Spanish 2301 (8W 1) (CRN: 24423)  
Intermediate Spanish 1 for Non-Native Speakers

Term: Spring 2023 (8W1)  
COURSE CODE: 4517c3

Instructor: Dr. Viridiana Vidaña

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Office Phone #: (915) 747-7033

Office Location and Hours: LART 224; TR 1030-1150AM, 130-250PM & by appointment

Class Location and Meeting Schedule: CRBL C301; MW 12-250PM

About the Course:

Intermediate Spanish 1 (Spanish 2301) is the first semester of intermediate-level Spanish for non-native speakers. This course is taught in Spanish.

To be admitted to this course, you must have done one of these two things:
1) taken and passed UTEP’s Spanish 1302 or its equivalent elsewhere (which you must have transferred to your UTEP records), or
2) taken UTEP’s Spanish Placement Test and placed directly into Spanish 2301. 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.

Student Learning Outcomes:

1. Listening: Able to understand main ideas and most details of connected discourse on a variety of topics beyond the immediacy of the situation. Comprehension may be uneven due to a variety of linguistic and extralinguistic factors, among which topic familiarity is very prominent. These texts frequently involve description and narration in different time frames or aspects, such as present, non-past, habitual, or imperfective. Texts may include interviews, short lectures on familiar topics, and news items and reports primarily dealing with factual information. Listener is aware of cohesive devices but may not be able to use them to follow the sequence of thought in an oral text.

2. Writing: Able to write routine social correspondence and join sentences in simple discourse of at least several paragraphs in length on familiar topics. Can write simple social correspondence, take notes, write cohesive summaries and resumes, as well as narratives and descriptions of a factual nature. Has sufficient writing vocabulary to express self simply with some circumlocution. May still make errors in punctuation, spelling, or the formation of no alphabetic symbols. Good control of the morphology and the most frequently used syntactic structures, e.g., common word order patterns, coordination, subordination, but makes frequent errors in producing complex sentences. Uses a limited number of cohesive devices, such as pronouns, accurately. Writing may resemble literal translations from the native language, but a sense of organization (rhetorical structure) is emerging. Writing is understandable to natives not used to the writing of non-natives.
3. **Reading:** Able to read somewhat longer prose of several paragraphs in length, particularly if presented with a clear underlying structure. The prose is predominantly in familiar sentence patterns. Reader gets the main ideas and facts and misses some details. Comprehension derives not only from situational and subject matter knowledge but from increasing control of the language. Texts at this level include descriptions and narrations such as simple short stories, news items, bibliographical information, social notices, personal correspondence, routinized business letters, and simple technical material written for the general reader.

4. **Speaking:** Able to satisfy the requirements of everyday situations and routine school and work requirements. Can handle with confidence but not with facility complicated tasks and social situations: Social Learning Discussion, such as elaborating, complaining, and apologizing. Can narrate and describe with some details, linking sentences together smoothly. Can communicate facts and talk casually about topics of current public and personal interest, using general vocabulary. Shortcomings can often be smoothed over by communicative strategies, such as pause fillers, stalling devices, and different rates of speech. Circumlocution which arises from vocabulary or syntactic limitations very often is quite successful, though some groping for words may still be evident. The Advanced-level speaker can be understood without difficulty by native interlocutors.

Course Materials:

- **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.)*

- A good Spanish-English dictionary
- You must have a computer headset (microphone and earphone set).

Computer Readiness:

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 of my emails and announcements.

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.
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.

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:

“¿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 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.

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 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”

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 complements and prepares you for pair and group activities (communicative practice) where you put the language you learned to use with your classmates.

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

At the end of each 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.

**Social learning**

In this course, all activities are designed to engage you with your classmates and with your instructor in authentic, purposeful social interactions informed by cultural study. 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. 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.

Class Attendance and Participation:
To expand your proficiency in a language, you must be present in class to engage in active practice. Good attendance is a course requirement. Therefore, if you are absent an excessive number of times during the drop period—from the first day after the end of late registration through the last day for faculty to drop students—you will be dropped from the course. Here are the rules:
1. You will be dropped from a class after you've been absent two classes in a row or after you have accumulated a total of six hours of sporadic absences during the semester (equivalent to four absences).
2. Once the last day for faculty to drop students has passed, your instructor cannot drop you, but can and will lower your grade in the course as per the following absence-based table:

<table>
<thead>
<tr>
<th>Total unexcused absences</th>
<th>Points by which your course grade will be lowered</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 absences</td>
<td>2 points</td>
</tr>
<tr>
<td>5 absences</td>
<td>4 points</td>
</tr>
<tr>
<td>6 absences</td>
<td>6 points</td>
</tr>
<tr>
<td>7 absences</td>
<td>8 points</td>
</tr>
</tbody>
</table>

3. Late arrivals and early departures also carry penalties. Two late arrivals equal one absence, two early departures equal one absence, and one late arrival plus one early departure equal one absence. If you arrive late to class, it is your responsibility to tell your instructor at the end of the class period that you arrived late but that you were indeed present, for if you do not, it is possible he or she will mark you absent.
4. 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. Babysitting, work schedule changes, personal problems, unexpected events, or workload are not exceptions for this attendance policy.

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.
• When in class, do your best to work effectively and productively with other students.
• When outside of class, look for opportunities to speak, listen and write the language every day, including with family or friends.
• Have confidence in your ability to use the language expressing 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:
My time is valuable (as is yours), and I want to spend it teaching you Spanish. I have spent a lot of time putting together your course calendar. You should record the dates on your own calendar and make it top priority to adhere to them. I do not accept late work because it is unfair to the students who have completed their assignments on time.

Grading Scale and Distribution:
The following scale will be used to calculate your final grade:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90.0 – 100%</td>
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<tr>
<td>B</td>
<td>80.0 - 89.9%</td>
</tr>
<tr>
<td>C</td>
<td>70.0 - 79.9%</td>
</tr>
<tr>
<td>D</td>
<td>65.0 - 69.9%</td>
</tr>
<tr>
<td>F</td>
<td>64.9% or less</td>
</tr>
</tbody>
</table>

- Attendance and Participation..............15%
- Contraseña Activities......................25%
- Contraseña Proyectos (3)....................60%
- 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
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 tests or assignments.
<table>
<thead>
<tr>
<th>WEEK</th>
<th>CONTENT</th>
<th>HMK DUE DATE</th>
<th>CLASS MEETS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Course Welcome</td>
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<td></td>
<td>Readiness Quizzes</td>
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<td></td>
<td>U13: ¿Cómo era la vida que Finita dejó atrás? Estrategia R, Texto</td>
<td>01/17/2023*</td>
<td>1/ 18/ 2023 (W)</td>
</tr>
<tr>
<td>Week 2</td>
<td>Vocabulario</td>
<td>01/ 22/ 2023</td>
<td>1/ 23/ 2023 (M)</td>
</tr>
<tr>
<td></td>
<td>U13 Gramática I: Preterite vs. Imperfect, Gramática II: Demonstrative Adjectives</td>
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<td></td>
<td>U13 Exploración: Tendencias de migración Estrategia P, <em>(La historia de Finita)</em></td>
<td>01/ 24/ 2023</td>
<td>1/ 25/ 2023 (W)</td>
</tr>
<tr>
<td>Week 3</td>
<td>U14: ¿Qué pasaba cuando se creó la obra de arte? Estrategia R, Texto, Vocabulario</td>
<td>01/ 29/ 2023</td>
<td>1/ 30/ 2023 (M)</td>
</tr>
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<td></td>
<td>U14 Gramática I: Narrating sequences in the past</td>
<td></td>
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<td></td>
<td>Gramática II: Hace + time expressions</td>
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<tr>
<td></td>
<td>U14 Exploración: Expresiones artísticas Estrategia P</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>U14 Proyecto: La línea de tiempo</strong></td>
<td>01/ 31/ 2023</td>
<td>2/ 1/ 2023 (W)</td>
</tr>
<tr>
<td>Week 4</td>
<td>U15: ¿Cómo hemos reinterpretado la historia? Estrategia R, Texto, Vocabulario</td>
<td>02/ 05/ 2023</td>
<td>2/ 6/ 2023 (M)</td>
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<tr>
<td></td>
<td>U15 Gramática I: Past participles</td>
<td></td>
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<tr>
<td></td>
<td>Gramática II: The perfect tenses</td>
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<td></td>
<td>U15 Exploración: Escritores influyentes Estrategia P, <em>(Tu microcuento)</em></td>
<td>02/ 07/ 2023</td>
<td>2/ 8/ 2023 (W)</td>
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<tr>
<td>Week 5</td>
<td>U16: ¿Cómo se interpretará el mensaje? Estrategia R, Texto, Vocabulario</td>
<td>02/ 12/ 2023</td>
<td>2/ 13/ 2023 (M)</td>
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<tr>
<td></td>
<td>U16 Gramática I: Future tense, U16 Gramática II: Conditional tense</td>
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<td></td>
<td>U16 Exploración: La tecnología y la comunicación Estrategia P</td>
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<tr>
<td>Week</td>
<td>U16 Proyecto: Un malentendido</td>
<td>02/14/2023</td>
<td>2/15/2023 (W)</td>
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<tr>
<td>U16</td>
<td>U17: ¿Es necesario que se exploren los estereotipos? Estrategia R, Texto, Vocabulario</td>
<td>02/19/2023</td>
<td>2/20/2023 (M)</td>
</tr>
<tr>
<td>Week 6</td>
<td>U17 Exploración: Los estereotipos Estrategia P, <em>(Mi identidad y los estereotipos)</em></td>
<td>02/21/2023</td>
<td>2/22/2023 (W)</td>
</tr>
<tr>
<td>U17</td>
<td>U17 Gramática I: Impersonal &amp; passive se</td>
<td>02/26/2023</td>
<td>2/27/2023 (M)</td>
</tr>
<tr>
<td></td>
<td>U17 Gramática II: Introduction to the subjunctive &amp; impersonal expressions with <em>ser</em></td>
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<tr>
<td>Week 7</td>
<td>U18: ¿Te sorprende que un poema pueda expresar la identidad? Estrategia R, Texto, Vocabulario</td>
<td>02/28/2023</td>
<td>3/1/2023 (W)</td>
</tr>
<tr>
<td>U18</td>
<td>U18 Gramática I: Review of the subjunctive...</td>
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<tr>
<td></td>
<td>U18 Gramática II: Subjunctive with nominal...</td>
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<tr>
<td>Week 8</td>
<td>U18 Exploración: Las identidades hispanas Estrategia P</td>
<td>03/05/2023</td>
<td>3/6/2023 (M)</td>
</tr>
<tr>
<td>U18</td>
<td>U18 Proyecto: El poema y su análisis</td>
<td>03/07/2023</td>
<td>3/8/2023 (W)</td>
</tr>
</tbody>
</table>