>Wk 15 Exam 2 23 – 25 abr.</p>	<p>& Exam 2</p>	<p>Cap 12 Review for Final</p>	<p>Exam 2 (Proctored). (Exam 2 available April 23-25)</p>	<p>Last day to submit Written Exam 2: April 25 at 11:59pm</p>