

SPAN 1315

Class meeting: Monday & Wednesday 9:30 am to 10:45 am

Instructor: Dra. Loida González	Email: loida.utley@tamusa.edu	Class: *Direct link included in BlackBoard home page for easy access.
Office: Available upon request		

A. COURSE DESCRIPTION AND OBJECTIVES

1. Overview

Course description

This is a beginning-level Spanish is designed for students who grew up in an environment where Spanish was spoken frequently and are oftentimes capable of understanding spoken Spanish, so this course will build upon students' prior knowledge and skills to expand their ability to communicate in a wide variety of contexts. Some students have had very little exposure to the language and enter the class to develop beginning-level skills. This course employs a multifaceted approach that foments the development of the four skills of listening, speaking, reading, and writing. The course is inclusive of bilingual and second language learners of Spanish. By the semester's end, students will be able to comprehend, speak, read, and write the language, building on student's previous knowledge and contact at home and in the community. In this class, students gain cultural competency and develop a critical understanding of their linguistic and cultural background. These goals are best achieved through using Spanish as the primary language of communication in the classroom, consistent attendance, daily pre-class preparation, and active in-class participation.

Student Learning Outcomes (on syllabi and for assessment)

1. Interpersonal Communication: Students can engage in exchanges in culturally appropriate ways using understandable pronunciation on familiar topics using contextualized words, phrases, common idiomatic expressions, and simple sentences.
2. Written expression: Students can write an essay/poem/story/creative sketch/lyric in the target language that describes a past/present/future (fictional) event to the reader.
3. Interpretive listening: Students can understand familiar questions and statements from simple sentences in conversations.
4. Interpretive reading: Students can identify the topic and some isolated facts from simple sentences in informational and fictional texts.
5. Critical cultural and language awareness: Students can recognize and explain some of the issues facing bilingual communities in accordance to the instructor's expertise and articulation with subsequent courses.

Communicative Functions to cover

- 1) Use spoken Spanish to describe campus, regional and home environments.
- 2) Expand on everyday vocabulary to write about family history, personal linguistic biography, and local Latine festivals and events.
- 3) Identify and recognize grammar structures of the language (reflexive verb constructions, present verbs, and impersonal and passive constructions with "se," number and gender of nouns)
- 4) Differentiate language variation in the Spanish speaking world and *specifically* Spanish in the U.S.
- 5) Recognize linguistic resources in their community and throughout the world.

B. COURSE MATERIALS

Books required:

ebook Mi idioma, mi comunidad: español para bilingües by Foulis and Alex. This is an open access ebook (free access) and you can download it here:

(<https://ohiostate.pressbooks.pub/idiomacomunidad/?fbclid=IwAR396MW3zgwobp9KHVUJaFMIQS1UgTpmVoP3UabwXfsjfv9cAsBWQ>).

Pelo bueno por Yolanda Arroyo Pizarro

Quizás algo hermoso por F. Isabel Campoy, Theresa Howell, illus. by Rafael López

C. COURSE POLICIES

1. Course Prerequisite

Spanish 1313 is a beginner course designed for students who have had no formal Spanish courses in the past **AND** have placed into this course level via the Spanish placement exam.

2. More on Placement Testing and the

Students wishing to enroll in Spanish must take the A&M-SA Spanish Placement Exam (SASPE) for appropriate placement.

3. Attendance

Attendance and participation are mandatory. You must come to class **every week** and you must be ready to participate actively in class discussion as well as small group activities. Attendance factors into your participation grade.

- You are allowed **two** “grace” absence, which cannot be taken on a day when you are scheduled to make a presentation or a report. For each subsequent absence 2% will be deducted from your final grade.
- Missed work can only be made up if you have valid documentation. Legitimate excused absences include the following: verifiable confining illness, serious verifiable family emergencies, subpoenas, jury duty, and military service. It is your responsibility to notify the instructor of any excused absences as far in advance as possible. Work must be made up in a timely manner (e.g. before the next scheduled evaluation).
- Documentation for excused absences must be presented as soon as possible. No documentation will be accepted after the last day of regularly scheduled classes.

NOTE ON ZOOM: This is an in-person class, occasionally due to documented illness or other pressing issues, you might request the instructor to allow you to join via Zoom. If request granted, you are expected to have your **camera ON** during the class, and to actively participate.

4. Class participation

This course is conducted in Spanish. Students are expected to participate (group discussions and assignments) in Spanish. This is a class for YOU to feel confident producing the Spanish you may have heard before as you were growing up. Taking risks in Spanish is crucial for you to build up your oral skills. The use of Spanish is expected in every activity in the class with the instructor and classmates. You are expected to attend all classes, read the material before class, and participate actively in classroom activities. You will be expected to participate in class activities and discussions, to continue to improve your speaking fluency. A grading rubric for oral participation will be provided. **Keep in mind that if you are absent, you will receive no participation points for that day.**

5. Technology Use

In general, the use of laptops, tablets, and cell phones for personal use during class is not allowed. Exceptions will be made when talking about discussion posts in class or accessing BLACKBOARD for course materials. Please turn off and put away these devices during class lectures, discussions, and exams. These devices can be

distracting to you and others in the class and can prevent you from focusing on course content and participating in class discussions.

6. Assignment Due Dates

Due dates are firm. Work is due at the *beginning* of each class period (unless specified otherwise) and late work will not be accepted. **Coursework turned in late will receive zero points for the assignment.** We will make exceptions for university-excused absences and unavoidable circumstances (e.g., deaths, personal/family illness and emergencies) with written verification. *All assignments need to be uploaded onto BLACKBOARD.*

7. Make-up Exams and Presentations

If you are not in class on the scheduled day to take an exam or to participate in the group presentation you will receive a score of zero. Make-up exams and presentations will be arranged for university-excused or unavoidable circumstances (e.g., deaths, personal/family illness, and emergencies), but *only* with written verification. Proper documentation must be submitted within 72 hours of your absence. I also ask that you inform us of these types of situations at least 24 hours in advance.

8. BLACKBOARD/E-mail

There is a BLACKBOARD site for this course where readings will be posted, along with grades and other course information and assignments. It is your responsibility to check BLACKBOARD regularly for announcements and updates. You are also responsible for all information that is sent to your TEXAS A&M email account regarding the course, and you should check this information regularly. E-mail is the easiest and quickest way to get in touch with your instructors, and we will do our best to respond to your emails within 24 hours.

9. Academic Misconduct

It is the responsibility of the Committee/Office on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct. For additional information, see the Code of Student Conduct
<https://www.tamusa.edu/student-rights-and-responsibilities/student-conduct.html>

In this course, academic misconduct is constituted by using any online automatic translators, such as Google Translate, or automatic translator on SpanishDict.com, among others, or receiving help in composition or exams from others. We encourage students to visit the Writing, Language, and Digital Literacy Center for writing and language support and to use resources such as <https://www.wordreference.com/> for sentence level and grammatical checks on essays and projects.
However, these resources must not be used on exams or quizzes unless it is explicitly permitted by the instructor. If you are unsure about using a resource, please ask your instructor. You will receive a zero on the assignment turned in using any of the resources listed above (or similar ones) the first time. On the second offense will receive a zero and you will be reported to the office of academic misconduct. The sanctions for the misconduct can include a failing grade in this course and suspension or expulsion from the university.

***. Student Life Disability Services**

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with The Office of Disability Support Services (DSS). After registration, make arrangements with me as soon as possible to discuss your accommodations so that

they may be implemented in a timely fashion. DSS contact information:

<https://www.tamusa.edu/disability-support-services/>

GRADING PROCEDURES

1. Grading Scale

A	90-100	C	70-79
B	80-89	D	60-69
		F	Below 59

3. Final Grade: Components and Weighting

Grade Components	Weighting
Unit projects	20 %
Interview with instructor	5%
Oral Presentations	15%
Digital story-telling Project	10%
Midterm exams (2 total)	20% [10% per exam]
Final Exam	10%
Homework	20%
TOTAL	100%

3. Course Assignments & Expectations

General Assignment Expectations

You are expected to turn in all assignments by the due date established by the instructor to receive credit. No late work will be accepted for ANY reason. You cannot email assignments to the instructor. You should turn in written assignments in a Word document or PDF format. Students are expected to complete written assignments to the best of their ability in Spanish without translating directly from English (with the use of online translators). Please contact your instructor if you have any concerns regarding this matter.

Homework

A homework packet will be assigned weekly and will be due on Fridays before 11:59PM. Your instructor will post the homework packet along with instructions and due dates on BLACKBOARD. No late homework will be accepted. You will turn in the homework packets as Word or PDF files on each designated assignment on BLACKBOARD. Any other document format will not be accepted.

Weekly Projects

There will be a weekly community project due throughout the semester; your instructor will post the instructions and due dates on BLACKBOARD. These projects will involve participation in the community requiring the use of Spanish or an exploration of language opportunities in local contexts. Through your projects you will improve your writing and speaking skills, you will create videos and prepare in class presentations.

Oral Presentations

You will have a short oral presentation about your Personal Mural Project. Your instructor will provide detailed instructions for each throughout the semester. You will have in-class preparation and support for each.

Digital Story-Telling Project and Final Presentation

For this capstone project, you will audio-record two Spanish speaking persons (preferably your grandparents or

someone in your grandparents' generation) and create a digital story (in PowerPoint, iMovie or movie maker) containing their testimony regarding an important issue. Your instructor will provide detailed information, a list of topics to choose from, a due date and rubric regarding this project. You will include your own introduction and a final reflection as part of your digital story.

Interviews

One informal oral interview will be conducted during the semester outside of class time. Students will be required to meet with the instructor one-on-one to converse briefly about their background and experience with Spanish. This meeting is a graded assignment and cannot be made up. Your instructor will give further details during the first week of class.

Midterm exams

There will be 2 exams and a final exam (3 total). The final exam will be accumulative. Make-up exams cannot be administered without a documented excuse and without authorization from the HL program leader. Students should contact the instructor before the date of the exam in the case of a time conflict. If an emergency happens the day of the exam, you need to contact the instructor or, if unavailable, the department immediately to make the necessary arrangements before the next class period. Make-up exams cannot be administered after two days of their initial scheduled date.

Participation

You are expected to have read the materials before coming to class and actively participate in class discussions and activities. You will be evaluated daily. (*Please note: This is not merely an attendance grade, but rather a global assessment of the quality of your participation in class activities. You are expected to contribute to all group activities and class discussions.*)

4. Tutoring and Additional Support

Your instructor will upload your weekly study guides, readings and other supplemental materials via BLACKBOARD modules. Additionally, your instructor will provide study guide packets pertaining to the grammar material studied in class (by the end of the week each week) through BLACKBOARD. You are always encouraged to take notes and meet with your classmates outside of class to study. If you have questions or need additional support outside of class, your instructor will hold office hours every week. If you are unable to attend office hours, please email your instructor as soon as possible to schedule an appointment. You may also visit the tutoring room in **Classroom Hall 304**, please check online schedule.

E. Course Syllabus

The information contained in this course syllabus, except for grades and course policies, may be subject to change with reasonable advanced notice, as deemed appropriate by the instructor.

Schedule

Date	Grammar point	Project	Homework
Week One <i>January 19 -23</i>	Repaso: Nouns, gender, number, definite and indefinite articles (Introducción)	Sign-up for interviews	Estudia y completa las actividades del capítulo 1 Leer: ¿Por qué es

			<p>importante la representacion latina en el Midwest? (Introducción)</p> <p>Ver: Video gramatical - Sustantivo, Número, Género y Artículos (Introducción)</p> <p>Completar: Actividades A, B y C (Introducción)</p> <p>Grabar: Audio 1 (Blackboard – VoiceThread)</p>
Week Two <i>January 26- 30</i>	Repasso: ser y estar Reflexive verbs impersonal and passive constructions with “se” (Capítulo 1)	Project 1: Latinos/as in my campus	<p>Estudia y completa las actividades del capítulo 2</p> <p>Leer: Latin@s en mi universidad (Capítulo 1 - Lectura)</p> <p>Ver: Video Gramatical – Se, Ser y Estar</p> <p>Completar: Actividad C – Un centro Latino estudiantil (Lectura) y Actividades A, B y D (Multimedia)</p>
Week Three <i>February 2- 6</i>	Repasso: Present tense (regular and irregular)	Project 2: Chicago's Mexican and Puerto Rican barrios <i>Pelo bueno</i> por Yolanda Arroyo Pizarro	<p>Estudia y completa las actividades del capítulo 3</p> <p>Leer: Extracto de “<i>(Re)constructing Latinidades: The Challenge of Latino Studies</i>”, por Frances R. Aparicio (Capítulo 2 – Lectura)</p> <p>Ver: La Historia de La Villita (Capítulo 2 – Multimedia)</p> <p>Completar: Despues de mirar (Capítulo 2 – Multimedia)</p>

			Grabar: Audio 2 (Blackboard – VoiceThread)
Week Four <i>February 9- 13</i>	Verbs like <i>gustar</i> (Capítulo 2)	Project 3: Latino/a Festivals in the Midwest	<p>Estudia y completa las actividades del capítulo 4</p> <p>Leer: El orgullo étnico amplificado en los festivales latinos del Midwest (Capítulo 3 – Lectura)</p> <p>Ver: Video Gramatical – Verbos como <i>gustar</i> (Capítulo 3 – Multimedia)</p> <p>Completar: Actividades A y B (Multimedia) Actividades A y B (Vocabulario – Lectura)</p>
Week Five <i>February 16- 20</i>	Formal commands (Capítulo 3) Informal commands (Capítulo 4)	Project 4: Family Spanish Use	<p>Estudia y completa las actividades del capítulo 5</p> <p>Leer: Lectura (Capítulo 4 – Lectura)</p> <p>Escuchar: Latin@ Stories Podcast – Dichos (Capítulo 4 – Multimedia)</p> <p>Ver: Video Gramatical- mandatos informales (Capítulo 4 – Multimedia)</p> <p>Completar: Antes de escuchar, mientras escuchas y Actividades A, B y C (Multimedia)</p>
Week Six <i>February 23-27</i>	Formal commands (Capítulo 3) Informal commands (Capítulo 4)		<p>Exam Review, Exam I</p> <p>Leer: Belonging and Accents: Salvadoran Diaspora in Mexico and the U.S. (Capítulo 4 – Multimedia)</p> <p>Completar: Extensión #1 (Capítulo 4 – Multimedia) y Repaso 1 (Blackboard)</p>

<p>Week Seven <i>March 2-6</i></p>	<p>Pronombres de objeto directo e indirecto (Capítulo 5) Presente progresivo</p>	<p>Project 5: Community language use <i>Pelo Bueno</i> Yolanda Arroyo Pizarro</p>	<p>Estudia y completa las actividades del capítulo 6 Leer: El uso del español en la comunidad (Capítulo 5 – Lectura) y <i>Pelo Bueno</i> (Blackboard) Ver: Videos Gramaticales – Objectos directos e indirectos (Capítulo 5 – Multimedia) Completar: Después de leer (Capítulo 5 – Lectura), Actividades A y B (Capítulo 5 – Multimedia) Grabar: Audio 3 (Blackboard – VoiceThread)</p>
<p>Week Eight <i>March 9- 13</i></p>		<p>SPRING BREAK!</p>	

Week Nine <i>March 16-20</i>	El pretérito (Capítulo 6) (regular/irregular)	Project 6: Mapping Latinos/as in Ohio	Estudia y completa las actividades del capítulo 6 Leer: Lectura (Capítulo 6 – Lectura) Ver: Video Gramatical – El pretérito (Capítulo 6 – Multimedia) Completar: Después de leer y Extensión #2 (Capítulo 6 – Lectura) y Actividades A y B (Capítulo 6 – Multimedia)
Week Ten <i>March 23-27</i>	El pretérito e imperfecto (Capítulo 7)	Project 7: Mapping personal and family history ORAL PRESENTATION	Estudia y completa las actividades del capítulo 7 Leer: <u>Recuperación del Legado Latino/Hispano de los Estados Unidos</u> (Capítulo 7 – Lectura)

Week Eleven <i>March 3- April 3</i>	The past participle The present perfect (Capítulo 8)	Exam review, Exam II Begin preparation for Recordings 1&2 Esuchar: Latin@ Stories Podcast – Family Stories (5) La transición a Americana (Capítulo 7 – Multimedia) Completar: Extensión #2 (Capítulo 7 – Lectura) y Después de escuchar (Capítulo 7 – Multimedia)
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Week Twelve <i>April 6-10</i>	The past participle The present perfect (Capítulo 8)	Presentations of personal and family mapping	Estudia y completa las actividades del capítulo 8 Leer: Vidas Digitales (Capítulo 8 – Lectura) Ver: Video Gramatical – El participio y el presente perfecto (Capítulo 8 – Multimedia) Completar: Actividades A, B y C (Capítulo 8 – Multimedia) y Después de leer (Capítulo 8 – Lectura)
Week Thirteen <i>April 13-17</i>	Subjunctive mood (Capítulo 8)	Project 8: Vidas digitales Recording #1 and 2	Estudia y completa las actividades del capítulo 9 Leer/Ver: El huracán María en Puerto Rico (Capítulo 8 – Multimedia) Ver: Video Gramatical – El subjuntivo (Capítulo 8 – Multimedia) Completar:

			Actividades D y E (Capítulo 8 – Multimedia) y Después de mirar (Capítulo 8 – Multimedia)
Week Fourteen <i>April 20-24</i>	Subjunctive mood (Capítulo 8)	Project 9: Personal Reflection Recording	Grabar: Audio 4
Week Fifteen <i>April 27- May 1</i>	Conditional and future (Reflexión)	Final project: Digital Story Telling	<i>Final presentations next week</i> Ver: Video Gramatical – El futuro y el condicional (Reflexión) Completar: Actividades A, B y C (Reflexión)

Week Sixteen <i>May 4-8</i>	Final review Final Presentations	<i>This is study week so we will not meet for class.</i>
<i>Final Exam due by May 12 by 11:59 pm</i>		