



☀ Online Office Hours: Tuesday and Thursday – 2:00 p.m. – 3:00 p.m. ☀ Office: 12:30 p.m. to 3:15 p.m. ☀ Also available by appointment

COURSE SYLLABUS BEGINNING SPANISH – SPAN 1411 SPRING 2024



RESOURCE REQUIREMENTS:

Required Text and Learning Materials: No text required. The only requirement is a free membership to StudySpanish.com.

Suggested Texts: Any beginning Spanish Textbook. I do not require a textbook because on the website, I supply many videos that cover the grammar points studied. Additionally, I also use open-source materials for instruction. The site, StudySpanish.com is also a good source of instruction.

Course Description: Students are taught basic Spanish language skills in listening, speaking, reading, and writing within a cultural framework. Students will acquire the vocabulary and grammatical structures necessary to communicate and comprehend at the beginner level. Prerequisites: None.

STUDENT LEARNING OBJECTIVES:

Students will:

Engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions. **Critical Thinking Skills:** to include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information

Understand and interpret written and spoken language on a variety of topics. **Communication Skills:** to include effective development, interpretation, and expression of ideas through written, oral, and visual communication.

- SR Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. **Social Responsibility:** to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
- SR Reinforce and further their knowledge of other disciplines through learning a foreign language.
- SR Demonstrate understanding of the nature of language through comparisons of foreign language studied and their own.
- SR Show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment. **Personal Responsibility:** to include the ability to connect choices, actions, and consequences within a larger ethical framework.

LEARNING OUTCOMES:

At the end of the course, students will have a good understanding of the written and oral Spanish language at the basic level. They should be able to discuss concepts and applications to get the required basics of life and subsistence. Determine the connections between language and culture of different countries.

THE BRYAN WILDENTHAL MEMORIAL LIBRARY IN ALPINE:

Offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires logging in with your Lobo ID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

The Southwest Texas Junior College (SWTJC) Libraries at Uvalde, Del Rio, and Eagle Pass.

Offer additional access to library spaces and resources. Del Rio, Eagle Pass, and Uvalde students may also use online resources available through SWTJC website, library.swtjc.edu. The SWTJC Libraries serve as pick-up locations for Interlibrary Loan (ILL) and Document Delivery from the Alpine campus.

ACADEMIC INTEGRITY:

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

AMERICANS WITH DISABILITIES ACT:

SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Rebecca Greathouse Wren, LPC-S, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email rebecca.wren@sulross.edu. Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832.

DISTANCE EDUCATION STATEMENT:

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are in the student handbook.

CLASSROOM CLIMATE OF RESPECT

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose, and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another based on race, religion, ethnicity, age, gender, national origin, or sexual preference. Still, we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

DIVERSITY STATEMENT:

I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you."

COURSE GRADING SCALE:

Chapter exams	40%
Online lab	25%
Participation and attendance	15%
Final exam	20%
Extra Credit (Recommended Activities)	Total not to exceed 100%

CHAPTER EXAMS. - These exams will include a grammatical and a listening component. They will also test the student's vocabulary abilities. Every module exam will include an oral comprehension component. Student will also have to create an original dialog and/or a composition.

MINI ORAL PRESENTATIONS, AND QUIZZES: Quizzes will be assigned on SRSU Blackboard and will have a fixed due date. Mini oral presentations can be presented on Teams/Blackboard Collaborate, or a recording may be submitted.


PARTICIPATION AND ATTENDANCE: Your participation is tied to you completing the assigned work completed on StudySpanish.com.

ONLINE LAB: There will be assigned exercises and quizzes for you to complete on the StudySpanish.com website.

FINAL EXAM: The final exam will be based on a previously studied grammar points – The exam will be online.

COURSE PLAN - EI PROGRAMA DE CLASE

MODULE WEEK	ASSIGNMENT
Week 1 01/17/2024	Introduction to course --- explanation of some of the programs. Preliminary lesson one. Introducing oneself. Greetings Vocabulary – adjectives. Descriptions – persons and things. The verb, <i>ser</i> . Gender and number of nouns
Week 2 01/25/2024	Introduction to course --- explanation of some of the programs. Preliminary lesson one. Introducing oneself. Greetings Vocabulary – adjectives. Descriptions – persons and things. The verb, <i>ser</i> . Gender and number of nouns
Week 3 02/02/2024	Forms of adjectives and agreement of articles, nouns, adjectives. The alphabet – Numbers 0 – 39. El vocabulario, Interrogative and negative sentences - Práctica y conversación.
Week 4 02/07/2024	Possessive adjectives and Gender of nouns. Numbers 40 – 200. Interrogative and negative sentences - Práctica y conversación. Present indicative of <i>-ar, -er</i> and <i>-ir verbs</i> - 2 nd and 3 rd conjugation. Present indicative of <i>tener and venir</i> . Possession with <i>de</i> .
Week 5 02/14/2024	Possessive adjectives and Gender of nouns. Numbers 40 – 200. Interrogative and negative sentences - Práctica y conversación. Present indicative of <i>-ar, -er</i> and <i>-ir verbs</i> - 2 nd and 3 rd conjugation. Present indicative of <i>tener and venir</i> . Possession with <i>de</i> .
Week 6 02/21/2024	Present indicative of <i>-ar, -er</i> and <i>-ir verbs</i> - 1 st , 2 nd , and 3 rd conjugation. Writing exercises
Week 7 02/28/2024	Demonstrative adjectives and pronouns. Numbers to 1000. Oral conversations – vamos a conversar, Vocabulary – The family. Verbs – irregular 1 st persons. The verbs, <i>Sabes vs conocer</i> . Contractions and personal a. The verbs, <i>ir, ser</i> and <i>dar</i> .

Week 8 03/06/2024	Demonstrative adjectives and pronouns. Numbers to 1000. Oral conversations – vamos a conversar, Vocabulary – The family. Verbs – irregular 1 st persons. The verbs, <i>Sabes vs conocer</i> . Contractions and personal a. The verbs, ir, ser and dar.	
Week 9 03/13/2024	 SPRING BREAK – MARCH 11 THROUGH MARCH 15	
Week 10 03/20/2024	The periphrastic future. <i>Vamos a conversar</i> . <i>Vamos a conversar</i> . The progressive tense. The verbs, <i>Ser</i> and <i>estar</i> . Stem changing verbs e>ie, e>i. Comparative & superlative adjectives, adverbs and nouns.	
Week 11 03/27/2024	The periphrastic future. <i>Vamos a conversar</i> . <i>Vamos a conversar</i> . The progressive tense. The verbs, <i>Ser</i> and <i>estar</i> . Stem changing verbs e>ie, e>i. Comparative & superlative adjectives, adverbs and nouns. Cultural Presentations.	
Week 12 04/03/2024	The verbs, <i>Ser</i> and <i>estar</i> . Stem changing verbs e>ie, e>i. Comparative & superlative adjectives, adverbs and nouns.	
Week 13 04/10/2024	Comparative & superlative adjectives, adverbs and nouns. Pronouns – objects of prepositions.	
Week 14 04/17/2024	Comparative & superlative adjectives, adverbs and nouns. Pronouns – objects of prepositions. Continued	
Week 15 04/24/2024	(a) Complete all assigned work. (b) Prepare for final exam. (c) EXAMEN FINAL is scheduled to be posted on Friday, May 4 through Tuesday, May 7.	
Week 16 05/02/2024	Comprehensive Final - Due Tuesday, May 7	