**Course Description**

Spanish 1301 is a beginning Spanish course designed to provide an introduction to the language and culture of the Spanish-speaking world. The students will practice the four language skills (*listening/understanding, speaking, reading, and writing*) both with the instructor and with classmates. The course materials provide abundant communicative activities along with many form-focused exercises and offer a good variety of authentic cultural materials. Practice will continue beyond the classroom with technology-based exercises. National Standards describe the Five C’s of Foreign Language Education: Communication, Cultures, Connections, Comparisons, and Communities. Successful students will learn “how, when, and why to say what to whom.”

**Student Learning Outcomes (notice it doesn’t say teaching objectives)**

Upon completing Spanish 1301, students will be able to:

- communicate minimally by using isolated words and memorized phrases with reference to a particular context in which the language has been learned.
- ask and answer *some* direct questions and express themselves in writing mostly in the present tense about familiar objects, their immediate environment and some basic interests.
- read and comprehend simple texts on an elementary level.
- demonstrate an understanding of some of the salient features of the history and culture (*perspectives, practices, products*) of the Spanish-speaking world.
- communicate in all 3 modes—*interpretive, presentational, interpersonal*—at the ACTFL **Novice mid to high level.**
**IDEA FORM OBJECTIVES**

**Essential (E):**
1. Gaining factual knowledge (terminology, classifications, methods, trends)
   (Spanish vocabulary, grammatical structure, and culture)
2. Developing skill in expressing oneself orally or in writing (basic spoken and written communication in the Spanish language)

**Important (I):**
2. Learning fundamental principles, generalizations or theories (Understand mechanisms of both language and culture)
3. Learning to apply course material (to improve thinking, problem solving, and decisions)

**TEXTS**

**REQUIRED**
¡ARRIBA! COMUNICACIÓN Y CULTURA, 6th ed., by Zayas-Bazán, Bacon and Nibert.

*either complete hardback text or 2 semester notebook text or print from on-line*

**REQUIRED**
MySpanishLab Access Kit

**Course Section** CRSKLRG-695129

**RESOURCES**

http://www.laits.utexas.edu/spe/siteindex.php
http://www.laits.utexas.edu/spex/siteindex.php

**ASSESSMENT OF STUDENT LEARNING OBJECTIVES**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capítulo exams (4)</td>
<td>45%</td>
</tr>
<tr>
<td>MySpanishLab (SAMs)</td>
<td>25%</td>
</tr>
<tr>
<td>including MSL Practice Tests (4)</td>
<td></td>
</tr>
<tr>
<td>In-class Compositions—talleres (2)</td>
<td>10%</td>
</tr>
<tr>
<td>Oral Evaluations—tertulias (2)</td>
<td>10%</td>
</tr>
<tr>
<td>Participation, Daily Activities</td>
<td>10%</td>
</tr>
</tbody>
</table>

*MySpanishLab, Practice Tests and other Homework Assignments*
Each student must complete the work assigned before coming to class on the specified day. The assigned online Student Activities Manual exercises (SAMs) from MySpanishLab will accompany the assigned pages in the text (a CODE will be required for access to this material).

*Oral Evaluations and In-Class Compositions*
The Actividades orales (dialogs and/or interviews) are on topics we will have prepared and will be completed at a time you will have signed up for. **THERE WILL BE NO MAKE-UPS.** The Actividades escritas (compositions) are also on topics we will have prepared and will be completed during the regularly scheduled class. **THERE WILL BE NO MAKE-UPS.**

*Capítulo Exams*
The exámenes (exams) will contain both oral and written cues (and cultural content) similar to exercises either in the text or in the MySpanishLab exercises. **THERE WILL BE NO MAKE-UP EXAMS.**

*Participation*
Class attendance is the first step toward a positive daily activities/participation grade, but there are also other factors. Active participation, taking initiative, and speaking Spanish in class will favorably impact your daily grade. It will also help your daily grade if you come to class prepared (there are some graded pop quizzes and activities).
This means you will have done your preparation in the textbook, online, and anything else I might assign. Everyone starts with an 80% participation grade. It is then up to you to raise that grade by your stellar participation or to lower it accordingly.

_Syllabus subject to revision._

**ASSIGNMENTS**

<table>
<thead>
<tr>
<th>DATE</th>
<th>ASSIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Due the day it is listed, so <strong>Prepared in advance</strong></td>
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<tr>
<td></td>
<td><em>Read the pages indicated in the book OUT LOUD first (1), then do the activities in the book OUT LOUD and check them on etext activities (2) then do the assigned (machine-graded) SAM exercises (3) at MySpanishLab. (the exercises not assigned—often instructor graded—as well as those in the text will often be done in class, so the better prepared you are, the better you’ll perform in class)</em></td>
</tr>
<tr>
<td></td>
<td><strong>assigned for daily grade w/blue check (NOT pencil) BUT PENCIL EX USUALLY ON TESTS</strong></td>
</tr>
</tbody>
</table>

**primera semana:**
- **lunes, 14 enero**
  - SIGN UP FOR APPT
  - **Introducción**, check course placement with VARK
  - Capítulo 1, _Texto pp. 2-7_  [MSL student activities ex 01-01 --- 01-09]

**segunda semana**
- **lunes, 21 enero**
  - **día feria**

**tercera semana:**
- **lunes, 28 enero**
  - SIGN UP FOR APPT
  - Capítulo 1, _Texto pp. 24-26_  ex 38-40

**cuarta semana:**
- **lunes, 4 febrero**
  - Capítulo 1, _Texto pp. 34-37_  ex 58-59

**quinta semana:**
- **lunes, 11 febrero**
  - Capítulo 1, _Texto pp. 40-45_  ex 02-01 – 02-06

**sexta semana:**
- **lunes, 18 febrero**
  - Capítulo 2, _Texto pp. 56-57_  ex

**séptima semaine:**
lunes, 25 feb  Capítulo 2, Texto pp.  64-68  ex 40-47
miércoles, 27  Capítulo 2, Texto pp.  67-68  ex 45-47
viernes, 1marzo  Capítulo 2, Texto pp.  55, 68, 69  ex 23-27, 48-52, 53-56

octava semana:
lunes, 4 marzo  Capítulo 2 Texto pp.  70-74  ex 57-58
miércoles, 6  Capítulo 2 Practice Test and Oral Evaluation (in office, beyond class time)
viernes, 8  mid-semester review  Capítulo 2 EXAM

spring break

novena semana:
SIGN UP FOR APPT
lunes, 18 marzo  mid-semester review  Capítulo 3, Texto pp.  76-83  ex 1-10
miércoles, 20  Capítulo 3, Texto pp.  82-86  ex 7-14
viernes, 22  Capítulo 3, Texto pp.  87-91  ex 15-17

décima semana:
SIGN UP FOR APPT
lunes, 25 marzo  Capítulo 3, Texto pp.  92-95  ex 25-33
miércoles, 27  Capítulo 3, Texto pp.  96-100  ex 34-44  --Last day to Withdraw 28
viernes, 29  Capítulo 3, Texto pp.  101-104  ex 45-50

semana 11:
lunes, 1 abril  Capítulo 3, Texto pp.  ex 45-50
miércoles, 3  Capítulo 3, Texto pp.  89, 104, 105  ex 18-22, 51-55, 56-58
viernes, 5  Capítulo 3, Texto pp.  106-110  ex 59-60

semana 12:
lunes, 8 abril  Capítulo 3, Practice Test and In-class Composition ex 62-63
miércoles, 10  Capítulo 3 EXAM  
viernes, 12

semana 13:
lunes, 15 abril  Capítulo 4, Texto pp.  118-123  ex 7-12
miércoles, 17  Capítulo 4, Texto pp.  124-129  ex 13-19
viernes, 19  Capítulo 4, Texto pp.  130-133  ex 28-35

semana 14:
lunes, 22 abril  Capítulo 4, Texto pp.  134-138  ex 36-42
miércoles, 24  Capítulo 4, Texto pp.  139-142  ex 43-46
viernes, 26  Capítulo 4, Texto pp.  127, 142, 143  ex 20-25, 47-52, 53-55

semana 15:
lunes, 29 abril  Capítulo 4, Texto pp.  127, 142, 143  ex 20-25, 47-52, 53-55
miércoles, 1mayo  Capítulo 4, Texto pp.  144-148  ex 56-57
viernes, 3 mayo  Capítulo 4, Practice Test and Oral Evaluation (in office beyond class time)
My Role / Your Role: Because of the way languages are learned by adults, you really cannot be “taught” Spanish. Therefore, my role is to facilitate language learning by creating an environment in which the language acquisition process is enhanced, guiding you, creating opportunities for meaningful practice, and assessing your progress. Every course requirement is designed with this in mind; there is no “busy” work assigned. All of the course work has a purpose. Your role is to fully immerse yourself in the work, both in the classroom and through the outside assignments.

Become aware of your personal learning style because it has real implications for your progress. Do you process what you hear easily, or do you prefer to see everything written down? Do you prefer to work alone or in groups? Are you a big picture kind of person or are you detail oriented? Do you spell well in English? etc. Sign up on my office door for an appointment if you’re experiencing any difficulties. My specialty is Second Language Acquisition—I can help you be a successful language learner.

Before coming to class, each student must first review very carefully the pages indicated in the text, then complete the exercises in the text using e-links, and then complete on MySpanishLab the appropriate exercises accessible in the on-line Student Activities Manual. (The better your results on these practice exercises, the better your performance in class and on tests and assessments.) These exercises are the basis of activities we will do together in the classroom, along with exercises from the text--cooperative communicative activities will be done in class as well, some may be graded. Other exercises in the text and on MySpanishLab include audio and video files, tutorials, extra practice exercises, and practice tests on-line. Students are strongly encouraged to continuously practice the ‘Letras y Sonidos’ sections of all chapters (1-15), especially if your speaking and/or writing skills are not strong. Your daily class participation grade is important; you learn a foreign language by doing it. Bring your text to every class.

Class attendance is crucial to your success in this course. I suggest strongly that you not miss any portion of even a single class. However, you are allowed 3 absences for any reason; for every absence after, there is a deduction of 2 points from your final grade. Each missed portion of a class (late arrival, leaving early, exiting and re-entering, etc.) will be counted as one-half (1/2) absence. According to the Angelo State University Undergraduate Catalog, valid reasons for an absence include illness, family emergency or participation in an authorized university activity. “Religious holy day” means a holy day observed by a religion whose places of worship are exempt from property taxation under Texas Tax Code §11.20. A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence. A student who is excused under section 2 may not be penalized for the absence; however, the instructor may respond appropriately if the student fails to complete the assignment satisfactorily. If you have one of these valid reasons, it is your responsibility to petition, in advance if possible, and to provide documentation to excuse the absence immediately after your absence—within 24 hours of your
return—do not wait until the end of the semester. If this petition is approved, the negative consequences for the missed class will be waived. Petitions will only be approved if you have a valid and adequately documented reason for missing the class. Be sure to attach to this form all appropriate supporting documentation, such as a medical receipt, police report, letter from the athletic department, etc. Otherwise, no late assignments are accepted.

On the other hand, good attendance is rewarded. If you complete the semester with no absences, your lowest assessment grade will be dropped (you must take all of them); if you have 1 absence, the lowest 2 SAM sets will be dropped; if you have 2 absences, 1 will be dropped; if you have 3 absences, there is no absence penalty.

Students absent more than 4 times lose the possibility of receiving an ‘A’ in the course. Students absent for 12 times or more will automatically receive an ‘F’.

It is very important that you attend each class. In second language learning, we advance quickly, and new concepts are often based on concepts learned earlier. If you miss a class, get caught up right away, even if you won’t receive a grade for it. It is your responsibility to find out the material we covered in the class period you missed (including homework) and learn/complete those materials. Class time is critical to practice speaking and listening to the language. Learning a second language requires constant practice and exchange with others in class.

**LANGUAGE STUDY IS CUMULATIVE—WE RECOMMEND YOU HAVE AN A OR B TO BE SUCCESSFUL IN THE NEXT LEVEL.** If you are a certification candidate, a C or better is required. IN ADDITION TO OFFICE HOURS OF 6 Spanish instructors, SUPPLEMENTAL INSTRUCTION and TUTORING IS AVAILABLE.

**Cell Phone Policy:** Turn off all pagers, cell phones, or other electronic communication devices before entering the classroom. **Use of these devices in class (without prior arrangement with me) will result in your leaving the class with a zero, at the very least.**

"The Student Life Office is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student’s responsibility to initiate such a request by contacting the Student Life Office, Room 112 University Center, at (325) 942-2191 or (325) 942-2126 (TDD/FAX) or by email at student.life@angelo.edu to begin the process. The Student Life Office will establish the particular documentation requirements necessary for the various types of disabilities."

"Persons with disabilities which may warrant academic accommodations must contact the Student life Office, Room 112 University Center, in order to request such accommodations prior to any accommodations being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made."

"Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is contained in both print and web versions of the Student Handbook."

**Title IX at Angelo State University:**

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. Sex discrimination, sexual misconduct, public indecency, interpersonal violence, sexual assault, sexual exploitation, sexual harassment, and
stalking are not tolerated at ASU. As a faculty member, I am a Responsible Employee meaning that I will report any allegations I am notified of to the Office of Title IX Compliance in order to connect students with resources and options in addressing the allegations reported. You are encouraged to report any incidents to ASU’s Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator. You may do so by contacting:

**Michelle Boone, J.D.**  
*Director of Title IX Compliance/Title IX Coordinator*  
Mayer Administration Building, Room 200  
325-942-2022  
michelle.boone@angelo.edu  

You may also file a report online 24/7 at [www.angelo.edu/incident-form](http://www.angelo.edu/incident-form).

If you are wishing to speak to someone about an incident in confidence you may contact the *University Health Clinic and Counseling Center at 325-942-2173* or the *ASU Crisis Helpline at 325-486-6345*.

The Office of Title IX Compliance also provides accommodations related to pregnancy (such as communicating with your professors regarding medically necessary absences, modifications required because of pregnancy, etc.). If you are pregnant and need assistance or accommodations, please contact the Office of Title IX Compliance utilizing the information above. For more information about Title IX in general you may visit [www.angelo.edu/title-ix](http://www.angelo.edu/title-ix).

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*Extra credit:*

In English:  
3 things I already knew  
3 things I learned  
3 things I liked  
3 things I didn’t like  
X met/didn’t meet my expectations because ...