



Course Syllabi

Course Title: Second Year Spanish I

Instructor Email:

Course Number: SPAN 20301

Office Hours:

Instructor Name:

Office Location:

Course Description:

Continuation of 11101-11201/11300 with grammar review and increased emphasis on communication skills. Reading and discussion in Spanish of contemporary literature, essays, and/or cultural readings. Practice in composition.

Course Prerequisites:

This is what you will need in order to participate successfully in this course.

- Internet access/connection: high speed recommended
- Headset/Microphone (if required for synchronous sessions in an online course)
- Word Processor (i.e. MS Word or Word Perfect)
- Blanco, José and Donley, Philip Redwine. *Panorama*. 7th edition. Vista Higher Learning. You may purchase the e-book and associated online activities (WEBSAM and VHL Supersite) at the following website:
- Canvas: All the materials you will need for class will be posted to your course page in Canvas.

Course Access:

Canvas is our course management system. It is strongly suggested that you explore and become familiar not only with the navigation, but with content and resources available for this course.

In the Content area in the course webpage on Canvas you will find the following:

- course syllabus
- Test Study Guides, where you will receive the study guides for the tests (3) and the final exam (1)
- Informes, where you will receive the directions for the Informes (3)
- Speaking assessments, where you will receive the directions for the speaking assessments (3)
- Portfolio instructions, where you will submit the required assignments to a Google Drive Folder

Course Goal:

Welcome to Span 20301, where you will continue learning to think, in Spanish, about the Spanish language and the peoples who use it. The main goal of this class, as all classes in the Spanish basic language sequence is that you make progress toward proficiency in Spanish and become familiar with the cultures of its peoples.

We do this using a communicative approach and thus, we will work within three modes of communication (interpersonal, interpretive and presentational) to build the different skills needed to function in life with the Spanish language. For interpersonal communication we will work on interaction and negotiation of meaning as we speak,

listen, read, write, perform and watch in pairs or small groups during class time and in pairs, or groups, face-to-face and remotely, while preparing your *Informes* and *Orales*. Moreover, you will have a handful of assignments to complete with tutors in the Language Lab in ILCS, adding to your experience in interpersonal exchanges in Spanish. For interpretive communication you will read and listen to texts, as well as watch short movies or videos, in search of information to complete tasks or projects that will contribute to expand your intercultural awareness focusing on the Spanish-speaking world. For presentational communication you will produce written texts such as the *Informes* where, as you share what you have learned through the interpretive activities, you will have the chance to practice writing. Presentational communication will also include speaking before your classmates and, as you prepare for that, you will also have a chance to practice developing a presentation in the format of your choice (Powerpoint, Prezi etc) to accompany your group presentation.

Student Learning Objectives:

By the end of the Spanish 20301 course, you will be able to:

1. Converse in Spanish, on a non-technical, conversational level, about the four themes included in this course: technology, housing, nature, life in the city, and wellbeing.
 - Methods of Evaluation: *Participación (en clase)*, *Orales*, Completion of speaking sessions with language tutors in the language lab.
2. Read and write in Spanish, about the five themes above, on a non-technical level.
 - Methods of Evaluation: *Informes*, *Pruebas*, *Examen*.
3. Talk about the “unreal” world of wishes, suggestions, recommendations, opinions and all types of expression that use the subjunctive mood, within the interpersonal and presentational modes of communication, about the five themes above, on a non-technical level.
 - Methods of Evaluation: *Participación (en clase)*, *Orales*, *Informes*, *Tarea en línea*, *Pruebas*, *Examen*.
4. Show in conversation and in writing the ability to understand and share hopes, wishes, recommendations, opinions, requests etc, expressed using the subjunctive mood.
 - Methods of Evaluation: *Participación (en clase)*, *Orales*, *Informes*, *Tarea en línea*, *Pruebas*, *Examen*.
5. Use with competence the cultural information studied throughout the semester related to the four themes above, presented in the form of short films, page-long literary pieces, and cultural notes in the textbook.
 - Methods of Evaluation: *Class participation*, *Orales*, *Informes*, *Tarea en línea*.

Learning Resources & Texts

Blanco and Donley, *Panorama*, 7th edition, ISBN: 978-1-66991-330-6

You may purchase the e-book and associated online activities (WEBSAM and VHL Supersite) at the following website: [VHL](#)

If you are new to this textbook, you should purchase a 12-month access code through the link to 20301 on the page above.

Assignments

You will have a number of individual and pair assignments throughout the semester. Details on these assignments will be posted in Canvas.

Assignments	Percentage
Attendance and participation in class / Portfolio	20%
Online homework (<i>Tarea en línea</i>)	20%
Reports on language/culture – <i>Informes</i> (3)	15%
Tests - <i>Pruebas</i> (5)	30%
Speaking assessments – <i>Orales</i> (3)	15%
Total	100%
Final exam – <i>Examen</i>	10%

Participation (*Participación*): 20%

Participation

Language acquisition is a cumulative process. Therefore, you will receive a weekly participation grade based off of your self-evaluation and my observations based off the following criteria / rubric:

• Part of class attendance is ACTIVE participation in class. Participation is willingly and respectfully speaking Spanish in class and engaging in all activities. Notice, an A is given for active participation in class every day, which includes being ready to ask questions or make comments on the work for that day and participating in all tasks in the target language.

Class time is an opportunity to put into practice what you are learning and studying outside of class. Participation points are earned when students willingly and consistently speak in Spanish and participate actively. [The participation grade is negatively affected through non-active participation](#), which constitutes a variety of actions. Some examples are: lack of use of Spanish in conversations and other class activities (falling asleep, using the phone, etc.), distractedness due to side conversations, etc.

The activities we do in class build proficiency in the three communication modes already mentioned (interpersonal, interpretive, presentational). It is expected that you speak only in Spanish or clearly demonstrate every effort to remain in Spanish while in class. At the beginning of the semester, your will continue to be limited in your speaking ability, but your goal should be to understand and to make yourself understood in interpersonal communication. This active learning process is the pathway to building your proficiency in the language.

Your instructor will do the following to help you understand and/or improve your participation in the class:

- during the semester, your instructor will provide weekly / bi-weekly updates of your participation grade as the semester progresses in correlation to self-assessments (see rubric above) and teacher observations.

Vista Higher Learning Supersite, Online homework (*tarea en línea*): 20%

Your textbook is accompanied by an online workbook on the VHL Supersite. The due dates are all on the Supersite and can change at any time at the discretion of the instructor. Please check the due dates often. These online activities are usually due the night before class, **before midnight**, and must be completed **before** coming to class. You will be allowed one late assignment per semester for credit, unless due to an absence (per EACS policy). By completing these activities, you can learn and practice what you will be doing in class and receive

Community:

- 5 choices / interactions enhance the classroom community.
- 4 choices / interactions almost always enhance the classroom community.
- 3 choices / interactions sometimes enhance the classroom community.
- 2 choices / interactions often hinder the classroom community.
- 1 choices / interactions regularly hinder the classroom community.

Commitment:

- 5 Always speaks Spanish and circumlocutes.
- 4 Always speaks Spanish / some effort to circumlocute.
- 3 Makes an effort to speak Spanish / needs to circumlocute more.
- 2 Resorts to native language; no circumlocution.
- 1 Little use of Spanish.

Preparedness: Listen=L, Watch =W Read = R

- 5 I always L/W/R carefully to Spanish / completed all assignments.
- 4 I mostly L/W/R carefully to Spanish / completed most assignments.
- 3 I sometimes L/W/R carefully to Spanish / completed some assignments.
- 2 I rarely L/W/R carefully to Spanish / completed few assignments
- 1 I never L/W/R carefully to understand in Spanish / completed no assignments.

Participation:

- 5 Voluntarily offers answers daily in class. (7X +)
- 4 Voluntarily offers answers most days in class. (4X)
- 3 Voluntarily offers answers some days in class. (6X)
- 2 Voluntarily offers answers few days in class. (2X)
- 1 Voluntarily offers answers rarely in class. (<1X)

immediate feedback. If you do not complete the activities, you will not be prepared and may lose participation points. Click on the link below to get added to this semester's VHL section:

[Spanish 203 VHL Section registration instructions](#)

Your end-of-semester portfolio is a collection of activities you will compile showing how much you have learned over the course of the semester (**100 pts. toward the overall homework grade**). You will accompany these activities collected over the course of the semester with the comprehensive final exam on which you also show how much you have learned over the course of the semester. Your instructor will provide on CANVAS specific instructions. In your portfolio, you should include the following:

- *3 Informes, corrected and revised*
- *Corrected and revised PowerPoint Slides or other visual aid from Speaking Assessment 2*
- *A recording of Oral Exam 3*

****Please note:** materials included in your portfolio may be anonymized and used to assess learning outcomes for this course or for the Spanish program.

Pruebas (5): 30%

During the year, you will have three *Pruebas*, or quizzes, that cover sections of the course. These usually comprise a chapter of material and are organized to help you consolidate information as we move through the semester. Your instructor will provide you with a review sheet and practice activities before each *prueba*. However, the best way to be successful on *Pruebas* is to prepare for and come to class each day, actively participate and complete the assigned Supersite activities.

Speaking Assessments (orales) (3): 20%

Given that we are working within the communicative approach, the speaking assessments will be contextualized within communication modes, in which you will perform orally. Your instructor will provide you with specific instructions and a grading rubric for each *oral*, but in general, your speaking assessments will develop as follows:

Prueba oral 1: (informal) interpersonal communication [conversation with a classmate]

Prueba oral 2: presentational communication [pair presentation with a classmate to the class]

Prueba oral 3: (formal) interpersonal communication [individual conversation with your instructor]

Reflections and Reports on Language and Culture (Informes) (3): 15%

Throughout the semester you will complete three (3) written reports, or *Informes*, that will require you to practice together language structures and cultural information. Each *Informe* will require you to complete preparation activities targeting key vocabulary and grammar structures as well as a cultural activity, followed by a written exercise that you will submit. Each *Informe* is designed to require you to spend 2-3 hours completing all components of the activities (including writing the report). Your instructor will make specific instructions and activities for each *Informe* available to you via Canvas. Your preparation activities will provide you with the tools you'll need to have a successful conversation with a tutor as part of your *Informe*. These conversations will also help prepare you for your Speaking Assessments. You will use your experience during the conversation to write your *Informe*. Your instructor will provide you feedback. Please see detailed instructions on Canvas.

Final Exam: 10% The final exam will be comprehensive.

Grading Scale:

A+ = 98 to 100; A = 93 to 97.75; A- = 90 to 92.75.

B+ = 88 to 89.75; B = 83 to 87.75; B- = 80 to 82.75.

C+ = 78 to 79.75; C = 73 to 77.75; C- = 70 to 72.75.

D+ = 68 to 69.75; D = 63 to 67.75; C- = 60 to 62.75.

F = 50 to 59.75.

Course Evaluation:

At the end of the year, you will be provided a link through Canvas / QR code by your instructor. This link will be to a form created and managed by the Collegiate Connection office, all data collected is anonymous and will be shared with instructors and their departments at the end of the school year.

Academic Misconduct / Plagiarism / AI:

Academic Misconduct, including plagiarism (using other people's ideas/words and not giving them credit thus implying the work is your own original work) or using your own work from a previous course without the express permission of the instructor, is taken very seriously at any learning institution. It is taken very seriously in this class. Please be aware of what behaviors constitute [academic misconduct](#) (See Bulletin, Code of Students Rights, Responsibilities and Conduct Part II. A.) If caught cheating or plagiarizing, a student may receive no credit on the assignment and may result in an F for the course. Any instances of academic dishonesty will be reported to the Dean of Students and your Department Chair and may result in expulsion from the University. Additional potential consequences can be found under: [potential consequences](#) (See Bulletin, Code of Students Rights, Responsibilities and Conduct, Part III. A.: i.e., failure of the assignment, failure of the course and/or dismissal from the university) of such behavior.

All work submitted for this class must be your own work. It must convey your knowledge and ability. You are not allowed to use translating engines or to rely on assistance of anyone/anything in completing your assignments.

On the use of Artificial Intelligence tools or translating engines: *Use Prohibited*

- SPAN 20301 assumes that work submitted by students—all process work, drafts, low-stakes writing, final versions, and all other submissions—will be produced by the students themselves, working individually or in groups. This means that the following would be considered violations of academic integrity: a student has another person/entity/artificial intelligence (e.g., ChatGPT) do the writing of any substantive portion of an assignment for them.
- Developing writing, analytical, and critical thinking skills are integral learning outcomes of this course. Thus, all writing assignments should be the product of the student's efforts. Developing strong competencies in this area will prepare you for a competitive workplace. Therefore, any work produced with the assistance of AI or other automated tools is not permitted and will be considered a violation of academic integrity.
- In the event of suspicion regarding the use of AI or other automated tools to complete coursework, the instructor reserves the right to assign a grade of 0 for the work in question. Furthermore, the instructor will schedule a meeting with the student to discuss the matter and determine if it constitutes a case of academic misconduct. Maintaining academic integrity is crucial for your growth and preparation for a competitive future in the professional realm.

Student Support Services

Purdue University Fort Wayne is committed to your academic and personal success. Visit the [Student Support Services](#) page for a list of student support services, including academic services, technology services, health and wellness, and support from administrative offices. For help with technology, including Brightspace, visit the [IT Services Student Technology Support](#) page.

If you observe and/or are made aware of student behavior that leaves you feeling concerned, worried, and/or alarmed, trust your instincts and say something. The CARE Team can assist with the student of concern, whether that's you or someone you are referring. Report the concern through the online CARE referral form. Please note that this form is not for emergencies. If you know of a student who is injured, is injuring themselves or others, or is threatening injuries to themselves or others, please call 911 immediately.

Your emotional wellness and mental health are important. If you have a mental health disorder, are struggling with your mental health, your stress overwhelms your ability to cope with it, or you find yourself needing emotional support, please talk to someone. If you or someone you know is in a mental health crisis situation, call 911 or go to the local emergency room. Otherwise, please reach out to our Center for Student Counseling (CSC). All currently enrolled PFW and IUFW students have access to free counseling at the center. To make an appointment to talk with a counselor call 260-481-6200 or email csc@pfw.edu.

Course Schedule

Semestre I *Semana*	Libro	Para entregar
1	Introducción <u>REPASO 1</u> *rompehielos y expectativas *Gustar	*tarea: TBD
2	*Ser vs. estar *El presente indicativo: verbos regulares *El presente indicativo: verbos irregulares	*tarea: TBD
3	*verbos reflexivos *Verbos con cambio de raíz *forming questions in Spanish	
4	<u>Capítulo 15 : El bienestar</u> *contextos *fotonovela	*Tarea en VHL
5	*cultura *15.1. The conditional	*Tarea en VHL

6	*15.2. The present perfect *15.3. The past perfect	*Tarea en VHL
7	*Adelante *repaso	*Tarea en VHL
8	*repaso Examen del capítulo 15	
9	<u>*Capítulo 11: La tecnología</u> *contextos *fotonovela	*Tarea en VHL
10	*cultura *11.1 Affirmative informal commands	*Tarea en VHL
11	*11.1. Negative informal commands 11.2. Por and Para	*Tarea en VHL
12	*11.3. Reciprocal reflexives *11.4. Stressed possessive adjectives and pronouns. *adelante	*Tarea en VHL
13	*Repaso *Examen del Cap. 11 *preparación para informe #1 /examen oral #1	*Tarea en VHL
14	*Oral Assessment #1 *informe #1: - In-class writing 1 & 2	*Tarea en VHL
15	<u>*Capítulo 12: La vivienda</u> *vocabulario *contextos *fotonovela	*Tarea en VHL
16	*cultura	*Tarea en VHL
17	*Repaso for Final Exam	*Repaso for Final Exam
18	Leo Examen de Cap. 12 & Final Exam / PFW Midterm	

Semestre II Semana*	Libro	Para entregar
1	*Rompehielos *Repaso del vocabulario del Cap. 12 – La vivienda	
2	*vocabulario continuado *12.1. Relative pronouns	*Tarea en VHL
3	*12.2. Formal commands *12.3. The present Subjunctive	*Tarea en VHL
4	*Repaso *Examen Cap. 12 *preparación para informe #1 /examen oral #1	*Tarea en VHL
5	*Oral Assessment #2 *informe #2: - In-class writing 1 & 2	
6	* <u>Capítulo 13: La naturaleza</u> *Lección 13 – vocabulario	
7	*fotonovela *cultura y conversación	*Tarea en VHL
8	*cultura y conversación *13.1- The subjunctive with verbs of emotion *13.2 - The subjunctive with doubt, disbelief and denial	*Tarea en VHL
9	*13.3 - The subjunctive with conjunctions *13.4 - Past participles as adjectives	*Tarea en VHL
10	*REPASO del capítulo 13 *Examen del cap. 13	*Tarea en VHL
11	* <u>Capítulo 14: En la ciudad</u> *vocabulario	
12	*vocabulario continuado	*Tarea en VHL
13	*fotonovela *cultura y conversación	*Tarea en VHL

14	*14.1 -Subjunctive in adjective clauses *14.2 Nosotros/as commands	*Tarea en VHL
15	* 14.3 The Future *Preparación y práctica del examen oral #3	*Tarea en VHL
16	*Preparación del examen oral #3 / informe #3 - ensayo en clase *Oral Assessment #3 *informe #3: - In-class writing 1 & 2	*Tarea en VHL
17	Repaso	
18	<u>Leo Examen de Cap. 14 & PFW Final Exam</u>	

* Schedule and assignments subject to change. Any changes will be posted in Canvas

**Possible Review additions:

Proyecto del presente <u>REPASO 2</u> *El pretérito: verbos regulares * El pretérito: verbos irregulares *El imperfecto: regular e irregular *imperfecto vs. el pretérito	*tarea: TBD
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Additional Information:

How to Succeed in this Course

- Come to class
- Prepare before class and review after class
- Participate in class activities
- See your professor as soon as you have any questions or concerns

Class etiquette

Your instructor and fellow students wish to foster a safe learning environment. All opinions and experiences must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not allowed to attack an individual. Our differences, some of which are outlined in the University's nondiscrimination statement below, will add richness to this learning experience. Working as a community of learners, people can build a polite and respectful course ambience. Please read the etiquette rules for ILCS courses:

- Do not dominate any discussion. Give other students the opportunity to join in the discussion.
- Do not use offensive language. Present ideas appropriately.
- Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
- Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.
- Keep an “open-mind” and be willing to express even your minority opinion.
- Think and edit before you push the “Send” button in an e-mail.
- Do not hesitate to ask for feedback.