

Introductory Spanish

SP 101 Online — Summer 2016

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Virtual Office Hours: By Appointment

¡Bienvenidos! This is an introductory course to the Spanish language and Hispanic culture. Part of a two-course sequence, SP 101 and SP 102 are designed to develop: (i) basic communicative skills in Spanish as a second language; and (ii) general knowledge about culture in the Spanish-speaking world. Do not expect this course to be just about memorization of grammar and vocabulary. Although these aspects are necessary to achieve the aforementioned skills and knowledge, they are not the sole focus of this course.

1. REQUIRED TEXTBOOK & MATERIALS

Available as a package at the UA SUPE Store or from VHL: <http://vistahigherlearning.com/store/uatusca.htm>

- Textbook – ***Protagonistas: A Communicative Approach (1st Edition)***. Cuadrado, Melero, Sacristán & Underwood. (2012) Boston, MA: Vista Higher Learning.
- Passcode – **Supersite Plus Code** w/ WebSAM (for online homework)

Other (free) requirements

- Crimson e-mail account, Blackboard Learn login

2. GOALS

At the end of the semester, students will develop a(n):

1. Ability to communicate at a basic level of Spanish in real-life situations
2. Basic proficiency in reading and writing the language to exchange ideas and meet real needs
3. Ability to comprehend and discuss readings and videos at a basic level
4. Knowledge of significant cultural and historical events
5. Ability to use technology and research select topics in Spanish
6. Ability to use the Supersite for practice of Spanish

Additionally, by the end of the first-year sequence, students are expected to achieve a lower intermediate proficiency level in Spanish in both productive and receptive skills (based on ACTFL Proficiency Guidelines 2012 descriptions). Specifically, students should demonstrate the following skills:

- *Speaking skills*: ability to create with the language when talking about familiar topics related to their daily life; ability to recombine learned material in order to express personal meaning; ability to ask simple questions and handle a straightforward survival situation; ability to produce sentence-level language, ranging from discrete sentences to strings of sentences; ability to be understood by interlocutors who are accustomed to dealing with non-native learners of the language
- *Writing skills*: ability to meet practical writings needs, such as simple messages and letters, requests for information, and notes; ability to ask and respond to simple questions in writing; ability to create with the language and communicate simple facts and ideas in a series of loosely connected sentences on topics of personal interest and social needs; ability to use basic vocabulary and structures to express meaning that is comprehensible to those accustomed to the writing of non-natives
- *Listening skills*: ability to understand information conveyed in simple, sentence-length speech on familiar or everyday topics; ability to comprehend one utterance at a time while engaged in face-to-face conversations or in routine listening tasks such as understanding highly contextualized messages, straightforward announcements, or simple instructions and directions
- *Reading skills*: ability to understand information conveyed in simple, predictable, loosely connected texts; ability to easily understand information if the format of the text is familiar

Note: This syllabus was adapted from the coordinated, academic year syllabus.

This course also focuses on the 5 Cs of the Standards for Foreign Language Learning:

1. *Communication*: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes
2. *Cultures*: Interact with cultural competence and understanding
3. *Connections*: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations
4. *Comparisons*: Developing insight into the nature of language and culture in order to interact with cultural competence
5. *Communities*: Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world

3. PLACEMENT

You are required to enroll in Spanish language courses based on the criteria described below. Exceptions are only permitted if approved by the Spanish Language Program Director.

<i>If you...</i>	<i>You should...</i>	<i>You may petition for placement credit for...*</i>
— Have no previous study of (or exposure to) Spanish	Enroll in SP 101	N/A
— Took high school Spanish less than 4 years ago... And have no AP score:		
— For all 4 years with a B+ average in Spanish or higher	Enroll in SP 202	SP 103, SP 201
— For all 4 years with a B average in Spanish or lower	Enroll in SP 201	SP 103
— For 3 years with a B+ average in Spanish or higher	Enroll in SP 201	SP 103
— For 3 years with a B average in Spanish or lower	Enroll in SP 103	N/A
— For 2 years	Enroll in SP 102	N/A
— For 1 year	Enroll in SP 101	N/A
And have an AP score of:		
— 5	Enroll in SP 353/356	SP 103, SP 201, SP 202
— 4	Enroll in SP 202	SP 103, SP 201
— 3	Enroll in SP 201	SP 103
— Took high school Spanish, but finished over 4 years ago	Enroll in SP 101	N/A
— Took college-level Spanish and...		
— Completed third-semester Spanish or SP 201**	Enroll in SP 202	N/A
— Completed second-semester Spanish, SP 102 or SP 103**	Enroll in SP 201	N/A
— Completed first-semester Spanish or SP 101**	Enroll in SP 102	N/A
— Took the UA Spanish Placement exam†		
— 0 - 205	Enroll in SP 101	N/A
— 206 - 320	Enroll in SP 102	N/A
— 321 - 385	Enroll in SP 201	SP 103
— 386 - 425	Enroll in SP 202	SP 103, SP 201
— 426+	Enroll in SP 353/356	SP 103, SP 201, SP 202

* Students need to fill out a departmental form upon successful completion of the course to obtain back credit.

** Successfully completing a Spanish course at UA requires a C- or better to advance to the next course in the sequence.

† We encourage students to take the placement exam in order to place into the highest course level possible, so incoming students can receive up to 10 hours of back credit (SP 103, SP 201, SP 202). The placement exam is available online at myBama.ua.edu under the Academics tab (under Testing Services > Foreign Language Assessment).

NOTE: No student may enroll in more than one 100 and/or 200-level Spanish language class during the same semester.

4. GRADING SYSTEM

A+ 97 – 100	B+ 87 – 89	C+ 77 – 79	D+ 67 – 69	F 0 – 59
A 94 – 96	B 84 – 86	C 74 – 76	D 64 – 66	
A- 90 – 93	B- 80 – 83	C- 70 – 73	D- 60 – 63	

In order to continue to the subsequent course in the Spanish language sequence, you must earn a C- or better in this class. Any student earning a D+, D, D- or F will have to retake the course and earn at least a C- before being able to be enrolled in next course.

5. SYSTEM REQUIREMENTS

This course requires:

- High-speed Internet connection and a compatible browser
- Speakers or headphones
- Access to Microsoft Office or OpenOffice to complete assignments (OpenOffice is a free alternative to Microsoft Office that allows you to save your files with the required Microsoft Office extensions)
- These free tools may also be needed: Java, Adobe Reader, Flash Player, Microsoft Silverlight, QuickTime, Windows Media Player (or Flip4Mac)

6. MINIMUM STUDENT TECHNICAL SKILLS

Participation in an online course requires knowledge of computer technology. In order to participate successfully in an online course, you should already be able to:

- Access and use Blackboard Learn (review the Blackboard Learn Tutorials for assistance)
- Use a word processing program to:
 - Create, format, edit, spell check, save and print a document
 - Cut, copy and paste information
 - Save a word processing document in txt, rtf, doc or docx format as requested
- Use a spreadsheet program to:
 - Create, format, edit, spell check, save and print a spreadsheet
 - Cut, copy and paste information
 - Create graphs
- Use a web browser to view, navigate, and search for information on the Internet
- Use your Crimson email account and the Blackboard Learn Mail tool to send and receive messages and file attachments

7. TECHNICAL SUPPORT

To obtain assistance with technical issues, contact the College of Continuing Studies online course technical support team. The team can be reached online or by phone at (866) 205-1011 during their regular business hours.

8. COURSE PRESENTATION

The course content is divided into units called learning modules, which are accessible via the Learning Modules link on the Course Menu. The learning modules contain the content of the course.

9. COURSE SCHEDULE

The course schedule provides due dates for all activities in this course. You may access the course schedule by clicking Course Schedule on the Course Menu. Please refer to the UA Academic Calendar for other important dates.

10. COURSE COMPONENTS

This course is comprised of the following components (see descriptions of each below):

- | | |
|----------------------------|-------------|
| – Tarea en línea | 25% |
| – Proyectos orales (3) | 20% |
| – Actividades escritas (3) | 20% |
| – Pruebas (6) | 20% |
| – Conversaciones (2) | 10% |
| – Powtoon activity | 5% |
| – TOTAL | 100% |

10.1. TAREA EN LÍNEA (*Online Homework*)

These exercises include written, audio and video activities that are **found in the Practice and Web-SAM** section of the VHL Central Supersite (vhlcentral.com). You are required to login during the first week of class and for completing the appropriate online exercises as you progress in the class.

The online assignments are flexible in that you may complete a given online homework activity at **any time before 11:59 PM** on the due date. **Exercises completed after the deadline will not be accepted.** All homework is due on the assigned day. Failure to turn in work on time will result in a grade of zero.

Please note that the Syllabus Quiz is worth 5% of your total online homework grade.

10.2. PROYECTOS ORALES (*Oral Projects*)

The purpose of the oral projects is to assess your ability to communicate in Spanish according to the level of your class and the material covered. Each student will complete 3 different oral projects during the semester. The topics will be related to the content of the units covered in class. You may use a dictionary to help you complete the oral projects, but the use of online translators, such as Google Translate, on any activity in this course is prohibited.

10.3. ACTIVIDADES ESCRITAS (*Writing Activities*)

These activities focus on process writing and the development of writing skills in Spanish. There will be 3 writing activities during the semester. The topic to be developed will be related to the unit being covered at the time as well as the oral projects. You may use a dictionary to help you complete the writing activities, but the use of online translators, such as Google Translate, on any activity in this course is prohibited.

10.4. PRUEBAS (*Quizzes*)

In order to ensure your steady progress in the class, there will be 6 short quizzes spaced out through the semester. All quizzes will be based on the material covered both in the modules and in the online homework. When completing the quizzes, you may not use any outside resources such as your textbook, dictionary or any online resource.

10.5. CONVERSACIONES (*Conversations*)

The purpose of the conversations is to assess your ability to communicate in Spanish with another individual. Each student will complete 2 different conversations with a partner during the semester. The topics will be related to the content of the units covered in class.

11. COURSE POLICIES

11.1. MAKE-UP POLICY

Make-up homework: Since online homework is accessible at any time and from anywhere with Internet access, you **will not be allowed to make up any online homework** that you miss. It is in your best interest to plan ahead, if possible, to complete any online homework before it is due.

Make-up writing activities and oral projects: There are **no make-up writing activities or oral presentations.** Of the three writing activities and three oral projects in this course, the **top five scores will be used to calculate your grade.** If you miss a written activity or oral project for any reason, you will receive a zero. This will then be your lowest grade, which will be dropped. Any subsequent missed written activities and/or oral projects will be counted as zeroes and factored into your grade.

Make-up quizzes: There are **no make-up quizzes.** Of the six quizzes in this course, the **top five scores will be used to calculate your grade.** If you miss a quiz for any reason, you will receive a zero. This will then be your lowest grade, which will be dropped. Any subsequent missed quizzes will be counted as zeros and factored into your grade.

Make-up conversations and Powtoon activity: There are **no make-up conversations or Powtoon activity.** Of the two conversations and one Powtoon activity in this course, the **top two scores will be used to calculate your grade.** If you miss a conversation or Powtoon activity for any reason, you will receive a zero. This will then be your lowest grade, which will be dropped. Any subsequent missed written activities and/or oral projects will be counted as zeroes and factored into your grade.

Dropped grades: Please note that **all grades will remain entered and visible on Blackboard Learn even if it is considered a dropped grade.** The calculation of your grade will automatically not factor in the dropped grades as per the details provided above. Furthermore, the calculations on Blackboard Learn start taking dropped grades into account as soon as there is more than one grade entered of the same category (e.g., after the second

quiz grade is entered, after the second project grade is entered, etc.). This also applies for the participation grade and allowed absences.

11.2. NETIQUETTE

There are general expectations concerning etiquette in an online course. Consider the following when interacting with others online:

- *Timeliness*: Monitor course activity and respond to communications in a timely manner
- *Confidentiality*: Be discreet in online discussions and discourse. Avoid using names of people or facilities.
- *Language tone*: The absence of face-to-face interaction increases the misinterpretation of written text. Avoid using offensive language, excessive exclamation points, sarcasm, acronyms, emoticons, and slang. Do not use all caps in your communications, as it is considered shouting.
- *Respect*: Each student's viewpoint is valued as an opinion. When responding to another person, be sure to state an opposing opinion in a diplomatic way. Disagree with ideas, but do not make personal attacks. Be careful what you write because you cannot use body language or tone of voice.
- *Diversity*: Recognize and value the experiences, abilities, and knowledge each person brings to class.
- *Brevity*: Be concise when contributing to a discussion. Online courses require a lot of reading; therefore, your points may be missed if hidden in a flood of text.
- *Preparation*: Read all posts in a discussion thread before you post a comment, so you do not repeat information. Proofread and spell check all messages before you post them.
- *Citation*: Cite your references and do not plagiarize.

11.3. PROCTORING

This course contains exams that you will not be able to access without the assistance of a proctor. Review the proctoring information and procedures now so that you are ready for the first exam.

11.4. EMAIL

You should only use the Mail tool in Blackboard Learn to contact your instructor. View the Blackboard Learn Tutorials for assistance using the Mail tool. It is also crucial that you monitor your Crimson Mail regularly as you will be responsible for notices sent to that address.

12. UNIVERSITY OF ALABAMA POLICIES

12.1. ACADEMIC HONOR CODE

All students in attendance at The University of Alabama are expected to be honorable and observe standards of conduct appropriate to a community of scholars. The University of Alabama expects from its students a higher standard of conduct than the minimum required to avoid discipline. At the beginning of each semester and on tests and projects, at the discretion of the instructor, each student will be expected to sign an Honor Pledge. The Academic Honor Pledge reads as follows:

I promise or affirm that I will not at any time be involved with cheating, plagiarism, fabrication, or misrepresentation while enrolled as a student at The University of Alabama. I have read the Academic Honor Code, which explains disciplinary procedures that will result from the aforementioned. I understand that violation of this code will result in penalties as severe as indefinite suspension from the University.

12.2. CODE OF ACADEMIC CONDUCT

Academic misconduct includes all acts of dishonesty in any academic or related matter and any knowing or intentional help, attempt to help, or conspiracy to help, another student commit an act of academic dishonesty. Academic dishonesty includes, but is not limited to, the following acts, when performed in any type of academic or academically related matter, exercise, or activity: cheating, plagiarism, fabrication, and misrepresentation.

12.3. COMPLIANCE WITH THE AMERICANS WITH DISABILITIES ACT

In keeping with its mission and in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, The University of Alabama is committed to providing persons with disabilities an equal opportunity to participate in and benefit from all programs and services conducted or sponsored by the University. See the Office of Disability Services website for more information.

For more information on The University of Alabama student policies, see the Student Handbook.

12.4. HISTORY OF THE CAPSTONE CREED

The Capstone Creed was created by the Student Leaders Council. In the spring of 2000, a discussion of campus culture among student leaders led to an effort to identify the core values that sustain us as members of the University community. The Student Leaders Council recognized that the Capstone experience is not limited to our formal affiliation with the University during enrollment and that the University community does not end at the geographic boundaries of campus. As members of the Capstone community, there is a common thread that unites us all, and the Student Leaders Council has endeavored to make those core values manifest through the implementation of a campus-wide creed with which all Capstone stakeholders can identify.

Course Schedule

SP 101 (online) — Summer 2016

Introduction Module (5/31 – 6/3)

- May 31-June 3: Complete **Syllabus Quiz**

Module A – *Unidad Preliminar* (6/3 – 6/5)

- June 5: Complete all activities for **Module A**

Module B – *Unidad 1* (6/6 – 6/12)

- June 8: Read and complete activities for **Unidad 1A**
- June 10: Read and complete activities for **Unidad 1B**
- June 11: Complete the Flash Cultura for Unidad 1
- June 12: Submit Powtoons Activity
- June 6-12: Take **Prueba 1** (proctored)

Module C – *Unidad 2* (6/13 – 6/19)

- June 15: Read and complete activities for **Unidad 2A**
- June 17: Read and complete activities for **Unidad 2B**
- June 18: Review the *Yo puedo...* activities in the textbook
- June 13-19: Take **Prueba 2** (proctored)

Module D – *Proyecto Oral 1 / Actividad Escrita 1* (6/20 – 6/26)

- June 23: Complete and submit **Proyecto Oral 1**
- June 26: Complete and submit **Actividad Escrita 1**

Module E – *Unidad 3* (6/27 – 7/3)

- June 29: Read and complete activities for **Unidad 3A**
- July 1: Read and complete activities for **Unidad 3B**
- July 2: Complete the **Flash Cultura** for Unidad 3
- Review the *Yo puedo...* activities in the textbook
- July 3: Complete and submit **Conversation 1**
- June 27-July 3: Take **Prueba 3** (proctored)

Module F – *Unidad 4* (7/5 – 7/10)

- July 6: Read and complete activities for **Unidad 4A**
- July 8: Read and complete activities for **Unidad 4B**
- July 9: Review the *Yo puedo...* activities in the textbook
- July 5-10: Take **Prueba 4** (proctored)

Module G – *Proyecto Oral 2 / Actividad Escrita 2* (7/11 – 7/17)

- July 14: Complete and submit **Proyecto Oral 2**
- July 17: Complete and submit **Actividad Escrita 2**

Module H – Unidad 5 (7/18 – 7/24)

- July 20: Read and complete activities for **Unidad 5A**
- July 22: Read and complete activities for **Unidad 5B**
- July 23: Complete the **Flash Cultura** for Unidad 5
Review the **Yo puedo...** activities in the textbook
- July 24: Complete and submit **Conversation 2**
- July 18-24: Take **Prueba 5** (proctored)

Module I – Unidad 6 (7/25 – 7/31)

- July 27: Read and complete activities for **Unidad 6A**
- July 29: Read and complete activities for **Unidad 6B**
- July 30: Review the **Yo puedo...** activities in the textbook
- July 25-31: Take **Prueba 6** (proctored)

Module J – Proyecto Oral 3 / Actividad Escrita 3 (8/1 – 8/3)

- Aug. 2: Complete and submit **Proyecto Oral 3**
- Aug. 3: Complete and submit **Actividad Escrita 3**

***All activities are due by 11:59 PM Central Time on the date indicated. You will have a week time-span to take exams beginning at 12:01 AM Central Time on the first date indicated and ending at 11:59 PM Central Time on the second date indicated. ***