

Syllabus

SPAN 1301: Spanish One for Non-Natives

CRN #17142 (ONLINE)

MSL COURSE CODE: CRSKLST-651551

Course Instructor



Instructor: Viridiana Vidaña

Email address: vvidana@utep.edu

Office location and telephone numbers: LART 124/ (915) 747-6487 [Office]/
(915) 790-7049 [Cell]

Office hours: TBA

Term: FALL 2018

Course Description

Spanish One (3-0) An introductory course for non-native speakers with emphasis on pronunciation and the basic elements of grammar; practice in understanding, speaking, reading, and writing. [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.]

Course Overview

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

Required Materials

Course Textbook

- ***Anda Elemental 3rd Edition*** Volume I by Audrey L Heining-Boynton and Glynis S Cowell. College Custom Edition. This textbook must be purchased at the UTEP Bookstore. You cannot buy a used edition of the book because you will need the access code for My Spanish Lab.
- My Spanish Lab code for *Anda Elemental* (Included in the package)
- A good Spanish-English dictionary
- You must have a computer headset (microphone and earphone set).

Course Learning Outcomes

Upon completion of this course, you should be able to:

Course objectives according to ACTFL:

- A. **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.

- 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 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.
- D. **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 still may 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.

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?').

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, the student will be able to put the grammar to use in contextualized, communicative situations of the sort you'll encounter in the class. 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. If you are prepared, you'll find it easier to communicate in the target language. If you don't understand a particular grammar point, ask your instructor.

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.

Course Technology

- SPAN 1301 requires the use of My Spanish Lab. Links to course materials and electronic resources for each week of class are located on the [myspanishlab](#) UTEP.
- Also student needs UTEP Blackboard access

Technology Requirements/ Knowledge

This course is presented in the Blackboard learning management system.

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

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 is recommended (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/>.

Preparation for Computer Emergencies

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

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

Complete Loss of Contact: If you lose contact with me completely (i.e. you cannot contact me via [Blackboard](#) or email), please contact me at my telephone **(915) 790-7049** 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.

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”.

Individual performance components

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

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

Textbook and Online Language Lab

- To register, please go to 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=qZGkellE3Y&list=PLkjl7bvgoAlhtq13WQYz0RI9OoeDxJXy5>

http://www.youtube.com/watch?v=bcO1_FgESaA&list=PLkjl7bvgoAlhtq13WQYz0RI9OoeDxJXy5

My Spanish Lab is a new, 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 *Anda Elemental* Student Activities Manual, an interactive version of the *Anda Elemental* student text, and all materials from the *Anda Elemental* 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 are referred to appropriate grammar tutorials for the instruction they need.
- English and Spanish Grammar Tutorials: 90 short, animated tutorials teach students the English grammar they need in order to understand the Spanish grammar covered in the text. Other grammar tutorials teach or review the Spanish grammar topics covered in the course.
- "Need Help" Feature: When enabled by the instructor, a "Need Help" box appears as students are doing online homework activities, providing links to grammar tutorials, e-book sections, and additional practice activities—all of which are directly relevant to the task at hand.

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 .

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

Although you may go to www.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 *Anda* 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.

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

Login requirements: You will need to log in a minimum of three times per week during the semester on MSL and BB.

Module components

Each module contains:

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

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 class. Please, combine the course schedules of all your classes, create your own study schedule and stick to it.

Expectations and Policies

What to Expect from the Instructor

The instructor will answer all email correspondence within 48 hours and will post graded assignments by Tuesday of the following week.

The instructor will monitor the Course Forum daily to answer questions about the course.

As well, the instructor has provided you with her personal cell phone number. You may text her, and she 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 text.

Participation

Announcements: Students are responsible for reading any announcements posted to Course Announcements in the Communication Forum of the course. 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 11:00 p.m. Mountain Time. **Check the “Week at a Glance” 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.

Emails:

You must use your University email for everything in this class. When sending me an email, please use this format in the subject: SPAN 1301online-Your Name.

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 probably will 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 the book or about the class in general, I highly recommend posting your questions in the Course Forum in the Communication Forum section of our course. Often, others will have the same question. Posting a question in the Course Forum allows for classmates to either answer or add to it. I will check the Course Forum several times a day (except Sundays).

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.

Academic Dishonesty Statement

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion.

- *Cheating* may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports.
- *Plagiarism* occurs when someone intentionally or knowingly represents another person's words or ideas as his or her own.
- *Collusion* involves unauthorized collaboration with another person or group to commit any academically dishonest act.

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](#).

Attendance Policy: policy on Tardiness and Missing Class Sessions

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

1. ***If you miss to complete the exercises, quizzes, test, assignments or discussions for a period longer than two days in 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 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.

Late Policy

The best way to prepare yourself 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. If you have special circumstances, bring them to the attention of your instructor immediately. Only in such special cases (such as a medical emergency or official university business) will exceptions be made. Points will be deducted for late submissions at the instructor's discretion.

Library Information

Access the UTEP Library by visiting <http://libraryweb.utep.edu/>.

Disability Statement

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.

Method of Evaluation

Type	Points
Exams (6 @ 70 pts. each)	420
Quizzes (8 @ 10 pts. each)	80
My Spanish Lab (14 @ 15 pts. each)	210
Discussion Responses: Written and Oral (9 @ 20 pts. each)	180
Written Assignments (5 @ 22 pts. each)	110
Total	1000

Grading Scale

Letter Grade	Percentage Earned
A	90%–100%
B	80%–89.99%
C	70%–79.99%
D	60%–69.99%
F	< 60%

Final exam is given during *Finals Week*. See the course calendar for the date. *It is not possible to make up or drop the final exam.*

Scope and sequence of learning activities: Also see calendar on MSL for your homework

Week 1: Para empezar

(Greetings, Farewells, and Introductions; Useful classroom expressions; Cognates; Subject Pronouns; The verb Ser)

WK 1	Weekly Learning Objectives	Assignments/Assessments/Application	Learning Resources and Materials
	<p>Compare and contrast different sounds in Spanish.</p> <p>Identify the basic structure of Spanish grammar in a sentence.</p> <p>Apply Spanish vocabulary to common situational dialogues in Spanish.</p>	<p>Assignments MSL Assignments</p> <p>All practice and My Spanish Lab assignments are due on Sunday before 11:59 p.m. MST. My Spanish Lab assignments are graded.</p> <p>Discussion Your initial post is due before Thursday at 6pm Mountain time</p> <p>Instructions:</p> <ul style="list-style-type: none"> • Check for and review the discussion resources for Week 1 before beginning your assignment. • Review the Vocabulario: saludos (pp. 4-7) —Greetings and farewell PowerPoint presentation • In a few sentences, briefly introduce yourself in Spanish to your classmates. <p>Your response posts are due before Saturday at 6:00 p.m.</p> <ul style="list-style-type: none"> • Respond to at least two of your classmates' posts. <p>Assessments Quiz 1</p>	<p>Vocabulario: saludos (pp. 4-7) —Greetings and Farewells PowerPoint</p> <p>Expresiones útiles para la clase (p. 8)</p> <p>El alfabeto (p. 9) —The alphabet PowerPoint</p> <p>Los cognados (p. 10)</p> <p>Los pronombres personales (pp. 11-12) —Subject Pronouns PowerPoint —Subject Pronouns chart</p> <p>El verbo ser (p. 13) —The verb ser PowerPoint</p>

Week 2: Para empezar
(Adjectives of nationality; Numbers 0-30; Telling Time; Days, Months, and Seasons; Weather; Gustar)

WK 2	Weekly Learning Objectives	Assignments/Assessments/Application	Learning Resources and Materials
	<p>Express basic elements of conversation, such as numbers 0-30, one's nationality, the calendar, and the elements of weather.</p> <p>Paraphrase and summarize distinguishing characteristics of oneself.</p>	<p>Assignments MSL Assignments My Spanish Lab due Sunday before 11:59 p.m. MST. My Spanish Lab assignments are graded.</p> <p>Discussion: Oral response required Your initial post is due before Thursday at 6pm.</p> <p>Instructions:</p> <ul style="list-style-type: none"> • Check for and review the discussion resources for Week 2 before beginning your assignment. <ol style="list-style-type: none"> 1. Write your responses to the following in Spanish in a few sentences or a paragraph. <ol style="list-style-type: none"> a) State your nationality. b) Tell everyone the day you were born (your birthday). c) Describe what the weather is like where you were born. 2. Practice reading and speaking the responses you have written in Spanish. 3. Record your spoken responses and post them in your initial post as if you were speaking to your classmates in person. 4. Post your written paragraph for comparison. <p>Your response posts are due before Saturday at 6:00 p.m.</p> <p>Respond to at least two of your classmates' posts.</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Use gustar when responding to your classmates' posts. 2. Write down two questions you would like to ask each of your classmates about themselves. 3. Practice reading and speaking the responses you have written in Spanish. 4. Record your spoken responses as if you were speaking to your classmates in person. <ul style="list-style-type: none"> • Assessments Quiz 2 	<p>Los adjetivos de nacionalidad (pp. 14-15) —Adjectives of nationality PowerPoint</p> <p>Los números 0-30 (pp. 16-17) —Numbers 0-30 PowerPoint</p> <p>La hora (pp. 18-20) —Telling Time PowerPoint</p> <p>Los días, los meses, y las estaciones (pp. 21-22) —Months, days, and seasons PowerPoint</p> <p>El tiempo (pp. 23-24)</p> <p>Gustar (pp. 25-26)</p> <p>Y por fin, ¿cómo andas? (p. 27) —Self-assessment</p> <p>Vocabulary Summary (pp. 28-29) [listen and study]</p>

Week 3: ¿Quiénes Somos?

WK 3	Weekly Learning Objectives	Assignments/Assessments/Application	Learning Resources and Materials
	<p>Apply fundamentals of conversation to describe your family.</p> <p>Illustrate the use of the apellido in Spanish culture.</p> <p>Demonstrate command of the possessive form.</p>	<p>Assignments</p> <p>MSL Assignments My Spanish Lab due Sunday before 11:59 p.m. MST. My Spanish Lab assignments are graded.</p> <p>Discussion Your initial post is due before Thursday at 6 pm MST.</p> <p>Instructions:</p> <ul style="list-style-type: none"> Check for and review the discussion resources for Week 3 before beginning your assignment. <p>Review the La familia (pp. 32-34)—La familia PowerPoint. In a paragraph written in Spanish, answer the following questions:</p> <ol style="list-style-type: none"> How many members are in your immediate family? How is each family member related to you? Use the vocabulary for “la familia” and the verb tener in your paragraph. <p>Your response posts are due before Saturday at 6:00 p.m.</p> <p>Instructions: In a paragraph, respond to at least two of your classmates’ posts.</p> <ol style="list-style-type: none"> Compare and contrast your families in relation to size and make sure you use the last three grammatical aspects. The three grammatical aspects you must use are singular and plural, masculine and feminine, and definite and indefinite articles. <p>Assessments Quiz 3</p>	<p>La familia (pp. 32-34) —La familia PowerPoint</p> <p>Los apellidos en el mundo hispano (listen) (p. 34)</p> <p>El verbo tener (pp. 35-36) —Tener PowerPoint</p> <p>El singular y el plural (p. 36) El masculino y el femenino (p. 37) Los artículos definidos e indefinidos (pp. 38-39) —3 in 1 PowerPoint</p> <p>¿Cómo andas? (p. 40) —Self-assessment</p>

Week 4: ¿Quiénes Somos?

WK 4	Weekly Learning Objectives	Assignments/Assessments/Application	Learning Resources and Materials
	<p>Discuss personal attributes of yourself and others.</p> <p>Compose a poem in Spanish.</p>	<p>Assignments MSL Assignments My Spanish Lab due Sunday before 11:59 p.m. MST. Assignments in My Spanish Lab are graded.</p> <p>Writing Assignment 1: Instructions will be provided for this activity (poem). (book p. 54)</p> <p>Write a poem in Spanish about yourself. Use the handout provided by your professor and the information from the discussion to help you write your poem.</p> <p>Assessments EXAM 1 EXAM 1—Exam review PowerPoint Instructions: 1. Review the Exam 1 PowerPoint provided by your instructor before taking your Exam. 2. Make sure your computer or equipment is working correctly. If not, schedule time in the resources lab to complete your exam.</p>	<p>La gente (p. 41)</p> <p>Possessive adjectives (pp. 42-43) —Possessive adjectives PowerPoint</p> <p>Los adjetivos descriptivos (pp. 44-48) —Descriptive adjectives PowerPoint</p> <p>Nota cultural (pp. 49)</p> <p>Los numeros 31-100 (pp. 50-52) —Numbers 31-100 PowerPoint</p> <p>Un Poema (pp. 54)</p> <p>¿cómo andas? (p. 55)</p> <p>Cultura: Los Estados Unidos (pp. 56-57) [Listen to Rafael and answer two of any of the bold-faced questions.]</p> <p>Lectura (pp. 58-60)</p> <p>Y por fin, ¿cómo andas? (p. 61) —Self-assessment</p> <p>Vocabulary Summary (pp. 62-63) [listen and study]</p>

Week 5: La vida universitaria

WK 5	Weekly Learning Objectives	Assignments/Assessments/Application	Learning Resources and Materials
	<p>Arrange elements of Spanish grammar to create complete sentences and questions.</p> <p>Differentiate -ar, -er, and -ir verbs in the present tense.</p>	<p>Assignments MSL Assignments My Spanish Lab due Sunday before 11:59 p.m. MST. Assignments in My Spanish Lab are graded.</p> <p>Discussion Your initial post is due before Thursday at 6pm MST</p> <p>Instructions:</p> <ul style="list-style-type: none"> Check for and review the discussion resources for Week 5 before beginning your assignment. <ol style="list-style-type: none"> In a paragraph written in Spanish, address the following: <ul style="list-style-type: none"> Tell your classmates what your class schedule is this semester using this week's vocabulary. <p>Your response posts are due before Saturday at 6:00 p.m. Respond to at least two of your classmates' posts.</p> <p>Instructions:</p> <ol style="list-style-type: none"> In a paragraph written in Spanish, address the following: <ul style="list-style-type: none"> Compare and contrast your schedule with your classmates' schedules. Ask your classmates at least one question about their schedule. <p>Assessments Quiz 4</p>	<p>Las materias y las especialidades (pp. 66-67)</p> <p>Listen: Las universidades hispanas (pg. 68)</p> <p>La sala de clase (pp. 69-70)</p> <p>Presente de indicativo de verbos regulares (pp. 71-74) —Present -ar verbs PowerPoint —Present -er and -ir verbs PowerPoint</p> <p>La formacion de preguntas y las palabras interrogativas (pp. 75-77) —Interrogative question words PowerPoint</p> <p>Los numeros 100-1,000 (pp. 78-79) -PowerPoint</p> <p>¿Cómo andas? (p. 79) —Self-assessment</p>

Week 6: La vida universitaria

WK 6	Weekly Learning Objectives	Assignments/Assessments/Application	Learning Resources and Materials
	<p>Evaluate and justify personal feelings and opinions.</p> <p>Create a personal statement of purpose that reflects and supports your values.</p>	<p>Assignments</p> <p>MSL Assignments My Spanish Lab due Sunday before 11:59 p.m. MST. Assignments in My Spanish Lab are graded.</p> <p>Writing Assignment 2: Use the handout provided and look at your book on pg. 94. You are applying for a job on campus in the bookstore, student center, or athletic department.</p> <p>Write your responses to the following in Spanish:</p> <ol style="list-style-type: none"> 1. Use the list provided and write down the qualities you feel would make you the right person for the job. 2. In a paragraph, describe yourself to your potential employer. 3. Practice reading and speaking the list and the description you have written in Spanish. <p>Instructions:</p> <ol style="list-style-type: none"> 1. In one or two paragraphs written in Spanish, respond to your classmates' descriptions of themselves. 2. Tell each of your classmates something you found interesting about them. 3. Practice reading and speaking the responses you have written in Spanish. 4. Record your spoken response to each of your classmates as if you were speaking to them in person. <p>Assessments EXAM 2</p>	<p>En la universidad (pp. 80-82)</p> <p>El verbo estar (pp. 83-85) —Estar PowerPoint.</p> <p>Emociones y estados (pp. 86-87) —States and Emotions PowerPoint.</p> <p>El verbo gustar (pp. 87-88)</p> <p>Los deportes y los pasatiempos (pp. 89-93) —Sports and pastimes</p> <p>Listen: Una conversación (p. 93-94)</p> <p>Una descripción (pp. 94)</p> <p>¿Cómo andas? (p. 95) —Self-assessment</p> <p>Cultura: Mexico (pp. 96-97) [Listen to Gabriela and answer the five questions under the “preguntas” section.]</p> <p>Lectura (PP. 98-100)</p> <p>Y por fin, ¿cómo andas? (p. 101) —Self-assessment</p> <p>Vocabulary Summary (pp. 102-103) [listen and study]</p>

Week 7: Estamos en casa

WK 7	Weekly Learning Objectives	Assignments/Assessments/Application	Learning Resources and Materials
	<p>Form irregular yo verbs dar, conocer, hacer, poner, salir, traer, ver, decir, ir, and venir poder and querer verbs and use them in complete sentences.</p> <p>Construct directions that convey locality.</p>	<p>Assignments MSL Assignments My Spanish Lab due Sunday before 11:59 p.m. MST. My Spanish Lab assignments are graded.</p> <p>Discussion Your initial post is due before Thursday at 6pm MST.</p> <p>Instructions:</p> <ul style="list-style-type: none"> • Check for and review the discussion resources for Week 7 before beginning your assignment. <ol style="list-style-type: none"> 1. Review the Vocabulario (p. 108) —Vocabulario util PowerPoint. 2. Upload a picture of your (or any) room and describe the objects in it using the vocabulario util to locate (at least five objects). 3. Describe in a paragraph the objects you selected and post as your initial post. <p>Your response posts are due before Saturday at 6:00 p.m. Respond to at least two of your classmates' posts.</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Look at the pictures at least two of your classmates uploaded of their rooms. 2. Locate at least two items in each picture that your classmates did not describe. 3. In a paragraph written in Spanish, describe the two items you selected using the Los muebles y otros objetos de la casa (pp. 114-116) vocabulary. <p>Assessments Quiz 5</p>	<p>La casa (pp. 106-107)</p> <p>Vocabulario (p. 108) —Vocabulario util PowerPoint</p> <p>Algunos verbos irregulares (pp. 109-112) —Irregular verbs PowerPoint (2) —Verb Chart</p> <p>Nota cultural (pp. 113)</p> <p>Los muebles y otros objetos de la casa (pp. 114-116) —Vocabulario util PowerPoint</p> <p>¿Cómo andas? (p. 116) —Self-assessment</p>

Week 8: Estamos en casa

WK 8	Weekly Learning Objectives	Assignments/Assessments/Application	Learning Resources and Materials
	<p>Invent your ideal home, communicating your choice of design, color, neighborhood, etc.</p> <p>Plan and prepare a persuasive marketing ad to sell a house.</p>	<p>Assignments MSL Assignments My Spanish Lab due Sunday before 11:59 p.m. MST. My Spanish Lab assignments are graded.</p> <p>Writing Assignment 3: Instructions: <ul style="list-style-type: none"> Check for resources for Week 8 before beginning your assignment. (Book pp. 131) You are a real estate agent describing a house you are getting ready to show buyers at an open house. <ol style="list-style-type: none"> Write an ad or a description of the house for sale in a paragraph. You may include the following in your description: <ul style="list-style-type: none"> The number of rooms in the house The size of the rooms The number of bedrooms or bathrooms in the house What the neighborhood is like What the outside of the house looks like Upload a picture of a house like the one you are describing. Practice speaking and reading the description you prepared for the house. </p> <p>Assessments EXAM 3 EXAM 3—Exam review PowerPoint Instructions: <ol style="list-style-type: none"> Review the Exam 3 PowerPoint provided by your instructor before taking your Exam. Make sure your computer or equipment is working correctly. If not, schedule time in the resources lab to complete your exam. </p>	<p>Los quehaceres de la casa (pp. 117-118)</p> <p>Los colores (pp. 119-120) —Los colores PowerPoint</p> <p>Unas expresiones con tener (pp. 121-124) —Expressions with tener PowerPoint</p> <p>Los numeros 1,000-100.000.000 (pp. 124-127) —Numbers PowerPoint</p> <p>Hay y Hay que + (infinitivo) (pp. 128-129) —Hay PowerPoint</p> <p>Listen: Una descripción (p. 129-130)</p> <p>Un anuncio (pp. 131)</p> <p>¿Cómo andas? (p. 131) —Self-assessment</p> <p>Cultura: España (pp. 132-133) [Listen to Mariela and answer the five questions under the “preguntas” section.]</p> <p>Lectura (pp. 134-136)</p> <p>Y por fin, ¿cómo andas? (p. 137) —Self-assessment</p> <p>Vocabulary Summary (pp. 138-139) [listen and study]</p>

Week 9: Nuestra comunidad

WK 9	Weekly Learning Objectives	Assignments/Assessments/Application	Learning Resources and Materials
	<p>Conjugate and identify stem-changing verbs.</p> <p>Employ conversational techniques to convey descriptive information and future predictions.</p>	<p>Assignments MSL Assignments My Spanish Lab due Sunday before 11:59 p.m. MST. My Spanish Lab assignments are graded.</p> <p>Discussion Your initial post is due before Thursday at 6pm MST</p> <p>Instructions:</p> <ul style="list-style-type: none"> • Check for and review the discussion resources for Week 9 before beginning your assignment. <ol style="list-style-type: none"> 1. In a paragraph written in Spanish, discuss at least three things you must do this week. 2. Mention two things you know about a person with whom you are acquainted. <p>Your response posts are due before Saturday at 6:00 p.m. Respond to at least two of your classmates' posts.</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. In a paragraph, ask each of your two classmates two additional questions about the person with whom they are acquainted. <p>Assessments Quiz 6</p>	<p>Los lugares (pp. 142-144)</p> <p>Nota cultural (pp. 145)</p> <p>Saber y conocer (pp. 146-147) —Saber y conocer PowerPoint</p> <p>Actividades y acciones cotidianas (pp. 148-149)</p> <p>Los verbos con cambio de raiz (pp. 150-153) —Stem-changing verbs</p> <p>¿Cómo andas? (p. 153) —Self-assessment</p>

Week 10: Nuestra comunidad

WK 10	Weekly Learning Objectives	Assignments/Assessments/Application	Learning Resources and Materials
	<p>Identify and relate service opportunities in your community.</p> <p>Use the verbs ser and estar correctly.</p> <p>Express concepts both affirmatively and negatively.</p>	<p>Assignments MSL Assignments My Spanish Lab due Sunday before 11:59 p.m. MST. My Spanish Lab assignments are graded.</p> <p>Writing Assignment 4: —Use the handout provided. —Look at the textbook on pg. 169.</p> <p>Instructions:</p> <ul style="list-style-type: none"> • Check for and review the discussion resources for Week 10 before beginning your assignment. <ol style="list-style-type: none"> 1. Using the guide provided in your discussion resources, write a postcard to an important person or official in your local community. 2. Proofread your postcard, checking for the following: <ul style="list-style-type: none"> • Spelling is correct. • Verb forms are correct. • Subjects, verbs, nouns, and adjectives agree in number and gender. 3. Review your postcard, making sure it states what you mean. 4. Upload your postcard. <p>Assessments EXAM 4 EXAM 4—Exam review PowerPoint Instructions:</p> <ol style="list-style-type: none"> 1. Review the Exam 4 PowerPoint provided by your instructor before taking your Exam. 2. Make sure your computer or equipment is working correctly. If not, schedule time in the resources lab to complete your exam. 	<p>El verbo ir (pp. 154-157) —Ir PowerPoint</p> <p>Servicios a la comunidad (pp. 158-159)</p> <p>Las expresiones afirmativas y negativas (pp. 160-163) —Affirmative and negative expressions PowerPoint</p> <p>Un repaso de ser y estar (pp. 164-166) —Ser vs. estar PowerPoint</p> <p>Listen: El voluntariado (p. 167-168)</p> <p>Una tarjeta postal (pp. 169)</p> <p>¿Cómo andas? (p. 170) —Self-assessment</p> <p>Cultura: Honduras (p. 171); Guatemala (p. 172); El Salvador (p. 173) [Choose one of the three places and answer the two bold-faced questions about that place.]</p> <p>Lectura (pp. 174-176)</p> <p>Y por fin, ¿cómo andas? (p. 177) —Self-assessment</p> <p>Vocabulary Summary (pp. 178-179) [listen and study]</p>

Week 11: ¡A divertirse! La música y el cine

WK 11	Weekly Learning Objectives	Assignments/Assessments/Application	Learning Resources and Materials
	<p>Identify specific persons, places, and things and convey what is happening in the moment.</p> <p>Examine and interpret ideas and personal preferences.</p>	<p>Assignments MSL Assignments My Spanish Lab due Sunday before 11:59 p.m. MST. My Spanish Lab assignments are graded.</p> <p>Discussion Your initial post is due before Thursday at 6pm.</p> <p>Instructions:</p> <ul style="list-style-type: none"> • Check for and review the discussion resources for Week 11 before beginning your assignment. <p>1. In five sentences, explain what your current favorite music group is. Make use of demonstrative adjectives and pronouns to avoid repetition in your sentences.</p> <p>Your response posts are due before Saturday at 6:00 p.m. Respond to at least two of your classmates' posts.</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Look at two of your classmates' favorite musical groups. 2. Listen to some songs from each of the musical groups you have chosen from your classmates. 3. Use two adverbs to describe what the music is like in a sentence. <p>Assessments Quiz 7</p>	<p>El mundo de la musica (pp. 182-185)</p> <p>Los adjetivos y los pronombres demostrativos (pp. 186-189) —Demonstrative adjectives PowerPoint</p> <p>Nota cultural (p. 190)</p> <p>Los adverbios (pp. 191-192) —Adverbs PowerPoint</p> <p>¿Cómo andas? (p. 192) —Self-assessment</p>

Week 12: ¡A divertirse! La música y el cine

WK 12	Weekly Learning Objectives	Assignments/Assessments/Application	Learning Resources and Materials
	<p>Organize and share concepts and personal opinions.</p> <p>Classify and organize objects using ordinal numbers.</p> <p>Identify direct objects and replace with direct pronouns in sentences.</p> <p>Express obligation or necessity utilizing the verb form “hay que” with an infinitive.</p>	<p>Assignments MSL Assignments My Spanish Lab due Sunday before 11:59 p.m. MST. My Spanish Lab assignments are graded.</p> <p>Writing Assignment 5: —Use handout provided Due before Saturday at 6 pm MST</p> <p>Assessments EXAM 5 EXAM 5—Exam review PowerPoint Instructions: 1. Review the Exam 5 PowerPoint provided by your instructor before taking your Exam. 2. Make sure your computer or equipment is working correctly. If not, schedule time in the resources lab to complete your exam.</p>	<p>El mundo del cine (pp. 193-195)</p> <p>Nota cultural (pp. 196)</p> <p>El preterito: los verbos regulares (pp. 197-202)</p> <p>Los pronombres de complement directo y la “a” personal (pp. 202-206) —Direct object pronoun and personal “a” PowerPoint</p> <p>Listen: Planes para un concierto (p. 206-207) ¿Cómo andas? (p. 208) —Self-assessment</p> <p>Cultura: Nicaragua (p. 209); Costa Rica (p. 210); Panamá (p. 211) [Choose one of the three places and answer the three questions under the section titled “Preguntas.”] Lectura (pp. 212-214)</p> <p>Y por fin, ¿cómo andas? (p. 215) —Self-assessment</p> <p>Vocabulary Summary (pp. 216-217) [listen and study]</p>

Week 13: ¡Sí, lo se!

WK 13	Weekly Learning Objectives	Assignments/Assessments/Application	Learning Resources and Materials
	<p>Describe your immediate family and other family members.</p> <p>Relate information about your school and campus.</p> <p>Impart information about homes that you and your friends like and dislike.</p> <p>Express your opinions on what will take place in the future.</p>	<p>Assignments MSL Assignments My Spanish Lab due Sunday before 11:59 p.m. MST. My Spanish Lab assignments are graded.</p> <p>Discussion Your initial post is due before Thursday at 6pm.</p> <p>Your response posts are due before Saturday at 6:00 p.m. Respond to at least two of your classmates' posts.</p> <p>Assessments Quiz 8</p>	<p>Repaso: Capítulo A, 1 y 2 (pp. 218-223) (selected activities)</p> <p>Repaso: Capítulo 3 (pp. 224-226) (selected activities)</p>

Week 14: ¡Sí, lo se!

WK 14	Weekly Learning Objectives	Assignments/Assessments/Application	Learning Resources and Materials
	<p>Reveal what you and others like to do and what you need to do.</p> <p>Report on service opportunities.</p> <p>Discuss music, movies, and television.</p> <p>Compare and contrast information.</p>	<p>Assignments MSL Assignments My Spanish Lab due Sunday before 11:59 p.m. MST. My Spanish Lab assignments are graded.</p> <p>Discussion Your initial post is due before Thursday at 6pm.</p> <p>Your response posts are due before Saturday at 6:00 p.m. Respond to at least two of your classmates' posts.</p> <p>Assessments EXAM 6 EXAM 6—Exam review PowerPoint Instructions: 1. Review the Exam 6 PowerPoint provided by your instructor before taking your Exam. 2. Make sure your computer or equipment is working correctly. If not, schedule time in the resources lab to complete your exam.</p>	<p>Repaso: Capítulo 4 (pp. 227-230) (selected activities)</p> <p>Repaso: Capítulo 5 (pp. 230-231) (selected activities)</p> <p>Repaso: Un poco de todo (pp. 232-238) (selected activities) —¿Lo sabes? PowerPoint</p> <p>Y por fin, ¿cómo andas? (p. 239) —Self-assessment</p>

*subject to change