

**FALL 2020**  
**SPAN 1302: SPANISH TWO FOR NON-NATIVE SPEAKERS**  
**8-WEEK ONLINE SEMESTER**  
**CRN 17016**

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**Term:** Fall 2020

**Office hours:** Please take advantage of the virtual office hours on Mondays and Wednesdays from 1:00 to 2:00 pm. The instructor will be available via **Blackboard Collaborate Ultra** in the common forum called **Horas de Oficina**. There you can ask all your questions and receive tutoring if you need. However, you can contact your instructor by email on any day. If you need further assistance, make an appointment to meet online at a specific time and day.

**Credit Hours:** 3 Credit Hours

**Prerequisite Courses:** SPAN 1301 AND OR Spanish Placement Test

**I. Required texts:** *¡Arriba!* Sixth Edition (Zayas- Bazán, Bacon, Nibert) with an access code for the *MySpanishLab* Website.



Zayas-Bazán, Eduardo, author.

*¡Arriba!* : comunicación y cultura / Eduardo Zayas-Bazán, Emeritus, East Tennessee State University ; Susan M. Bacon, Emerita, University of Cincinnati ; Holly J. Nibert, The Ohio State University.—Sixth Edition, 2015 Release.

pages cm

Includes index.

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**II. Prerequisites for Spanish 1302:** Intensive Spanish 1302 is an **accelerated** language course designed for students who have already taken and passed Spanish 1301 or who took the Spanish placement exam and placed directly into SPAN 1302.

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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. Course objectives according to ACTFL:

A. **Listening:** At the end of Spanish 1302, 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.

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

C. **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 non-complex 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.

D. **Speaking:** Able to partially satisfy 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

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language. Errors are frequent and, in spite of repetition, some Novice-High speakers will have difficulty being understood even by sympathetic interlocutors.

#### IV. Textbook and Online Language Lab:

- To register, please go to [www.myspanishlab.com](http://www.myspanishlab.com)
- Create an account with Pearson (If you already have one, use that one!)
- Follow the instructions given to buy your e-book and content package.
- And then enter the following Course ID: XXXXXXXXX

#### About working with MySpanishLab:

All your materials will be online: the e-book and the interactive language lab. Enroll in this class at MySpanishLab right away. 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. 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.

#### V. Technology Requirements/ Knowledge

This course is presented in the Blackboard learning management system and the MySpanishLab website. It is expected that you have basic Internet skills if you are in this course. To ensure your success in accessing your course materials and

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completing your assignments, it is recommended that you ensure that your computer setup for this class meets the following minimum requirements:

- Broadband Internet connection, such as cable or DSL
  
- A modern computer (PC or Mac), no more than four years old, with the following minimum configuration:
  - Processor: Dual-core or better, at least 2 GHZ
  - RAM: 2 GB or better
  - Your computer must have an integrated camera (or Webcam).
  - Computer headset is recommended (microphone and earphone set).
  - The hands-free option for your telephone will work in most cases.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.

**IMPORTANT:** If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP [Help Desk](#) as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

### **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 becomes unavailable for any reason.

**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.

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**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.

#### VI. Structure and sequence of Assessment and Learning activities

##### 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. Go to your course calendar and MSL calendar to see the activities assigned for that day and complete them all. You can submit a MSL activity as many times as you need to obtain the highest grade you can. 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 each time we begin a new topic, so that you get the grammar behind it.
- ❖ **MSL Homework:** These are the activities that you will do every day. They will help you practice grammar and sharpen your reading, listening and oral skills.
- ❖ **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. 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.
- ❖ **Blackboard discussions and paragraphs:** Because you are just starting with Spanish, our “discussions” are just very short and limited conversations

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about the very same topics you learn. These discussions will be done orally: you will upload an audio where you talk about the given topic by using the grammar and vocabulary studied in the previous chapters; communication is your goal. Paragraphs are short writings where you will practice grammar and vocabulary in a more analytical manner.

- ❖ **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.

#### VII. Method of Evaluation: Determination of course grade:

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

This includes all assignments from the textbook and the *My Spanish Lab* website, along with any other work that your instructor may assign. Homework is not accepted late. The course calendar gives you a general idea of what parts of the textbook and the *My Spanish Lab* website 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 **complete** and also **submitted on the date set by the instructor**. The online homework is **mandatory** and you will be dropped from the course for lack of effort if you fail to consistently submit (at least two thirds of the assigned activities up to date) the online homework timely.

**To register, please go to [www.myspanishlab.com](http://www.myspanishlab.com). Enter your access code (book key) and then enter the Course ID that your instructor will provide in Blackboard as well as in this syllabus.**

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

Please note that there are no "make-ups" or a final exam. The exams will be available on My Spanish Lab. Your grade will be "0" (on that exam) if you fail to submit your exam on the date it is due. Make sure you work individually on your exams. Immediately Inform your instructor of any technical problem or situation presented while taking the exam.

Exam 1 \_\_\_\_\_ 15%

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Exam 2 \_\_\_\_\_ 15 %

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

You will work on two group projects for this class. You will find the project descriptions and grading rubrics on Blackboard on the appropriate weekly module. Projects are mandatory assignments and must be completed on time. There are no late submissions unless an extraordinary circumstance is proved by the student.

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

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

**Online Discussions and Paragraphs** \_\_\_\_\_ **10 %**

You will have 3 discussions and 2 writing activities due for this course. They will be available on Blackboard and they provide a great opportunity for you to prove that you have a fairly good knowledge of the grammatical structures and vocabulary you have reviewed in class.

**Weekly Quizzes** \_\_\_\_\_ **10%**

You will have a quiz at the end of every week to see if you have understood the grammatical structures covered. The video tutorials on those grammatical structures will be available on My Spanish Lab. There are no "make-ups" for the quizzes.

**Grading scale:** The following scale applies to all graded components of this course:

**A = 90.00-100.00    B = 80.00-89.99    C = 70.00-79.99    D = 65.00-69.99    F = 0.00-64.99.**

**VIII. About this course:**

**\*Office hours:** Please take advantage of the virtual office hours on Mondays and Wednesdays from 1:00 to 2:00 pm. The instructor will be available via **Blackboard Collaborate Ultra** in the common forum called **Horas de Oficina**. There you can ask all your questions and receive tutoring if you need. However, you can contact your instructor by email on any day. If you need further assistance, make an appointment to meet online at a specific time and day. You can also

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contact the instructor via text message at (915) 422-1642; you can send your texts between 10:00 am – 8:00 pm Mountain Time.

**\*Announcements:** Students are responsible for reading any announcements 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.

**\*Assignment Due Dates and Grading:** Check the “Week at a Glance” tab in your Blackboard shell for the weekly assignments and due dates; you can also go to **Calendar** on **Página Principal** in BB and/or to MySpanishLab for days of assigned homework, quizzes and exams. Please be sure to start your assignments early enough to complete them by the posted due dates.

**\*Emails:** You must use your University email for everything in this class. Please use Blackboard's course messages.

**\*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. Since this class is a 3-credit hour class, expect to spend about 9 hours out of class on assignments for a total of about 12 hours per week to obtain a good grade in the course. Please combine the course schedules of all your classes, create your own study schedule and stick to it.

#### IX. 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 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, but you will be putting yourself at a great disadvantage in upper-level courses if you have not mastered the material in SPAN 1301.
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.



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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 that can affect your performance in the course, bring them to the attention of your instructor immediately.**
6. All communication from the instructor will go to your Blackboard address. I strongly recommend that you use your Blackboard account for all e-mails regarding your course.

#### **X. Online Presence Policy: Consistency and Missing Course Assignments**

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 and complete your workload, your instructor will drop you from the course. Here are the rules:

##### **1. If you miss complete sets of MSL activities, quizzes, tests, and/or discussions for a period longer than a 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 (2) jury duty or (3) any official UTEP business. Documentary proof of official UTEP business or jury duty must be provided before the fact; documentary proof of medical emergency must be provided as soon as it is possible. If you have special circumstances, bring them to the attention of your instructor immediately.

**2. Late Work Policy:** The best way to prepare for the next level of Spanish study is to complete all assignments in a timely manner. Only work submitted by the deadlines will receive credit. However, because sometimes schedules get overwhelming, you can submit late a few MSL activities (please, not more than one third of the assigned activities). You must complete all your activities by the Sunday of the week in which they are assigned. You cannot submit activities from the previous week. Points can be deducted for late submissions at the instructor's discretion.

**3. Complete Loss of Contact:** If you lose complete contact with your instructor (i.e. no communication at all via Blackboard or email, unanswered messages, etc.), you will become eligible for a course drop. Please review your emails often and respond as soon as possible. The instructor will wait for your response two-three days for each unanswered message; **if after three messages you do not**

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**respond and the reason for your instructor contacting you has not been settled/resolved, you will be dropped from the class.**

**4. Online Courtesy:**

Students must engage in proper online courtesy. Please respect your fellow classmates and instructor. Even though we do not meet face-to-face, the same courtesies that are extended in a face-to-face learning environment are in place. Failure to engage in proper online courtesy will result in earning a zero for each assignment where the incident has occurred.

**Effective Electronic Communication**

It is important to share a word of caution, so we can become wiser about interpersonal distance learning communications. In an online environment, many of the feelings or impressions that are transmitted via body language in face-to-face communications are lost. Consequently, interpreting emotions and innuendos can be difficult. Only what is written, or drawn, carries the message. Often, excitement can be misinterpreted as anger or insult. We all need to keep this in mind as we communicate.

Words in print may seem harmless, but they can emotionally injure us when working at a distance. Hence, we must be conscious of how we communicate while working at a distance and use good netiquette, that is, online communication etiquette. For example, your classmates may not know who is posting a comment, so clearly identify yourself when posting to a discussion board. Furthermore, avoid using all capital letters in electronic communication as all caps come across as shouting.

The standard netiquette for participation in networked discussion requires that all comments focus on the topic at hand, without becoming personalized, and be substantive in nature. In other words, you certainly may disagree with others, but you must do so respectfully. You may express strong beliefs or emotions, but you may not get so carried away that you lose all perspective on the course itself. You can find more information on netiquette, the etiquette of Internet communication, at [www.albion.com/netiquette](http://www.albion.com/netiquette).

**XI. ACCOMMODATIONS POLICY**

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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](mailto: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](http://www.sa.utep.edu/cass).

### **COVID-19 Accommodations**

Students are not permitted on campus when they have a positive COVID-19 test, exposure or symptoms. If you are not permitted on campus, you should contact me as soon as possible so we can arrange necessary and appropriate accommodations.

**(classes with on-campus meetings)** Students who are considered high risk according to CDC guidelines and/or those who live with individuals who are considered high risk may contact [Center for Accommodations and Support Services](#) (CASS) to discuss temporary accommodations for on-campus courses and activities.

### **COVID-19 PRECAUTIONS**

You must STAY AT HOME and REPORT if you (1) have been diagnosed with COVID-19, (2) are experiencing COVID-19 symptoms, or (3) have had recent contact with a person who has received a positive coronavirus test. Reports should be made at [screening.utep.edu](http://screening.utep.edu). If you know of anyone who should report any of these three criteria, you should encourage them to report. If the individual cannot report, you can report on their behalf by sending an email to [COVIDaction@utep.edu](mailto:COVIDaction@utep.edu).

For each day that you attend campus—for any reason—you must complete the questions on the UTEP screening website ([screening.utep.edu](http://screening.utep.edu)) prior to arriving on campus. The website will verify if you are permitted to come to campus. Under no circumstances should anyone come to class when feeling ill or exhibiting any of the known COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, and alternative instruction will be

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provided. Students are advised to minimize the number of encounters with others to avoid infection.

Wear face coverings when in common areas of campus or when others are present. You must wear a face covering over your nose and mouth at all times in this class. If you choose not to wear a face covering, you may not enter the classroom. If you remove your face covering, you will be asked to put it on or leave the classroom. Students who refuse to wear a face covering and follow preventive COVID-19 guidelines will be dismissed from the class and will be subject to disciplinary action according to Section 1.2.3 *Health and Safety* and Section 1.2.2.5 *Disruptions* in the UTEP Handbook of Operating Procedures. **(classes with on-campus meetings)** Please note that if COVID-19 conditions deteriorate in the City of El Paso, all course and lab activities may be transitioned to remote delivery.

### IX. Academic Dishonesty Statement

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.

#### ***From the Handbook of student procedures:***

##### ***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;

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- 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".

Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and will be referred to the Office of Student Conduct and Conflict Resolution for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions. You can find more information in the UTEP Handbook of Operating Procedures, under the heading "Alleged Student Scholastic Dishonesty," and in the Regents' Rules and Regulations.

### **Course Resources: Where you can go for assistance**

#### **Technology Resources**

- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

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**Academic Resources**

- [UTEP Library](#): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.

**Individual Resources**

- [Military Student Success Center](#): Assists personnel in any branch of service to reach their educational goals.
- [Center for Accommodations and Support Services](#): Assists students with ADA-related accommodations for coursework, housing, and internships.
- [Counseling and Psychological Services](#): Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.