



Sul Ross State University
Course Syllabus
- SPAN 1411
BEGINNING SPANISH, I
Fall 2026
TOTALLY ONLINE

Course Number: SPAN 1411

Course Title: Beginning Spanish I

CRN: 12262

Type: Asynchronous

Credit Hours: 4

Class meetings: Online thought the mandatory book. Vistas, Introducción a la lengua española, 7th edition.

Instructional Plan

Totally online

Instructor Contact Information

Dr. Esther Daganzo-Cantens

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

Student/professor hours:

Wednesdays from 5:00pm to 6:00pm online via TEAMS

Course Description

SPAN 1411 Beginning Spanish I (4-0). This is an introductory course intended for students with little or no previous exposure to the Spanish language. Its main emphasis is to present essential vocabulary and grammar and to develop communicative and comprehension skills in listening, speaking, reading, and writing. The course includes an introduction Hispanic culture. Equivalent courses: SPAN 1401

Prerequisite: None.

Instructional Materials

Vistas: Introducción a la lengua española. Blanco, Donley. 7th edition. Vista Higher Learning, 2024. 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).

NOTE: THIS TEXT IS CUSTOM-PUBLISHED. 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, August 31st, 2026. 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 Learning Outcomes

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 (2024) 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. **Homework (30%):** 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 5 % 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 not that they are not available 24/7.

- Chapter 1: September 13th
 - Chapter 2: October 4th
 - Chapter 3: November 1st
 - Chapter 4: November 22th
 - Chapter 5: December 10th
2. **Chapter Tests (30%):** Students will have a chapter test per lesson. Each chapter test will be every two and a half weeks. The exam **will open 2 day before the deadline** to give you time to select the day that is best for you and you will **ONLY** have 1 attempt to complete the exam and 1 hour to do so.
- Lesson 1 test will be on Thursday, September 17th, (opens Sept 15th)
 - Lesson 2 on Thursday, October 2nd (opens Sept 30th)
 - Lesson 3, on Thursday, October 23rd, (opens Oct 21st)
 - Lesson 4, on Thursday, November 13th, (opens Nov. 11th)
 - Lesson 5, on Thursday, December 10th, (opens Dec. 8th)

The deadlines of the tests CANNOT be changed.

3. **Oral Exams, “Pruebas Orales” (20%):** Every student will have an oral quiz per chapter. The quizzes are in VHL (the website that accompanies the book). You will have 2 attempts to do the oral quiz. You will need to record your **responses** in VHL. The responses **MUST** be totally in SPANISH. Every *Prueba Oral* quiz covered the material for the lesson. Make sure you incorporate as much as vocabulary and grammar of the lesson we covered. It is absolutely unacceptable to translate your response from any online tool, it doesn't work!!!! **The quizzes will consist in answering questions about everything study in the specific lesson.** Every *Prueba Oral* will require a longer response according of what you learned so far. (e.i.: Where do you eat? Response: I eat everyday at the cafeteria, but I like to eat on Sunday with my mother. We eat enchiladas at 7:30pm. This will be a good response for lesson 3. Of course, in Spanish).

Deadlines to complete the *Pruebas Orales*:

- Lesson 1: Friday, September 18th
 - Lesson 2: Friday, October 2nd
 - Lesson 3: Friday, October 23rd
 - Lesson 4: Friday, November 13th
 - Lesson 5: Friday, December 4th
4. **Compositions (20%):** there will be five compositions assignments **in VHL**. The compositions have to be **in Spanish**. Use the grammar structure and vocabulary and grammar from the lessons we have covered. **DO NOT TRANSLATE WITH YOUR COMPUTER DEVICE** (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.

- Composition 1: Sunday, September 13th
- Composition 2: Sunday, October 4th
- Composition 3: Sunday, October 27th
- Composition 4: Sunday, November 17th
- Composition 5: Saturday, December 10th

5. **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.
- **Heritage learners/Bilingual speakers/native speakers: Spanish 1 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.**
- 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) Oral Exams “Pruebas Orales” (5)	20%
B) Homework:	30%
C) Chapter Test (1 per lesson: Total 5).....	30%
D) Compositions (5):	20%

Grading System

100 - 90: A
89 - 80: B
79 - 70: C
69 - 60: D
59 - 0: F

Statement Regarding Generative Artificial Intelligence (AI)

The University does not recommend or endorse any specific AI tools or resources. Students should be aware that many generative AI tools (e.g., ChatGPT, Google Gemini, Microsoft Copilot) store user input and may use this data to train future models. For this reason, students should never upload or share personal, confidential, or identifiable information—such as names, ID numbers, health data, or assignment submissions containing such details—into any generative AI platform. When using AI tools, students should verify whether the tool complies with student privacy standards as indicated by the University. Faculty may recommend specific tools that better align with institutional data privacy policies, but ultimate responsibility for data protection rests with users. Students are encouraged to use faculty-recommended platforms when engaging in coursework involving generative AI. The University is not liable for any adverse experience or impact when students interact with these tools.

Here are some recommended statements faculty might adapt for their syllabi: <https://ctl.utexas.edu/chatgpt-and-generative-ai-tools-sample-syllabus-policy-statements>. Review the entire [AI Policy here](#).

Required by THECB

Marketable Skills. All courses aligned with specific degree programs should use the Marketable Skills of that program that are reported to THECB. The Academic Assessment Program Coordinators can provide the Marketable Skills for each degree plan. They also are located at srinfo.sulross.edu/hb2504/.

For Core Curriculum Courses

- Critical Thinking. Students will develop critical thinking skills to include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information.
- Communication. Students will develop communication skills to include effective development, interpretation and expression of ideas through written, oral, and visual communication.

ADA Statement

SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the 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 Mrs. Mary Schwartze Grisham, LPC, SRSU's Accessibility Services Director or Ronnie Harris, LPC, Counselor, at 432-837-8203 or email mschwartz@sulross.edu or ronnie.harris@sulross.edu. Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine, Texas, 79832.

Student Responsibilities

All full-time and part-time students are responsible for familiarizing themselves with the Student Handbook and the Undergraduate & Graduate Catalog and for abiding by the University rules and regulations. Additionally, students are responsible for checking their Sul Ross email as an official form of communication from the university. Every student is expected

to obey all federal, state and local laws and is expected to familiarize him/herself with the requirements of such laws.

SRSU 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 a 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 located in the student handbook.

Academic Integrity

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as 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. Students should also avoid using open AI sources unless permission is expressly given for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

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 on the basis of 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.

Supportive Statement

I aim to create a learning environment for my students that supports various perspectives and experiences. I understand that the recent pandemic, economic disparity, and health concerns, or even unexpected life events may 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 a supportive 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.

Class Schedule

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

CHAPTER & COMMUNICATIVE OBJECTIVES		TOPICS (VOCABULARY, GRAMMAR, CULTURE)
CHAPTER 1	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	• 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.) • Chapter Exam: Thursday, September 17th online • Homework: Sunday, September 13th • Composition: Sunday, September 13th • Oral Exam: Friday, September 18th
CHAPTER 2	1. Discuss everyday activities 2. Ask questions in Spanish 3. Describe the location of people and things	• 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 • Chapter Exam: Thursday, October 2nd in class • Homework: Sunday, October 4th • Composition: Sunday, October 4th • Oral Exam: Friday, October 2nd
CHAPTER 3	1. Talk about your family and friend 2. Describe people and things 3. Express possession	• 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 • Chapter Exam: Thursday, October 3rd in class • Homework: Sunday, October 27th • Oral Exam 3: Friday, October 23rd • Composition 1: Sunday, October 27th

CHAPTER 4	1. Talk about pastimes, weekend activities, sport 2. Make plans and invitations	• 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 • Chapter Exam: Thursday, November 13th in class • Homework: Sunday, November 17th • Oral Exam 4: Friday, November 13th • Composition 2: Sunday, November 17th
CHAPTER 5	1. Talk about travel and vacation 2. Month and seasons and weather 3. Ordinal numbers	• Estar with conditions and emotions • Ser and estar • Present Progressive • Puerto Rico • Chapter Exam: Thursday, December 10th in the BOOK • Homework: Sunday, December 10th • Oral Exam 5: Friday, December 4th • Composition: Sunday, December 10th