



DIVISION OF ADULT LEARNING

SYLLABUS

SPAN-111: ELEMENTARY SPANISH I

Date: 07/31/2020

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University Mission Statement:

Lee University is a Christian institution which offers liberal arts and professional education on both the baccalaureate and graduate levels through residential and distance programs. It seeks to provide education that integrates biblical truth as revealed in the Holy Scriptures with truth discovered through the study of arts and sciences and in the practice of various professions. A personal commitment to Jesus Christ as Savior is the controlling perspective from which the educational enterprise is carried out. The foundational purpose of all educational programs is to develop within the students knowledge, appreciation, understanding, ability and skills which will prepare them for responsible Christian living in a complex world.

Catalog Description:

A proficiency-oriented course designed to provide a functional elementary foundation in the basic skills of speaking, listening, reading, and writing in Spanish along with an integrated study of Spanish culture. No prerequisite. Elective credit only. No proficiency credit.

Required Text(s) and/or Supporting Resources:**Required Text:**

Zyas-Bazán, E.J, Bacon,S., & Nibert, H.J. ¡Arriba! *Comunicacion y Cultura* 7th edition. (2018). NY: Pearson Publishing. (Online access code only for e-book & platform)

Additional Supporting Resources:

Resources included in the Learning Management System (LMS).

Prerequisite Skills and Knowledge:

None

Course Goals and Learning Outcomes:**PURPOSE**

The purpose of this course is to provide the student with a basic understanding of elementary Spanish grammar, as well as conversational, basic reading and writing skills, with an introduction to both Continental and Latin American cultures. This elementary course takes their goals from the Standards for Foreign Language Learning in the 21st Century, also known as the 5 Cs, which focuses on:

1. Communicating in Spanish.
2. Gaining knowledge and understanding of cultures of the Hispanic world.
3. Connecting with other disciplines and acquiring new information.
4. Developing awareness of similarities and differences among language and cultures in the world.
5. Using Spanish to participate in communities at home and around the world.

General Learning Objectives (Course Goals):

This course seeks to:

1. Learn for understanding and retention of the concepts of this Second Language. This goal will allow students to summarize or restate, in their own words, what they have learned while trying to communicate. It will help them give examples to support and/or clarify aspects related to the language; and they, our students, will relate the structure, vocabulary, and

cultural aspect connected to this language in their life during the exchange with other speakers.

2. Provide the students with an opportunity to express correctly using basic Spanish vocabulary.
3. Increase the students' ability to participate in conversation using correct pronunciation and syntax.
4. Develop the students' aural & oral proficiency through guided conversation in the language café.
5. Provide the students with an opportunity to read aloud sentences as well as paragraphs.
6. Develop the students' listening skills through interaction with texts and authentic materials.
7. Introduce the students to the aspects of Spanish culture from Spain throughout Latin America.

Specific Behavioral Objectives (*Learning Outcomes*):

As a result of the activities and study in this course, the student should be able to:

1. Integrate faith and communicative skills in the making of projects and tasks.
2. Demonstrate knowledge of correct pronunciation of Spanish words on an elementary level.
3. Engage in simple conversation using correct pronunciation and syntax.
4. Demonstrate comprehension of elementary Spanish through guided conversation with native speakers.
5. Give oral reports based on elementary vocabulary.
6. Describe a situation or a photograph with some detail based on simple vocabulary.
7. Demonstrate an ability to read aloud sentences in a coherent manner.
8. Demonstrate an ability to read a Spanish elementary text with obvious signs of context comprehension.
9. Take elementary dictation in Spanish.
10. Interpret authentic materials in the target language on an elementary level.
11. Demonstrate a knowledge and understanding of some aspects of Spanish culture.
12. List and describe the steps in learning for understanding and retention during the evaluation assignments of this course.

Major Topics:

- A. Pronunciation
- B. Vocabulary
- C. Grammar
- D. Reading

Course Assessments:

- A. **Unit Assignments.** There are assignments provided within the Pearson MyLab Spanish platform, as well as tests at the conclusion of each lesson.
- B. **Course Projects.** There are two compositions required in this course. Each composition will be 250 words and based on a topic provided.
- C. **Exams.** There is a Mid-Term and Final oral exam. You and your instructor will work out a time for each exam.

Evaluation:

- | | |
|---------------------|-----|
| A. Unit Assignments | 500 |
| B. Course Project | 200 |
| C. Exams | 300 |

Grading Scale:		
The standardized grading scale provides a uniform foundation from which to assess your performance.		
Grade	Quality Points per Credit	Score
A	4.0	930 - 1000
A-	3.7	900 - 929
B+	3.3	870 - 899
B	3.0	830 – 869
B-	2.7	800 – 829
C+	2.3	770 – 799
C	2.0	730 – 769
C-	1.7	700 – 729
D+	1.3	670 – 699
D	1.0	600 – 669
F	.0	0 - 599
Letter Grade Equivalencies:		
<p>A = Clearly stands out as excellent performance. Has unusually sharp insights into material and initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines. Anticipates next steps in progression of ideas. Example "A" work should be of such nature that it could be put on reserve for all cohort members to review and emulate. The "A" cohort member is, in fact, an example for others to follow.</p>		
<p>B = Demonstrates a solid comprehension of the subject matter and always accomplishes all course requirements. Serves as an active participant and listener. Communicates orally and in writing at an acceptable level for a cohort member. Work shows intuition and creativity. Example "B" work indicates good quality of performance and is given in recognition for solid work; a "B" should be considered a good grade and awarded to those who submit assignments of quality less than the exemplary work described above.</p>		
<p>C = Quality and quantity of work is average. Has average comprehension, communication skills, or initiative. Requirements of the assignments are addressed at least minimally.</p>		
<p>D = Quality and quantity of work is below average. Has marginal comprehension, communication skills, or initiative. Requirements of the assignments are addressed at below acceptable levels.</p>		
<p>F = Quality and quantity of work is unacceptable and does not qualify the student to progress to a more advanced level of work.</p>		
Unit and Time Distribution:		
The time to complete each unit is approximately 14-17 hours per week on average for a three hour course. Actual assignment completion times will vary. A more detailed breakdown of each assignment can be found within the course.		

POLICIES

Attendance Policy:

At Lee University student success is directly related to the student actively attending and engaging in the course. Online courses are no different from classroom courses in this regard; however, participation must be defined in a different manner.

Online courses will have weekly mechanisms for student participation, which can be documented by submission/completion of assignments, participation in threaded discussions, and/or specific communication with the instructor as outlined within the syllabus.

Academic Honesty Policy/Information:

Cheating is defined as the use or attempted use of unauthorized materials or receiving unauthorized assistance or communication during any academic exercise.

Examples of cheating include:

- Submitting work for academic evaluation that is not your own.
- Receiving assistance from another person during an examination.
- Using prepared notes or materials during an examination.
- Permitting another student to copy your work.
- Plagiarism.
- Falsification.
- Other misrepresentations of academic achievement submitted for evaluation or a grade.

As stated in the LEE UNIVERSITY Catalog, plagiarism is presenting as your own work the words, ideas, opinions, theories, or thoughts which are not common knowledge. Students who present others' words or ideas as their own without fair attribution (documentation) are guilty of plagiarizing. Unfair attribution includes, but is not limited to, a direct quotation of all or part of another's words without appropriately identifying the source. It is also unfair attribution to have included a source within a Works Cited page without having carefully cited the source within the text of the document. Plagiarism also includes, but is not limited to, the following acts when performed without fair attribution:

- a. directly quoting all or part of another person's words without quotation marks, as appropriate to the discipline.
- b. paraphrasing all or part of another person's words without documentation.
- c. stating an idea, theory, or formula as your own when it actually originated with another person.
- d. purchasing (or receiving in any other manner) a term paper or other assignment, which is the work of another person, and submitting that work as if it were one's own.

Late Policy:

- No credit is available for postings of any kind made in the **Threaded Discussions** after a given Unit ends.
- If your faculty approves your submission of late assignments, each assignment score will be penalized 10% per day up to five days late. After the fifth day, late assignments will not be

accepted. (Note: An assignment is a paper, a project, a team presentation, etc., **not** a discussion.)

- No late assignments will be accepted after the close of the final unit.

EXPECTATIONS

Faculty Expectations of Students:

- Have consistent access to a computer and possess baseline computer and information skills prior to taking online courses.
- Log into their courses within 24 hours of the beginning of the session to confirm their participation. (Students who register after the session has begun will be responsible for any assignments or material already covered.)
- Take an active role in each unit, participating fully in discussions, assignments and other activities throughout the entire session. If some event interferes with that participation, the student is responsible for notifying the instructor in advance.
- Review the course syllabus and other preliminary course materials thoroughly as early as possible during the first few days of the course.
- Be responsible for raising any questions or seeking clarification about these materials, if necessary, within the first week of the session.
- Frequently check the course calendar for due dates.
- Submit assignments and papers on time, and take tests by the posted dates. Acceptance of late work and any penalties for late submissions are up to the discretion of the instructor, based on the expectations outlined in the course syllabus.
- Contribute meaningful, timely comments to online discussions according to guidelines provided.
- Contribute substantively to group assignments (if required in course).
- Check for University announcements each time you log onto the LMS. These postings are critical.
- Use Lee email address.
- Complete the "Student Survey of Instruction" for each course to evaluate the instructor and the course.

Students' Expectations of Faculty:

- The opportunity to be active participants in a stimulating and challenging education that is global in scope, interactive in process and diverse in content and approach.
- A friendly, respectful, open, and encouraging learning environment.
- A course outline or syllabus that clearly provides information regarding course content, teaching methods, course objectives, grading, attendance/participation policies, due dates, and student assessment guidelines.
- Instructors who are responsive and available to discuss within 48 hours students' progress, course content, assignments, etc. at mutually convenient times from the first day of the session through the last day of the session. (Check the faculty contact information regarding weekends and holidays.)

- Individual instructor's contact information, schedules, availability, and procedural details are located within the course.
- To have access to instructor feedback and grading on projects, exams, papers, quizzes, etc., within ten (10) days of assignment due date so students are able to determine where they have made errors or need additional work.
- Final grade/feedback provided within ten (10) days after the last date of course.

IMPORTANT STUDENT INFORMATION

Special Needs:

Lee University, in conjunction with the Academic Support Office, works to ensure students with documented disabilities have access to educational opportunities. Students who need accommodations based on a disability should visit the Academic Support Office, call (423) 614-8181, or email academicsupport@leeuniversity.edu. It is the student's responsibility to share the Accommodations Form with the instructor in order to initiate the accommodations.

BIBLIOGRAPHY

Knowledge Base/Working Bibliography (Reading List):

None