Syllabus

SPAN 1301: Spanish One for Non-Natives

CRN: 28274 (ONLINE)

MSL COURSE CODE: CRSKLAB-687190

Course Instructor

Instructor: Viridiana Vidaña
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Term: SPRING 2019

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.com.
- 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 website 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/](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=qZGkelldE3Y&list=PLkjl7bvgoAlhtq13WQYz0RI9OoeDxJXy5
http://www.youtube.com/watch?v=bcO1_FqESaA&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/](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](http://www.sa.utep.edu/cass).

Method of Evaluation

<table>
<thead>
<tr>
<th>Type</th>
<th>Points</th>
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<tbody>
<tr>
<td>Exams (7 @ 60 pts. each)</td>
<td>420</td>
</tr>
<tr>
<td>My Spanish Lab (7 @ 40 pts. each)</td>
<td>280</td>
</tr>
<tr>
<td>Discussions: Written and Oral (5 @ 30 pts. each)</td>
<td>150</td>
</tr>
<tr>
<td>Written Assignments (5 @ 30 pts. each)</td>
<td>150</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>1000</strong></td>
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Grading Scale

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<tr>
<th>Letter Grade</th>
<th>Percentage Earned</th>
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<tbody>
<tr>
<td>A</td>
<td>90%–100%</td>
</tr>
<tr>
<td>B</td>
<td>80%–89.99%</td>
</tr>
<tr>
<td>C</td>
<td>70%–79.99%</td>
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<tr>
<td>D</td>
<td>60%–69.99%</td>
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<tr>
<td>F</td>
<td>&lt; 60%</td>
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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

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<th>Weekly Learning Objectives</th>
<th>Assignments/Assessments/Application</th>
<th>Learning Resources and Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compare and contrast different sounds in Spanish.</td>
<td>Assignments&lt;br&gt;MSL Assignments</td>
<td>Vocabulario: saludos (pp. 4-7)</td>
</tr>
<tr>
<td>Identify the basic structure of Spanish grammar in a sentence.</td>
<td>All practice and My Spanish Lab assignments are due on Sunday before 11:59 p.m. MST. My Spanish Lab assignments are graded.</td>
<td>Expresiones útiles para la clase (p. 8)</td>
</tr>
<tr>
<td>Apply Spanish vocabulary to common situational dialogues in Spanish.</td>
<td>Discussion: Oral &amp; written versions required (DQ #1)</td>
<td>El alfabeto (p. 9)</td>
</tr>
<tr>
<td>Express basic elements of conversation, such as numbers 0-30, one’s nationality, the calendar, and the elements of weather.</td>
<td>Your initial post is due before Thursday at 6pm Mountain time&lt;br&gt;&lt;br&gt;<strong>Instructions:</strong>&lt;br&gt;1. Check for and review the discussion resources for Week 1 before beginning your assignment.&lt;br&gt;2. Review the Vocabulary: Saludos—Greetings and farewell PowerPoint presentation.&lt;br&gt;3. In a few sentences, introduce yourself to your classmates in Spanish.&lt;br&gt;   i. State your nationality.&lt;br&gt;   ii. Tell everyone the day you were born, your birthday. (Ex. Mi cumpleaños es ________).&lt;br&gt;   iii. Describe what the weather is like where you are at now.&lt;br&gt;   iv. Express some of your likes and or dislikes.&lt;br&gt;4. Practice reading and speaking the responses you have written in Spanish.&lt;br&gt;5. Record your spoken responses and post them in your initial post as if you were speaking to your classmates in person. Make sure you post your written paragraph for comparison.&lt;br&gt;</td>
<td>Los cognados (p. 10)</td>
</tr>
<tr>
<td>Paraphrase and summarize distinguishing characteristics of oneself.</td>
<td>Respond to at least two of your classmates’ posts. Your response posts are due before Saturday at 6:00 p.m.&lt;br&gt;&lt;br&gt;<strong>Instructions:</strong>&lt;br&gt;1. Use as much of the grammar and the vocabulary covered when responding to your classmates’ posts.&lt;br&gt;2. Write down two questions you would like to ask each of your (2) classmates about themselves.&lt;br&gt;3. Practice reading and speaking the responses you have written in Spanish.&lt;br&gt;4. Record your spoken responses as if you were speaking to your classmates in person. Do not forget to include the written version.</td>
<td>Los pronombres personales (pp. 11-12)</td>
</tr>
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**Assessments**<br><br><strong>EXAM # 1</strong> | La hora (pp. 18-20) |
<p>| | Los días, los meses, y las estaciones (pp. 21-22) |
| | El tiempo (pp. 23-24) |
| | Gustar (pp. 25-26) |
| | Y por fin, ¿cómo andas? (p. 27) —Self-assessment |
| | Vocabulary Summary (pp. 28-29) |</p>
<table>
<thead>
<tr>
<th>Weekly Learning Objectives</th>
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</tr>
</thead>
</table>
| Apply fundamentals of conversation to describe your family. | Assignments  
MSL Assignments  
My Spanish Lab due Sunday before 11:59 p.m. MST. My Spanish Lab assignments are graded. | La familia (pp. 32-34)  
Los apellidos en el mundo hispano (listen) (p. 34)  
El verbo tener (pp. 35-36)  
El singular y el plural (p. 36)  
El masculino y el femenino (p. 37)  
Los articulos definidos e indefinidos (pp. 38-39)  
¿Cómo andas? (p. 40)  
——Self-assessment  
La gente (p. 41)  
Possessive adjectives (pp. 42-43)  
Los adjetivos descriptivos (pp. 44-48)  
Nota cultural (pp. 49)  
Los números 31-100 (pp. 50-52)  
Un Poema (pp. 54)  
¿cómo andas? (p. 55)  
Cultura: Los Estados Unidos (pp. 56-57)  
Lectura (pp. 58-60)  
Y por fin, ¿cómo andas? (p. 61)  
——Self-assessment  
Vocabulary Summary (pp. 62-63) |
| Illustrate the use of the *apellido* in Spanish culture. | Discussion: Oral & written versions required (DQ #2)  
Your initial post is due before Thursday at 6pm Mountain time  
Instructions:  
1. Check for and review the discussion resources for Week 2 before beginning your assignment.  
2. Review the *La familia* (pp. 32-34)—La familia PowerPoint.  
3. In a paragraph written in Spanish, answer the following questions:  
   i. How many members are in your immediate family?  
   ii. How is each family member related to you?  
   iii. Use the vocabulary for *la familia* and the verb *tener* in your paragraph.  
   iv. Tell us what are you & your family like (a description).  
Your response posts are due before Saturday at 6:00 p.m.  
Instructions:  
1. In a paragraph, respond to at least two of your classmates’ posts.  
2. Compare and contrast your families in relation to size and make sure you use the last three grammatical aspects.  
   a) The three grammatical aspects you must use are singular & plural, masculine & feminine, and definite & indefinite articles. | |
| Demonstrate command of the possessive form. | Writing Assignment # 1: (PP. 54) Due Sunday at 6pm Mountain time  
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. | |
| Discuss personal attributes of yourself and others. | Assessments  
EXAM # 2 | |
| Compose a poem in Spanish. | | |
## Week 3: La vida universitaria

<table>
<thead>
<tr>
<th>Weekly Learning Objectives</th>
<th>Assignments/Assessments/Application</th>
<th>Learning Resources and Materials</th>
</tr>
</thead>
</table>
| Arrange elements of Spanish grammar to create complete sentences and questions. | **Assignments**  
MSL Assignments  
**My Spanish Lab** due Sunday before 11:59 p.m. MST. Assignments in My Spanish Lab are graded.  
**Discussion: Oral & written versions required (DQ #3)**  
**Your initial post is due before Thursday at 6pm Mountain time**  
**Instructions:**  
1. Check for and review the discussion resources for Week 3 before beginning your assignment.  
2. In a paragraph written in Spanish, address the following:  
   a. Tell your classmates what your class schedule is this semester using this week’s vocabulary.  
   b. What classes are you taking & how are they preparing you (EX. What skills are you acquiring?)  
**Your response posts are due before Saturday at 6:00 p.m.**  
**Instructions:**  
   a. Respond to at least two of your classmates’ posts.  
   b. In a paragraph written in Spanish, address the following:  
      i. Compare and contrast your schedule with your classmates’ schedules.  
      ii. Ask your classmates at least one question about their schedule.  
**Writing Assignment #2: (PP. 94) Due Sunday at 6pm Mountain time**  
You are applying for a job on campus (Ex. in the bookstore, student center, or athletic department). Use the handout provided and look at your book on pg. 94.  
Write your responses to the following in Spanish:  
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. | Las materias y las especialidades (pp. 66-67)  
Listen: Las universidades hispanas (pg. 68)  
La sala de clase (pp. 69-70)  
Presente de indicativo de verbos regulares (pp. 71-74)  
La formación de preguntas y las palabras interrogativas (pp. 75-77)  
Los números 100-1,000 (pp. 78-79)  
¿Cómo andas? (p. 79) —Self-assessment  
En la universidad (pp. 80-82)  
El verbo estar (pp. 83-85)  
Emociones y estados (pp. 86-87)  
El verbo gustar (pp. 87-88)  
Los deportes y los pasatiempos (pp. 89-93)  
Listen: Una conversación (p. 93-94)  
Una descripción (pp. 94)  
¿Cómo andas? (p. 95) —Self-assessment  
Cultura: México (pp. 96-97)  
Lectura (PP. 98-100)  
Y por fin, ¿cómo andas? (p. 101) —Self-assessment  
Vocabulary Summary (pp. 102-103) |
| Differentiate -ar, -er, and -ir verbs in the present tense. |   |   |
| Evaluate and justify personal feelings and opinions. |   |   |
| Create a personal statement of purpose that reflects and supports your values. |   |   |
### Weekly Learning Objectives

- 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.
- Construct directions that convey locality.
- Invent your ideal home, communicating your choice of design, color, neighborhood, etc.
- Plan and prepare a persuasive marketing ad to sell a house.
- Classify and organize objects using ordinal numbers.
- Express obligation or necessity utilizing the verb form “hay que” with an infinitive.

### Assignments/Assessments/Application

**Assignments**

**MSL Assignments**
- My Spanish Lab due Sunday before 11:59 p.m. MST. My Spanish Lab assignments are graded.

**Writing Assignment #3**: (PP. 131) Due Saturday at 6pm Mountain time

Instructions:
1. Check for resources for Week 4 before beginning your assignment. (Book pp. 131)
2. You are a real estate agent describing a house you are getting ready to show buyers at an open house. Create an ad or a description of the house for sale in a paragraph. You may include the following in your description:
   a. The number of rooms in the house
   b. The size of the rooms
   c. The number of bedrooms or bathrooms in the house
   d. What the neighborhood is like (EX. What things are located around the house)
   e. What the outside/inside of the house looks like
3. Upload a picture of the house you are describing.
4. Practice speaking and reading the description you prepared for the house.

**Assessments**

**EXAM #4**

### Learning Resources and Materials

- La casa (pp. 106-107)
- Vocabulario (p. 108)
- Algunos verbos irrregulares (pp. 109-112)
- Nota cultural (pp. 113)
- Los muebles y otros objetos de la casa (pp. 114-116)
- ¿Cómo andas? (p. 116) —Self-assessment
- Los quehaceres de la casa (pp. 117-118)
- Los colores (pp. 119-120)
- Unas expresiones con tener (pp. 121-124)
- Los números 1,000-100.000.000 (pp. 124-127)
- Hay y Hay que + (infinitivo) (pp. 128-129)
- Listen: Una descripción (p. 129-130)
- Un anuncio (pp. 131)
- ¿Cómo andas? (p. 131) —Self-assessment
- Cultura: España (pp. 132-133)
- Lectura (pp. 134-136)
- Y por fin, ¿cómo andas? (p. 137) —Self-assessment
- Vocabulary Summary (pp. 138-139)
# Week 5: Nuestra comunidad

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<th>Weekly Learning Objectives</th>
<th>Assignments/Assessments/Application</th>
<th>Learning Resources and Materials</th>
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<tr>
<td>Conjugate and identify stem-changing verbs.</td>
<td><strong>Assignments</strong></td>
<td>Los lugares (pp. 142-144)</td>
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<td>Employ conversational techniques to convey descriptive information and future predictions.</td>
<td><strong>MSL Assignments</strong></td>
<td>Nota cultural (pp. 145)</td>
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<tr>
<td>Identify and relate service opportunities in your community.</td>
<td><strong>My Spanish Lab</strong> due Sunday before 11:59 p.m. MST. My Spanish Lab assignments are graded.</td>
<td>Saber y conocer (pp. 146-147)</td>
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<tr>
<td>Use the verbs ser and estar correctly.</td>
<td><strong>Discussion: Oral &amp; written versions required (DQ #4)</strong></td>
<td>Actividades y acciones cotidianas (pp. 148-149)</td>
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<tr>
<td>Express concepts both affirmatively and negatively.</td>
<td><strong>Your initial post is due before Thursday at 6pm Mountain time</strong></td>
<td>Los verbos con cambio de raíz (pp. 150-153)</td>
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<td></td>
<td><strong>Instructions:</strong></td>
<td>¿Cómo andas? (p. 153) —Self-assessment</td>
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<tr>
<td></td>
<td>a. Check for and review the discussion resources for Week 5 before beginning your assignment.</td>
<td>El verbo ir (pp. 154-157)</td>
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<td>b. In a paragraph written in Spanish:</td>
<td>Servicios a la comunidad (pp. 158-159)</td>
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<td></td>
<td>i. Discuss at least three things you must do this week &amp; or places where you will be going/ visiting.</td>
<td>Las expresiones afirmativas y negativas (pp. 160-163)</td>
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<td></td>
<td>ii. Mention if you will be doing these activities by yourself or with someone.</td>
<td>Un repaso de ser y estar (pp. 164-166)</td>
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<td></td>
<td>iii. Tell us two things you know about the place(s) you will be going to and or the person who will accompanying you using saber and or conocer.</td>
<td>Listen: El voluntariado (p. 167-168)</td>
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<td><strong>Your response posts are due before Saturday at 6:00 p.m.</strong></td>
<td>Una tarjeta postal (pp. 169)</td>
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<td><strong>Instructions:</strong></td>
<td>¿Cómo andas? (p. 170) —Self-assessment</td>
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<td>1. In a paragraph, ask each of your two classmate’s two additional questions about the person with whom they are acquainted or the place(s) mentioned.</td>
<td>Cultura: Honduras (p. 171); Guatemala (p. 172); El Salvador (p. 173)</td>
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<td><strong>Writing Assignment #4: (PP. 169) Due Sunday at 6pm Mountain time</strong></td>
<td>Lectura (pp. 174-176)</td>
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<td><strong>Instructions:</strong></td>
<td>Y por fin, ¿cómo andas? (p. 177) —Self-assessment</td>
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<td>1. Check for and review the discussion resources for the week before beginning your assignment.</td>
<td>Vocabulary Summary (pp. 178-179)</td>
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<td>2. Using the guide provided in your discussion resources, write a postcard to an important person or official in your local community.</td>
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<td>3. Proofread your postcard, checking for the following:</td>
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<td>a. Spelling is correct.</td>
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<td>b. Verb forms are correct.</td>
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<td>c. Subjects, verbs, nouns, and adjectives agree in number and gender.</td>
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<td>4. Review your postcard, making sure it states what you mean.</td>
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<td>5. Upload your postcard.</td>
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<td><strong>Assessments</strong></td>
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<td><strong>EXAM #5</strong></td>
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## Week 6: ¡A divertirse! La música y el cine

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</table>
| Identify specific persons, places, and things. | **Assignments**  
**MSL Assignments**  
**My Spanish Lab** due Sunday before 11:59 p.m. MST. My Spanish Lab assignments are graded.  
**Writing Assignment #5:** (PP. 208) Due Saturday at 6pm Mountain time  
Instructions:  
1. Check for and review the discussion resources for the week before beginning your assignment.  
2. Using the guide provided, write a movie review. [*Review may be musical]*  
**Assessments**  
**EXAM #6** | **El mundo de la musica** (pp. 182-185)  
**Los adjetivos y los pronombres demostrativos** (pp. 186-189)  
**Nota cultural** (p. 190)  
**Los adverbios** (pp. 191-192)  
**¿Cómo andas?** (p. 192)  
**El mundo del cine** (pp. 193-195)  
**Nota cultural** (pp. 196)  
**El pretérito: los verbos regulares** (pp. 197-202)  
**Los pronombres de complemento directo y la “a” personal** (pp. 202-206)  
**Listen: Planes para un concierto** (p. 206-207)  
**¿Cómo andas?** (p. 208) — Self-assessment  
**Cultura: Nicaragua** (p. 209); **Costa Rica** (p. 210); **Panamá** (p. 211)  
**Lectura** (pp. 212-214)  
**Y por fin, ¿cómo andas?** (p. 215) — Self-assessment  
**Vocabulary Summary** (pp. 216-217) |
| Explain how something is done. |  |  |
| Organize and share concepts and personal opinions. |  |  |
| Identify direct objects and replace with direct pronouns in sentences. |  |  |
| Describe things that happened in the past. |  |  |
### Weekly Learning Objectives

- Describe your immediate family and other family members.
- Relate information about your school and campus.
- Impart information about homes that you and your friends like and dislike.
- Express your opinions on what will take place in the future.
- Reveal what you and others like to do and what you need to do.
- Report on service opportunities.
- Discuss music, movies, and television.
- Compare and contrast information.

### Assignments/Assessments/Application

**Assignments**
- **MSL Assignments**
- **My Spanish Lab** due Sunday before 11:59 p.m. MST. My Spanish Lab assignments are graded.

**Discussion: Oral & written versions required (DQ #5)**
*Your initial post is due before Thursday at 6pm Mountain time*

- **One Minute Run**
  - We have come towards the end of the course and obviously there is a lot that we have learned. For this last week of the course we will do the "one minute run". Never done a class "one minute run"? No problem! So what is a "one minute run"? And why are they important you may ask? See your weekly resources for the answers.

**Instructions:**
1. Choose your subject from one of the following topics:
   a. Gender and number agreement
   b. Ser versus estar
   c. Present tense and regular verbs
   d. Tener
   e. Saber versus conocer
   f. Irregular verbs
   g. Affirmative and negative expressions
   h. Demonstrative adjectives and pronouns
   i. The preterit

   ❖ Example of questions to consider and answer for the one-minute run:
     - What is the present tense?
     - What is it useful for?
     - How many parts are in a verb?

**Your response posts are due before Saturday at 6:00 p.m.**

**Instructions:**
1. After you have posted your one-minute run, you will then listen to at least two of your classmates and respond to them expressing if you have learned something new and or correcting any information provided.

❖ One-minute runs are valuable because they give you new insights and perspectives into various concepts. Sometimes the words used by an instructor do not have as much "swag" as those used by your own classmates and you can definitely learn a lot by teaching others what you have acquired and vice versa.

### Learning Resources and Materials

- **Repaso: Capítulo A, 1 y 2 (pp. 218-223)** (selected activities)
- **Repaso: Capítulo 3 (pp. 224-226)** (selected activities)
- **Repaso: Capítulo 4 (pp. 227-230)** (selected activities)
- **Repaso: Capítulo 5 (pp. 230-231)** (selected activities)
- **Repaso: Un poco de todo (pp. 232-238)** (selected activities)
- **Y por fin, ¿cómo andas? (p. 239)** —Self-assessment

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*Subject to change*