

UNIVERSITY OF THE INCARNATE WORD
School of Professional Studies
Elementary Spanish 1312
COURSE OUTLINE

See of Blackboard Course for more information

Course Overview

This course prepares a student to communicate orally and in writing in Spanish with a variety of audiences concerning a variety of topics. It expands the time-frame from the here-and-now to past and future. It also gives in-depth insights into the culture of Spain and Latin America, primarily in terms of everyday attitudes and behavior, and popular culture, but also including the arts.

This course is part of: General Education Course. This course may be offered in a face-to-face, blended and online format.

Study Topics:

- The residence
- Hispanic countries historic events
- Hispanic foods
- Family relationships
- Hispanic ancient civilizations and cultures
- Geography and weather
- Traveling around Hispanic countries
- Health and medical care
- Technology and social issues
- Hispanic literature

Description of the course:

This course introduces students to fundamentals of Spanish, with emphasis on developing listening comprehension and speaking skills. It includes activities for developing abilities in speaking, listening, reading, and writing.

This course is part of: General Education Course. This course may be offered in a face-to-face, blended and online format.

Outcomes	Assessments will be a combination of the following
<p>1.Communicate orally with a variety of audiences, concerning a variety of topics.</p> <p>2.Control grammar and vocabulary necessary to oral and written communication.</p> <p>3.Demonstrate comprehension of culturally authentic material in Spanish.</p> <p>4.Demonstrate ability to write for varied audience and purposes in Spanish.</p> <p>5.Understand basic cultural behaviors and communication patterns used by native speakers, especially as such practices contrast with those of the student’s home culture.</p> <p>6.Continue to appreciate the arts associated with Spanish and Latin American culture</p>	<p>Written and oral exercises, written and oral examinations, and written discussions</p>

Grading Activities Criteria and Guidelines

Grading Standards:

Discussion/Participation	30%
Written Assignments	20%
Research Paper	10%
Midterm Examination	20%
Final Examination	20%
Total	100%

Grading Scale:

A	93 - 100	B-	80 - 82	D+	67 – 69
A-	90 - 92	C+	77 - 79	D	63 – 66
B+	87 - 89	C	70 - 76	D-	60 – 62
B	83 - 86	There is no C- grade at UIW		F	< 60

A and A- indicates a superior grasp of the subject matter of the course, initiative and originality in attacking problems, and ability to relate knowledge to new situations.

B+, B, and B- indicates better than average grasp of the subject matter of the course and ability to apply principles with intelligence.

C+ and C indicates an acceptable grasp of the essentials of the course.

D+, D, and D- indicates less than average performance in the course.

F indicates failure to master the minimum essentials of the course. The course must be repeated.

Discussion:

Students are encouraged to use outside materials and examples in class discussions, whether online (in online version of the class) or on-ground. Constructive class contribution includes engaged, and professional. Students will be expected to participate in discussion by asking questions, sharing examples, presenting arguments, and sharing real-world applications.

Discussion Rubric:

	<70%	70%-79%	80%-89%	90%-100%
Business Acumen	Does not demonstrate competence on topic concepts, either by lack of connection to concepts in contributions, or by misrepresenting concepts when used.	Demonstrates limited competence on topic concepts. There is significant room for improvement in terms of the scope and the depth of content coverage.	Demonstrates competence and accuracy on topic concepts OR makes frequent effort to use topic concepts, but with room for improvement in terms of consistency, and level of detail.	Frequently uses a wide range of concepts from sources, demonstrating competence and accuracy in the use of concepts.
Critical Thinking	Does not demonstrate critical thinking. Does not work with peers to devise ways to cover topic content. Student does not critically examine arguments, alternatives, and analysis.	Rarely demonstrates critical thinking, appearing to be willing to accept all written and spoken statements as fact rather than exploring or challenging ideas. Rarely works with peers to outline approaches to covering the topic. Room for improvement in terms of critically examining the topic.	Occasionally engages in comments designed to cause depth of thinking, including occasional questions, or efforts to address the unknown or challenge assumptions. Occasionally comments on peer's comments. Occasionally critically examines arguments, alternatives, and analyses.	Frequently asks and makes an effort to explore relevant, thought-provoking questions to advance the conversation and encourage deeper exploration of concepts. Facilitates content coverage. Critically examines arguments, alternatives, and analyses.
Personal Effectiveness	Student does not demonstrate personal effectiveness. Lack of engagement results in little or no impact on learning, OR contribution effort	Infrequent contribution effort leading to limited influence on the group. Infrequently engages peers using a wide variety of participatory behaviors.	Occasional contribution effort, however, positive impact and influence on class discussions when contributions are made. There is room for	Consistently uses a wide range of contribution approaches, leading to clearly positive influence and impact on the class discussions and the

	has a negative impact on self and others.	Contribution effort occasionally has a negative impact.	improvement in terms of engaging peers using a variety of contribution guidelines.	learning of self and others.
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Academic Honesty Statement

The highest standards of academic honesty are expected in the course. Forms of academic dishonesty include, but are not limited to cheating, plagiarism, counterfeit work, falsification of academic record, unauthorized reuse of work, theft, collusion. See the (UIW) student handbook for definitions and procedures for investigation of claims of academic dishonesty.

Disability Accommodations:

The University of the Incarnate Word is committed to providing a supportive, challenging, diverse and integrated environment for all students. In accordance with Section 504 of the Rehabilitation Act – Subpart E, Title III of the Americans with Disabilities Act (ADA), and Title III of the ADA Amendments Act of 2008 (ADAAA), the University ensures accessibility to its programs, services and activities for qualified students with documented disabilities. To qualify for services, the student must provide Student Disability Services with the appropriate documentation of his or her disability at the time services and/or accommodations are requested.

Pregnancy Accommodations:

Under the Department of Education’s (DOE) regulations implementing Title IX of the Education Amendments of 1972, the University does not discriminate against any student on the basis of pregnancy or pregnancy related conditions.

To request reasonable accommodations for disability, temporary disability (e.g., injury, surgery) or pregnancy, please contact:

Student Disability Services
4301 Broadway CPO 295
Administration Building – Suite 51
San Antonio, TX 78209
(210) 829-3997
(210) 283-6329
www.uiw.edu/sds

Title IX Information

Unlawful discrimination has no place at the University of the Incarnate Word. It violates the University’s core values, including its commitment to equal opportunity and inclusion, and will not be tolerated. The University of the Incarnate Word prohibits sexual misconduct, that can include: (1) sex and gender based discrimination; (2) sexual and sex and gender based harassment (including a hostile environment based on sex or gender); (3) sexual assault; (4) sexual exploitation; (5) stalking; and (6) relationship violence (including dating and domestic violence). For more information, or to report an incident, please visit www.uiw.edu/titleix.