

SPA 101: ELEMENTARY SPANISH I

SUMMER 2022 (session I)

Prerequisites: No previous experience required.

This course is intended for students who have no previous background in the Spanish language. However, students who have had one or sometimes two years of high school language, particularly if it was in 8th, 9th, or 10th grade, are generally allowed to start over in 101.

REQUIRED TEXT AND COURSE MATERIALS

- Lord, Gillian and Rossomondo, Amy. Contraseña: Your Password to Foundational Spanish 3.0
<https://hub.lingrolearning.com/#/login>
- Brightspace
- Zoom

COURSE DESCRIPTION

SPA101, the first course in the first-year, SPA101-SPA102 sequence, provides a strong foundation in listening comprehension, reading, speaking, and writing. Furthermore, in this class we will explore some cultural products, practices and perspectives that are unique to **Hispanic cultures**. This course follows a communicative approach, where communication is understood as the expression, interpretation and negotiation of meaning in a given context (Savignon, 1998). From the first day of class, students will interact in Spanish with the instructor and with classmates. Therefore, by the end of this course, students should be able to successfully handle in Spanish a significant number of basic communicative tasks.

GOALS AND OBJECTIVES

Upon successful completion of this course, students are expected to reach the “Novice Mid” or better proficiency level as defined by the American Council on the Teaching of Foreign Languages (actfl.org).

By the end of the course, students should be able to:

- **speak** Spanish to list, describe, narrate and carry on short simple conversations in the present tense about everyday topics such as family, courses, personal pastimes, food, likes and dislikes, weather, daily life situations, etc.
- **comprehend** Spanish with sufficient ability to grasp the main idea and some supporting details in short conversations that relate to daily life and represent authentic situations.
- **read and understand** the main idea and some details of simple printed materials containing practical information and some longer narratives on a variety of topics.
- **write** simple correspondence and short compositions on familiar topics related to daily routines and other themes with good control of basic grammar and sentence structure.
- **recognize** the existence of cross-cultural differences and have an increased understanding and appreciation of the many perspectives and peoples of the Spanish-speaking world

General Education Student Learning Outcomes: This course satisfies the requirements for two Student Learning Outcomes (SLO) in the General Education Program:

1. **Humanities (H)** general education requirement (Full Coverage)

(See Assessments section)

1. You will be able to **identify** facts, vocabulary, definitions, terms, concepts necessary for developing basic proficiency in speaking, listening, reading, interacting and writing in Spanish.
2. You will be able to **recognize** concepts and tools relevant to read, write and communicate effectively and appropriately in Spanish at an elementary level.
3. You will be able to **ask** questions relevant to the analysis and comprehension of a range of elementary written and spoken authentic Spanish texts, dialogues, and other forms of communications.
4. You will be able to **collect** information relevant to reading and writing elementary Spanish texts to produce thoughtful cultural analysis
5. You will be able to **analyze** the grammar and syntax of elementary Spanish texts and communications and apply those concepts to address different linguistic tasks.

2. **Global Responsibilities (GR)** general education requirement (Full Coverage)

(See assessments section)

1. You will develop a sense of **Global Identity** and **Global Self-Awareness** as you explore, understand, and learn to appreciate the cultures of the Spanish-speaking world.
2. You will gain a sense of the importance of **Global Communication** and the importance of **Global Language** as you develop your communication skills by creating, processing, and negotiating meaning in Spanish.
3. You will be able to gain an understanding of the impact of **cultural perspectives** in the Spanish-speaking world by adopting other people's points of view, comparing them with your own and expressing them in the target language.

What is this class going to be like?

This course will be taught online-blended which means that you will complete work asynchronously three times a week (Monday, Wednesday, Friday) and attend a class via Zoom remotely on Tuesdays and Thursdays at the time indicated on ecampus.

The course will be carried out via Brightspace and the online book Contraseña:

- In Brightspace you will find the syllabus, course policies, grades, a week by week breakdown of the tasks to do and it is where you will complete the Discussion posts. Other important documents and announcements will be posted there.
- Contraseña is the online book for the course so it is where you will find ALL the content, the chapters, the video tutorials. ALL the activities and projects will be submitted via Contraseña (except the discussion posts). You will see a gradebook of all the activities/projects assigned AND a calendar of assigned activities.

PREPARATION

Learning a second language is an active process that requires that you actually use, do and play with the language. Therefore, every class session you will find yourself immersed in a rich Spanish language environment that will help you communicate meaningfully in Spanish and collectively explore the language and the cultures. For this reason, all students are expected to engage and actively participate in paired-group activities.

Your instructor and course materials will provide you with numerous opportunities to develop language skills and cultural competence through the use of the target language to hear, read, write and talk about things that are relevant to your life. In order to be prepared for class time, students are expected to work on Contraseña online, learning vocabulary, doing assigned practice exercises, etc. outside of class in preparation for class time. Since your instructor will not be devoting extensive time to the presentation of new grammar, it is important that you write down any questions that arise as you study to bring with you to class. During every class session you will find yourself immersed in a rich Spanish language environment that will help you learn how to communicate meaningfully in Spanish and collectively explore the language and the cultures. Use it and enjoy it!

Learning Tips

1. Relax and don't be afraid to speak up or to make mistakes.
2. Seize all of the opportunities created for you.
3. Respect the rules of the Spanish-only classroom and encourage everyone else to do the same.
4. Interact with the Hispanic world around you.
5. Seek out help the moment you think you might be having trouble.
6. Do NOT use online translators for any of the assignments, projects, or exams in this class as that does not help you to learn and it is considered CHEATING. Use your own knowledge and critical thinking to create language!

Gen Ed SLOs – Global R: [com/](#) Global R: [curiosity & autonomy](#) /Global R: [perspective taking](#) Humanities: [identify facts](#)/Humanities: [collects information](#)/Humanities: [innovates](#)

ACADEMIC INTEGRITY

- The Language Department fully supports all university policies and procedures regarding academic misconduct (cheating, fabrication, plagiarism, interference, violation of course rules and facilitating academic dishonesty) For more information, please refer to URI's Student Handbook, in particular Section 1.4 <http://www.uri.edu/judicial/ch1.html> **The work you do in the course is not collaborative, therefore, copying another student's homework, using online translation programs, or getting unauthorized help from any other individual(s) are considered acts of cheating and are subject to academic misconduct procedures.** In addition, students should not present someone else's work as their own. Paraphrasing words, ideas or opinions, whether oral or written, is considered plagiarism. When completing **on-line homework**, you are to do so individually, i.e., without the assistance of another person or persons. Undue assistance received from classmates, peers, or tutors and **the use of on-line translators** to complete homework will be considered a violation of the academic code of conduct.

The following are examples of **Academic Dishonesty**:

- Using material, directly or paraphrasing, from published sources (print or electronic) without appropriate citation
- Claiming disproportionate credit for work not done independently
- Unauthorized possession or access to exams
- Unauthorized communication during exams
- Unauthorized use of another's work or preparing work for another student
- Taking an exam for another student
- Altering or attempting to alter grades
- The use of notes or electronic devices to gain an unauthorized advantage during exams
- Fabricating or falsifying facts, data or references

- Facilitating or aiding another's academic dishonesty
- Submitting the same paper for more than one course without prior approval from the instructors.
- **Using online translation programs.**
- In addition, any alteration, copying or misuse of on-line materials in **the course online platform** will be considered a violation of the academic code of conduct.

CLASS POLICIES

- Monday of the first week is considered the first day of class. Note that all assignments due that first Monday are already mandatory.
- Regular and on time submission of assignments and projects is expected for student success. If a student misses more than one class or one week of engagement in an online class (no submission of work during a day or a week), the student may, at the discretion of the instructor, fail the course. Students are expected to submit all assignments starting the first night of class.
- Students who will miss more than one day's worth of assignments have the responsibility to discuss this with the instructor in advance. Students should also consider withdrawing from a course if they will be missing assignments more than once. Instructors may, but are not obligated to, accommodate students under extraordinary circumstances, but the student must request accommodation and provide requested supporting documentation.
- Regular online engagement is expected for student success in the course. Online participation is evident through posting to a discussion forum and participating in the highly recommended virtual support classes.
- Late work will NOT be accepted. This is an intensive course and the material is to be completed following the calendar in order to be able to complete the end-of-unit projects. **You must submit your work on the day marked in the calendar for this purpose. You must inform your instructor immediately** if you are not able to submit the assignment due to extenuating circumstances.

ASSESSMENTS and General Education Student Learning Outcomes (See Student Learning Outcome Goals above)

PARTICIPATION

Your participation in this course will mainly be assessed in your participation in the discussion forums in Brightspace. You will have to submit six discussion posts throughout the semester (one per unit covered). You will obtain 100% in a discussion post if it is complete and submitted before the due date. You will receive 0% if the discussion post is not submitted, not complete or if it is submitted after the due date. The due dates for the discussion posts can be found in the syllabus, the homework calendar, and Brightspace.

ORAL PROJECTS

In order to evaluate how well you have met the communicative objectives of this course, you will complete a total of three (3) oral projects, each corresponding to a different unit. The projects will be submitted via Contraseña online. You will find a complete description of the oral project procedures and the grading evaluation criteria in Contraseña or otherwise will be provided by the instructor.

[Gen Ed SLOs – Global R: com/ Global R: perspective taking/ Humanities: asks/ Humanities: collects info](#)

WRITTEN PROJECTS

The **three (3) written projects** at the end of three units will allow you to demonstrate the writing skills that you develop during the semester. The projects will be submitted via Contraseña online. You will find a complete description of the written project procedures and the grading evaluation criteria in Contraseña or otherwise will be provided by the instructor.

Gen Ed SLOs – Global R: com/ Global R: perspective taking/ Humanities: concepts & tools/ Humanities: applies concepts

TESTS

- **SPEAKING TESTS**

There will be two speaking tests. These tests are listed in bold on the course schedule, and you should note the date in your personal calendar. You will make an appointment with your instructor. The goal of the tests is to assess how well you have assimilated what has been presented in these chapters with regard to Spanish grammar, vocabulary, language, and culture in a speaking format. It will give you the chance to demonstrate the knowledge that you have gained and the skills that you have acquired. It will also help you measure your achievement of course objectives and identify areas that need more work. All instructors grade the exams using the same grading criteria; tests are not curved.

- **LISTENING AND READING TESTS**

There will be two listening and reading tests submitted via Brightspace. These tests are listed in bold on the course schedule and you should note the date in your personal calendar. The tests give you the chance to demonstrate your general achievement of course goals by examining your receptive skills and your knowledge about Hispanic cultures. **Only under the most extreme circumstances will a make-up test be provided.**

Note: **You must provide your instructor with written documentation within 24 hours** if you are not able to submit the tests by the deadline due to “extenuating circumstances”. **You must present written, verifiable proof of an urgent reason or emergency for missing the test to your instructor.**

Gen Ed SLOs – Global R: com/ Global R: awareness/ Global R: curiosity/ Humanities: identify /Humanities: concepts & tools

HOMEWORK – CONTRASEÑA ONLINE

Regular practice of Spanish outside the classroom is key to reaching the stated objectives of this course. For this reason, you will complete exercises through Contraseña online as part of your coursework. All of these homework assignments are web-based and can be accessed from any computer equipped with a web browser. You will receive immediate feedback on your performance as well as a grade for each exercise that you complete.

All web-based homework assignments must be submitted by 11:59 P.M. on the specified due date.

Gen Ed SLOs – Global R: Identity/ Global R: com/ Global R: curiosity/Global R: perspective taking/ Humanities: concepts & tools/ Humanities: collect info

Since the worldwide web can be accessed from virtually any location and there is ample time to complete assignments, no extensions will be given for submission of homework. Students can find the due dates on Brightspace, the syllabus, the homework calendar document on Brightspace, and in Contraseña. Students are responsible for completing homework assignments in accordance with the course schedule. In case of personal computing problems such as bad Internet connections, residential power outages; browser and operating system failures or health problems need to be reported to the instructor BEFORE THE DUE DATE so that proper arrangements can be done for missing homework deadlines. **If you need technical help, it is your responsibility to contact tech support at www.lingrolearning.com/support**

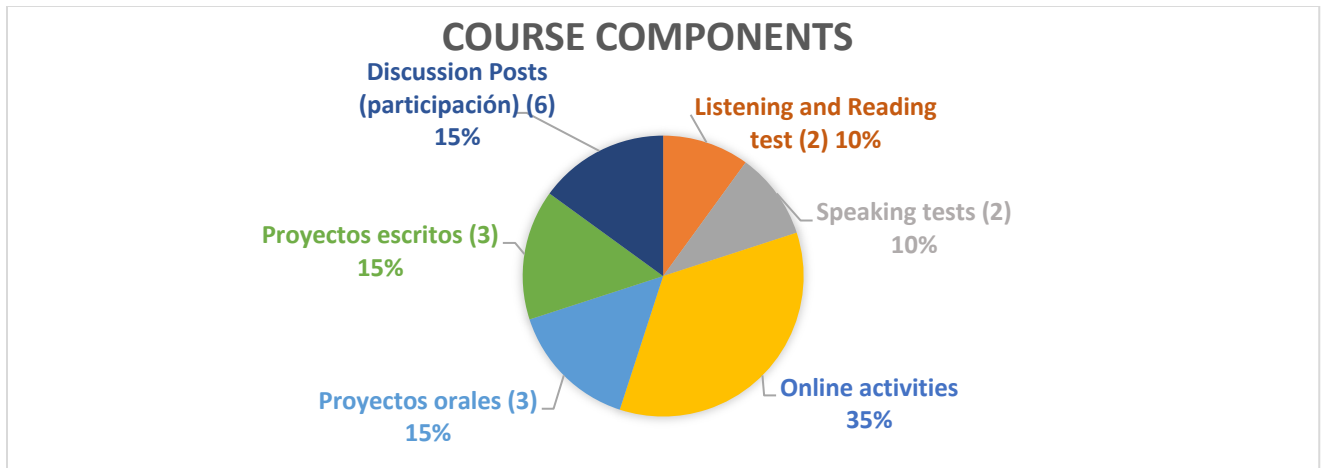
It is best not to wait until the last minute to complete assignments in case you encounter computer problems. You have at least 23 hours in which to complete an assignment. Please note that since there are many homework activities in each unit, forgetting to complete one assignment will generally **not have a large impact** on your homework grade and it will have a minimal impact on your final grade. Repeated failures to complete assignments in

Contraseña, however, will adversely affect your grade in the course.

In conjunction with class activities, **homework** assignments will give you vital tools that you will need as you develop effective communication skills in Spanish. Your instructor will collect and evaluate the mechanical and open-ended assignments for both content and accuracy. If you would like feedback from any homework, it is your right and responsibility to meet with your instructor outside of class to go over those activities.

ASSESSMENT CRITERIA

The graph to the right shows the **percentage** contribution of each component that will make up your final grade. The grading scale for this course is as follows:



Grading scale

100-93 = A
92-90 = A-
89-87 = B+
86-83 = B
82-80 = B-
79-77 = C+
76-73 = C
72-70 = C-
69-67 = D+
66-60 = D
59-0 = F

DROPS/WITHDRAWALS

The last day to drop from this course with no transcript designation is June 3. You will have received several grades by then and should be able to make an informed decision about continuing in the course. Courses dropped on or after June 4, will have a "W" for Withdrawal recorded on the Academic Record.

INCOMPLETES

A final course grade of I (Incomplete) is rarely assigned in this course and may only be considered an option in cases where an unexpected, extreme situation—such as a personal or medical emergency—prevents a student from completing the final major assignment(s) of the course. A student must be passing in order to be considered for an incomplete and the request must be made after the automatic "W" deadline has passed.

Note: Incompletes are *not* issued due to chronic missed work or absences over the course of the semester; a “withdrawal” is more appropriate for such students.

OTHER IMPORTANT INFORMATION REGARDING POLICIES

- No extra credit is available for this course, and no assignments will be curved. It is a good practice to save all your graded work such as homework, projects, etc. until your grade has been published on Ecampus.

INSTRUCTOR/STUDENT COMMUNICATION

You can communicate with your instructor:

- **via e-mail.** Your instructor will provide his/her e-mail address the first day of class. This is the best way to contact your instructor, and you can expect a prompt response.
- **during your instructor’s VIRTUAL office hours.** Your instructor will have office hours and will provide his/her virtual office link and time on the first day of class.
- Students are expected to check Contraseña, Brightspace, and their Uri e-mail on a frequent and consistent basis in order to stay current with course-related communications.

STUDENT SUPPORT AND SUCCESS

Anti-Bias Syllabus Statement

We respect the rights and dignity of each individual and group. We reject prejudice and intolerance, and we work to understand differences. We believe that equity and inclusion are critical components for campus community members to thrive. If you are a target or a witness of a bias incident, you are encouraged to submit a report to the URI Bias Response Team at www.uri.edu/brt. There you will also find people and resources to help.

Disability Services for Students Statement

Section 504 of the Rehabilitation act of 1973 and the Americans with Disabilities Act of 1990 require the University of Rhode Island to provide academic adjustments or the accommodations for students with documented disabilities. The student with a disability shall be responsible for self-identification to the Disability Services for Students in the Office of Student Life, providing appropriate documentation of disability, requesting accommodation in a timely manner, and follow-through regarding accommodations requested. It is the student’s responsibility to make arrangements for any special needs and the instructor’s responsibility to accommodate them with the assistance of the Office of Disability Services for Students.

Any student with a documented disability is welcome to contact me as early in the semester as possible so that we may arrange reasonable accommodations. As part of this process, please be in touch with Disability Services for Students Office. (<http://www.uri.edu/disability/dss/>)

Academic Enhancement Center (for undergraduate courses)

Located in Roosevelt Hall, the AEC offers free face to face and web-based services to undergraduate students seeking academic support. Peer tutoring is available for STEM-related courses through drop-in centers and small group tutoring. The Writing Center offers peer tutoring focused on supporting undergraduate writers at any stage of a writing assignment. The UCS160 course and academic skills consultations offer students strategies and activities aimed at improving their studying and test-taking skills. Complete details about each of these programs, up-to-date schedules, contact information and self-service study resources are all available on the AEC website, web.uri.edu/aec

COURSE SCHEDULE (subject to change)

Session I (May 23-June 24) 5 weeks

*Online Zoom class on Tuesdays and Thursdays (time on ecampus)

Dates	Homework on LINGRO (CONTRASEÑA) due before 11.59pm (EST)	Homework on BRIGHTSPACE due before 11.59pm (EST)	Topics
WEEK #1			
Lunes 23 de mayo (asynchronous work)	Buy access to Contraseña Get familiar with Contraseña Complete online tasks: getting started and readiness quizzes, set up profile on LingroFolio	Read syllabus Instructions on purchasing the access to Contraseña	Introduction to the course Overview of Syllabus & online Contraseña
Martes 24 de mayo	VIRTUAL CLASS ON ZOOM		
Miércoles 25 de mayo (asynchronous work)	Unidad 1 estrategia de comprensión: leer (preparar y aplicar) Unidad 1 Texto (preparar, texto, aplicar) Unidad 1 Vocabulario I y II (preparar, aplicar comprobar) Unidad 1 Gramática I (preparar, aplicar y comprobar)		Texto: Los perfiles sociales de John Debow y María León Los perfiles sociales Los números de 0 hasta 2.000.000 Ser y estar: formas y usos del singular
Jueves 26 de mayo	VIRTUAL CLASS ON ZOOM		
Viernes 27 de mayo (asynchronous work)	Unidad 1 Gramática II (preparar, aplicar y comprobar) Unidad 1 Exploración cultural Preparar, aplicar Unidad 1 Estrategias de producción: Escribir Ortografía (preparar y aplicar) Destreza (preparar y aplicar) Proyecto 1 ¿Quién soy yo? (publicar)	Discussion post #1 (related to Exploración cultural)	Concordancia de género con nombres y adjetivos Las redes sociales en el mundo hispano
WEEK #2			
Lunes 30 de mayo (asynchronous)	Unidad 2 Estrategia de comprensión: Escuchar (preparar		Texto: Conversaciones en la universidad Saludos, despedidas y

work)	y aplicar) Unidad 2 Texto (preparar, texto, aplicar) Unidad 2, Vocabulario I y II (preparar, aplicar y comprobar) Unidad 2 Gramática I (preparar, aplicar y comprobar)		preguntas básicas Los cursos y especializaciones Ser y estar: formas y usos plurales
Martes 31 de mayo	VIRTUAL CLASS ON ZOOM		
Miércoles 1 de junio (asynchronous work)	Unidad 2 Gramática II (preparar, aplicar y comprobar) Unidad 2 Estrategia de producción: Hablar Pronunciación (preparar, aplicar) Destreza (preparar, aplicar) Unidad 2 Exploración cultural Preparar, aplicar Proyecto 2: ¿Quién eres tú? (publicar)	Discussion post #2 (related to Exploración cultural)	Hacer preguntas en español El tuteo en el mundo hispano
Jueves 2 de junio	VIRTUAL CLASS ON ZOOM		
Viernes 3 de junio (asynchronous work)	Unidad 3 estrategia de comprensión: leer (preparar y aplicar) Unidad 3 Texto Preparar, Texto, Aplicar Unidad 3 Vocabulario I y II (preparar, aplicar y comprobar) Unidad 3 Gramática I (preparar, aplicar y comprobar)		Texto: los planes de Ana y David Los días, los meses y las estaciones Las actividades diarias Dar la hora
WEEK #3			
Lunes 6 de junio (asynchronous work)	Unidad 3 Gramática II (preparar, aplicar y comprobar) Unidad 3 Exploración cultural Preparar, aplicar Unidad 3 Estrategias de producción: Escribir	Discussion post #3 (related to Exploración cultural)	El presente de los verbos ir y tener ¿Adiós, siesta?

	Ortografía (preparar y aplicar) Destreza (preparar y aplicar) Proyecto 3: ¿Qué tengo que hacer esta semana? (publicar)		
Martes 7 de junio	VIRTUAL CLASS ON ZOOM		
Miércoles 8 de junio (asynchr. work)		Listening /Reading test # 1 Speaking test # 1 (by appt)	
Jueves 9 de junio	VIRTUAL CLASS ON ZOOM		
Viernes 10 de junio (asynchronous work)	Unidad 4 Estrategia de comprensión: Escuchar Preparar y aplicar Unidad 4 Texto Intro, preparar, texto, aplicar Unidad 4 Vocabulario I y II Preparar, aplicar y comprobar Unidad 4 Gramática I Preparar, aplicar y comprobar		Texto: Mi Universidad: un selfrecorrido La vida en el campus Me gusta y no me gusta El verbo haber en contraste con ser y estar
WEEK #4			
Lunes 13 de junio (asynchronous work)	Unidad 4 Gramática II Preparar, aplicar y comprobar Unidad 4 Exploración Cultural Preparar, aplicar Unidad 4 Estrategia de producción: Hablar Pronunciación (preparar, aplicar) Destreza (preparar, aplicar) Proyecto 4: ¿Cómo es mi Universidad? (publicar)	Discussion post #4 (related to Exploración cultural)	El presente de los verbos -ar La vida universitaria en los países hispanos
Martes 14 de junio	VIRTUAL CLASS ON ZOOM		
Miércoles 15 de junio (asynchronous work)	Unidad 5 Vocabulario I y II Preparar, aplicar y comprobar Unidad 5 Gramática I Preparar, aplicar y comprobar Unidad 5 Gramática II Preparar, aplicar y comprobar		Las cualidades personales ¿Qué hacen las personas admiradas? Tiempo presente de los verbos -er e -ir
Jueves 16 de junio	VIRTUAL CLASS ON ZOOM		

junio			
Viernes 17 de junio (asynchronous work)	<p>Unidad 5 Exploración cultural Preparar, aplicar</p> <p>Unidad 5 Estrategias de producción: Escribir Ortografía (preparar y aplicar) Destreza (preparar y aplicar)</p> <p>Proyecto 5: ¿A quién admiro? **based on Conversar 5-5 (Instructions in Brightspace, submit in CONTRASEÑA)</p>	Discussion post #5 (related to Exploración cultural)	Saber y conocer Personas admiradas del mundo hispano
WEEK #5			
Lunes 20 de junio (asynchronous work)	<p>Unidad 6 Estrategia de comprensión: Escuchar Preparar y aplicar</p> <p>Unidad 6 Texto Preparar, texto, aplicar</p> <p>Unidad 6 Vocabulario I y II Preparar, aplicar, comprobar</p> <p>Unidad 6 Gramática I preparar, aplicar, comprobar</p>		<p>Texto: La familia de Teresa La familia Las características físicas</p> <p>Adjetivos posesivos</p>
Martes 21 de junio	VIRTUAL CLASS ON ZOOM		
Miércoles 22 de junio (asynchronous work)	<p>Unidad 6 Gramática II preparar, aplicar, comprobar</p> <p>Unidad 6 Exploración cultural Preparar, aplicar</p> <p>Unidad 6 Estrategia de prod: Hablar Pronunciación (preparar, aplicar) Destreza (preparar, aplicar)</p> <p>Proyecto 6: ¿Quién es mi familia? (publicar)</p>	Discussion post #6 (related to Exploración cultural)	Verbos en presente con cambios de raíz
Jueves 23 de junio	VIRTUAL CLASS ON ZOOM		
Viernes 24 de junio (asynchronous work)		<p>Listening and Reading test # 2</p> <p>Speaking test # 2 (by appointment)</p>	

Syllabus and course schedule prepared by Dr. Silvia Pisabarro Sarrió (Spanish Lecturer and Coordinator)
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