

SPA 101: Introduction to Spanish I - DM

GENERAL EDUCATION SYLLABUS

Semester:

Location: online

Instructor: Sieglinde Poelzler-Kamatali

Email: spoelzle@heidelberg.edu

Virtual Office Hrs: By appointment

Required Text: Terrell, Andrade, Egasse, Muñoz. Dos Mundos. 7th ed. McGraw-Hill, 2010.

Instructor Information

Please note that email is the best way to contact me, as I check it often throughout the day. More than likely, you will receive a reply within a couple of hours. Although I try to respond to emails in a timely manner, be sure to plan ahead so a day's delay doesn't impede your progress in the course. (If you email me in the evening I will respond the next day.) Please don't hesitate to contact me for a (virtual) meeting, I am happy to help!

GENERAL EDUCATION OBJECTIVES

One of Heidelberg's General Education requirements is that students complete one foreign language course at the 102 level or higher. Spanish 101, which is for students with no prior experience with Spanish, is a prerequisite for Spanish 102. Please see Section B of this syllabus for information about how learning will be assessed.

COURSE OBJECTIVES, POLICIES, GRADING PROCEDURES AND COURSE CALENDAR

A. COURSE OBJECTIVES

Spanish is becoming an increasingly important language in the United States. No matter which career you choose, you are very likely to have opportunities to interact with Spanish speakers - and this course is the first step toward enabling you to do so. The first-year Spanish courses at Heidelberg are designed to develop basic communicative competence in Spanish. Students will learn to use Spanish in real, meaningful situations and will also begin to acquire the skills for effective reading and writing in Spanish.

Specific examples of what you will be able to do in Spanish by the end of this course include: meeting and describing people; talking about activities occurring now and in the future; expressing likes, dislikes, moods and physical states, and discussing your class schedule and daily routine.

Some of the Heidelberg University institutional goals addressed in this course include:

- #5 Demonstrating an awareness of [your] own cultures and a sensitivity to and appreciation of other cultures. Learning another language requires discovering new perspectives on the world, because these are often embedded in the language itself. As you become acquainted with Spanish and the regions in which it is spoken, you will find yourself much more aware of your own cultural assumptions and patterns, as well. In the process of learning about others, you will find that you discover a lot about yourself. (Learning a second language also teaches you a lot about English!)
- #7 Demonstrating an engagement with Heidelberg University and the local community, as well as with the nation and the world. Language classes are unique in that they invite students to share experiences with each other daily, practicing the language by interviewing one another about friends, family, likes and dislikes, favorite activities, future plans, etc. This student-centered course will provide you with abundant opportunities to interact with your classmates, in a relaxed atmosphere of friendship and patience with the inevitable bloopers that are part of the learning process. Beyond this micro-community of this course, though, your Spanish skills will also greatly facilitate your ability to "connect" with the world community of Spanish speakers, both in the U.S. and abroad.

B. POLICIES

Please note that topics, assignments and due dates are subject to change. Any adjustments to this syllabus will be announced on Canvas or via email. Please make it a daily habit to check Canvas and your BergMail account for updates.

Attendance: SPA 101 is an asynchronous online course, which means that you will work on your own completing assignments and turning them in before or on their respective due dates.

Assignments: Each week you will complete activities found in the modules in Canvas. The assignments may involve viewing a short video clip and doing a follow-up activity, writing a short entry about the week's topic, participating in a discussion board, recording a short video response to a prompt, etc. to practice the grammar and vocabulary in several different ways. Plan to log on every day and work on assignments on a daily basis. Be sure to pace yourself and work on your assignments for this course every day. "*Poco a poco se va lejos.*" ("Little by little, you go far.") Be aware that assignments sometimes take longer than you anticipate, and plan accordingly.

Quizzes: Throughout this course you will take many short quizzes to reinforce the material covered. Quizzes may cover any combination of vocabulary, grammar, listening, reading and writing.

Exams: The midterm and final exams must be taken on the dates indicated on the syllabus.

Make-Ups and Late Assignments: It is your responsibility to work with the material in this course, and my responsibility is to guide you through it. If at any point there is something that you do not understand, do not hesitate to contact me and I will be happy to help. In order to keep you on track, there is a **10% reduction** in the grade for work submitted within **one week after it is due**, and no work submitted more than one week after the due date will receive credit.

There is no make up for missed quizzes or exams. No extra credit is available in this course.

Exams: The midterm and final exams must be taken on the dates indicated on the syllabus. (see Section D)

Technology Requirements and Skills:

This course is available 24/7 and utilizes Canvas, Heidelberg University's learning management system. Course materials, including updates, assignments, and resources will be posted and submitted through Canvas. Students who take this course will need reliable access to high speed internet and ready access to a computer (no tablet or smartphone). A working webcam and microphone are essential for this course. In order to learn a foreign language, we must be able to see and hear each other! The recommended browser for Canvas is Chrome. Students also have Google drive access as well as the G Suite tools (provided with a Heidelberg email address) If you are unfamiliar with Canvas, please consult the Canvas Student Guide <https://docs.google.com/document/d/1whPRW6Hra6mdFBKuAR6uI039lhKQhSpaAkC4ccIQMB8/edit>, which is available in the Academic Support Canvas Course. You can also schedule a one-on-one consultation with an Academic Coach, who can teach you how to navigate Canvas!

Any student who needs Technology support is welcome to contact Heidelberg's CNIT (Computer, Networking, and Information Technology Office). The folks at CNIT are great and extremely helpful. You can contact them through their [website](#), which includes some great FAQ's and How-To pages, as well as a [HelpDesk](#) that will help CNIT to address your specific issues or concerns.

Academic Honesty Policy

The University values honesty and integrity as fundamental to learning and personal success. All members of the University should respect the integrity of another's work and recognize the importance of acknowledging and safeguarding intellectual property.

Submitting the work of another person or resource as your own, allowing another person to submit your work as his or her own, or assisting another person to do either are all behaviors considered violations of the Academic Honesty Policy. **Please note that using Google Translate is also a violation of the Academic Honesty Policy.** Further examples include:

- a. Plagiarizing. Plagiarism is quoting from a source or using ideas paraphrased from a source without proper documentation according to the standard set by the instructor. The source material can be in oral, written, digital, or online format, including another student's work- for example a test, lab report, or paper. Duplicating your own work from a previous assignment or another course is also considered plagiarism.
- b. Giving or receiving unauthorized assistance during homework, quizzes, tests, or examinations.
- c. Using unauthorized materials, including personal technology, during any quizzes, tests, or examinations.
- d. Acquiring copies of an exam dishonestly.
- e. Using other dishonest methods to complete course work.

If you believe you have been inappropriately or incorrectly cited for Academic Dishonesty, you can appeal the Academic Honesty Violation by completing this secure webform:

<https://secure.heidelberg.edu/node/31>

Disability and Accessibility Accommodations

Some students with disabilities and other accessibility needs may require modifications to a course to achieve equal access. Heidelberg University provides resources and support for such students through the Office of Student Accessibility Services. Students participate in an ongoing, interactive process to determine appropriate accommodations for each course. If you need accommodations, please contact the Office of Student Accessibility Services as soon as possible. Accommodations generally cannot be made retroactive, so it is important to get them in place early in the semester. Please note, it is the student's responsibility to initiate and follow through with this process, including all relevant forms and documentation.

Email accessibilityservices@heidelberg.edu or call 419-448-2484 to make an appointment.

Diversity, Equity, and Inclusion Statement

Heidelberg University strives to be a welcoming, student-centered institution for everyone. In this class, my goal is to create an environment that is supportive of all students and respects all identities and diversity in all forms: age, gender and sexual identities, language, race, religion, ethnicity, ability status, nationality, and socioeconomic status. I expect all students in this class to treat one another with respect, and to demonstrate diligence in trying to understand one another's perspectives.

I welcome your feedback and suggestions for how I can create a more inclusive classroom community. To help accomplish this,

- If you have a name or pronouns that differ from those listed in OASIS, please let me know so I can address you correctly.
- I, like many others, am still learning about diverse experiences and perspectives. If anyone in class (including me!) says something that makes you uncomfortable, please come talk to me about it.
- If religious observance impedes your ability to participate fully in classroom activities, or a principal holiday from your religious tradition occurs during the semester and conflicts with class meetings or activities, please let me know so I can determine if a reasonable accommodation is possible.
- If you are uncomfortable talking to me about the classroom environment or you believe your performance in class is being affected by events outside of class and you would like to speak with someone outside of the class dynamic, Shaun Gunnell (sgunnell@heidelberg.edu) and Paul Stark (pstark@heidelberg.edu) are excellent resources. You can also consult the Diversity, Equity, and Inclusion Committee's website for more information, available at: <https://inside.heidelberg.edu/departments-offices/office-president/diversity-equity-and-inclusion-committee>
- Bias incident reporting

Title IX

Heidelberg University does not discriminate or tolerate discrimination on the basis of sex, gender, transgender status, gender identity, or gender expression in its educational, extracurricular, or athletic programs, or in any admission or employment decisions. Heidelberg is committed to promptly and equitably responding to all reports of sexual discrimination with the goal of eliminating the misconduct and/or harassment, preventing its recurrence, and addressing its effects on any individual or the community.

As a professor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a professor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share with the Title IX coordinator information regarding sexual misconduct or information about an incident that may have occurred while at Heidelberg University.

To confidentially discuss sexual misconduct (violence) or sexual harassment, students may contact University Confidential Resources: Health & Counseling Center, (419) 448-2041; or Chaplain, (419) 448-2066. For more information, the University's Sexual Discrimination Policy is available at <https://inside.heidelberg.edu/departments-offices/human-resources-office/title-ix>. To report sexual misconduct (violence) or sexual harassment, students may contact the Title IX Coordinator, Margaret Rudolph, (419) 448-2111, mrudolph@heidelberg.edu or the Deputy Title IX Coordinator, Stacy Wheeler, (419) 448-2888, swheeler@heidelberg.edu.

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Academic Support

Students are encouraged to seek supplemental academic assistance which is available to all students at University and is provided by the Owens Center for Teaching and Learning, both in person and remotely. Academic support that can help you in this class includes:

- **Writing Center:** Due to the writing components of this course, I encourage all students to take advantage of the many services offered by the Writing Center. Writing Center Consultants are trained to offer individual writing assistance for all Heidelberg University students. You can visit at any stage of the writing process, from brainstorming to perfecting a final draft.

- **Academic Coaching:** Designed to help Heidelberg University students strengthen their academic skills and self-confidence, academic coaches are trained, academically successful Heidelberg University students. One-on-one meetings with an Academic Coach serve the purpose of discussing and overcoming perceived barriers to success. Popular topics addressed: Time Management, Organization, Effective Note-Taking, Study skills, Test-Taking Strategies, General guidance on how to navigate college successfully.
- **Beeghly Library & Research Consultations:** A research consultation is a one-on-one appointment with a librarian for in-depth research assistance. You can schedule a time in advance to meet in-person or online to teach you how to search for, identify, and analyze quality information for your papers and projects. If you have a simple question or don't have time for an appointment, email, text or chat are also available every day.

Academic coaches can be especially helpful for any students who are new to online learning. You can contact the Owen Center at 419-448-2301, or you can schedule a consultation by logging in to <https://heidelberg.mywconline.com/>.

Subject to Change Statement

Please note that topics, assignments, and due dates are subject to change. Any adjustments to this syllabus will be announced in class or via email. Please make it a daily habit to check your BergMail account and the course Canvas site for any updates.

C. GRADING PROCEDURES

Course Components:

Assignments	80%
Midterm Exam	10%
Final Exam	10%

Grading Scale:

Letter grades for this course are determined according to the following scale:

A: 93-100%; **A-:** 90-92.99%; **B+:** 87-89.99%; **B:** 83-86.99%; **B-:** 80-82.99%;

C+: 77-79.99%; **C:** 73-76.99%; **C-:** 70-72.99%;

D+: 67-69.99%; **D:** 63-66.99%; **D-:** 60-62.99%; **F:** 59.99% and below

Grades can be viewed any time on the Canvas site.

Tips on Studying a Foreign Language

1. **REVIEW EVERY DAY.** Remember language learning is **cumulative**. Review main concepts individually or in study groups, every day.

2. **DISTRIBUTE WHAT YOU STUDY** in small segments throughout the day. Get an overview of the material covered that day and then focus on a different task each time: vocabulary, grammar, etc. Divide your study time in practicing mechanical exercises as well as reading loud every day in Spanish.
3. **USE YOUR TIME IN CLASS EFFICIENTLY.** Class time is your primary scope for practice. Review the grammar and vocabulary outside of class in order to participate the most during class time.
4. **MAKE YOURSELF COMFORTABLE WITH OTHERS.** Get to know your classmates during group activities.
5. **PRACTICE FOR TESTS.** Review all the language skills that the test or the quiz focuses on.
6. **GET HELP IF YOU NEED IT.** Talk with your professor, form study groups among class members, use tutoring services.

READING SKILLS TIPS

- **Avoid word-by-word translation.** Useful online dictionaries are: wordreference.com, linguee.com, spanishdict.com

WRITING SKILLS TIPS

- Look for **little details**, such as accents, order of letters, etc. Always check for **concordance/agreement** (singular, plural, gender, etc.). For remembering verb conjugations, write out very simple sentences, instead of just mechanically memorizing conjugations. **Watch out for the irregular verbs.**
- To be watchful of **spelling**, make a habit of using the spell-check option in whatever word software that you might be using, selecting the language option first before practicing writing sentences in Spanish.

LISTENING SKILLS TIPS

- Say aloud/write what you hear. Pay attention to the change in **intonations** of voices, especially when the native Spanish speakers ask questions or make emotional exclamations.
- Participate silently in class when others are called on to speak without worrying about how you'll do.
- When called on, pause, relax, and give yourself time to respond.
- Practice: Watch Spanish movies and shows, e.g. on Netflix, Amazon Prime etc., listen to foreign radio, watching videos on YouTube in the foreign language etc.

D. COURSE CALENDAR

Semana (Week)	Módulos (Modules)
Semana 1	Módulo 1: Introducción al curso Módulo 2: Paso A
Semana 2	Módulo 2: Paso A Módulo 3: Paso B
Semana 3	Módulo 3: Paso B
Semana 4	Módulo 4: Paso C
Semana 5	Módulo 4: Paso C Módulo 5: Capítulo 1

Semana 6	Módulo 5: Capítulo 1 Módulo 6: Repaso
Semana 7	Módulo 7: Examen Parcial (Midterm) Módulo 8: Capítulo 2
Semana 8	Módulo 8: Capítulo 2
Semana 9	Módulo 8: Capítulo 2
Semana 10	Módulo 9: Capítulo 3
Semana 11	Módulo 9: Capítulo 3
Semana 12	Módulo 10: Capítulo 4
Semana 13	Módulo 10: Capítulo 4
Semana 14	Módulo 11: Capítulo 5
Semana 15	Módulo 11: Capítulo 5
Semana 16	Módulo 12: Repaso (Review and Study Guide) Módulo 13: Final Exam

Final Exam: TBA