



Sul Ross State University
Course Syllabus Intermediate Spanish 1- SPAN 2311
Summer 2026 Course
July 6th to August 12th 2026

Course syllabus	SPAN 2311 Intermediate Spanish I	Credit Hours: 4
Instructional Plan: Asynchronous course Type: fully online	Instructor Contact Information Dr. Adelia E. Parrado-Ortiz ✉ aparrado@sulross.edu	Office hours: By appointment via TEAMS

Course Description

This third-semester Spanish course is designed to complete the introduction 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 and online resources will be used to help develop a greater understanding of the many Spanish-speaking cultures. The class is fast-paced and you are expected to have been exposed to all of the basic grammar and vocabulary covered traditionally in Spanish 1 and 2 (or equivalent courses).

Instructional Materials

Vistas: Introducción a la lengua española. Blanco, Donley. Sixth edition. Vista Higher Learning, 2020. Our course package includes: the text (only chapters 6-12 of the 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.

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

1. As this is an online course, **access to the Internet is required**. Please make sure you have access to 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 should be bought immediately. Lateness penalties for online activities will be applied starting **Monday, September 14th, 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 Objectives/Competencies

Communicative competencies: The major learning objective of all Sul Ross State University Spanish language courses is that students will communicate effectively via spoken and written Spanish in certain real-world contexts. Students who complete this course will be able to do the following Student Learning Outcomes:

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

Specifically, by the end of this Intermediate Spanish I course you will be able to talk about and discuss:

• personal relationships	• The car and its accessories
• parties and celebrations	• part of the house, household and chores
• stages of life	• our world and natural resources
• health and well-being, body parts and medical conditions	• the environment
• Health professions	• Recycling and conservation
• computer and internet	• current events and politics

You will expand your ability to:

• describe & narrate in the past tense: pretérito and imperfecto	• narrate with reflexives and reciprocal verbs
• express completed past actions	• familiar commands. Stressed possessive adjectives and pronouns
• express habitual or ongoing past events	• differentiate between por and para
• use constructions with se; use adverbs	• express will, emotion, doubt and denial
• describe and narrate in the present subjunctive	

Cultural competencies: By the end of the course you will be able to discuss:

• the Hispanic influences on our country in recent years,	• the value of the Amazon rainforest and other Latin American treasures;
• women's' roles in Latin American society,	• the history and politics of various Latin American countries,

• the explosion of Spanish music in society today,	• basic aspects of countries such as the United States, Chile, Costa Rica, Argentina, Panamá, Colombia, and their people.
• the heritage and influence of various indigenous cultures	

You will be able to take advantage of communication strategies when using Spanish, including cognate, clues from context, circumlocution, etc.

You will be able to apply a wide array of **computer and Internet skills** to improve language learning outside the classroom. These include audio and video recording.

The course objectives are inspired in the national standards document (2013) of the American Council on the Teaching of Foreign Languages, which is the professional association for K-16 language educators. They also draw from the revised CAEP/ACTFL [teacher education standards, 2026](#) (especially Standards 1 and 2 for Language and Culture).

GUIDELINES

The textbook package should be bought immediately. Lateness penalties for online activities will be applied starting the second week. The online access code is required to complete these activities.

COURSE AND LEARNING ACTIVITIES:

Assignments may be modified if the professor thinks it would better fulfill the necessities of the class and the learning outcomes.

1. **Homework (25%)** Students are required to complete all homework assignments in the On-line Manual (Vistas Higher Learning Supersite) The textbook should be bought immediately:
<https://vistahigherlearning.com/store/school/sulrossu>

The homework 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 – 10 hours of homework per week. Any homework turned in late will be penalized by 25% 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.

- Lección 10: domingo, 13 de septiembre
- Lección 11: domingo, 4 de octubre
- Lección 12: domingo, 25 de octubre
- Lección 13: domingo, 15 de noviembre

- Lección 14: miércoles, 6 de diciembre

2. **Exams (20%)** Every two and a half to three weeks, there will be a chapter exam. There will be a total of 5-chapter tests given at the end of each chapter. These tests are intended to aid the students to review the material learned up to that point.

These chapter tests are ONLINE through Vistas online component. The exam will be open for 2 days, but you only have ONE attempt to complete the exam and 1 hour to do so.

- Lección 10: miércoles, 16 de septiembre (abierto por 2 días)
- Lección 11: miércoles, 30 de septiembre
- Lección 12: miércoles, 21 de octubre
- Lección 13: miércoles, 11 de noviembre
- Lección 14: miércoles, 9 de diciembre

3. **Oral Exams, “Pruebas Orales”: 20%** There will be one oral exam day per chapter. We will have an Oral Exam “Prueba Oral” every chapter through the Vistas supersite. The Prueba Oral it will be open a few days before the end of each chapter and I will give you 2 attempts to compete the assignment. Prueba Oral (Vistas Supersite Oral quiz): every chapter you will record a short online questionnaire on the online component of the book Vistas.

- ☐ Lección 10: Sábado, 19 de septiembre
- ☐ Lección 11: sábado, 3 de octubre
- ☐ Lección 12: sábado, 24 de octubre
- ☐ Lección 13: sábado, 14 de noviembre
- ☐ Lección 14: sábado, 7 de diciembre

4. **Presentation – 15%** Every student will do one oral presentation. The topic is countries of the Hispanic world. You should talk about essential information of the country; but most importantly, you should concentrate on a specific topic of your choosing about that country. You will conduct a 5 to 7 minute visual presentation using power point. **Only key words can be placed on the power point.** You should have various slides with images and key words/phrases. **You are not allowed to read off of any notes for the presentation.** Your presentation must be 100% in Spanish.

5. **Compositions, etc. – 15%**

- 1) There will be four composition 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.

- Composición 1 (Lección 10): martes, 15 de septiembre
- Composition 2 (Lección 11): martes 29 de septiembre
- Composition 3 (Lección 12): martes 20 de octubre

- Composition 4 (Lección 13): martes 10 de noviembre

Personalized explanatory videos: For some of the more challenging lessons or difficult material, I have created some YouTube video lectures explaining in detail 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”, “introducing each other”, “likes or dislikes”, etc.

ASSESSMENTS: Participation in online oral activities “Pruebas Orales” (4)
20%

Homework (set of exercises per lesson):	25%
Chapter Test (1 per lesson: Total 4)	20%
Compositions (4):	15%

GRADING SCALE:

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

ADDITIONAL NOTES:

- **Heritage learners** – those students who use Spanish with family members – This course is not for you. Please talk to your instructor for other alternatives.
- **Students with disabilities** who are eligible for learning accommodations must deliver their letter from the Office of Disability Services to their instructor and discuss their accommodations requests before the end of the first week of class.
- Please contact me via email whenever you need help.

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 Schwartz 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.

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.

Instructor-Learner Interaction

Email Contact: The best way to contact me is through email. I will return all email contacts within 24 hours of receiving the email, except during the weekends.

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

CLASS SCHEDULE

CHAPTER & COMMUNICATIVE OBJECTIVES	TOPICS (VOCABULARY, GRAMMAR, CULTURE)
CAPÍTULO 10: En el consultorio 1. La salud y bienestar 2. Condiciones médicas y síntomas 3. Parafarmacias y shamans 4. Descripciones en pasado 5. La salud pública en el mundo hispano	• El imperfect • El pretérito vs Imperfecto • Construcciones con SE • Adverbios • Cultura: Costa Rica • Chapter Exam Capitulo 10 (opens Sept. 16. Due Sept. 18) • Prueba Oral: Sept. 19 • HW: Due Sept. 13 Exercises online due (lesson 10) • First composition due Tuesday, Sept. 15'
CAPÍTULO 11: LA TECNOLOGÍA 1. carros y medios de transporte 2. Descripciones de cómo usar tecnología 3. Dar órdenes y consejos 4. Investigar el uso de la tecnología en el mundo hispano	• Los mandatos familiares • Por vs Para • Verbos reflexivos y recíprocos • Posesivos, adjetivos y pronombres • Cultura: Argentina • Chapter Exam Capitulo 11 (opens Sept. 30. Due Oct. 2) • Prueba Oral: Oct. 3 • HW: Due Oct. 4: Exercises online due (lesson 11). • Second composition due Tuesday, Sept. 29'

CHAPTER & COMMUNICATIVE OBJECTIVES	TOPICS (VOCABULARY, GRAMMAR, CULTURE)
CAPÍTULO 12: LA VIVIENDA 1. Descripción de la vivienda Hablar sobre tareas domésticas 2. Hablar sobre las tareas domésticas 3. Dar órdenes, consejos y recomendaciones 4. Investigar la arquitectura en el mundo hispano.	• Pronombres relativos • Los mandatos formales (usted/ustedes) • Presente de subjuntivo • Presente con verbos de influencia • Cultura: Panamá • Chapter Exam Capitulo 1 (opens Oct. 21 Due Oct. 23) • Third composition due Oct. 30 • Prueba Oral: Oct. 24. • HW: Due Oct.: Exercises online due (lesson 12)
CAPÍTULO 13: LA NATURALEZA 1. El viaje, alojamiento, las excursiones 2. La seguridad y accidentes 3. La naturaleza y los animales 4. El medio ambiente y los fenómenos naturales 5. Reciclaje	• El subjuntivo con verbos de emoción • El subjuntivo con verbos de duda, creencia y negación • El subjuntivo con conjunciones • Cultura: Colombia • Chapter Exam Capitulo 13 (opens Nov. 11. Due Nov. 13) • Prueba Oral: Nov. 14 • HW: Due Nov. 15, exercises online due (lesson 13). • Fourth composition due Nov. 10
CAPÍTULO 14: EN LA CIUDAD 1. Hablar sobre los mandados 2. Pedir y dar direcciones 3. Proponer soluciones a problemas 4. Investigar el transporte urbano en países de habla hispana	• El subjuntivo en cláusulas adjetivales • Los mandatos informales (nosotros) • El pasado participio como adjetivo • Recapitulación • Cultura: Venezuela • Chapter Exam Capitulo 14 (opens Dec. 9. Due Dec. 11) • Prueba Oral: Dec. 7 • HW: Due Dec. 6, exercises online due (lesson 14).