# Cover Sheet: Request 12435

**SPN1131 Beginning Spanish 2**

## Info

<table>
<thead>
<tr>
<th>Process</th>
<th>Course</th>
<th>Modify</th>
<th>Ugrad/Pro</th>
</tr>
</thead>
<tbody>
<tr>
<td>Status</td>
<td>Pending at PV - University Curriculum Committee (UCC)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Submitter</td>
<td>Gillian Lord-Ward <a href="mailto:glord@ufl.edu">glord@ufl.edu</a></td>
<td></td>
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</tr>
<tr>
<td>Created</td>
<td>3/21/2018 2:33:53 PM</td>
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<tr>
<td>Updated</td>
<td>3/30/2018 9:50:37 AM</td>
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<tr>
<td>Description of request</td>
<td>Request to modify course description so that it is applicable to both residential and UOnline offerings.</td>
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</table>

## Actions

<table>
<thead>
<tr>
<th>Step</th>
<th>Status</th>
<th>Group</th>
<th>User</th>
<th>Comment</th>
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<tbody>
<tr>
<td>Department</td>
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<td>CLAS - Spanish and Portuguese</td>
<td>Gillian Lord-Ward</td>
<td></td>
<td>3/21/2018</td>
</tr>
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<td>SPN 1131_SyllabusComplete_Sp18.pdf</td>
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<td></td>
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<td>SPN1131_UFO_S18.pdf</td>
<td>3/21/2018</td>
</tr>
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<td>Checklist SPN1131.pdf</td>
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<td>3/21/2018</td>
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<tr>
<td>College</td>
<td>Approved</td>
<td>CLAS - College of Liberal Arts and Sciences</td>
<td>Joseph Spillane</td>
<td></td>
<td>3/30/2018</td>
</tr>
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<td>University Curriculum Committee</td>
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<td>PV - University Curriculum Committee (UCC)</td>
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<td>Statewide Course Numbering System</td>
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<td>Office of the Registrar</td>
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<td>Student Academic Support System</td>
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<td>College Notified</td>
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<td></td>
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<td>No document changes</td>
<td></td>
</tr>
</tbody>
</table>

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 UFOnline 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.

<table>
<thead>
<tr>
<th>Syllabus MUST contain the following information:</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔ Instructor contact information (and TA if applicable)</td>
</tr>
<tr>
<td>✔ Course objectives and/or goals</td>
</tr>
<tr>
<td>✔ A weekly course schedule of topics and assignments</td>
</tr>
<tr>
<td>✔ Required and recommended textbooks</td>
</tr>
<tr>
<td>✔ Methods by which students will be evaluated and their grades determined</td>
</tr>
<tr>
<td>✔ 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: <a href="https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.%E2%80%9D">https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.”</a></td>
</tr>
<tr>
<td>✔ 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.”</td>
</tr>
<tr>
<td>✔ 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: <a href="https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx">https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx</a></td>
</tr>
<tr>
<td>✔ 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 <a href="https://evaluations.ufl.edu">https://evaluations.ufl.edu</a>. 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 <a href="https://evaluations.ufl.edu">https://evaluations.ufl.edu</a>.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>It is recommended that syllabi contain the following information:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Critical dates for exams and other work</td>
</tr>
<tr>
<td>2. Class demeanor expected by the professor (e.g., tardiness, cell phone usage)</td>
</tr>
<tr>
<td>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 (<a href="http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/">http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/</a>) 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.</td>
</tr>
<tr>
<td>4. Phone number and contact site for university counseling services and mental health services: 392-1575, <a href="http://www.counseling.ufl.edu/cwc/Default.aspx">http://www.counseling.ufl.edu/cwc/Default.aspx</a>&lt;br&gt;University Police Department: 392-1111 or 9-1-1 for emergencies.</td>
</tr>
</tbody>
</table>

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

Hybrid Classes

Class components:

• Presence and participation (30%)
• Quizzes (12%)
• Practice folders (5%)
• LearnSmart (5%)
• Mini-composiciones (7,5% ... 2% Cap. 8 / 2,5% Cap. 9 / 3% Cap. 10)
• Perf. profesional (revision of mini-composiciones Cap. 7-10) (5%)
• Oral Exam (5%)

Hybrid classes require students to follow the schedule in the course calendar, which is posted in Canvas. All deadlines will be posted on Canvas and in the course calendar. Hybrid classes will provide students with access to online learning tools, including Connect, which will be used to provide assignments, quizzes, and practice folders. Students will be expected to log in and complete assignments on a regular basis. In addition, students will be required to attend in-person class sessions and complete coursework in the classroom.

Active Learning:

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 behavioral problems. To access these services, students should contact the Counseling and Wellness Center directly.

Grading Scale:

Grades are assigned on the following scale:

- A+ (97-100)
- A (93-96)
- A- (90-92)
- B+ (87-89)
- B (83-86)
- B- (80-82)
- C+ (79-77)
- C (76-73)
- C- (72-70)
- D (69-66)
- F (0-68)

A grade of C or higher is required for credit. If you are absent the day of an assessment, you will receive a 0 on that assessment. If you are absent the day of an assessment, you will receive a 0 on that assessment. If you are absent the day of an assessment, you will receive a 0 on that assessment.

Contact Information:

For more information on University policy or for specific questions about your experience, please contact the UF Office of Academic Integrity at integrity@ufl.edu or call 352-392-2877. To report an academic integrity violation, please visit https://evaluations.ufl.edu. Evaluations are open during the last two or three weeks of the semester, and students will be given specific dates and times to complete the evaluations.

Academic Honesty:

All students are required to abide by the Academic Honesty Guidelines, which have been accepted by the University. The UF Honor Code states that "I will never cheat, fabricate, lie, steal, or tolerate such behavior in any academic exercise." Students who violate the Academic Honesty Guidelines may be subject to disciplinary action, which may include expulsion from the University. In addition, students who violate the Academic Honesty Guidelines may be required to complete additional coursework, attend counseling sessions, or undergo other forms of discipline.

Extra Credit:

Extra credit opportunities will be provided throughout the semester. These opportunities will be available to all students and will be announced in class and on Canvas. To earn extra credit, students will be required to complete specific assignments or participate in extra activities. Extra credit opportunities will be designed to reinforce course content and encourage students to engage with the material in innovative and meaningful ways.

Honor Code:

All assignments are submitted electronically through the university’s grade system, Canvas. Students are expected to submit their own work and to credit any sources or collaborators used in the course. If you are unable to submit your own work, you must obtain permission from your instructor. If you are unable to submit your own work, you must obtain permission from your instructor. If you are unable to submit your own work, you must obtain permission from your instructor.

Faculty Access:

Faculty members are expected to maintain a respectful and professional relationship with students at all times. Faculty members are prohibited from engaging in any behavior that could be perceived as inappropriately sexual, threatening, or intimidating. Faculty members are also prohibited from engaging in any behavior that could be perceived as inappropriately sexual, threatening, or intimidating.

Instructor Contact Information:

For more information about this course or for specific questions about your experience, please contact the course instructor at spn1131@ufl.edu or call 352-392-2877. To contact your instructor directly, please call the UF Office of Academic Integrity at integrity@ufl.edu or visit the Student Success Center in the Student Center on the UF campus.

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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

<table>
<thead>
<tr>
<th>STUDY</th>
<th>DO</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Read and study listed pages for class carefully, including all boxes, before class! Refer back to 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>8 enero Creando nuestra comunidad (Repaso Cap. 1-2 de SPN 1130) / Introducción al curso</td>
<td>To prepare for today’s class, read the information in the Getting started folder on Connect, especially the syllabus!</td>
</tr>
<tr>
<td>10 enero Creando nuestra comunidad (Repaso Cap. 3-4 de SPN 1130)</td>
<td>Be sure to access Connect. Explore the Getting started folder and begin to complete those assignments!</td>
</tr>
</tbody>
</table>
| 12 enero Creando nuestra comunidad (Repaso Cap. 5-6 de SPN 1130) / Visita del representante de McGraw-Hill | Assignments:  
- Introductory activity (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.)  
- 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

| 17 enero | [Objetivos 1 y 2]  
-Comunicación: Lo pasé bien (pp. 199-201) + Repaso del pretérito / Felicitaciones… (p. 202)  
| 19 enero | [Objetivos 2 y 3]  
-Vocabulario: ¿Cómo se celebra? (pp. 203-206)  
-¡Leamos! (pp. 219-220)  
| 22 enero | [Objetivos 1 y 3]  
-Estructura 7.1: El imperfecto (pp. 207-211)  
-¡Escuchemos! (p. 221)  
| 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.  
| 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)  

**STUDY**  
*Read and study listed pages for class carefully, including all boxes, before class! Refer back to pages when doing prep work in Connect.*

**DO**  
*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.*

**Assignment:** Comunicación (pp. 199-202) (7 ejercicios)  
**LearnSmart:** ¡A comer!: Gramática *(Cap. 6 from SPN 113)*

**Assignments:**  
- Vocabulario (pp. 203-206) y ¡Leamos! (pp. 219-220) (8 ejercicios)  
- Pronunciación (The consonant d) (3 ejercicios)

**Assignments:**  
- Estructura 7.1: Imperfecto (pp. 207-211) (7 ejercicios)  
- ¡Escuchemos! (p. 221) (1 ejercicio)  
**LearnSmart:** Los recuerdos y la nostalgia: Vocabulario

**Assignments:**  
- Estructura 7.2: Complementos indirectos (pp. 212-215) (8 ejercicios)  
- Estructura 7.3: Pronombres después de las preposiciones (pp. 216-218) (4 ejercicios)

**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

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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>
</tr>
<tr>
<td><strong>29 enero</strong></td>
<td><strong>Assignments:</strong></td>
</tr>
<tr>
<td>[Objetivo 1]</td>
<td>- Vocabulario: El cuerpo humano (pp. 233-234)</td>
</tr>
<tr>
<td>Prior to class, review information on the ECA in the “Evaluaciones” folder on Connect.</td>
<td>- Vocabulario: El cuerpo humano (pp. 233-234) (5 ejercicios)</td>
</tr>
<tr>
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<td>- Pronunciación: Las letras g, gu y j (3 ejercicios)</td>
</tr>
<tr>
<td><strong>31 enero</strong></td>
<td><strong>Assignments:</strong></td>
</tr>
<tr>
<td>[Objetivos 2, 3 y 4]</td>
<td>- Vocabulario: ¿Qué llevas? (pp. 231-233) y ¿Cómo te queda? (pp. 234-235)</td>
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<td>- ¡Escuchemos! (pp. 252-253)</td>
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<td></td>
<td>- Estructura 8.1: More irregular preterite (pp. 237-239) y Para saber más 8.1 (p. 503)</td>
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<tr>
<td><strong>2 febrero</strong></td>
<td><strong>Assignments:</strong></td>
</tr>
<tr>
<td>[Objetivos 2, 3 y 4]</td>
<td>- Comunicación: ¡Qué padre! + Disculpe (pp. 227-230)</td>
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<td>- ¡Leamos! (pp. 250-251)</td>
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<td></td>
<td>- Estructura 8.2: The preterite and imperfect together (pp. 240-247) + Para saber más 8.2 (pp. 503-504)</td>
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<tr>
<td><strong>5 febrero</strong></td>
<td><strong>Assignments:</strong></td>
</tr>
<tr>
<td>[Objetivos 2, 3 y 4]</td>
<td>- Repaso de Estructura 8.1 y 8.2</td>
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<td>- Sign up for the ECA according to instructor’s directions.</td>
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<tr>
<td><strong>7 febrero</strong></td>
<td><strong>Assignments:</strong></td>
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<tr>
<td>[Objetivos 2, 3 y 4]</td>
<td>- Repaso de Estructura 8.1 y 8.2</td>
</tr>
<tr>
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<td>- Estructura 8.3: Object pronoun placement w/ infinitives (pp. 248-249)</td>
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<tr>
<td><strong>9 febrero</strong></td>
<td><strong>Assignments:</strong></td>
</tr>
<tr>
<td>[Objetivos 1, 2, 3 y 4]</td>
<td>- Repaso Cap. 8</td>
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<td></td>
<td>- Conéctate al cine (p. 256) en clase – Volver (buscar película en Netflix, iTunes o Amazon / tráiler aquí)</td>
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<td></td>
<td>- Assignment: Más cultura (Cap. 8) (2 ejercicios)</td>
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<td></td>
<td>- LearnSmart: La ropa y la moda: Gramática</td>
</tr>
<tr>
<td><strong>Mini-composición Cap. 8</strong></td>
<td><strong>Quiz Cap. 8 (due by 11:59 p.m. in Connect with Tegrity)</strong></td>
</tr>
<tr>
<td><strong>Participation grade #1 evaluated</strong></td>
<td></td>
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<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>12 febrero</td>
<td>Effective Communication Assessment (Día 1)</td>
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<tr>
<td>14 febrero</td>
<td>Effective Communication Assessment (Día 2)</td>
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### 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

<table>
<thead>
<tr>
<th>16 febrero</th>
<th>[Objetivo 1]</th>
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<tbody>
<tr>
<td>Read and study listed pages for class carefully, including all boxes, before class! Refer back to pages when doing prep work in Connect.</td>
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<tr>
<td>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.</td>
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<tr>
<td>- Vocabulario: Los mejores lugares turísticos (pp. 262-266)</td>
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<td>- ¡Escuchemos! (pp. 285-286)</td>
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<tr>
<td>- Comunicación: ¿Te / Le gustaría…? + Favor de no fumar (pp. 260-261)</td>
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<tr>
<td>- Cultura: El ecoturismo en Costa Rica (p. 277) en clase</td>
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<td>Assignments:</td>
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<tr>
<td>- Vocabulario: Los mejores lugares turísticos (pp. 262-266) (5 ejercicios)</td>
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<tr>
<td>- ¡Escuchemos! (pp. 285-286) (3 ejercicios)</td>
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<tr>
<th>19 febrero</th>
<th>[Objetivos 1, 3]</th>
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<tr>
<td>- Comunicación: ¿Te / Le gustaría…? (p. 260) (3 ejercicios)</td>
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<tr>
<td>- Comunicación: Favor de no fumar (p. 261) (3 ejercicios)</td>
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<tr>
<td>- Pronunciación (Las letras c y qu) (2 ejercicios)</td>
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<tr>
<td>Review information on the midterm exam in the “Evaluaciones” folder on Connect. Begin to study!</td>
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<tr>
<th>21 febrero</th>
<th>[Objetivos 1, 2]</th>
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<tr>
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<tr>
<td>- Vocabulario: ¿Qué tiempo hace? (pp. 266-267)</td>
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<tr>
<td>- Estructura 9.1: Por &amp; para (pp. 268-273)</td>
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<tr>
<td>Review information on the midterm exam in the “Evaluaciones” folder on Connect. Begin to study!</td>
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<tr>
<th>23 febrero</th>
<th>[Objetivos 1 y 4]</th>
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<tr>
<td>- Repaso de Estructura 9.1 + Para saber más 9.1 (pp. 505-506)</td>
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<tr>
<td>- Estructura 9.2: Impersonal se (including review of “El ecoturismo en Costa Rica,” Paso 2) (pp. 274-277)</td>
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<tr>
<td>- Conéctate a la música (p. 289) – “Me voy” (Julieta Venegas) Enlace a la canción</td>
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<tr>
<th>26 febrero</th>
<th>[Objetivos 1, 2, 3 y 4]</th>
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<tbody>
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<tr>
<td>- Más cultura (2 ejercicios)</td>
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<td>- ¡Leamos! (p. 283) (2 ejercicios)</td>
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<tr>
<th>28 febrero</th>
<th>Repaso Cap. 7-9</th>
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<tr>
<td>Examen Parcial (Midterm Exam)</td>
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**Mini-composición Cap. 9**

**Quiz Cap. 9 (due by 11:59 p.m. in Connect with Tegrity)**
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

| **12 marzo** | [Objetivos 1 y 2]  
- Comunicación: A sus órdenes + Quiero presentarle a... (pp. 293-298)  
- [Escuchemos! (p. 319)](pp. 299-303)  
| **DO** | Assignments:  
- Comunicación: A sus órdenes + Quiero presentarle a... (pp. 293-298) (7 ejercicios)  
- Pronunciación: Las letras ρ y τ (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)  
| **DO** | 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 que (pp. 304-307)  
| **DO** | Assignment: Estructura 10.1: Relative pronoun que (pp. 304-307) (6 ejercicios)  

| **19 marzo** | [Objetivos 1, 3 y 4]  
- Estructura 10.2: Informal commands (tú) (pp. 308-312)  
| **DO** | 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)  
| **DO** | 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) – *Los lunes al sol* (buscar película en Netflix, iTunes o Amazon / tráiler aquí)  
| **DO** | Assignments:  
- Más cultura (2 ejercicios)  
- ¡Leamos! (pp. 317-318) (2 ejercicios)  
- Conéctate al cine (p. 322) (1 ejercicio)  

**LearnSmart: ¡La vida profesional! Graamática**

**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.

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<tr>
<th>Date</th>
<th>Study</th>
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<tr>
<td>26 marzo</td>
<td><strong>Objective 1 y 4</strong>&lt;br&gt;-Comunicación: ¡Bienvenido! + Pasa (pp. 326-329)&lt;br&gt;-Estructura 11.2: Commands with pronouns (pp. 342-344)</td>
<td>Assignments:&lt;br&gt;- Comunicación: ¡Bienvenido! + Pasa (pp. 326-329) (5 ejercicios)&lt;br&gt;- Estructura 11.2: Commands with pronouns (pp. 342-344) (5 ejercicios)</td>
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<td>Prior to class, review information on the Perfil profesional in the “Evaluaciones” folder on Connect.</td>
<td>Assignment:&lt;br&gt;- Vocabulario: La casa y los muebles (pp. 330-334) (5 ejercicios)&lt;br&gt;- ¡Leamos! (pp. 349-350) (4 ejercicios)&lt;br&gt;- Estructura 11.1: Present perfect (pp. 335-341) (6 ejercicios)</td>
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<td>28 marzo</td>
<td><strong>Objective 2, 3 y 5</strong>&lt;br&gt;-Vocabulario: La casa y los muebles (pp. 330-334)&lt;br&gt;-¡Leamos! (pp. 349-350)&lt;br&gt;-Estructura 11.1: Present perfect (pp. 335-341)</td>
<td>Assignment:&lt;br&gt;- Pronunciación (Las letras s, z, ce, y ci) (2 ejercicios)&lt;br&gt;- Repaso Estructuras 11.1 &amp; 11.2 (4 ejercicios)</td>
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<td>30 marzo</td>
<td><strong>Objective 1, 2, 3, 4 y/o 5</strong>&lt;br&gt;-Repaso de Cap. 11 hasta ahora</td>
<td>Assignments:&lt;br&gt;- Más cultura (2 ejercicios)&lt;br&gt;- ¡Escuchemos! (pp. 351-352) (1 ejercicio)&lt;br&gt;- Conéctate a la música (p. 354) – “Loca” (Aleks Syntek) (2 ejercicios)</td>
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<td>2 abril</td>
<td><strong>Objective 2 y 3</strong>&lt;br&gt;-Estructura 11.3: Present progressive (pp. 345-348)</td>
<td>Assignment: Estructura 11.3: Present progressive (pp. 345-348) (7 ejercicios)</td>
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<tr>
<td>4 abril</td>
<td><strong>Objective 1, 2, 3, 4 y/o 5</strong>&lt;br&gt;-Repaso Cap. 11&lt;br&gt;-¡Escuchemos! (pp. 351-352)&lt;br&gt;- Conéctate a la música (p. 354) – “Loca” (Aleks Syntek)</td>
<td>Assignments:&lt;br&gt;- Más cultura (2 ejercicios)&lt;br&gt;- ¡Escuchemos! (pp. 351-352) (1 ejercicio)&lt;br&gt;- Conéctate a la música (p. 354) – “Loca” (Aleks Syntek) (2 ejercicios)</td>
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**LearnSmart:** ¡Estás en tu casa!: Gramática

**Perfil profesional (revisión de mini-composiciones de Cap. 7-10) due in class today**

**Quiz Cap. 11 (due by 11:59 p.m. in Connect with Tegrity)**
# Capítulo 12: El deporte y el bienestar

**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

| 6 abril | [Objetivos 1 y 2]  
|         | - Comunicación: ¡Suerte! (pp. 357-358) / Para mantenerse sano/a (p. 359)  
|         | Prior to class, review information on the Oral Exam in the “Evaluaciones” folder on Connect.  
| **DO** | Assignments:  
|         | - Comunicación (pp. 357-359) (5 ejercicios)  
|         | - Pronunciación (The letters ñ and ch) (3 ejercicios)  

| 9 abril | [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)  
| **DO** | Assignments:  
|         | - Vocabulario (pp. 360-363) y ¡Escuchemos! (pp. 383-384) (6 ejercicios)  
|         | - Estructura 12.2: Presente progresivo (pp. 373-375) (7 ejercicios)  

| 11 abril | [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)  
| **DO** | 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  

| 13 abril | [Objetivos 1, 2 y 3]  
|         | - Estructura 12.3: Subjuntivo (pp. 376-380)  
|         | - ¡Leamos! (pp. 381-382)  
| **DO** | Assignments:  
|         | - Estructura 12.3: Subjuntivo (pp. 376-380) (8 ejercicios)  
|         | - ¡Leamos! (pp. 381-382) (2 ejercicios)  

| 16 abril | Repaso [Objetivos 1, 2, 3 y 4]  
|         | - Para saber más: Subjuntivo (p. 509)  
|         | - Conéctate al cine (p. 387) en clase, Hermano (busca película en Netflix, iTunes o Amazon / tráiler aquí)  
|         | - Repaso Cap. 12 (pp. 356-389)  
| **DO** | Assignments:  
|         | - Más cultura y Repaso Cap. 12 (4 ejercicios)  
|         | **LearnSmart**: El deporte y el bienestar: Gramática  
|         | **Quiz Cap. 12 (due by 11:59 p.m. in Connect with Tegrity)**  

| 18 abril | Repaso y reflexión / Práctica para el Examen oral (Cap. 7-12)  
| **DO** | 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.  
|         | **Participation grade #3 evaluated**  
|         | (Continues on next page.) |
| 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 |
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. (*)

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 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). 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


- 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).

### Webpages for the course

| Canvas (UF’s main course page) | elearning.ufl.edu | Log in using Gatorlink username and password. |
| MySpanishLab (Virtual language lab that accompanies the textbook. A large percentage of homework will be completed here.) | myspanishlab.com | Log in after creating an account. Enroll in the course using Course ID: CRSKL18-602051 |
| En Vivo (The page to schedule and meet weekly with your language coach) | linguameeting.com | Log in after creating an account. Enroll purchasing access for 12 sessions, ISBN: 9781640078857 |
| VoiceThread (This page allows students and faculty to interact over multimedia presentations.) | Ufl.voicethread.com | Accessible directly through Canvas. Log-in credentials are students’ Gatorlink ID and password. |
| UF Help Desk (The page to consult for technical difficulties.) | http://helpdesk.ufl.edu | Also available by email at heldesk@ufl.edu and by phone: (352) 392-HELP - select option 2 |
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.

<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>
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<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/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.

<table>
<thead>
<tr>
<th>Week #</th>
<th>Dates</th>
<th>Objectives</th>
<th>Agenda</th>
<th>Assignments (detailed information available in Canvas)</th>
<th>Due Date</th>
</tr>
</thead>
</table>
| 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 |
| 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 “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 “Review and Practice” Activities (VoiceThread) wk3.  
2. “En Vivo” language coaching session 1 | domingo 11:59pm |

Prepare yourself for the first meeting with your language coach

Open your account on linguameeting.com (ISBN: 9781640078857) and set your meeting times by the end of this week. Meeting dates will begin on January 22nd (week #3).
<table>
<thead>
<tr>
<th>wk</th>
<th>Date</th>
<th>Activities</th>
<th>Readings</th>
<th>Additional Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week</td>
<td>Description</td>
<td>Due Date</td>
<td></td>
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<tr>
<td>5 – 11 mar.</td>
<td>DESCANSO PRIMAVERAL</td>
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<tr>
<td>wk 9</td>
<td>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</td>
<td>Cap 9 pp. 359-83</td>
<td></td>
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<tr>
<td>12 – 18 mar.</td>
<td></td>
<td>domingo 11:59pm</td>
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<tr>
<td>wk 10</td>
<td>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</td>
<td>Cap 10 pp. 384-400</td>
<td></td>
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</tr>
<tr>
<td>19 – 25 mar.</td>
<td></td>
<td>domingo 11:59pm</td>
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<tr>
<td>26 mar. - 1 abr.</td>
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<td>Due to Easter - lunes 11:59pm</td>
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<tr>
<td>Domingo de Pascuas</td>
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<tr>
<td>2 – 8 abr.</td>
<td></td>
<td>domingo 11:59pm</td>
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<tr>
<td>wk 13</td>
<td>1. Discuss government and current affairs 2. Express time, deadlines, movement, destination, means, purpose, etc</td>
<td>Cap 11 pp. 438-69</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9-15 abr.</td>
<td></td>
<td>domingo 11:59pm</td>
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</tbody>
</table>
### Wk 14
**16 – 22 abr.**

**Review Chapters 7-11**
- Putting it all together:
  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

**Cap 12 pp. 470-92**

- 1. MSL for wk 14
- 2. “En Vivo” language coaching session 12
- 4. Oral Project 2

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### Wk 15
**Exam 2 23 – 25 abr.**

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**Exam 2**

**Cap 12 Review for Final**

**Exam 2 (Proctored). (Exam 2 available April 23-25)**

**Last day to submit Written Exam 2: April 25 at 11:59pm**