

Syllabus^{COURSE}

SPANISH 2303

ONLINE CLASS

Course Prefix and Number:	Spanish 2303 CRN 19528
Course Title:	Spanish 2303: Online Spanish for Spanish Speakers Online
Course Schedule:	From: 08/24/18 – 12/02/18
Course: Location/Times/	Online
Required Course Access	Links to course materials and electronic resources for each week of class are located on the MySpanishLab and Blackboard Content is divided by weeks
Instructor's Name:	Daniel Ríos-Lopera
University E-mail Address:	drioslopera@utep.edu
Office location:	LART 130
Availability:	By appointment.

My Spanish Code is:

CRSKL5Y-657847

Welcome!

Hello Class, my name is Daniel Ríos-Lopera. I will be your instructor for this course. I am looking forward to a fun and interactive class. If you have any questions about the Syllabus, please feel free to ask me.

I. Required texts:

1. Español escrito: Cuaderno de actividades: Curso para hispanohablantes bilingües. Vol. 1 Sexta edición_ by Guadalupe Valdés, Richard V. Teschner and Héctor Enríquez. Prentice Hall, 2007
2. My Spanish Lab access code (included in the package)

This volume can be purchased at the UTEP Bookstore. **You can not buy a used edition of the book because you will need the access code for My Spanish Lab.** Please do not try to buy a used book so you will end up paying more for your materials.

II. Description: Online Spanish for Spanish Speakers 2303 is a course for students—typically north-of-the-border bilinguals—who speak Spanish at home and/or in the community but who have never seriously studied it and who are therefore not fluent readers or writers of it. SPAN 2303 is not designed for students who have been raised and (largely) educated in countries where Spanish is an official language; it is also not designed for north-of-the-border bilinguals who already read and write Spanish proficiently thanks to high-school coursework, K-8 dual-language programs, and the like.

III. Prerequisites for Spanish 2303: If you belong to either of these specified categories before, you must take the Spanish Placement Test, which will probably place you into a higher course, thereby saving you money and time. If you have already taken 2304, you cannot sign up for 2303 to receive credit. If you took the placement test and placed into 2303, you enroll in 2303; if you placed into 2304, you enroll in 2304 (unless you show your instructor written permission from the Placement Director to drop back to 2303). The Department of Languages and Linguistics reserves the right to rectify errors in placement caused by a student's failure to observe these guidelines, including the option to drop a student enrolled in an inappropriate course.

IV. My Spanish Lab. After buying your book and obtained your access code, go directly to the link below and follow the instructions:

<http://www.myspanishlab.com>

My Spanish Lab is a, nationally hosted online learning and assessment system for elementary Spanish courses. This convenient, easily navigable site offers a wide array of language-learning tools and resources, including powerful voice tools, a flexible grade book, an interactive version of the *Español Escrito* Student Activities Manual.

In MySpanishLab, students are recognized as individuals with individual learning needs. For example:

- Readiness Checks: At the beginning of each chapter, students may answer questions covering several grammar concepts necessary for understanding the grammar in that chapter. If the Readiness Check indicates they need help on a specific topic, they are referred to appropriate grammar tutorials for the instruction they need.
- English and Spanish Grammar Tutorials: 90 short, animated tutorials teach students the English grammar they need in order to understand the Spanish grammar covered in the text. Other grammar tutorials teach or review the Spanish grammar topics covered in the course.
- "Need Help" Feature: When enabled by the instructor, a "Need Help" box appears as students are doing online homework activities, providing links to grammar tutorials, e-book sections, and additional practice activities—all of which are directly relevant to the task at hand.

V. Grading Policy:

A decimal scale is used on all exams; the course grade is also decimal. The decimal scale we use is this:

A = 100-90.00; B = 89.99-80.00; C = 79.99-70.00; D = 69.99-65.00;
F = 64.99-0.00.

Determining the course grade:

See the course calendar for dates of administration. Please note: There are NO "make-ups." Your course grade will be determined as follows:

My Spanish Lab and homework...	15%
Compositions:.....	15%
Discussions.....	15%
Exam 1	10%
Exam 2	10%
Exam 3	10%
Exam 4	10%
Final Exam.....	15%
 Total	 100%

Exams:

Each exam will consist of a multiple-choice graded section. To each midterm you must have 3 hour period to answer it and you must access you exam thru your [Blackboard](#) shell. You will have only one opportunity to answer each question and you cannot come back to the question once you have answered or skipped. The exams will be on release on Thursdays and closed on Fridays you can access each exam during any time during these days. Your grade will be release when you finish the exam.

The compositions:

You are expected to write six compositions during the semester. All compositions must be typed and must be turned in by the scheduled date thru your [Blackboard](#) shell. Every time you turn in a late work your instructor will give you partial credit for that. Compositions must be written every Tuesday as you can see on the calendar. Your instructor will make annotations and corrections, please correct these mistakes ruled by the rubrics. In order to avoid too many corrections, ***please install any check speller or word corrector in Spanish on your computer.*** These programs can be obtained online. Rubrics will be used to evaluate your written compositions. ***Please submit your compositions as attachment as Word document. Compositions must be written double space and the size of letter 12 and exceed more than two pages. Please do not turn in composition unless you have checked this with the spell checker in Spanish.***

Rubric for your writing assignment:

Writing	Range: 69% below D	Range: 70%-79% C	Range: 80%-89% B	Range: 90%-99% B
Task Completion	Minimal completion of the task; Content is inadequate and hard to understand	Partial completion of the task. Some of the content is adequate	Completion of the task; content appropriate. Requirements are accomplished with some developed ideas with some elaboration and details.	Superior completion of the task. The ideas are well-developed, convincing, and/or imaginative.
Comprehensibility	Text somewhat comprehensible.	Text mostly comprehensible, requiring some interpretation on the part of the reader.	Text comprehensible, requiring minimal interpretation on the part of the reader.	Text readily comprehensible, requiring no interpretation on the part of the reader.

Level Discourse	Variety of discrete sentences; a few basic cohesive devices.	Variety of discrete sentences; some cohesive devices.	Text comprehensible. Some variety of complete and creative sentences. Paragraphs with cohesive devices of the reader.	Use of a variety of complete sentences with creative ideas and appropriate use of cohesive devices
Vocabulary and grammar	Limited use of basic vocabulary and grammar structures	Adequate use of basic vocabulary and grammar structures	Use of new acquired vocabulary and use of complex grammar structures	Adequate use of extense vocabulary and complex grammar structures
Orthography	Incorrect use of words and lack of accents, punctuation	Some correct use of word, use of accents and punctuation.	Appropriate use of words and use of accents and punctuation.	Superior use of extensive use of complex word. No mistakes with accents and punctuation

Discussions:

You are expected to participate in ten discussions during the semester. All discussions must be typed and must be turned in by the scheduled date thru your [Blackboard](#) shell. Every time you turn in a late work your instructor will give you partial credit for that. Discussion must be written every week as you can see on the calendar in Spanish. Your instructor will revise and make annotations, please correct these mistakes. In order to avoid too many corrections on your discussions use the Spanish spell corrector in [Blackboard](#), or please install any check speller or word corrector in Spanish on your computer. These programs can be obtained online o do the set up in your *Word* program copy this link to learn about that:

<https://support.office.com/en-us/article/Switch-between-different-languages-by-setting-the-proofing-language-667BA67A-A202-42FD-8596-EDC1FA320E00>

VI. Individual performance components:

Here are some of the activities you must do during the semester in order to learn the language. You must do this consistently:

- Have a good knowledge of the vocabulary studied in the course.
- Prepare daily preparation for class: both from the book and on line exercises.
- Spend time working outside class.
- Speak and listen the language every day.
- Do your regular homework from the textbook, workbook or any other assignments given by your instructor.
- Take exams or quizzes on time.
- Write a lot: writing assignments that include sentences and online workbook exercises.
- Log in regularly on both platforms [Blackboard](#) and [MySpanishLab](#)
- Have confidence in your ability to use the language expressing your ideas on a subject.
- Work effectively and productively with other students.

VII. Textbook and Online Language Lab:

- To register, please go to [MySpanishLab](#)
Enter your access code (included in your textbook) and then enter the following Course ID **CRSKLUS-453942**
- You can see the following videos to learn more about MSL:

<http://www.youtube.com/watch?v=qZGkellE3Y&list=PLkjl7bvgoAlhtq13WQYz0RI9OoeDxJXy5>

http://www.youtube.com/watch?v=bcO1_FqESaA&list=PLkjl7bvgoAlhtq13WQYz0RI9OoeDxJXy5

All your materials will be online—the interactive language lab—and you will have access to them for the semester. As soon as possible, enroll in this class at [MySpanishLab](#). Be sure to start with Step 1, performing the “**Browser Tune-Up.**” When you perform the “Browser Tune-Up” on *MySpanishLab*, you may be required to download and install some free software on your computer that *MySpanishLab* needs to function. If so, the Tune-Up will provide complete instructions.

Although you may go to [MySpanishLab](#) directly on the web, I suggest you go to it through the [Blackboard](#) site. Go to your [Blackboard](#) page, click on Web Links. There you will find the link to the Español Escrito site. By doing it this way, you will always check your [Blackboard](#) assignments and announcements before you log in to the textbook website. There WILL be assignments on both sites so make sure to check r them every day.

If you need help registering for the [MySpanishLab](#) course/section, go to Pearson Customer Help. Click CHAT on the top toolbar. Fill in the form and click, SUBMIT. An instant messaging box will open and a technical support assistant will be able to help you with your specific issue.

Explore [MySpanishLab](#) and [Blackboard](#). If you have questions about how the lab works, contact your instructor as soon as possible. Not understanding how *MySpanishLab* and [Blackboard](#) work is not an excuse for late work.

Login requirements: You will need to log in a minimum of three times per week during the semester on [MySpanishLab](#) and [Blackboard](#).

VII. Module Components:

Each module contains:

1. Learning Goals for the week.
2. An Activity Plan, which lists the assignments you need to complete to master that module’s topic. The Activity Plan will assign exercises in [MySpanishLab](#). Each exercise is assigned points. The final grade for these exercises will be determined by adding all points received for each activity completed. Not all chapter exercises will be assigned—only those listed in [MySpanishLab](#) assignment will be graded. You are encouraged to complete additional exercises for further practice and review, but they will not be counted toward this portion of the grade. [MySpanishLab](#) is designed to provide immediate feedback and exercises can be completed multiple times. Therefore you can (and should) practice an activity before submitting it for credit. The due dates are at 11:59 pm, unless otherwise indicated. For submission of exercises reflect the latest possible time the assigned work will be accepted for credit. I suggest that you begin the assignments well before the due date.

VIII. Course Policies:

1. Only work submitted by the deadlines will receive credit. No late work of any kind will be accepted. You must complete all the assignments for each module on time. The best way to prepare yourself for the next level of Spanish study is to complete all assignments in a timely manner. Using unauthorized help or methods in completing the activities is not a good idea. Not only is it unethical, you will be putting yourself at a great disadvantage in upper-level courses if you have not mastered the material in SPAN 2303 and/or 2304.
2. No extra-credit assignments will be made.
3. No make-up exams will be given without a prompt, valid excuse. If approved, the make-up exam must be scheduled immediately.
4. Due to the nature of the course, communication between you and your instructor is crucial. You must check your e-mail, [MySpanishLab](#) and the [Blackboard](#) announcements regularly.
5. If you have special circumstances, bring them to the attention of your instructor immediately.

All communication from me will go to your [Blackboard](#) address. I strongly recommend that you use your [Blackboard](#) account for all e-mails regarding your course. Hotmail users should be aware that Hotmail will block messages sent from within [Blackboard](#) because [Blackboard](#) uses “blind carbon copy” to protect privacy. If you forward your mail to a commercial e-mail service provider (yahoo.com or msn.com, for example), messages from me or other students may be delayed because these service providers sometimes place temporary blocks on messages originating from universities.

It is extremely important for you to save copies of any messages you send to your instructor via e-mail. If your instructor doesn't receive your message, you must have a copy of the e-mail (with any attached file), indicating the date sent, to prove that you sent the message. It is your responsibility to maintain copies of your sent e-mails, as there is no way to guarantee that any e-mail message will be delivered. Please check your e-mail software to see how it manages sent and saved messages. Some software automatically deletes messages one month after they have been sent; others only save messages if they are filed in folders; others save messages received but not those sent. You may need to send yourself a copy of your e-mailed assignment at the same time you send it to your instructor, or you may need to print a copy of the e-mail message and any attachments to keep in your paper files. No matter how your system works, make sure you know how to save copies of all messages that you send to your instructor and that you save the copies for several months beyond the end of the course.

IX. Technical knowledge:

It is expected that you have basic Internet skills if you are in this course. Those skills include the ability to login to the course web site and send and receive email with attachments. Also, you must be familiar with MS Word to complete the course and know how to save all assignments in RTF (rich text format). If you need to review any of the Internet basics, please go to the Microsoft site and brush up.

X. Student Commitment:

You should allocate adequate time each week for reading the textbook and completing all online assignments. You are responsible for keeping up to date with all lessons and assignments. Online courses take as much time (and sometimes more) to complete successfully as traditional courses, so please plan accordingly. Our traditional courses meet on-campus 3 hours per week with an additional 2 to 3 hours of outside work per week. Therefore, you need to be able to commit at least 6 hours per week to this online course in order to be successful.

XI. Preparation for Computer Emergencies:

Computer Crash: Not having a working computer or a crashed computer during the semester will NOT be considered as an acceptable reason for not completing course activities at a scheduled time. NOTE: Identify a second computer that you can use when/if your personal computer crashes.

Server problems: When the [Blackboard](#) or [MySpanishLab](#) server needs downtime for maintenance, the [Blackboard](#) or [MySpanishLab](#) administrator will post an announcement in your course informing the time and the date. If the server experiences unforeseen problems your course instructor will send an email.

Complete Loss of Contact: If you lose contact with me completely (i.e. you cannot contact me via [Blackboard](#) or email), please contact me at my telephone 915-8503416 and explain the reason you cannot contact me and leave me a way to contact you.

Lost/Corrupt/Disappeared files: You must keep/save a copy of every project/assignment on an external disk or personal computer. In the event of any kind of failure (e.g., [Blackboard](#) server crash or virus infection, students own computer crashes, loss of files in cyberspace, etc.) or any contradictions/problems, I may/will request you to resubmit the files. In other words, if you submit a document to me, and I either do not receive it (lost in cyberspace) or it is corrupted when I open it, it is incumbent upon you to resend it to me, corrected, with little or no “downtime” in regard to the timeline for submission.

XII. Time Management:

The tentative schedule contains all assignments and deadlines in details so you can plan ahead. Expect to spend three hours on preparation and learning assignments for every semester credit hour. Expect to spend about 5-6 on assignments per week to obtain a good grade in class. Please, combine the course schedules of all your classes, create your own study schedule and stick to it.

XIII. Course Policies: Cheating, Plagiarism, Scholastic Dishonesty, and Student Discipline:

Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

a. Cheating:

“Copying from the test paper of another student, engaging in written, oral, or any other means of communication with another student during a test, or giving aid to or seeking aid from another student during a test;

possession and/or use during a test of materials which are not authorized by the person giving the test, such as class notes, books, or specifically designed “crib notes”;

using, obtaining, or attempting to obtain by any means the whole or any part of non-administered test, test key, homework solution, or computer program; using a test that has been administered in prior classes or semesters but which will be used again either in whole or in part without permission of the instructor; or accessing a test bank without instructor permission;

collaborating with or seeking aid from another student for an assignment without authority;

substituting for another person, or permitting another person to substitute for one's self, to take a test; and

falsifying research data, laboratory reports, and/or other records or academic work offered for credit”

b. Plagiarism:

“means the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own academic work offered for credit, or using

work in a paper or assignment for which the student had received credit in another course without direct permission of all involved instructors”

c. Collusion:

“means the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on scholastic dishonesty”.

XIV. Attendance Policy: Policy on Tardiness and Missing Class Sessions:

To expand your proficiency in a language, you must be consistent in the course so as to engage in active practice. Good consistency is a course requirement. Therefore, if you are not consistent, your instructor will drop you from the course. Here are the rules:

- 1. If you miss to complete the exercises, quizzes, test, assignments or discussion for a period longer than two days per week you will be immediately dropped from the class.**

Exceptions to the above-stated policies are only made under these circumstances: (1) a medical emergency requiring hospitalization, (2) jury duty or (3) official UTEP business such as athletics, debating team, or band. Documentary proof of official UTEP business or jury duty must be provided ten calendar days before the fact; documentary proof of hospitalization must be provided on the day you return to class.

XV. Students with any type of disabilities:

The University of Texas at El Paso (UTEP) is committed to providing for the needs of enrolled or admitted students who have disabilities under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA). Therefore, it is the policy of UTEP that the campus makes services available for any student who, through a recent assessment, can document a disability.

XIX. Sequence of Learning Activities. Also see calendar on MSL for your homework:

Veá por favor [MySpanishLab](#) y [Blackboard](#):

Spanish 2303 Online calendar

Agosto 24-31	Reading	Syllabus
	Listening	¿Cómo funciona my SpanishLab? (videoclip)
	Listening and assessment	Discusión - ¿Quién soy yo?

Septiembre 3-9	Reading , listening and grammar	Capítulo 1 Tx 4-18 Lectura de "Quien soy yo". Introducción al alfabeto: consonantes y vocales.
	Writing and listening	Capítulo 1 Cu 1.2-1.14 Ejercicios del alfabeto: las consonantes, las vocales u los problemas de algunas letras. Audio: las letras en español Cultura: el origen de nuestro español (videoclip)
	Reading, writing and talking	Capítulo 1. Tx 15-17 Lectura y discusión del cuento "No hay que complicar la felicidad" de Mario Benedetti. . Composición 1 Tx 1.1
Septiembre 10-16	Reading , listening and grammar	Capítulo 2 Tx 19-29 Lectura acerca de los abuelos. La división de sílabas y los diptongos.
	Writing and Listening	Cu 2.2.-2.23 Ejercicios de silabeo, los diptongos y antidiptongos Audio:Consonantes y vocales Cultura: el origen del español (videoclip)
	Reading, writing, talking and assessment	Capítulo 2 Tx.29-30 Lectura y discusión acerca de "La conquista y España". Examen 1
Septiembre 17-23	Reading , listening and grammar	Capítulo 3 Tx. 32-45 La acentuación; palabras agudas, llanas, esdrújulas y sobresdrújulas.
	Writing and Listening	Capítulo 3 Cu 3.2-3.13 Ejercicios de acentuación: de palabras esdrújulas,
	Reading, writing and talking	Corrección de composiciones y observaciones más comunes de los errores de acentuación. Composición 2 Tx 2.1
Septiembre 24-30	Reading , listening and grammar	Capítulo 3 Tx. 34-41 La acentuación; palabras agudas, llanas, esdrújulas y sobresdrújulas.
	Writing and listening	Capítulo 3 Cu 3.2-3.13 Ejercicios de acentuación: de palabras agudas, llanas y esdrújulas. La acentuación (videoclip)
	Reading, writing and talking	Discusión: Recopilación de errores en los anuncio publicitarios. Composición 3 Tx.3.2
Octubre 1-7	Grammar and writing	Introducción a la escritura
	Writing and listening	Tipos de escritura: ensayo, carta, comparación, etc. Cultura: Honduras (video)

	Reading, writing and talking	Capítulo 3 Tx 41-45 Lectura y discusión del cuento "Lluvia" de Arminé Arjona Cu 3.14 Composición 4 Tx 4.2
Octubre 8-14	Reading , listening and grammar	Capítulo 4 Tx 48-53 Lectura introductoria: "Un accidente" Cu 4.1-4-3 Introducción a las palabras con b
	Writing and listening	Capítulo 4 Cu. 4.4-4.18 Ejercicios con palabras con b. Audio: Palabras con b. Cultura: Puerto Rico (videoclip)
	Reading, writing, talking and assessment	Capítulo 4 Tx. 54-61 Lectura y discusión de cuento de Liliana Hecker "Cuando todo brille" Examen 2
Octubre 15-21	Reading , listening and grammar	Capítulo 5 Tx 63-70 Lectura introductoria "Las escuelas y yo". Introducción de palabras con b (continuación)
	Writing and Listening	Capítulo 5 Cu 5.2-5.12 Ejercicios con b. Audio: Más palabras con b. Cultura: México (videoclip)
	Reading, writing and talking	Capítulo 5 Tx 71- 77 Lectura y discusión del cuento " La niña sin alas" de Paloma Díaz Mas Cu 5.25-6.26 Composición 5 Tx. 5.2
Octubre 22-28	Reading , listening and grammar	Capítulo 6 Tx.79-88 Lectura introductoria: "A Trabajar" Introducción de palabras con c, s, z
	Writing and Listening	Capítulo 6. Ejercicios con palabras con c, s y z Audio: palabras con c, s y z. Cultura:Chile (videoclip)
	Reading, writing, talking and assessment	Capítulo 6 Tx 86-86, Lectura y discusión "Los niños no se aguantaron" de Tomás Rivera. Cu 6.23-26 Examen 3
Oct. 29- Nov 4	Reading , listening and grammar	Capítulo 7 Tx 93-100 Lectura introductoria: "Una tragedia familiar". Introducción con las palabras con la letra <u>z</u>
	Writing and Listening	Capítulo 7 Cu 7.2-7.17 Ejercicios con z Audio: palabras con z Cultura: Bolivia (videoclip)
	Reading, writing and talking	Capítulo 7 Tx 101-104, Lectura y discusión del cuento "La cita" de Raquel Banda Farfán Cu 7.17-21 Composición 6 Tx 7.2
Noviembre 5-11	Reading and Listening	Capítulo 8 Tx 105-112 Lectura introductoria: "Nos cambiamos" . <i>Introducción a las palabras con x y h.</i>

	Writing and listening	Capítulo 8 Cu 8.2-8.17 La letra x Audio:palabras con x y h Cultura: Perú (videoclip)
	Reading, writing, talking and assessment	Capítulo 8 Cu 8.2-8.17 Tx 113-117 "Fernando Estrella" de Ramiro rea Cu 8.18-8.22 Composición 6 Tx 7.2 Examen 4
Noviembre 12- 18	Reading and Listening	Capítulo 9 Tx 117-128 "De trabajadora doméstica a directora de escuela". Introducción a las palabras con y y ll
	Writing and listening	Capítulo 9 Cu 9-2-9.18 Ejercicios con y y ll Audio: palabras con y y ll Cultura: Ecuador (videoclip)
	Reading, writing and talking	Capítulo 9 Tx 129-129 Lectura y discusión del cuento el "El huésped" de Amparo Dávila Cu 9.19-9.22 Composición 8 Tx 9.2
Noviembre 19-25	Reading , listening and grammar	Capítulo 10 Tx 136-143 Lectura introductoria" El alcoholismo y la adicción de las drogas. Introducción a las palabras con g y j.
	Writing and listening	Capítulo10 Cu. 10.2-10.9 Ejercicios con la letra j y g Audio: Palabras con g y j Cultura: Colombia (videoclip)
	Reading, writing and talking	Capítulo 10 Tx 143-147 Lectura y discusión del cuento "Réquiem con tostadas" de Mario Benedetti Examen 4
Noviembre 15-Dic2	Assessment	Repaso para el final
	Writing and assessment	Revisión de los ejercicios de my Spanish Lab
	Writing and assessment	Revisión de calificaciones. Final exam