



DIVISION OF ADULT LEARNING

SYLLABUS

SPAN-112: ELEMENTARY SPANISH II

Date: 10/27/2020

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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:

This course is a continuation of the proficiency-oriented elementary course.

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

IMPORTANT NOTE: If you took SPAN-111 just before this course, you will still have access to the textbook below using the link provided in the course. However, if you placed out of SPAN-111 or time has lapsed since you took it, you will need to purchase access by going to www.redshelf.com. Instructions to register and use your access code are provided in the IMPORTANT! Section of the course.

Zayas-Bazan, Eduard, Bacon, Susan, and Nibert, Holly. *¡Arriba! comunicación y cultura*, 7th edition. New York: Pearson Publishing, 2019. (Uses online platform called MyLab Spanish which provides textbook and assignments.)

Wordreference.com or a quality English/Spanish dictionary (such as Collins, Larouse, University of Chicago)

Additional Supporting Resources:

Resources included in the Learning Management System (LMS).

Prerequisite Skills and Knowledge:

SPAN-111

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

Major Topics:

All communicative areas are spread throughout the course. However, the main points are:

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

Course Assessments:

- A. **Participation.** Grades will be assessed based on your work, watching videos, logging in, and communicating with instructor.
- B. **Unit Assignments.** You are responsible for completing all the assignments in MySpanishLab. These exercises seek to help practice what has been taught by the videos and strength your proficiency in the language.
- C. **Exams (Traditional).** There will be two (2) examinations in this course. The goal of them is to assess your ability to demonstrate you are sharpening and strengthening your communicative skills related to learning objectives stated in each unit.
- D. **Exams (Compositions).** You will write (2) compositions of about **250 words each** based on topics provided. This assignment seeks to give you an opportunity to demonstrate that you can express the ideas and communicative functions taught in the course.

- E. **Exams (Oral).** Your spoken language component consists of oral interviews. You will see a series of videos in which you are offered information, asked questions, and given instructions. You will respond to these by video recording yourself through the exam itself. Do not attempt to memorize a guide or script. You will demonstrate what you are able to do with the language in a spontaneous and unrehearsed manner. It is a better idea to use the LEARNING OBJECTIVES to make sure you can express what each one implies. You will be expected to have a natural flowing conversation. These exams are sequenced which means you will not be able to go back to reviewed or change video responses you have already submitted.

Evaluation:

A. Participation	105
B. Unit Assignments	245
C. Exams	650

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:

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.

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.

C = Quality and quantity of work is average. Has average comprehension, communication skills, or initiative. Requirements of the assignments are addressed at least minimally.

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.

F = Quality and quantity of work is unacceptable and does not qualify the student to progress to a more advanced level of work.

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.