

# SPAN 1301 SPRING 2019 SYLLABUS INTENSIVE SPANISH COURSE

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**Days: MW**

**Instructor: Graciela I. Echávarri**

**Time: 4:30 - 7:20**

**Office: LART 129**

**Room: MAIN 201**

**Hours: See BB**

## **I. Required texts:**

- 1. ¡Arriba! Comunicación y cultura by Zayas-Bazan, Bacon and Nibert, w/6month Spanish lab access Edition: 6th**
- 2. My Spanish Lab code for ¡Arriba! (Included in the book)**

This textbook can be purchased at the UTEP Bookstore. You should 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 because you will end up paying more for your materials. You must bring the book to class every day of the class.

## **II. Prerequisites for Spanish 1301:**

Elementary Spanish One is a beginning Spanish course designed for students who have not previously studied Spanish or have no practical command of the language Spanish One is a beginning Spanish course designed for students who have very little or no knowledge of the language. **You may be admitted to Spanish 1301 only if or if you have taken the Spanish Placement Test** and have placed directly into SPAN 1301, and/or if you have contacted the Undergraduate Spanish Advisor to remove the Department Approval from Banner Goldmine. 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.

**III. 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?').

**IV. The role of grammar:** Grammar is indeed important, but if all you do is grammar drills you'll never learn to speak the language. Instead, you must put the grammar to use in contextualized, communicative situations of the sort you'll encounter in the classroom. Although mechanical practice is necessary, it shouldn't dominate class time, which must be spent communicating in Spanish. To practice the grammar in class, please study the assigned pages of the textbook before you come to class. If you arrive prepared, you'll find it easier to communicate in the target language. If you don't understand a particular grammar point, ask your instructor.

**V. 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.

## **VI. Course Goals According with ACTFL:**

Students in this semester will be able to develop their skills in the following language areas:

1. Listening: At the end of Spanish 1302 the student will be able to understand and respond to sentence-length utterances which consist of the recombination 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. Understanding is often uneven; repetition and rewording may be necessary. Misunderstandings in both main ideas and details arise frequently.

a) Doing the listening part of the exercises in the textbook and the workbook

b) Student will listen to daily conversations in the classroom and out of it and will evaluate his/her own listening capability.

c) The instructor will assign specific audio files on the electronic workbook to identify words and phrases.

2. Writing: Student will have developed the skills to

- ❖ create with the language by combining and recombining learned elements, though primarily in a reactive mode
- ❖ initiate, minimally sustain, and close in a simple way basic communicative tasks
- ❖ ask and answer questions

3. Reading: Student will be 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: Student will partially satisfy the requirements of basic communicative exchanges by relying heavily on learned utterances but occasionally expanding these through a simple recombination of their elements. He/she will ask questions or make statements involving learned material, show 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. Student will achieve this goal thru the following process:

- a) Student will participate orally in the classroom and the instructor will use open-end questions to assess the speaking ability of each student.
- b) Students must participate in groups to prepare specific dialogues given by the instructor.
- c) Instructor will include assignments outside the classroom, making a videotape, and doing performances in class about specific topics according with each level.

## **VII. My Spanish Lab:**

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 Arriba Student Activities Manual, an interactive version of the Arriba! student text, and all materials from the Arriba! audio and video programs. 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 will be 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.

### Oral Practice

With MySpanishLab, students are able to increase their oral proficiency without leaving the online environment. For example:

- ❖ Audio Recording: Students can record their voices in response to oral activities from the Student Activities Manual.
- ❖ Audio Feedback: Instructors can access any or all of the students' recorded audio directly from the course gradebook, then listen, enter a grade, make comments in writing, or record a response in return.
- ❖ Online Oral Communication Tools: Students can engage in online communication with their classmates, either synchronously or asynchronously thru WIMBA.

### **VIII. Textbook and Online Language Lab:**

- To register, please go to [www.myspanishlab.com](http://www.myspanishlab.com)
- Enter your access code (included in your textbook)
- And then enter the following Course ID
- You can see the following videos to learn more about MSL:

<http://www.youtube.com/watch?v=qZGkelldE3Y&list=PLkjl7bvgoAlhtq13WQYz0RI9OoeDxJXy5>

[http://www.youtube.com/watch?v=bcO1\\_FqESaA&list=PLkjl7bvgoAlhtq13WQYz0RI9OoeDxJXy5](http://www.youtube.com/watch?v=bcO1_FqESaA&list=PLkjl7bvgoAlhtq13WQYz0RI9OoeDxJXy5)

### **About working with MySpanishLab in this class:**

All your materials will be online: the e-book and the interactive language lab. 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.com](http://myspanishlab.com) 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 Arriba! 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 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. I can help you too, but let me know right away.

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.

### **IX. 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 5 to 6 hours of outside work per week. Therefore, you need to be able to commit at least 13 to 15 hours per week to this course in order to be successful. Attendance will be taken for every class meeting. Regular and prompt class attendance is expected of every student. A student's absence means that the student is not able to participate in the class.

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:

- 1. Have a good knowledge of the vocabulary studied in the course.**
- 2. Daily preparation for the class: both from book and on line exercises.**
- 3. To spend time to work outside of class.**
- 4. To speak and listen in and out of class.**
- 5. Do the regular homework from the textbook, workbook or any other given by your instructor.**
- 6. Take the exams or quizzes in class.**
- 7. To write a lot: compositions, sentences and online workbook exercises.**
- 8. Attendance to the course.**
- 9. Have confidence in your ability to use the language expressing your ideas in a subject.**

### **X. 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. It's the responsibility of the student to inform the instructor about these accommodations.

## XI. Attendance Policy:

Please be aware that attendance is ESSENTIAL in a hybrid, intensive course. Your grade will not be affected if you miss **one class**. **If you miss class a second time (sporadically), you will be immediately dropped** from the course. If the drop date has already passed, you will receive an "F". You will also be dropped from the class **after missing two classes in a row**. Late arrivals and early departures also carry penalties for purposes of dropping or lowering the course grade: two late arrivals equal one absence, two early departures equal one absence, and one late arrival plus one early departure equal one absence. 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. Documentary proof of official UTEP business or jury duty must be provided before the fact; documentary proof of hospitalization must be provided on the day you return to class. **If you cannot keep up with the attendance policy, Intensive Spanish is not the course for you.**

**I can also drop you for lack of effort or disruptive behavior (not registering for the MySpanishLab website and failure to complete the online work, using your lap top/phone for recreational purposes such as checking e-mail, social networking, etc, and for text messaging or using your cell-phone calls in class, impolite and/or rude behavior towards the students and/or the classroom, lack of participation and and collaboration).**

## XII. Class Components - Modules:

There are five modules to complete, each one corresponding to one chapter of our book. Each module has learning objectives to be achieved by the end of it. Generally, modules are completed in a week, but a couple will be covered in two. When we meet on Tuesdays, we will have class – some lecturing, but mostly, activities that will help you speak and communicate. On Thursdays, you will have a set of MSL activities as homework to reinforce what you have learned the previous Tuesday. That set of activities has a due date and counts as attendance for Thursday's class. You can access that homework from Monday until Thursday at 11:59 pm. Go to your MSL calendar to see the activities assigned for that day and complete them all. You can submit an activity as many times as you need to obtain the highest grade you can. Incomplete homework will count as half-attendance and it will lower your homework overall grade. Undone activities will receive a zero. You also have another set of assignments to complete by the end of each module:

- ❖ **MSL Tutorials:** These are short video presentations about the grammar topics you will study. You will watch the tutorials before our class on Monday, so that you come prepared for what we will do in class.
- ❖ **Paragraphs:** You will submit short and simple paragraphs to help you practice grammar structures and vocabulary. I will post a sample on Blackboard and you will do your own writing piece. You need to print it and bring it to class on Monday. No late papers, please.
- ❖ **Blackboard discussions:** Because you are just starting with Spanish, our "discussions" are just very short and limited conversations about the very same topics we practice orally on Tuesdays. In each one of our discussions I will lead with a question or a request and you will have to post a short answer. However, as we progress in the class, you will be able to write more, so my lead will increase in difficulty and you will have to reply to other class members, but nothing to be scared of! You will find further instructions on Blackboard at the time to complete this assignment.

- ❖ **Quizzes:** They are short assessments that prepare you for your exams. After doing all your MSL homework, take your quiz to evaluate yourself and see where you stand. I suggest that you do not ask for help and try to do your work yourself. It is the only way to learn.

All this additional work is due on Sundays (except the paragraphs, which are due on Tuesdays) and it is available since Tuesday after class. Once again, leave the quizzes until after you have practiced by doing the HW. You will receive a zero for every undone or incomplete activity. No late homework will be accepted, unless you have a valid excuse (see attendance policy). If you have any problem doing your assignments, please talk to your instructor. Any changes on the due dates or assigned activities will be announced with anticipation either in class or by e-mail, so check regularly.

**Class projects:** There are two projects in which students show their oral proficiency; one at the middle of the semester and the second at the end. Generally, they are done in groups, but the instructor can decide otherwise and ask students to work individually. Projects are oral presentations in class. They put together all the material covered up to date and demonstrate how much students have learned to communicate in Spanish. The full description of each project and rubrics will be available in Blackboard a week before the presentation day. Also, they will be discussed in class.

### **XIII. Course Policies:**

1. Only work submitted by the deadlines will receive credit. No late work will be accepted. You must complete all the assignments for each module on time. The best way to prepare 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 1302.
2. There are no extra-credit assignments.
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 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.** It is strongly recommended 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.

#### ***XIV. 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:***

It "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".

#### **XV. 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.

### 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 server needs downtime for maintenance, the Blackboard 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 call me or see me in my office, 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.

### XVI. Criteria, Standards and Rubrics.

Performance criteria and standards are essential in assuring quality work, and are critical to valid, reliable and objective evaluation of your performance in class. You will receive rubrics in advance of assignments (uploaded to Blackboard) to help you prepare the goals of our course; some of these rubrics will be used to achieve this assessment.

### XVII. Determination of course grade:

**Homework \_\_\_\_\_ 20%**

This includes all assignments from the textbook and My Spanish Lab, along with any other work that your instructor may assign. Homework is not accepted late. If you are absent on any given day, please contact your instructor or a classmate to find out what was assigned that day. The following are the only conditions under which a late homework assignment will be accepted: you were absent because of a medical emergency requiring hospitalization; you were on jury duty; you were attending the funeral of an immediate member of your family; you were away on official UTEP business. Documentary proof of any of the above must be provided before or immediately after the fact. The course calendar gives you a general idea of what parts of the textbook and the My Spanish Lab will be covered on any particular day; you must therefore read the course calendar very carefully. All the homework assignments that you turn in will receive full credit provided that they are completed and handed in on time.

- To register to MSL, please go to **[www.myspanishlab.com](http://www.myspanishlab.com)**
- Enter your access code (included in your textbook)
- And then enter the Course ID for this section: See Blackboard

**Chapter exams \_\_\_\_\_ 30 %**

Please note that there are no “make-ups” or a final exam. Your grade will be “0” (on that exam) if you fail to submit your exam on the date it is due. Preferably, use a computer in one of UTEP’s computer labs. They have updated computers, and you can have the necessary assistance if you needed it. If you have a technical problem while taking your exam, contact your instructor immediately. Make sure you work individually on your exams or you might be sent to the Dean’s Office for Academic Dishonesty.

**Exam 1 \_\_\_\_\_ 10 %**

**Exam 2 \_\_\_\_\_ 10 %**

**Exam 3 \_\_\_\_\_ 10 %**

**Projects \_\_\_\_\_ 30%**

The projects are mandatory. You will find the project descriptions and rubrics on Blackboard. Please note that you will be dropped from the class if you fail to show up on the day the project is due. If the drop date has already passed, you will receive an “F”.

**Project 1 \_\_\_\_\_ 15%**

**Project 2 \_\_\_\_\_ 15%**

**BB discussions/ paragraphs \_\_\_\_\_ 15%. See class calendar for datelines.**

**Quizzes \_\_\_\_\_ 5%**

| <b>Exams 30%</b>                     | <b>Quizzes 5%</b>              | <b>Homework 20%</b>                 | <b>Discussions and paragraphs 15%</b>  | <b>Projects 30%</b>     |
|--------------------------------------|--------------------------------|-------------------------------------|--|-------------------------|
| First 10%<br>Second 10%<br>Third 10% | The sum of the quizzes' grades | The sum of MSL's activities grades. | Each discussion is worth 15 points (see rubric in BB). The points will be summed to come up with an average. Paragraphs are given credit for submission. | First 15%<br>Second 15% |

