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.”

Students should 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. They should be able to 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. Students should also be able to read and comprehend simple texts on an elementary level. Students should be able to demonstrate an understanding of some of the salient features of the history and culture (perspectives, practices, products) of the Spanish-speaking world. Upon completion of the course, students should be able to Communicate in all 3 modes—interpretive, presentational, interpersonal—at the ACTFL Novice mid to high level.

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 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.

**Essential (E):**
1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Developing skill in expressing oneself orally or in writing

**Important (I):**
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
TEXTS

¡ARRIBA! COMUNICACIÓN Y CULTURA, 7th ed., by Zayas-Bazán, Bacon and Nibert.

MySpanishLab Access  

Course Section ID: CRSKLM8-807499

ASSESSMENT

Evaluation

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter Exams (3)</td>
<td>30%</td>
</tr>
<tr>
<td>Final Exam (comprehensive)</td>
<td>15%</td>
</tr>
<tr>
<td>MySpanishLab</td>
<td>25%</td>
</tr>
<tr>
<td>Compositions (2)</td>
<td>10%</td>
</tr>
<tr>
<td>Tertulias (2)</td>
<td>10%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10%</td>
</tr>
</tbody>
</table>

MySpanishLab

Each student must complete the work included in the textbook pages indicated in this syllabus before coming to class on the specified day. The assigned online exercises from MySpanishLab will be posted on the site, along with their respective due dates (a CODE will be required for access to this material).

Tertulias

Tertulias are short oral exams. Some may require you to converse with a classmate and some may be individual assessments in which the instructor and the student converse.

Participation

Please make sure you are prepared at the beginning of each class period, so that you may receive a good grade for class participation. In addition, the participation grade is affected by your attendance, as you cannot participate if you are not in class.

POLICIES

Student Absence for Observance of Religious Holy Days

If you intend to be absent from class to observe a religious holy day, you should make that intention known in writing to me prior to the absence.

Make-up work, etc.

Make-ups will only be given if you provide documentation and give a valid reason why you were absent. According to the 2007-2009 Angelo State University Bulletin, page 362, valid reasons for an absence include illness, family emergency or participation in an authorized university activity.

If you have a documented disability

"Persons with disabilities which may warrant academic accommodations must contact the Office of the Dean of Student Life, 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."

Academic Honesty

"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." Any student who practices academic dishonesty in this class will be dismissed from class and s/he will receive an F for the course.
Cell Phone Policy

Turn off all pagers, cell phones, or other electronic communication devices before entering the classroom. Use of any of these devices in the classroom will result in dismissal from class.

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. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex. You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manners:

Online: www.angelo.edu/incident-form
Face to Face: Mayer Administration Building, Room 210
Phone: 325-942-2022
E-Mail: michelle.boone@angelo.edu

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State’s policy please visit: www.angelo.edu/title-ix.

Course Syllabus Statement on Required Use of Masks/Facial Coverings by Students in Class

As a member of the Texas Tech University System, Angelo State University has adopted the mandatory Facial Covering Policy to ensure a safe and healthy classroom experience. Current research on the COVID-19 virus suggests there is a significant reduction in the potential for transmission of the virus from person to person by wearing a mask/facial covering that covers the nose and mouth areas. Therefore, in compliance with the university policy students in this class are required to wear a mask/facial covering before, during, and after class. Faculty members may also ask you to display your daily screening badge as a prerequisite to enter the classroom. You are also asked to maintain safe distancing practices to the best of your ability. For the safety of everyone, any student not appropriately wearing a mask/facial covering will be asked to leave the classroom immediately. The student will be responsible to make up any missed class content or work. Continued non-compliance with the Texas Tech University System Policy may result in disciplinary action through the Office of Student Conduct.

This syllabus is subject to change; changes will be posted on Blackboard.
SPAN 1302

Octava semana:
jueves, 8 oct    Capítulo 5
viernes, 9 oct   Capítulo 5

novena semana:
lunes, 12 oct    Capítulo 5
martes, 13 oct   Capítulo 5
miércoles, 14 oct Capítulo 5
jueves, 15 oct   Capítulo 5
viernes, 16 oct  Capítulo 5 *EXAM #1—Capítulo 5,  Comp #1*

décima semana:
lunes, 19 oct     Capítulo 6
martes, 20 oct    Capítulo 6
miércoles, 21 oct Capítulo 6
jueves, 22 oct    Capítulo 6
viernes, 23 oct   Capítulo 6

semana 11:       
lunes, 26 oct     Capítulo 6
martes, 27 oct    Capítulo 6 *EXAM #2 - Capítulo 6, Oral Exam #1*
miércoles, 28 oct Capítulo 7
jueves, 29 oct    Capítulo 7
viernes, 30 oct   Capítulo 7

semana 12:
lunes, 2 nov      Capítulo 7
martes, 3 nov     Capítulo 7
miércoles, 4 nov  Capítulo 7
jueves, 5 nov     Capítulo 7
viernes, 6 nov    Capítulo 7 *EXAM #3 - Capítulo 7, Comp #2*

semana 13:
lunes, 9 nov      Capítulo 8
martes, 10 nov    Capítulo 8 *LAST DAY TO DROP*
miércoles, 11 nov Capítulo 8
jueves, 12 nov    Capítulo 8
viernes, 13 nov   Capítulo 8

semana 14:
lunes, 16 nov     Capítulo 8
martes, 17 nov    Capítulo 8
miércoles, 18 nov Capítulo 8
jueves, 19 nov    Capítulo 8 *Oral Exam #2*

SPAN 1302 FINAL EXAM (Comprehensive for 1302): Friday, November 20,
8:00 a.m. to 10:00 a.m.

This syllabus is subject to change.
COMPOSITION 1

Describe your morning routine orally in Spanish. Be as detailed as possible, and be sure to include the following information:
— the time when you wake up
— the time when you get up
— the things (expressed with three reflexive verbs) that you do to get ready in the morning (and mention of at least two personal care products you use along the way, as you mention, at the same time, the activities in which you use those items)
— any other activities you normally do in the morning (do exercise, run, study, clean, etc.; here, you must use two non-reflexive verbs)
— the time when you leave the house/dorm, etc. (salir de la casa, del dormitorio/apartamento, etc.) in the morning

COMPOSITION II

1. REFLEXIVES. Describe your daily routine and the routine of your friend in the present tense. Use 8 different verbs. I’ll be listening for the correct verbs forms as well as the creative use of vocabulary and other structures (feelings, time, chores, sports, food and cooking, etc.)

2. PRETERIT. Describe what you did and what your friend yesterday/last weekend/during spring break or whenever in the past using 8 different verbs. I’ll be listening for the correct “yo” and “ella” forms but also for how you creatively incorporate vocabulary from the course (feelings, time, chores, sports, food and cooking, etc.).

ORAL EXAM I

First part: Describe (in the present tense) a (real or fictitious) typical trip of yours to a nice restaurant. Tell what you order/ask for (include a drink, and a food item from at least three different food categories). Mention the server and what s/he does. Use a sentence with gustar or a verb similar to it to express your opinion of the restaurant and/or what it offers.

Second part: Tell (using the preterit) what you ate for three (different) meals (En el desayuno, etc.) on a recent day. Tell what you drank on one of those occasions as well.

Be ready to answer questions as well.

ORAL EXAM 2

Tell the following about what you used to be like as a child (and what your life was like):
-- one aspect of what you used to be like physically
-- one aspect of what you used to be like personality-wise
-- what activities you used to engage in (or sport/s you used to practice)
-- with whom you used to spend time
-- what your house (or apartment) used to be like

Be ready to answer questions as well.