



Sul Ross State University
Course Syllabus
Spanish I- SPAN 1411
Hybrid Course
Spring 2025.

Course Number: SPAN 1411

Class: Face-to-face: T/TH 12:30-1:45 MAB101

Course Title: Spanish I

M/W on-line via **VHL**¹

Type: Hybrid

Credit Hours: 4

Instructional Plan

This course will be taught face-to-face on Tuesdays and Thursdays and online asynchronous via the mandatory book website: VHL

Instructor Contact Information

Dr. Esther Daganzo-Cantens

Email: esther.daganzo-cantens@sulross.edu; estherdaganzo@gmail.com

Office Hours or Student /Professor Hours:

T/TH 8:00am to 9:30 am and from 10:45 am to 12:30 pm

Wednesdays 4:00 pm to 6:00 pm online on TEAMS or by appointment

Course Description

Spanish 1411 is the first course of a four-semester sequence which implements a proficiency-oriented approach. Proficiency is defined as the ability to understand and convey information and/or feelings in a particular situation for a particular purpose. This approach focuses on the rapid development of listening and reading comprehension skills through constant exposure to high-frequency language in the form of spoken conversation and printed texts.

The material covered by this course is designed to introduce students to the basic elements of the language, and to provide practice in applying it to everyday situations and needs. Emphasis will be placed on learning useful communicative skills, grounded in grammatical knowledge and a wide variety of vocabulary. All four modes of communication – listening, speaking, reading and writing – will be practiced. In addition, readings, music, film/video and online resources will be used to help develop a greater understanding of the many Spanish-speaking cultures. Prerequisite: None.

¹ Vistas Higher Learning (the mandatory book we need for the class). You can find it and purchase it at: <https://vistahigherlearning.com/store/school/sulrossu>

Instructional Materials

Vistas: Introducción a la lengua española. Blanco, Donley. Sixth edition. Vista Higher Learning, 2020. Our course package includes: the text (only chapters 1-5 of full book); vText; softbound Student Activities Manual (workbook, audio and video sections); and WebSAM (online, gradable version of the Student Activities Manual).

THIS BOOK IS CUSTUM MADE FOR SUL ROSS. It comes with a 5 months access code that includes: the online book (eBook) version and the exercises and assessments online. DO NOT ATTEMPT TO BUY AN USED BOOK ONLINE, IT WILL NOT INCLUDE THE NECESSARY ONLINE CODE.

You can choose to buy the online version (it comes with an eBook) or the combination of the eBook and the paper book.

Textbook website: <https://vistahigherlearning.com/store/school/sulrossu>

1. Access to the Internet is required. Please make sure you have access for all assignments; Internet or computer failure that may occur will not be taken into consideration for this course.
2. OPTIONAL: A good Spanish-English dictionary, such as Oxford, Harps or Vox, for use in class. For out-of-class, online work the following, excellent dictionary site is recommended: <http://www.wordreference.com>.

The textbook package should be bought immediately. Lateness penalties for online activities will be applied starting **Monday, January 27th, 2025**. The online access code is required to complete these activities. Please make sure you check your email and/or blackboard often, as this will be my primary means of communicating with the class.

Student Objectives/Competencies

Students who complete this course will be able to do the following:

1. Demonstrate basic oral proficiency in Spanish
2. Demonstrate basic listening proficiency in Spanish
3. Demonstrate basic reading proficiency in Spanish
4. Demonstrate basic writing proficiency in Spanish
5. Communicate effectively via spoken and written Spanish in real-world contexts.
6. Identify and describe cultural Spanish cultural properties and traditions.
7. Identify and apply communication strategies when using Spanish, including cognates, clues from context, circumlocution, etc.

These learning objectives are based on the national standards document (2006) of the American Council on the Teaching of Foreign Languages (<http://www.actfl.org>), which is the professional association for K-16 language educators. In addition, the objectives support the revised NCATE/ACTFL teacher education standards, 2012:

<https://www.actfl.org/sites/default/files/guidelines/ACTFLProficiencyGuidelines2012.pdf>

Course and Learning Activities

1. Attendance (10 %) and Participation (10%) = 20% of your grade is showing up and being prepared to speak in the target language of Spanish.

Failure to attend class is always a missed opportunity to hear and speak Spanish. During the semester, you are allowed **a maximum of three unexcused absences**. *Excused* absences are **written excuses** signed and dated by an athletic coach or a professor, a medical doctor or a counselor.

A crucial component of your daily participation points is your planning to come to class ready to speak for the daily conversation check, which will always comprise the first 5 - 10 minutes of class. The list of questions for the daily conversation check can be found on the content tab on blackboard for each new chapter of *Vistas* and will be updated with each new chapter. For the first two weeks of the course, the questions will be based on the review of Spanish 1. Names will be called at random. You must be prepared with a full, complete sentence as an answer. Even if the information doesn't pertain to you (I.e. "Do you like watching sports? How did you celebrate your last birthday?" or you don't know the actual answer "How old is _____ (Lady Gaga/Queen Elizabeth of England/Kevin Hart/Marc Anthony)?"... make something up! The point of the daily conversation check is to use grammar and vocabulary in a meaningful way and to practice our spoken communication skills as much as possible. I will not be checking if your answer is "true" or really reflects what you think.

2. Compositions (10%): there will be two (2) composition assignments **in class**. The compositions have to be **in Spanish**. Use the grammar structure and vocabulary from the lessons we have covered up to the deadline of the submission. **DO NOT TRANSLATE WITH YOUR COMPUTER DEVISE** (I will NOT accept any composition that is translated from English). This assignment is meant for you to apply the concepts, grammar, and vocabulary learned in the chapters we have covered. Use simple sentences in the verb tenses that you have already studied. If you are absent the day of the composition, you will need to make an appointment with the professor to do it in her office hours. The topics of the compositions are:

- a. **First composition:** This composition is divided in two parts: 1) Students will do an extended family tree with the vocabulary of family relations in Spanish (e.g., grandfather, cousin, mother, brother in law, etc.) 2) Students will write a paragraph (minimum of 6 sentences) about their family (e.g., where are they from, what do they like to do, what is your relationship with one or more members of your family, how are they physically, and/or what is their personality like, etc.) You need to use verbs ending -AR, -ER, -IR and the vocabulary of lesson 1, 2, and 3.
 - **The composition will be done IN CLASS on Tuesday, March 11th.**
- b. **Second composition:** This composition will be about the "*Día de los Muertos en México*". You will watch a video and view a PowerPoint presentation in Spanish and you will write a paragraph summarizing the Day of the Dead in Mexico according to the video. The video is all in Spanish, specially designed for Spanish 1 and 2 learners, and it covers grammar structures of the lessons we have covered in class. You will describe and analyze the similarities and differences with the USA Halloween. Explain which festivity you prefer and why.

- **The composition will be done IN CLASS on Thursday, April 17th**
3. **Homework (25%):** It will normally be assigned from the two kinds of online activities, called ‘Practice’ and ‘WebSAM’ (Student Activities Manual). You will have until two (2) days after each chapter test to complete each unit’s homework. You can see your homework grades online 24/7. Please be aware and prepared that completing the homework will take you on average 5 hours of homework per week. Any homework turned in late will be penalized by 10 % of the score per day. Please plan accordingly to accommodate work and family obligations. If you experience technical difficulties while in the Supersite you will need to contact [tech support](#) at 1 (800) 248-2813. Please note that they are not available 24/7.
- Chapter 1: February 16th
 - Chapter 2: March 2nd
 - Chapter 3: March 23rd
 - Chapter 4: April 20th
 - Chapter 5: May 7th

If you are unable to purchase the book immediately, you must create an account on *Vistas* using the **Grace Period** access

4. **Chapter Tests (25%):** Students will have a chapter test per lesson. Each chapter test will be every two and a half weeks. Some of the chapter tests will be face-to-face and the others will be online through the website that accompany the book. The online test will have ONLY 1 attempt and 1 hour to complete it and it will be open for 3 days:
- **Lesson 1:** on VHL (**online**). It will open on Thursday **February 6th to Feb. 9th**
 - **Lesson 2:** **face-to-face**, on Tuesday, **February 25th**
 - **Lesson 3:** **online**, Opens on Thursday, **March 13th to Sunday 16th**
 - **Lesson 4:** **face-to-face**, **Tuesday, April 15th**
 - **Lesson 5:** **online**, **Friday, May 2nd to Tuesday, May 6th**

The deadlines of the tests CANNOT be changed.

5. **Graded Oral Activities: Prueba Oral** (*Vistas Supersite* Oral quiz). We will have an oral quiz called “*Prueba Oral*” every chapter through the *Vistas Supersite*. These *Pruebas Orales* will consist of recording your responses to the questions asked in each chapter. The responses **MUST** be in Spanish using the grammar and vocabulary component of the chapter. The responses will be graded according to the use of the grammar and vocabulary and the proper pronunciation of the words/sentences recorded.
- Friday, February 7th
 - Friday, February 27th
 - Friday, March 14st
 - Friday, April 17th
 - Friday, May 2nd

- 6. Personalized explanatory videos:** For some of the more challenging lesson or difficult material, I have created some You-tube video lectures explaining in details one or more grammar aspect of that given lesson. I will also post videos in Spanish of special spoken situations such as “going to a café”; “Introduce each other”; “likes or dislikes”; etc.

Useful information

- If you have any special needs related to a disability that may affect your performance in this course, please speak to the instructor privately during the first week of classes.
- Please follow rules of common courtesy: you are expected to turn off all electronic devices before attending class, *no exceptions*. Students distracted by technology during my class will be counted as absent; your participation grade will reflect this.
- **Heritage learners/Bilingual speakers/native speakers: Spanish 2 is NOT designed with the particular pedagogy and communicative aspects necessary for students who use Spanish with family members. Those heritage, bilingual, or native speakers who are interested in taking this course for a Spanish minor or major should speak to me.**
- Come to all classes! Your presence is essential to learning Spanish and to receiving a good grade.
- Participate! We are all learning.
- Familiarize yourself with all of the online tools of the *Vistas* website; use all of the resources available to you.
- Do not fall behind! Catching up is extremely difficult in a language course. Success depends on regular contact with the material.
- Visit me during my office hours for comments or questions –I’m here to help you succeed in your Spanish course.

Assessments

A) Attendance (10%) and Participation (10%)	20%
B) Pruebas Orales (online).....	20%
C) Homework:	25%
D) Chapter Test (1 per lesson: Total 5).....	25%
E) Compositions (2):	10%

Grading System

100 - 90: A
 86 - 80: B
 79 - 70: C
 69 - 60: D
 59 - 0: F

Academic Integrity

Academic integrity is taking responsibility for one’s own work, being individually accountable, and demonstrating intellectual honesty and ethical behavior. Academic integrity is a personal choice to abide by the standards of intellectual honesty and responsibility. Adhering to the standards of

academic integrity ensures that grades are earned honestly and gives added value to the entire educational process. Academic integrity is the foundation upon which students, faculty, and staff build their educational and professional careers. Any form of academic dishonesty, including but not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, copying from the Internet and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of the same written assignment for two courses without the prior permission of the instructor) or the attempt to commit such an act is ground for failure in this course and for further academic discipline. By enrolling in this course, you acknowledge having been given an electronic copy of the syllabus and therefore you are responsible for its contents.

SulRoss demands **academic integrity** from its students. Any form of academic dishonesty, including (but not limited to) plagiarism or cheating is ground for failure in this course and for further academic discipline. Each student must agree, in writing, to uphold this policy.

Please contact me via email whenever you need help.

This syllabus is meant as a guide and is subject to changes at the discretion of the professor.

Instructor-Learner Interaction

- **Email Contact:** The best way to contact me is through email. I will return all email contacts within 24 hours from when I receive the email except during the weekends.

Class Schedule

THIS CALENDAR IS TENTATIVE. IT HAS TO BE TAKEN AS A GUIDELINE ONLY. IT MAY BE MODIFIED TO FULFILL THE NECESSITIES OF THE CLASS

The following objectives from Spanish I will be reviewed during the first two weeks. See chapters 1-6 on the *Vistas* website during this time as well as throughout the course for reference. You are responsible for knowing these tenses from the first day in Spanish II and the class discussions as well as the quizzes and tests will reflect this assumption.

Class Schedule

THIS CALENDAR IS TENTATIVE. IT HAS TO BE TAKEN AS A GUIDELINE ONLY. IT MAY BE MODIFIED TO FULFILL THE NECESSITIES OF THE CLASS

CHAPTER & COMMUNICATIVE OBJECTIVES	TOPICS (VOCABULARY, GRAMMAR, CULTURE)
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CHAPTER 1	<ol style="list-style-type: none"> 1. Greet people 2. Say hello and goodbye 3. Identify yourself and others 4. Talk about your classes and school life 5. Express time of day 	<ul style="list-style-type: none"> • Introduction to course • Learn structure of book and its resources, print and online • Getting to know each other • The plaza principal • Spanish alphabet • Cognates • Expressions of courtesy & respect • Nouns and articles • Numbers 0-30 • Present tense of ser • Telling time • Plaza de Mayo (Buenos Aires, Arg.) • Thursday, February 6th to the 9th ONLINE: Chapter test • Sunday, February 16th : exercises on line due. • Pruebas Orales via VHL: Friday, February 7th • Tuesday, January 22 and 24: classes will be online via blackboard “collaborate” •
CHAPTER 2	<ol style="list-style-type: none"> 1. Discuss everyday activities 2. Ask questions in Spanish 3. Describe the location of people and things 	<ul style="list-style-type: none"> • Classroom & academic life vocabulary • Days of the week; months • Fields of study • Class schedules Universities and majors in the Spanish-speaking world • Spain • University of Salamanca • Present tense of -ar verbs • Forming questions in Spanish • Present tense of estar • Numbers 31 and higher • España/Spain • Tuesday, February 25th IN CLASS: Chapter test • Sunday, March 2nd exercises on line due. • Pruebas Orales via VHL: Friday, February 27th
CHAPTER 3	<ol style="list-style-type: none"> 1. Talk about your family and friend 2. Describe people and things 3. Express possession 	<ul style="list-style-type: none"> • The family • Identifying people • Professions and occupations • Surnames and families in the Spanish-speaking world • Spanish Royal Family • Descriptive adjectives • Possessive adjectives • Present tense of -er & -ir verbs • Present tense of tener and venir • Ecuador • Thursday, March 13th to 16th ONLINE: Chapter test • Sunday, March 23rd exercises on line due. • Pruebas Orales via VHL: Friday, March 14th • Tuesday, March 11th: Composición 1 IN CLASS

CHAPTER 4	<ol style="list-style-type: none"> 1. Talk about pastimes, weekend activities, sport 2. Make plans and invitations 	<ul style="list-style-type: none"> • Pastimes and sports vocab • Places in the city • Soccer rivalries • Present tense of ir Stem-changing verbs:e→ie, o→ue, e→i • Verbs with irregular yo forms • Mexico • Tuesday, April 15th IN CLASS: Chapter test • Sunday, March exercises on line due • Pruebas Orales via VHL: Friday, May 2nd • Thursday, April 17th : Composición 2 IN CLASS
CHAPTER 5	<ol style="list-style-type: none"> 1. Talk about travel and vacation 2. Month and seasons and weather 3. Ordinal numbers 	<ul style="list-style-type: none"> • Estar with conditions and emotions • Ser and estar • Present Progressive • Puerto Rico • Friday, May 2nd to 6th ONLINE: Chapter test • Wednesday, May 7th: exercises on line due.