

UNIVERSITY OF NORTH TEXAS
DEPARTMENT OF WORLD LANGUAGES, LITERATURES,
AND CULTURES
SPAN 1010 MWF ~ FALL 2015

REQUIRED MATERIALS

Blitt and Casas. *Exploraciones* custom 2nd edition with iLrn printed access card.
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COURSE OBJECTIVES TOWARD 21ST CENTURY SKILLS

A number of national organizations came together to identify the skills that are needed for us to live and work in a global environment. Listed below are some of those skills and how your coursework will help you develop them (information on skills is drawn from the American Council on the Teaching of Foreign Languages [ACTFL] World Languages 21st Century Skills Map, 2011).

- **Communication**

The main skill that you will learn in this course is communication. You will learn how to communicate in Spanish in three ways, or modes: the interpersonal mode is a two-way communication with another person; this is a conversation that takes place by speaking or in writing. The interpretive mode focuses on the ability to understand one-way communication, for example, understanding a written article, a video, or a speech. The presentational mode involves the skill of presenting information in different ways, such as in a live oral presentation, a video, or written report.

- **Collaboration and Social Skills**

Collaboration is an important skill in most careers. It involves communicating your ideas effectively, working with diverse team members, and assuming responsibility for your part of the work. You will be collaborating with classmates to complete activities during class and also online.

- **Critical Thinking**

Critical thinking skills are essential in nearly every career choice. You are using critical thinking skills when you analyze, synthesize, and evaluate information that you have observed or gathered. You'll use your critical thinking skills in a number of ways in this course. For example, when you begin studying a new grammar point in the section called **A analizar**, you will use the skill of inductive reasoning. First you'll study examples of how the structure is used; then, you'll figure out how the structure is used.

- **Creativity**

Many careers require you to be creative or to develop innovations. In this class, you will have the chance to showcase your inventiveness and your imagination when you prepare and upload original short videos and similar materials to the *Share it!* section online.

- **Information Literacy**

One aspect of information literacy is the ability to access and use culturally authentic sources of information. You'll be doing this when you research information for short reports in the **Conexiones culturales** activities.

- **Technology Literacy**

Technology literacy includes the ability to use different digital tools to access information and to communicate with others. You will be using a variety of digital tools in this course, including Google Earth.

- **Initiative and Self Direction; Productivity and Accountability**

A key to success in nearly every career is the ability to prioritize and complete tasks even when there is no direct oversight. This includes being able to manage your time and monitor your progress. These skills call on you to take responsibility for your learning. To help you do that, the assignments you will need to complete in preparation for each class are clearly listed in the syllabus and online.

THE FLIPPED CLASSROOM

This class is organized in what is often called a flipped classroom. In the traditional classroom, instructors explain and present new material, and students follow up with practice at home. In the flipped classroom, students first interact with new material online, and then extend their language learning in class the next day. The flipped classroom benefits the student in many ways: at home, you can interact with the new material by listening to Spanish, repeating the words aloud, looking at photos and drawings, watching videos, reading and analyzing examples, and typing responses to questions. In class, we won't have to spend a lot of time repeating words or studying grammar points. Instead, you'll be putting your Spanish to use, to apply what you've learned and to create with it. This class will be conducted mostly in Spanish.

ASSESSMENT

Evaluation Procedure	Weight
Participation	15%
Online Activities	25%
Chapter Exams (5)	50%
Integrated Performance Assessments (2)	10%

The final exam for this class will be given on the day and time listed in the UNT Final Exam Schedule, and will consist of the chapter exam for chapter five and the presentational mode task for integrated performance assessment #2.

PARTICIPATION

To achieve the highest possible personal level of proficiency in Spanish and to be successful in this course, it is necessary to come to each class focused on that goal. Students who perform the five basic tasks listed in the rubric below will be well on their way to being successful in communicating in Spanish. Additionally, students will see these efforts recognized and rewarded; class participation is a substantial portion of the course grade. Please note students

must perform **all** five tasks listed in the rubric below to receive participation points each day. Students not meeting or exceeding expectations for all five tasks listed in the rubric below will receive a zero (verbal/written warnings and reduced points may also be assigned according to the policy of the instructor).

All boxes must be checked in the “Exceeds/Meets Expectations” category in the rubric to receive participation points.

Classroom Tasks	Exceeds / Meets Expectations	Does Not Meet Expectations
1. Speaks in Spanish as directed the entire class period.		
2. Works well with a partner/classmates (e.g. is an active listener, is respectful, helpful, and supportive of classmates, etc.)		
3. Stays on task during class.		
4. Comes prepared to class (e.g. completed assigned homework, brings required materials, etc.)		
5. Arrives on time to class.		

ONLINE ACTIVITIES

You will complete activities online using iLrn at <http://hlc.quia.com>. This portion of the course consists of projects, activities, and assessments offering extensive practice of all vocabulary, grammar, and cultural topics introduced. Due dates are listed on the assignment calendar, and late submissions will not be accepted except in the case of excused absence. **All online activities must be completed ONE HOUR PRIOR to class time the day on which they are assigned in the syllabus.** In case of any technical difficulties, students should contact Heinle Learning Center technical support at <http://hlc.quia.com/support>.

CHAPTER EXAMS

At the end of each chapter you will take an exam to demonstrate your mastery of the material covered for that chapter. Each exam begins with a listening comprehension section. Students arriving late will not have the opportunity to make up the listening section. No make-up work will be allowed for chapter exams in the case of unexcused absence.

INTEGRATED PERFORMANCE ASSESSMENTS

An Integrated Performance Assessment (IPA) is a tool used to evaluate a learner’s level of language through real-life tasks. As developed by the American Council on the Teaching of Foreign Languages, an IPA consists of three tasks that correspond to the three modes of communication:

1. **Interpretive:** First, students individually read and demonstrate their understanding of a short authentic written text (a webpage, an article, etc.) or an unscripted video related to the course material. The students use English to demonstrate their understanding.

2. **Interpersonal:** Then, in pairs, students speak or write in Spanish about a topic related to the written text or video that they have already worked with.

3. **Presentational:** Finally, students individually make brief presentations in Spanish related to the topic that they have discussed. The presentations may take many forms: a written message, an article, a poster, a short video, a speech, etc.

Each task is evaluated separately with a rubric that is correlated to the ACTFL proficiency guidelines. Unlike chapter exams, which focus on measuring a student's mastery of the specific content of a particular chapter, IPAs evaluate the proficiency level of the student (Novice-mid, Novice-high, Intermediate-low, etc.)

Beginning in the third chapter, you will complete two IPAs in this class. Interpretive and presentational mode assessments will be completed during class time, and interpersonal mode assessments will be completed online. Your instructor will distribute information in class and explain how to complete each IPA task.

COURSE POLICIES

Disability accommodation statement:

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time, however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at <http://www.unt.edu/oda>. You may also contact them by phone at [940.565.4323](tel:940.565.4323).

Student behavior in the classroom:

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classrooms, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.unt.edu/csrr.

Attendance:

No make-up work will be allowed for unexcused absences. Only those individuals whose absences are authorized by the instructor will be eligible to make up any assessment or assignment missed. Excused absences include the following: illness, death in the family, religious holidays, military training, and university sponsored activities. In the case of illness or death in the family you must provide documentation (physician's statement, obituary, etc.) **the first day you return to class** in order to be excused. Absences in observance of religious holidays are authorized only if you have notified your instructor in writing within the first 15 days of the semester. For military training you must present your paperwork to the instructor prior to your absence. For university sponsored activities you must obtain authorized absence cards from the Dean of Students and present them to your instructor in order for your absences to be excused. **Students with 12 unexcused absences may be administratively dropped from the class by their instructor.**

Food and beverages in the classroom:

Food is not allowed in the classroom. Students are allowed to consume appropriate beverages during class periods only if their instructor gives his or her approval for doing so.

Outside help/academic integrity:

All assignments should be the student's work only, and should reflect the student's level of proficiency. Cheating, plagiarism, and other examples of academic misconduct will be pursued and reported to the Dean of Students. **The use of translation technology (any digital translation tool or app) is prohibited for all assignments and assessments, and will be considered academic misconduct.**

Use of electronic devices:

Cell phones must be off and put away at all times during class meetings unless otherwise directed by the instructor. Laptops and tablets may be used to access the electronic text during class time, but inappropriate use will affect the participation grade.

Use of email:

Instructors of Spanish at the 1000 – 2000 level require students to use official UNT Eagle Connect for all communication. Instructors will only respond to email sent by students from a UNT Eagle Connect address. Likewise, instructors will only send email to UNT Eagle Connect addresses. Information about Eagle Connect can be found at <http://eagleconnect.unt.edu/>.

A note on protocol:

If a student has a problem with anything related to the course (textbook, instructor, testing, etc.), it is his or her responsibility to discuss the problem first with their instructor before contacting the elementary Spanish coordinator.

Syllabus is subject to change. Class may be video recorded for pedagogical purposes. All online activities and readings in the textbook must be completed **ONE HOUR PRIOR** to class time the day on which they are assigned in the syllabus.

Week	Day	Objectives	Online Activities
1 Aug. 24 - 28	1	Introductions Administrative Requirements Capítulo 1: Hola, ¿qué tal? Preview objectives (p. 2) Exploraciones léxicas 1: Greetings, introductions, and good-byes, Classroom (p. 4)	
	2	A practicar: Exploraciones léxicas 1 Exploraciones gramaticales 1: Gender and number of nouns (p. 8); Los números 0-20 (p. 9) A practicar: Exploraciones gramaticales 1 En vivo: Comprando artículos escolares (p. 15)	S: 1.P1 Pronunciación T: 1.EG1 A analizar T: 1.6 De singular a plural T: 1.7 Género T: 1.8 En la clase
	3	Exploraciones gramaticales 2: Definite and indefinite articles and hay (p. 11) A practicar: Exploraciones gramaticales 2 Conexiones culturales: Latinos e hispanos en el mundo (p. 6)	T: 1.EG2 A analizar T: 1.11 ¿Lógico o no? T: 1.12 Los artículos S: 1.1 Saludos S: 1.4 En mi clase
2 Aug. 31 - Sept. 4	4	Exploraciones léxicas 2: Descriptive adjectives (p. 18) A practicar: Vocabulario En vivo: Nuevo programa busca talentos (p. 31)	T: 1.17 Escucha y responde T: 1.19 Sinónimos S: 1.P2 Pronunciación 2 1.N.1 Nosotros/Share it! S: 1.9 El salón de clase
	5	Exploraciones gramaticales 3: Subject pronouns and the verb ser (p. 23) A practicar: Exploraciones gramaticales 3 Lectura: La escuela es para todos (p. 16)	T: 1.EG3 A analizar T: 1.23 ¿Tú o usted? T: 1.24 Sustituciones T: 1.25 Parejas T: 1.26 El verbo <i>ser</i> S: 1.15 Los antónimos
	6	Exploraciones gramaticales 4: Adjective agreement (p. 25) A practicar: Exploraciones gramaticales 4 Conexiones culturales: La diversidad del mundohispanohablante (p. 20)	T: 1.EG4 A analizar T: 1.28 ¿Quién es? T: 1.29 La atracción de los opuestos T: 1.C2.S Share it! S: 1.21 ¿Quién?
3 Sept. 7 - 11		NO CLASS - LABOR DAY	
	7	Redacción (p. 30) Exploraciones de repaso: estructuras (p. 34) Exploraciones de repaso: comunicación (p. 35)	S: 1.24 Mis amigos S: 1.E ¡Hora de escribir! 1.GE Google Earth
	8	EXAM: Capítulo 1	

4 Sept. 14 - 18	9	Capítulo 2: ¿Cómo es tu vida? Preview objectives (p. 38) Exploraciones léxicas 1: Family members and pets (p. 40) A practicar: Vocabulario En vivo: <i>Celebrando a la familia</i> (p. 51)	T: 2.1 Escucha y responde T: 2.2 ¿Cómo se llama? T: 2.3 ¿Quién es? S: 2.P1 Pronunciación 1
	10	Exploraciones gramaticales 1: Possessive adjectives (p. 44) A practicar: Exploraciones gramaticales 1 Lectura: <i>La familia típica latinoamericana</i> (p. 52)	T: 2.EG1 A analizar T: 2.6 Mi familia T: 2.7 Su familia T: 2.9 Andrés y Ana T: 2.EV1.3 Más allá S: 2.2 Más sobre la familia
	11	Exploraciones gramaticales 2: Regular –ar verbs (p. 47) A practicar: Exploraciones gramaticales 2 Conexiones culturales: <i>El papel de la familia y su valor</i> (p. 42)	T: 2.EG2 A analizar T: 2.12 Mi familia y yo T: 2.13 La familia de Gabriela T: 2.C1.S Share it! S: 2.7 ¿De quién es?
5 Sept. 21 – 25	12	Exploraciones léxicas 2: Academic subjects (p. 54) A practicar: Vocabulario En vivo: <i>Un plan de estudios</i> (p. 67)	T: 2.19 Escucha y responde T: 2.20 Reclamaciones S: 2.P2 Pronunciación 2 S: 2.10 ¡Qué coincidencia! S: 2.11 Una familia ocupada
	13	Exploraciones gramaticales 3: The verb tener (p. 58) A practicar: Exploraciones gramaticales 3 Conexiones culturales: <i>La educación</i> (p. 56)	T: 2.EG3 A analizar T: 2.24 ¿Qué tienen? T: 2.25 ¿Tienes ganas? T: 2.26 ¿Cuántos años tienes? T: 2.C2.S Share it! S: 2.19 ¿Qué clase es?
	14	Exploraciones gramaticales 4: Adjective placement (p. 61) A practicar: Exploraciones gramaticales 4	T: 2.EG4 A analizar T: 2.30 Mi clase de español T: 2.31 ¿Cómo son? S: 2.E ¡Hora de escribir! S: 24 ¿Qué tienen?
6 Sept. 28 – Oct. 2	15	Lectura: <i>Otros sistemas universitarios</i> (p. 64) Exploraciones profesionales: <i>Asistente de oficina</i> (p. 68)	T: 2.R Redacción S: 2.25 Mis clases S: 2.27 Mi universidad
	16	Exploraciones de repaso: estructuras (p. 70) Exploraciones de repaso: comunicación (p. 71) Exploraciones literarias (p. 74)	2.GE Google Earth
	17	EXAM: Capítulo 2	

7 Oct. 5 - 9	18	Capítulo 3: ¿Qué tiempo hace hoy? Preview objectives (p. 76) Exploraciones léxicas 1: Seasons, weather, clothing, and colors (p. 78) A practicar: Vocabulario En vivo: <i>De compras</i> (p. 89)	T: 3.1 Escucha y responde T: 3.2 ¿Qué tiempo hace? S: 3.P1 Pronunciación 1
	19	Exploraciones gramaticales 1: The verb gustar (p. 82) A practicar: Exploraciones gramaticales 1 Lectura: <i>La ropa tradicional</i> (p. 90)	T: 3.EG1 A analizar T: 3.6 Me gusta el verano T: 3.7 Combinaciones lógicas T: 3.8 ¿Qué te gusta? T: 3.EV1.3 Más allá S: 3.4 Oraciones deshidratadas
	20	Exploraciones gramaticales 2: Regular –er and –ir verbs (p. 85) A practicar: Exploraciones gramaticales 2 Conexiones culturales: <i>El clima y la ropa</i> (p. 80)	T: 3.EG2 A analizar T: 3.13 ¿Qué tienen? T: 3.14 Mis amigos y yo T: 3.C1.S Share it! S: 3.6 Julio y César
8 Oct. 12 - 16	21	IPA #1 – Interpretive	
	22	Exploraciones léxicas 2: Time, days, months, and saying the date (p. 92) A practicar: Vocabulario En vivo: <i>Vacaciones de Semana Santa</i> (p. 105)	T: 3.21 Escucha y responde T: 3.22 En orden T: 3.23 ¿Qué hora es? S: 3.P2 Pronunciación 2 T: 3.R Redacción S: 3.9 Los fines de semana
	23	Exploraciones gramaticales 3: The verb ir (p. 96) A practicar: Exploraciones gramaticales 3 Lectura: <i>La Navidad en algunos países hispanos</i> (p. 102)	T: 3.EG3 A analizar T: 3.26 Las vacaciones de verano T: 3.27 Después de las clases T: 3.EV2.3 Más allá S: 3.19 La hora
9 Oct. 19 - 23	24	Exploraciones gramaticales 4: Ir + a + infinitive (p. 99) A practicar: Exploraciones gramaticales 4 Conexiones culturales: <i>Las celebraciones</i> (p. 94)	T: 3.EG4 A analizar T: 3.31 Un poco de lógica T: 3.32 El cumpleaños de Merche T: 3.C2.S Share it! S: 3.24 Nuevas estudiantes
	25	Exploraciones profesionales: <i>El turismo</i> (p. 106) Exploraciones de repaso: estructura (p. 108) Exploraciones de repaso: comunicación (p. 109)	S: 3.26 La rutina 3.GE Google Earth
	26	EXAM: Capítulo 3	

10 Oct. 26 – 30	27	Capítulo 4: ¿Dónde vives? Preview objectives Exploraciones léxicas 1: Places in a city (p. 114) A practicar: Vocabulario En vivo: <i>Turismo local en Ecuador</i> (p. 125)	IPA #1 – Interpersonal Task (due on iLrn) T: 4.1 Escucha y responde T: 4.2 ¿Certo o falso? S: 4.P1 Pronunciación 1
	28	Exploraciones gramaticales 1: Stem-changing verbs (o -> ue) (p. 118) A practicar: Exploraciones gramaticales 1 Conexiones culturales: <i>Ciudades fuera de lo común</i> (p. 116)	T: 4.EG1 A analizar T: 4.6 Un poco de lógica T: 4.7 Nuestros sueños T: 4.C1.S Share it! S: 4.3 ¿Qué hay en el barrio?
	29	Exploraciones gramaticales 2: The verb estar with prepositions of place (p. 121) A practicar: Exploraciones gramaticales 2 Lectura: <i>Algunas ciudades únicas de Latinoamérica</i> (p. 126)	T: 4.EG2 A analizar T: 4.11 Actividades en la ciudad T: 4.12 En la ciudad T: 4.EV1.3 Más allá S: 4.4 En la escuela
11 Nov. 2 - 6	30	Exploraciones léxicas 2: Furniture and appliances (p. 128) A practicar: Vocabulario En vivo: <i>Casas en venta</i> (p. 141)	T: 4.19 Escucha y responde T: 4.20 ¿Dónde están? S: 4.P2 Pronunciación 2 S: 4.E ¡Hora de escribir! S: 4.11 ¿Dónde están?
	31	Exploraciones gramaticales 3: Interrogatives (p. 132) A practicar: Exploraciones gramaticales 3 IPA #1: Presentational (Last 30 minutes of class)	T: 4.EG3 A analizar T: 4.24 La respuesta lógica T: 4.25 ¿Qué o cuál? S: 4.16 Un crucigrama S: 4.18 Explicaciones
	32	Exploraciones gramaticales 4: Stem-changing verbs e -> ie and e -> i (p. 135) A practicar: Exploraciones gramaticales 4 Conexiones culturales 2: <i>Casas únicas</i> (p. 130)	T: 4.EG4 A analizar T: 4.29 En la tienda de muebles T: 4.EV2.3 Más allá S: 4.20 Un apartamento nuevo S: 4.21 Preguntas
12 Nov. 9 - 13	33	Exploraciones profesionales: <i>La arquitectura</i> (p. 142) Exploraciones de repaso: estructuras Exploraciones de repaso: comunicación	S: 4.24 En el nuevo apartamento S: 4.25 Mis actividades T: 4.R Redacción 4.GE Google Earth
	34	EXAM: Capítulo 4	
	35	IPA #2: Interpretive	

13 Nov. 16 - 20	36	Capítulo 5: ¿Estás feliz en el trabajo? Preview objectives Exploraciones léxicas 1: Adjectives of emotion and physical states (p. 152) A practicar: Vocabulario	T: 5.1 Escucha y responde T: 5.2 ¿Lógica o ilógica? S: 5.P1 Pronunciación 1
	37	Exploraciones gramaticales 1: Estar with adjectives and the present progressive (p. 156) A practicar: Exploraciones gramaticales 1 Lectura: <i>¿Quiénes son más felices?</i> (p. 164)	T: 5.EG1 A analizar T: 5.7 ¿Cierto o falso? T: 5.EV1.3 Más allá S: 5.1 Reacciones lógicas S: 5.3 Estados de ánimo
		Exploraciones gramaticales 2: Ser and estar (p. 159) A practicar: Exploraciones gramaticales 2 Conexiones culturales: <i>Las emociones y el bienestar</i> (p. 154)	T: 5.EG2 A analizar T: 5.12 ¿Es posible? T: 5.13 ¿Cómo son o cómo están? T: 5.C1.S1 Share it! S: 5.8 ¿Qué estás haciendo?
14 Nov. 23 - 27	38	Exploraciones léxicas 2: Professions (p. 166) A practicar: Vocabulario Conexiones culturales: <i>Las profesiones y la economía</i> (p. 168)	T: 5.18 Escucha y responde T: 5.19 ¿Dónde trabajan? S: 5.P2 Pronunciación 2 T: 5.C2.S Share it! S: 5.10 ¿Ser o estar?
	39	Exploraciones gramaticales 3: Verbs with changes in the first person (p. 170) A practicar: Exploraciones gramaticales 3	IPA #2: Interpersonal Task (due on iLrn) T: 5.EG3 A analizar T: 5.24 ¿Quién soy? T: 5.25 Un día ocupado S: 5.19 En el trabajo
	40	THANKSGIVING BREAK Nov. 26 – 29	
15 Nov. 30 – Dec. 4	41	Exploraciones gramaticales 4: Saber and conocer (p. 173) A practicar: Exploraciones gramaticales 4 En vivo: <i>Solicitudes de trabajo</i> (p. 179)	T: 5.EG4 A analizar T: 5.29 ¿Lógica o ilógica? T: 5.30 Oraciones incompletas S: 5.20 Adivina quién lo dice S: 5.23 ¿Qué hacen?
	42	Exploraciones profesionales: <i>El trabajo social</i> (p. 180) Exploraciones de repaso: estructuras Exploraciones de repaso: comunicación	S: 5.25 ¿Quién es? S: 5.26 La entrevista de trabajo S: 5.27 Oraciones incompletas 5.GE Google Earth T: 5.EV2.3 Más allá
		READING DAY – NO CLASS	
16 Dec. 7 - 11		FINAL EXAM	