

**SPA 112: Elementary Spanish Language and Culture  
Syllabus  
Anderson University, Anderson, SC**

## **I. Course Information:**

Department of Modern Languages and Cultures  
Elementary Spanish Language and Culture SPA 112  
3 credits

### **Course description:**

¡Bienvenidos a la clase de español! Elementary Spanish 112, This is an online equivalent to one semester course, taught in seven weeks. Is the second course in the lower-division Spanish program, builds on and expands the linguistic and cultural knowledge acquired in Spanish 111. The main goal in this course is to further develop communicative competency in Spanish, that is, your ability to communicate accurately, effectively, and successfully in the language, within different sociocultural contexts. This course also aims to create awareness and appreciation for the cultures of the Spanish-speaking world. In pursuit of these goals, you will learn a great deal of grammar and develop vocabulary through speaking, listening, reading, and writing exercises. You will also complete reading and writing exercises that require the use of your analytical and critical skills. In college classes, there is a general expectation that students will need to spend two hours out of class for every hour in class.

## **Course Prerequisites:**

This course requires SPA 111 or take the Placement Test.

## **Class meeting times and place:**

This class will be online. The professor will have office hours.

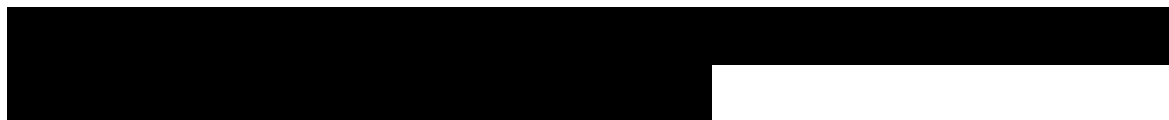
## **Technical Requirement:**

You are required to have a webcam and a microphone, and should have high-speed Internet. Depending on your computer, you may need a headset with microphone. You need to be able to make a video of yourself and use Google Drive, Canvas-Discussion Board, video chats. We will use also Zoom, Ensemble and other programs.

You must have or have ready access to a desktop or regular laptop computer in order to have the chapter exams and the final exam.

If you need help with anything related any technology questions, you can contact IT/ CIDL or you can contact your instructor.

Textbook:



Online Exercises iLrn a web – based program, as the main outside- class resource and platform for the practice. All students must have access and use of this program. Instructions to access your course will be posted on Canvas.

## **II. Professor Information:**



## **III. Course Purpose, Common Learning Goals and Student Learning Outcome**

**Course Purpose:** This is the first semester of Spanish beginner course. Spanish 112 is a three credits course.

### **Oral communication:**

1. Convey minimal meaning primarily in isolated words and memorized.
2. Speak in the present (regular, stem changing verbs, irregular verbs) present progressive, reflexive verbs and preterit and imperfect to talk about topics relating to daily activities, family, friends, traveling, eating, likes and dislikes, preferences, hobbies, narrate in the

past tense and describing details like the weather, age, emotions, physical characteristics, using the imperfect etc.

3. Employ the main vocabulary in short conversational exchanges.
4. Ask questions or make statements involving learned material. Use vocabulary that centers on areas such as basic objects, places, and most common kinship terms.
5. Make a basic oral presentation about a cultural topic.
6. Create utterances that communicate personal information although speech continues to consist of learned utterances rather than of personalized, and situational adapted ones. Speech will be comprehensible to listeners used to listen to non-natives.

## **Reading:**

1. Read and understand the main idea and some details of texts written on Spanish a variety of topics.
2. Understand grammatical constructions such as, present, preterit and imperfect near future past, when reading familiar topics using wider range of vocabulary.
3. Understand main ideas, chronological sequencing and some details of appropriate texts and simple connected texts dealing with basic personal and social needs.

4. Understand public announcements, messages with social purposes and instructions. Mistakes can occur specially with a new vocabulary or material. They are part of the process of learning.

### **Written communication:**

1. Write sentences and short paragraphs, to discuss more at length familiar, and daily life topics.
2. Write questions to meet practical needs.
3. Write descriptions about self, others, offering personal information related to preferences, hobbies, routines, schoolwork, work experiences, travel, and everyday events.
4. Create short narratives in the present, past- imperfect that will be comprehensible to readers used to the writing of non-natives.
5. Show minimal evidence of Novice -level writing by producing a few general, list- like, high - frequency words that address the topic or the task.

### **Intercultural and diversity awareness and understanding:**

1. Identify the cultural characteristics and customs of the Spanish- speaking world.
2. To pass with a grade of C or better a final cultural exam.

## **Listening:**

1. To formulate and answer questions Yes/ No related to the topic, after listening short fragment in the target language. Be able to formulate and answer questions word questions as: What? Where? Who (m)? Why? When?...
2. Understand grammatical constructions such as, present, near future, preterit – imperfect, when listening to familiar topics using wider range of vocabulary. Exhibit high degree of accuracy in learned material but mistakes occur when using new material.
3. Understand the main ideas and some details of an oral discourse (dialogues, monologues, videos) where content refers to basic personal background needs, routine tasks.

## **IV. Language Learning Goals:**

The ability to comprehend larger amount of spoken Spanish. You will be able to understand beginning -level vocabulary and grammatical structures in oral utterances and identify supporting details. Your pronunciation. You will be able to pronounce better in Spanish and be better understood by native speakers. Grammatical tools, vocabulary, and other strategies for communicating in Spanish. You will be able to use a beginning -level vocabulary database as well as more complex grammar

tools to communicate successfully. The proficiency to complete specific tasks in Spanish. You will be able to converse in present and past tense, on topics related to a number of aspects connected to your personal, family, and university life. You will also be able to write paragraphs, emails, and other texts in Spanish. Knowledge about the cultures, geography, and daily life of the countries of the Spanish-speaking world.

## **V. METHODOLOGY AND APPROACH TO TEACHING AND LEARNING**

This course is taught using the communicative language teaching approach. This means that the focus of this course is on language use within a meaningful context – you will be provided comprehensible input to which to attend to and respond to in Spanish. Your role in the classroom is that of an active participant in the learning process and, as such, you will spend a good deal of class time using Spanish to perform communicative tasks that simulate real-life situations.

The five C's of foreign language education, outlined by the American Council on the Teaching of Foreign Languages, will provide the basic framework for the work in and outside the classroom: **Communication, Cultures, Connections, Comparisons, and Communities.**

<http://www.actfl.org/publications/all/national-standards-foreign-language-education>

## **VI. METHODS OF ASSESSING STUDENT LEARNING OUTCOMES.**

Students will be assessed through online daily assignments, quizzes, class participation and exams, communicative cultural project. Each assignment is to aid the student in achieving the learning objectives. The instructor will monitor the student access time in Canvas.

## **V. EVALUATION AND GRADE DISTRIBUTION:**

Daily work	20%
Chapter Exams	20%
Final examination	15%
Oral work (recordings and exams)	10%
Shorts Journals and Compositions	15%
Creative and cultural activity	10%

## **VI. METHODS OF INSTRUCTION:**

Students will complete written assignments in the online workbook and in the textbook. Subsequently they will be quizzed on each chapter's contents, and take chapter exams, each covering several chapters.

Group work that involves listening, oral and written skills will be demonstrated in the classroom. The classroom will give students the opportunity to practice what they have



studied. Students should assume there will be homework every night and each is responsible for any assignment missed due to an excused absence.

## **VII. EXPLANATION OF YOUR GRADE:**

**1. Daily work:** While there is no participation grade per se, you must be dedicated to succeed in this class. Online courses require a high level of self-discipline, good time-management skills, and a high comfort level with using computers and technology. This grade component takes into account a number of every day written and online assignments as well as oral works. At the end of each chapter, starting with the first chapter, you will have to record, sometimes individually other times in groups. You will have to download Zoom, which is free, in order to see your instructor and talk each other. The professor provide, beforehand, a guide and a rubric for this oral exercise.

### **2. Chapter exams: We will see from the preliminary chapter until chapter 6.**

There are three or four chapter exams. These evaluate a variety of skills and grammatical competence, and also include a listening section. The format of the exam consists of listening comprehension, leading comprehension, vocabulary, grammar, culture, and composition. An outline of the exam will be provided beforehand (a very specific review). If you arrive late to class, after the exam is already in progress, there will be no extra time allotted.

**3. Homework:** It is your responsibility to complete the homework online corresponding to each lesson. You have to buy the access code with the eBook included.

**4. Final Exam:** There will be no final exam make-up without a written documentation excusing your absence. Please check for any conflicting final exams. Notify me as soon as possible if you have a conflict. You must be punctual because the final exam will begin and end on schedule.

**5. One or Two composition and Journals (3 or 4):** For the compositions I will give you a guide with the topics and instructions, but you can choose always your own topic. They are going to be about 150-250 words. I will give you also the evaluation paper and it will be two drafts. **Please!! Try not use Google translation, or any other translator. It does not work for idiom phrases, also it has many grammar mistakes and fail to translate in a correct way. Instead ask me, send me an email or use my office hours. I encourage you to use them!!!!** The journals will be very short (two paragraph – five sentences) and they are going to be written in class or at home depends on class time and schedule.

**6. Creative and cultural project:** These activities are essential for enhancing your knowledge of the cultures of

the Spanish-speaking world. Your participation and completion of the follow-up exercises are mandatory. This could be a cultural presentation in groups/ individual or any activities that we do extracurricular and you have to write a brief description with your opinion included about the activities.

**7. Oral works:** There are six or seven short oral work (recording) at the end of each chapter. The format of the oral work will be provided by the instructor prior to the date of the oral exams. Students must show that they are able to effectively communicate orally. They need to use a wide range of vocabulary and accurate grammatical structures. Your instructor will provide you with details (Study Guide) prior to the exam dates. You must be able to submit video recordings that are clearly visible and audible in Canvas or Google Suite. Recordings with noisy background or dim as well as dark or poor video images for whatever reason will not be accepted for grading.

**Grade Scale:** The Foreign Language Department uses the following grade scale:

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = 59 or below

## **VIII. Policies:**

Emails: I will answer your email as soon as I can. Usually I check my email more than two times in a day, and I will be responding to your email until [REDACTED].

Sometimes I will send emails late in the night. I do not expect that you answer me back at that time, if you do will be fine, but it is not a requirement.

Academic Dishonesty: Students at Anderson University are expected to conduct themselves with integrity and to be honest and forthright in their academic endeavors. The University faculty's expectations define the following areas that would violate Academic Honesty: plagiarism, fabrication, cheating, and academic misconduct. The policy, process, and penalties for academic dishonesty are described in the Student Handbook. (p. 291, Excerpt from AU Catalog)

Disability Adjustments: If you have a disability that may interfere with your learning, testing, or assignment completion in this course, you may be eligible to receive an academic adjustment to help provide you with an equal opportunity to participate in and benefit from this course. Please contact the staff of the Center for Student Success, who will advise you on appropriate documentation, determine reasonable adjustments, and notify me of any adjustments for which you are eligible. Once you have

been approved for an academic adjustment through the Center for Student Success, please discuss with me its appropriate implementation in this course.

Documentation must meet the guidelines specified by university policy, and no one else can be notified of your disability or adjustment without your written consent. This process must be repeated for every semester you are enrolled at Anderson University and wish to receive an adjustment. Academic adjustments are intended to “level the playing field” so that students with disabilities can demonstrate their true abilities in their courses. Changes cannot be made to grades earned before a student has requested an adjustment, so please attend to this early in the semester. Withdrawal Dates: You must withdraw by [REDACTED], to void financial responsibility and with no grade reported. [REDACTED] is the FINAL Withdrawal Date.

## **IX. LEARNING FACILITIES AND RESOURCES**

Individual help: The instructor is available to assist students with any assignment they find difficult. Peer tutoring is available through the Academic Service Center. Individuals are permitted to work together on assignments given as homework, but the work must be completed individually. Each student is responsible for their own work.

Other resources: Additional books are not required. If grammar explanations are unclear, English Grammar for

Students of Spanish, is available for purchase in the bookstore. There are also several types of Spanish-English dictionaries.