

SPAN 1301

ELEMENTARY SPANISH I FOR NON-NATIVE SPEAKERS

Term: Spring 2022

Instructor: Graciela I. Echávarri

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Office Location and Hours: LART 129; MW 1:30 – 2:30; TR 10:30 – 11:30

Class Location and Meeting Schedule: Classroom Building C201; TR from 9:00-10:20 pm

About the Course:

Elementary Spanish 1 is an introductory course for non-native speakers with emphasis on pronunciation and the basic elements of grammar; practice in understanding, speaking, reading, and writing. Spanish 1 is a beginning Spanish course designed for students who have not previously studied Spanish or have no practical command of the language.

You may be admitted to Spanish 1301 only if you have taken the Spanish Placement Test and have placed directly into SPAN 1301, or if you have contacted the Undergraduate Spanish Advisor to remove the departmental approval requirement. 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.

Credit Hours: 3 Credit Hours

Prerequisite Courses: None

Prerequisite Skills and Knowledge:

- Completion of the Spanish Placement Test with direct placement into SPAN 1301
- Documented removal of the departmental approval requirement

Student Learning Outcomes

1. Listening: At the end of Spanish 1301, the student will be able to understand sentence-length utterances consisting of re-combinations of learned elements in a limited number of content areas, particularly if strongly supported by the situational context. Content refers to basic personal background and needs, social conventions, and routine tasks, such as getting meals and receiving simple instructions and directions. Listening tasks pertain primarily to spontaneous face-to-face conversations.

2. Writing: Student will be characterized by the speaker's ability to create with the language by combining and recombining learned elements, though primarily in a

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reactive mode; initiate, minimally sustain, and close in a simple way basic communicative tasks; and ask and answer questions.

3. Reading: Able to understand main ideas and/or some facts from the simplest connected texts dealing with basic personal and social needs. Such texts are linguistically noncomplex and have a clear underlying internal structure—for example, chronological sequencing. They impart basic information about which the reader has to make only minimal suppositions or to which the reader brings personal interest and/or knowledge. Examples include messages with social purposes and information for the widest possible audience, such as public announcements and short, straightforward instructions dealing with public life. Some misunderstandings will occur.

4. Speaking: Able to satisfy partially the requirements of basic communicative exchanges by relying heavily on learned utterances but occasionally expanding these through simple re-combinations of their elements. Can ask questions or make statements involving learned material. Shows signs of spontaneity, although this falls short of real autonomy of expression. Speech continues to consist of learned utterances rather than of personalized, situational adapted ones. Vocabulary centers on areas such as basic objects, places, and most common kinship terms. Pronunciation may still be strongly influenced by first language. Errors are frequent and, in spite of repetition, some Novice-High speakers will have difficulty being understood even by sympathetic interlocutors.

Course Materials

-  CONTRASEÑA Contraseña: Your password to Foundational Spanish by Amy, Rossomondo and Gillian, Lord

(Contraseña is a completely mobile and digital immersive experience. There is no required printed textbook.)

- A good Spanish-English dictionary
- You must have a computer headset (microphone and earphone set).

Computer Readiness

This Spanish course requires you to watch and record videos, make voice recordings and complete other assignments that require an updated computer. To avoid frustration with technological issues, please make sure you do the following before beginning this course:

- Update all of your browsers (Firefox, Safari, and Chrome).
- Make sure that you have access to your UTEP email address and Blackboard so that you receive all of my emails and announcements.

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Communication with the Instructor

Communication between you and your instructor is crucial. You must check your UTEP e-mail, Contraseña and the [Blackboard](#) announcements regularly. All communication from your instructor will go to your UTEP e-mail address/BB messages. I strongly recommend that you use your [Blackboard](#) account for all e-mails regarding the course. If you use another email service or non-UTEP account there is a risk that your email will be blocked or end up in a spam filter and not be received by your instructor.

You should also save copies of any messages you send to your instructor via e-mail (or cc yourself). If your instructor does not 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.

Methodology

This course is taught in Spanish. If you don't hear Spanish, you won't learn it. Please try to use only Spanish when speaking in this course. The following three expressions will initially help you survive:

"No entiendo" ('I don't understand')
"¿Cómo se dice _____ en español?" ('How do you say _____ in Spanish?')
"¿Qué quiere decir _____?" ('What does _____ mean?').

Speech errors:

Sometimes students are reluctant to speak for fear of making mistakes. It's a natural part of the language-learning process to make mistakes. Your instructor will not correct every error you make, for if he/she did so, it would take you forever to communicate anything. In class, your speech errors will be corrected when they interfere dramatically with your attempt to communicate, when they pertain to the grammar structures that are being studied that day, or when they are of a sort that could embarrass you socially.

Structure and sequence of Assessment and Learning activities:

The variety of learning goals for this course requires a variety of learning activities and assessment. The assessments serve to give you valuable feedback about how well you are achieving the learning goals. The assessments are forward looking. "This means that if you perform these tasks satisfactorily, you can be confident that you will be able to speak, listen, write and understand the language in order to use it out of the classroom at very novice high level"

About Contraseña

Structure and sequence of Assessment and Learning activities:

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- You will be assigned a variety of activities from the Contraseña site, consisting of videos, grammar exercises, listening and writing practice, etc. You are responsible for completing the entire assigned activities computer graded (three attempts). The resulting grades of all activities assigned for each unit, and the grade for each unit project will be posted every two weeks in Blackboard (to help you know your current grade in the course).
- To learn how each Contraseña unit is organized, and the type of activities you will be completing review the table below. Each unit in Contraseña is organized the same way!



On your own, you complete independent preparation for each section of a unit.

- In **Preparar**: you watch animated videos that explain concepts, read brief texts, and complete activities to check your comprehension.
- In **Aplicar**, you practice what you learned and complete self-checks.
- In **Comprobar**, you evaluate your learning.

The independent work complements and prepares you for pair and group activities (communicative practice) where you put the language you learned to use with your classmates.

Each unit begins with the Unit Goal: what you will accomplish by the end of the unit.

At the end of each unit, you create a **Proyecto**, a written or oral project. All projects are posted in an ePortfolio called LingroFolio, so your instructor and classmates can see and comment on your work. The activities throughout the unit prepare you to be able to complete the **Proyecto** successfully.

Learning Objectives appear at the top of each section to remind you what you will learn in that section and represent one of the pieces needed to complete the Proyecto.

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Contraseña: Proyecto

Preparar: Guided preparation for planning and organizing your proyecto.

Publicar: Instructions and tools to create your proyecto.

Comentar: Guidance on how to comment on your classmates' proyectos.

Reflexionar: Activities for reflection on your proyecto and what you've learned throughout the lesson.

Social learning

In this course, all activities are designed to engage you with your classmates and with your instructor in authentic, purposeful social interactions informed by cultural study. In all sections of Contraseña, you will be able to engage by creating projects to an e-portfolio site in which the whole class can participate all while experiencing, reflecting, analyzing and applying corresponding unit themes/activities in different contexts.

Unit components

Each unit contains:

1. Learning Goals for the Unit.

2. An Activity Plan, which lists the assignments you need to complete to master that Unit's goal and complete the project. The Activity Plan will assign exercises in Contraseña. 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 unit activities will be assigned—only those listed in Activity Plan will be included in the gradebook. You are encouraged to complete additional exercises for further practice and review, but they will not be counted toward this portion of the grade. Contraseña is designed to provide immediate feedback and exercises can be completed three times. Therefore, you can (and should) practice an activity before submitting it for credit. The due dates vary but activities closing time is at 11:59 pm MT, 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.

Class Attendance and Participation

To expand your proficiency in a language, you must be present in class to engage in active practice. Good attendance is a course requirement. Therefore, if you are absent an excessive number of times during the drop period—from the first day after the end of late registration through the last day for faculty to drop students—your instructor will drop you from the course. Here are the rules:

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1. You will be dropped from a class after you've been absent two classes in a row or after you have accumulated a total of six hours of sporadic absences during the semester (equivalent to four absences).
2. Once the last day for faculty to drop students has passed, your instructor cannot drop you, but can and will lower your grade in the course as per the following absence-based table:

<u>Total unexcused absences</u>	<u>Points by which your course grade will be lowered</u>
4 absences	2 points
5 absences	4 points
6 absences	6 points
7 absences	8 points

3. Late arrivals and early departures also carry penalties. Two late arrivals equal one absence, two early departures equal one absence, and one late arrival plus one early departure equal one absence. If you arrive late to class, it is your responsibility to tell your instructor at the end of the class period that you arrived late but that you were indeed present, for if you do not, it is possible he or she will mark you absent.
4. 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. Babysitting, work schedule changes, personal problems, unexpected events, or workload are not exceptions for this attendance policy.

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:

- Log in regularly on both platforms [Blackboard](#) and [Contraseña](#)
- Complete the homework from LingroHub or any other assignments given by your instructor.
- Use Contraseña and the online exercises to review material covered and prepare for the next class.
- Complete all assignments, proyectos, etc. on time.
- Make good use of writing assignments (in compositions and online exercises)—these are opportunities when you can challenge yourself to express complex ideas, write complex sentences, and utilize a diverse range of vocabulary.
- Have a good knowledge of the vocabulary studied in the course; review past vocabulary as much as necessary to master it.

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- When in class, do your best to work effectively and productively with other students.
- When outside of class, look for opportunities to speak, listen and write the language every day, including with family or friends.
- Have confidence in your ability to use the language expressing your ideas on a subject.

About this Course:

***Office hours:** Request an appointment and meet with the instructor to ask all your questions and receive tutoring if you need. You can contact your instructor by email on any day. The easiest way is to come during office hours.

***Announcements:** Students are responsible for reading any announcement and emails posted to Course Announcements and Course Messages. These may include changes in policy, due dates, assignment requirements, etc. that you must be aware of, so, it is very important that you know of these as it might make you miss a dateline or submit an assignment with the wrong requirements.

***Emails:** You must use your university's email for everything in this class. Please use Blackboard's course messages. Check your emails three or more times a week. You are responsible for being informed and respond in a timely manner to your instructor when he/she expects a response from you.

***Time management:** The tentative schedule contains all assignments and deadlines in detail, so you can plan ahead. Be aware of datelines of all the assignments; regularly check your course calendar, make the effort of doing homework every day, do not let work accumulate and then struggle to submit all on the same day it is due. Let your instructor know if you have any difficulty with the schedule; things can be worked out for you.

Grading Scale and Distribution

The following scale will be used to calculate your final grade:

A	90.0 – 100%	D	65.0 - 69.9%
B	80.0 - 89.9%	F	64.9% or less
C	70.0 - 79.9%		

Attendance and Participation..... 15%
Contraseña Activities.....25%
Contraseña Proyectos (6).....60%

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Total.....100%

Tutoring

Free Spanish tutoring is available most weeks Monday through Thursday from 10:00am – 4:00 or 5:00pm at the Tutorial Center (Liberal Arts Bldg. 104). If you have additional questions regarding tutoring, you can contact the Dr. Adam Demaray, Spanish Lower Division Coordinator, at andemaray@utep.edu.

*** Keep in mind that your instructor, can help you. If you have questions or feel like you might need extra help with any material or skills, talk to him/her first; it is the best thing to do. ***

Academic Honesty:

Engaging in any behavior that involves taking credit for work that is not your own will be penalized. There is zero tolerance for cheating and/or allowing others to copy your work on assessments and/or homework. Penalties for academic dishonesty range from an “F” on an assignment to dismissal from the course and/or the college.

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:

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“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”.

Students with 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. If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to cass@utep.edu, or visit the office located in UTEP Union East, Room 106.

For additional information, please visit the CASS website at www.sa.utep.edu/cass.

COVID-19 PRECAUTION STATEMENT

Please stay home if you have been diagnosed with **COVID-19** or are experiencing **COVID-19** symptoms. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive for **COVID-19**, you are encouraged to report your results to covidaction@utep.edu, so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide **COVID-19** testing.

The Center for Disease Control and Prevention recommends that people in areas of substantial or high **COVID-19** transmission wear face masks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area, and will be available at no charge on campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit epstrong.org.

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Course Calendar:

*Please note that your instructor may make minor changes to the calendar below. Your instructor will notify you of changes, but it is your responsibility to make note of them on your own calendar so that you do not miss any tests or assignments.

WEEK	CONTENT	DUE DATE
Week 1		
	Readiness Quizzes	1/19/2022 (Wed)
Week 2	U1 Estrategia R, Texto, Vocabulario	1/24/2022 (Mon)
	U1 Gramática I, Gramática II	1/26/2022 (Wed)
Week 3	U1 Exploración, Estrategia P,	1/31/2022 (Mon)
	U1 Proyecto	2/2/2022 (Wed)
Week 4	U2 Estrategia R, Texto, Vocabulario	2/7/2022 (Mon)
	U2 Gramática I, Gramática II	2/9/2022 (Wed)
Week 5	U2 Exploración, Estrategia P	2/14/2022 (Mon)
	U2 Proyecto	2/16/2022 (Wed)
Week 6	U3 Estrategia R, Texto, Vocabulario	2/21/2022 (Mon)
	U3 Gramática I, Gramática II	2/23/2022 (Wed)
Week 7	U3 Exploración, Estrategia P	2/28/2022 (Mon)
	U3 Proyecto	3/2/2022 (Wed)
Week 8	U4 Estrategia R, Texto, Vocabulario	3/7/2022 (Mon)

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	U4 Gramática I	3/9/2022 (Wed)
Week 9	SPRING BREAK	3/14/2022 (Mon)
	SPRING BREAK	3/16/2022 (Wed)
Week 10	U4 Gramática II	3/21/2022 (Mon)
	U4 Exploración, Estrategia P	3/23/2022 (Wed)
Week 11	U4 Proyecto	3/28/2022 (Mon)
	U5 Estrategia R, Texto, Vocabulario	3/30/2022 (Wed)
Week 12	U5 Gramática I	4/4/2022 (Mon)
	U5 Gramática II	4/6/2022 (Wed)
Week 13	U5 Exploración, Estrategia P	4/11/2022 (Mon)
	U5 Proyecto	4/13/2022 (Wed)
Week 14	U6 Estrategia R, Texto, Vocabulario	4/18/2022 (Mon)
	U6 Gramática I	4/20/2022 (Wed)
Week 15	U6 Gramática II	4/25/2022 (Mon)
	U6 Exploración, Estrategia P	4/27/2022 (Wed)
Week 16		5/2/2022 (Mon)
	U6 Proyecto	5/4/2022 (Wed)