

Spanish 1301 (801)

Elementary Spanish 1 for Non-Native Speakers

Term: **Fall 2023**
Course Code: **1ec47f**
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Phone #: **(915) 900-3924 (text only)**
Office Hours: **Virtual (upon student's request)**

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 corresponding undergraduate advisor to remove the departmental approval requirement. The Department of Latin-US 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

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.)
-  **LinguaMeeting**: online Spanish coaching sessions: 3 required 30 min sessions during the term (to be scheduled during Weeks 2-7).
- A good Spanish-English dictionary

- You must have a computer headset (microphone and earphone set).

Methodology:

This course is taught in Spanish. If you don't hear Spanish, you won't learn it. Please try to use only Spanish in your assignments and LinguaMeeting sessions (unless otherwise instructed). 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 and or Linguameeting coach(es) will not correct every error you make, for if they did so, it would take you forever to communicate anything. 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 assessments. 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 outside of the classroom at a very novice high level."

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 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, despite repetition, some Novice-High speakers will have difficulty being understood even by sympathetic interlocutors.

Course Technology:

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 my emails and announcements.

Information for this course will be presented in the Blackboard learning management system. The Contraseña website will be used to access the course material and course work.

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, send, and receive email with attachments. In addition, 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.

To ensure your success in accessing your course materials and completing your assignments, it is recommended that you ensure 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
 - Operating System: Windows 7 or 8, or Mac OS X 10.3.9 or better
 - Computer headset (microphone and earphone set).
 - The hands-free option for your telephone will work in most cases.

Tech Support: The University of Texas at El Paso offers complete technical information and online help desk support at <http://at.utep.edu/techsupport/>.

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.

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) 900-3924 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 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” about the timeline for submission.

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.

My policy is to respond to emails within 48 hours. However, I try to respond to emails as soon as I get them, so you will probably have a response sooner than the 48-hour response time. One exception is Sundays. If you email me on Sunday (or very late Saturday night), I probably will not respond until sometime on Monday. If you have questions on the material in Contraseña or about the class in general, please reach out to me. I will be more than happy to assist you.

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.

What to Expect from the Instructor: The instructor will answer all email correspondence within 48 hours.

The instructor will monitor the Course Messages to answer questions about the course. As well, the instructor has provided you with his/her contact number and UTEP email. You may contact the instructor and the instructor will respond to you (or call you back if requested) as soon as possible. Be sure to include your name and the course to which you belong when sending an email or calling.

Announcements: Students are responsible for reading any announcements posted to Course Announcements in the Communication Forum of the course (in Blackboard). These may include changes in policy, due dates, assignment requirements, etc.

Assignment Due Dates and Grading: A week in this class is from Monday at 12:00 a.m. Mountain Time (which is when you will be able to access the weekly unit) to Sunday at 11:59 p.m. Mountain Time. Check the syllabus and the calendar in Contraseña for the weekly assignments and due dates. Please be sure to start your assignments early enough to complete them by the posted due dates. Schedule permitting, I will post grades by Tuesday morning of the following week.

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. Be sure to read the Acceptable Content Guidelines located in Blackboard before posting on the course.

About Contraseña:

Structure and sequence of Assessment and Learning activities:

- 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 prepares you for **Conversar (LinguaMeeting sessions)**, the engaging communicative practice where you put the language you learned to use.

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

At the end of every even-numbered 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.



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.

LinguaMeeting (Three 30 min. sessions required) This class includes a live Spanish language learning component— LinguaMeeting Conversation Sessions. This activity is an integral and mandatory part of the class. Students will sign up for (3) 30-minute individual or small group coaching sessions with a trained language coach from South America or Spain. Students will meet virtually using the LinguaMeeting website (<http://linguameeting.com/>). Students will need access to the web, a microphone, and a webcam. You should schedule your sessions during Weeks 2-7.

These sessions are conversational in nature and are intended to be an opportunity to put into practice what students have been learning in Contraseña. They are not intended to be a “test” or tutorial of the grammatical aspects of class, but rather a time to practice the listening and speaking skills. The sessions are recorded and will be viewed by the instructor. Students should keep their notes from these sessions to be able to answer questions based on the knowledge they have gathered about their coach and his/her country during these sessions.

Social learning

In this course, all activities are designed to engage you with your classmates and with a language coach (from South America or Spain) in authentic-purposeful social interaction in which culture will be key. 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. All assigned exercises reflect the latest possible submission time the work will be accepted for credit. I suggest that you begin the assignments well before the due date.

Time management

The tentative schedule contains all assignments and deadlines in details so you can plan. Expect to spend three hours on preparation and learning assignments for every semester credit hour. Since this class is a three 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 class. Please, combine the course schedules of all your classes, create your own study schedule and stick to it.

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.
- Have confidence in your ability to use the language to express your ideas on a subject.

*** Keep in mind that as your instructor, I am here to help. If you have questions or feel like you might need extra help with any material or skills, talk to me first about the best thing to do. ***

About Late Work:

Due dates for every assignment are provided on the course calendar located in Contraseña website. Unless otherwise stated, assignments are due on those days. Be sure to record the dates on your own calendar and make it a top priority to adhere to them as no late work is accepted.

Because *Proyectos* are a key component which serve to demonstrate your understanding of the Spanish language (60% of your grade) know that **without successful completion of all the assigned Contraseña activities per unit, no *Proyectos* will be accepted**. Completion of assigned activities with a passing grade per unit is required before submitting a *proyecto*.

Note: If you experience extenuating circumstances (e.g., you are hospitalized) that prohibit you from submitting your work on time, please let me know as soon as possible. I will evaluate these instances on a case-by-case basis.

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%		

Contraseña Activities	25%
Contraseña Proyectos (3)	60%
LinguaMeeting Sessions (3)	15%
Total	100%

About 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:

"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.

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 assignments or *proyectos*.

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WEEK	CONTENT	DUE DATE
Week 1	Readiness Quizzes	08/31 (Sun)
	Schedule weekly required LinguaMeeting Sessions	
	Linguameeting U1 Due: (Fri. 09/01)	
	U1: ¿Quién soy yo? Estrategia R, Texto, Vocabulario	
Week 2	U1 Gramática I: Ser & estar (singular forms & uses) Gramática II: Gender agreement	09/03 (Sun)
	U1 Exploración: Las redes sociales, Estrategia P	
Week 3	U2: ¿Quién eres tú? Estrategia R, Texto, Vocabulario U2 Gramática I: Ser & estar (plural forms & uses) Gramática II: Asking questions	09/17 (Sun)

	U2 Exploración: El tuteo, Estrategia P U2 Proyecto: La entrevista	
Week 4	U3: ¿Qué tengo que hacer esta semana? Estrategia R, Texto, Vocabulario U3 Gramática I: Telling time U3 Gramática II: The present tense of verbs <i>ir & tener</i> U3 Exploración: ¿Adiós, siesta? Estrategia P Linguameeting U3 Due: (Fri. 09/22)	09/24 (Sun)
Week 5	U4: ¿Cómo es mi universidad? Estrategia R, Texto, Vocabulario U4 Gramática I: The verb <i>haber</i> in contrast with <i>ser & estar</i> , U4 Gramática II: The present of –ar verbs U4 Exploración: La vida universitaria Estrategia P U4 Proyecto: Mi universidad	10/01 (Sun)
Week 6	U5: ¿A quién admiro? Estrategia R, Texto, Vocabulario U5 Gramática I: Present tense of –er & -ir verbs U5 Gramática II: Saber & Conocer U5 Exploración: Personas admiradas del mundo hispano Estrategia P Linguameeting U5 Due: (Fri. 10/06)	10/08 (Sun)
Week 7	U6: ¿Quién es mi familia? Estrategia R, Texto, Vocabulario U6 Gramática I: Possessive adjectives U6 Gramática II: Stem-changing present tense verbs U6 Exploración: El matrimonio igualitario Estrategia P U6 Proyecto: Mi familia	10/15 (Sun)