

**UNIVERSITY OF NORTH TEXAS
DEPARTMENT OF SPANISH
REVIEW OF ELEMENTARY SPANISH
SPAN 1030 MWF ~ SPRING 2018**

Class section:

Meeting times and location:

Instructor:

Email address:

Office hours and location:

REQUIRED MATERIALS

Blitt and Casas. *Exploraciones* custom 2nd edition with iLrn printed access card and Mindtap Mobile App printed access card. ISBN-13: 9781337810524

COURSE DESCRIPTION

This course is designed for students who have studied Spanish for two years or more at the high school level, or the equivalent. SPAN 1030 is a combination of SPAN 1010 and SPAN 1020, and is a single, three-credit course as opposed to a six credit, two-course sequence. Due to variances in the scope of different programs, some topics in this course may be new for students.

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).

- **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.

- **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.

ASSESSMENT

Evaluation Procedure	Weight
Participation	15%
Quizzes	20%
Online Homework	15%
Activities	10%
Final Exam	20%
Integrated Performance Assessments	20%

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 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.		

QUIZZES

Announced and unannounced quizzes will be given over any material covered. No make-up work will be allowed for quizzes in the case of unexcused absence.

ONLINE HOMEWORK

You will complete homework online using iLrn at <http://hlc.quia.com>. This portion of the course consists of activities and projects offering 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 homework 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>.

ACTIVITIES

This portion of the course consists of activities and tasks you will complete in and out of class. Assignments may include but are not limited to writing tasks, cultural activities, and participation in a conversation club. Your instructor will provide specific details about requirements and expectations.

FINAL EXAM

The final exam is comprehensive. Check the UNT Final Exam Schedule at <http://registrar.unt.edu/exams/final-exam-schedule/spring> for the day and time of your final exam. All students must take the final exam on the day and time listed for their class in the schedule.

INTEGRATED PERFORMANCE ASSESSMENT

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. **Presentation:** 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 correlated to the ACTFL proficiency guidelines (Novice-mid, Novice-high, Intermediate-low, etc.).

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 with a written excuse from a medical professional, death in the family, religious holidays, military training, and university-sponsored activities. Documentation must be provided (physician's statement, obituary, etc.) the first day upon returning to class for the absence to be excused. Absences in observance of religious holidays are authorized only if students have notified the instructor in writing within the first 15 days of the semester. For absences due to military training, students must present their paperwork to the instructor prior to absence. For absences due to university-sponsored activities, students must obtain authorized absence cards from the Dean of Students and present them to the instructor prior to absence. **Students with 10 unexcused absences may be administratively dropped from the class by the instructor.**

Food and beverages in the classroom:

Food is not allowed in the classroom. Students can consume appropriate beverages during class periods only if their instructor gives approval.

Student academic integrity:

The UNT Department of Spanish adheres to the University's policy on Student Academic Integrity. For all pertinent assignments and assessments, the work must be the student's work only (unless otherwise indicated by the course instructor) and should reflect the student's level of proficiency. Students are prohibited from asking another person (i.e. a friend, tutor, or relative) to help them develop or compose a response (oral or written) in preparation for, or while completing, an assignment or assessment that will be graded and applied to the student's final grade in the course. This includes, but is not limited to, receiving outside assistance with drafting, revising, editing, or developing the content and structure of a response to an assignment or assessment question without consent from the course instructor. Also, the use of translation technology (any digital translation tool or app) is prohibited for all assignments and assessments and will be considered academic misconduct. Information "cut and pasted" or otherwise copied from other sources and used as answers in assignments and assessments will be considered plagiarism. If a student has any doubts whatsoever as to what constitutes any form of scholastic dishonesty, they should consult with the course instructor before submitting their work. Cheating, plagiarism, and other examples of academic misconduct defined by University Policy will result in a zero on the assignment or assessment in question, and may be reported to the Dean of Students.

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 any issue 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 first year Spanish coordinator.

First Year Spanish Coordinator:

Steve Sheppard

steven.sheppard@unt.edu

COURSE CALENDAR

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. All activities must be written in Spanish unless otherwise noted in the course calendar or activity instructions.

Day	Objectives	Online Activities
WEEK ONE		
1-15	NO CLASS – MLK DAY	
1-17	Introductions Administrative Requirements <ul style="list-style-type: none"> Greetings, introductions, and good-byes, classroom (p. 4) 	
1-19	<ul style="list-style-type: none"> El alfabeto (p. 5) Gender and number of nouns; los números 0-20 (p. 8-10) Definite and indefinite articles and hay (p. 11-14) 	T: 1.1 Escucha y responde S: 1.1 Saludos S: 1.P1 Pronunciación 1 (Note: this is a voice-recorded activity. Click the red “Record” button before beginning the voice-recorded section of the activity, which may require scrolling down the page.)
WEEK TWO		
1-22	<ul style="list-style-type: none"> Descriptive adjectives (p. 18-19) Subject pronouns and the verb ser (p. 22-23) Adjective agreement (p. 25-27) 	T: 1.17 Escucha y responde T: 1.19 Sinónimos S: 1.9 El salón de clase S: 1.25 ¿Cómo son? S: 1.P2 Pronunciación 2 MP 35 Nouns

1-24	<ul style="list-style-type: none"> Family members and pets (p. 40-41) Possessive adjectives (p. 44-46) 	T: 2.1 Escucha y responde T: 2.2 ¿Cómo se llama? S: 1.15 Los antónimos S: 1.17 Asociaciones S: 1.28 ¿Quién es? S: 2.P1 Pronunciación 1
1-26	<ul style="list-style-type: none"> Regular -ar verbs (p. 47-50) The verb tener (p. 58-60) Academic subjects (p. 54) 	T: 2.19 Escucha y responde T: 2.20 Reclamaciones S: 2.2 Más sobre la familia S: 2.5 La opción correcta S: 2.7 ¿De quién es? S: 2.P2 Pronunciación 2
WEEK THREE		
1-29	<ul style="list-style-type: none"> Review of topics Lectura: <i>Otros sistemas universitarios</i> (p. 64) 	T: 2.L2.3 Comprensión S: 2.18 La universidad S: 2.20 Profesiones S: 2.25 Mis clases S: 2.31 Descripciones MP 75 Adjectives
1-31	<ul style="list-style-type: none"> Adjective placement (p. 61-63) Seasons, weather, clothing, and colors (p. 78-79) 	T: 3.1 Escucha y responde T: 3.2 ¿Qué tiempo hace? S: 2.8 Información adicional S: 2.10 ¡Qué coincidencia! S: 2.22 Los verbos <i>ser</i> y <i>tener</i> S: 3.P1 Pronunciación 1
2-2	<ul style="list-style-type: none"> The verb gustar (p. 82-84) Regular -er and -ir verbs (p. 85-88) 	S: 2.19 ¿Qué clase es? S: 2.24 ¿Qué tienen? S: 3.2 ¿Qué ropa debo llevar? S: 3.15 De viaje S: 3.P2 Pronunciación 2
WEEK FOUR		
2-5	<ul style="list-style-type: none"> Time, days, months, and saying the date (p. 92-93) The verb ir (p. 96-98) 	T: 3.21 Escucha y responde T: 3.22 En orden S: 3.6 Julio y César S: 3.11 Las similitudes S: 3.12 Un nuevo amigo S: 3.14 ¿Lógico o ilógico? S: 4.P1 Pronunciación 1

2-7	<ul style="list-style-type: none"> Places in a city (p. 114-115) Stem-changing verbs (o -> ue) (p. 118-120) 	S: 3.21 En la universidad S: 3.22 ¿Adónde vas? S: 3.28 La hora T: 4.1 Escucha y responde T: 4.2 ¿Cierto o falso? S: 4.P2 Pronunciación 2
2-9	<ul style="list-style-type: none"> The verb estar with prepositions of place (p. 121-124) Furniture and appliances (p. 128-129) 	T: 4.19 Escucha y responde T: 4.20 ¿Dónde están? S: 4.3 ¿Qué hay en el barrio? S: 4.5 Mis actividades S: 4.7 Mis amigos y yo S: 4.12 En Madrid S: 5.P1 Pronunciación 1
WEEK FIVE		
2-12	INTEGRATED PERFORMANCE ASSESSMENT #1 INTERPRETIVE TASK (completed in class)	
2-14	<ul style="list-style-type: none"> Review of topics Lectura: <i>Algunas ciudades únicas de Latinoamérica</i> (p. 126) 	T: 4.L1.2 Comprensión S: 4.11 ¿Dónde están? S: 4.18 Explicaciones S: 4.28 Respuestas lógicas S: 5.P2 Pronunciación 2
2-16	<ul style="list-style-type: none"> Interrogatives (p. 132-134) Stem-changing verbs e -> ie and e -> i (p. 135-137) 	S: 4.4 En la escuela S: 4.6 El verbo lógico S: 4.13 Una foto de mi calle S: 4.27 En la casa S: 6.P1 Pronunciación 1
WEEK SIX		
2-19	<ul style="list-style-type: none"> Adjectives of emotion and physical states (p. 152-153) Ser and estar (p. 159-162) 	T: 5.1 Escucha y responde T: 5.2 ¿Lógica o ilógica? S: 4.19 Interrogativos S: 4.24 En el nuevo apartamento S: 4.25 Mis actividades S: 6.P1 Pronunciación 2
2-21	INTEGRATED PERFORMANCE ASSESSMENT #1 INTERPERSONAL TASK (completed in class)	
2-23	INTEGRATED PERFORMANCE ASSESSMENT #1 INTERPERSONAL TASK (completed in class)	

WEEK SEVEN		
2-26	<ul style="list-style-type: none"> Review of topics Lectura: <i>¿Quiénes son más felices?</i> (p. 164) 	T: 5.L1.2 Comprensión S: 5.2 Una telenovela S: 5.3 Estados de ánimo S: 5.9 Mi amiga Susana S: 5.10 ¿Ser o estar?...
2-28	<ul style="list-style-type: none"> Verbs with changes in the first person (p. 170-172) 	S: 5.13 ¿Cómo están? S: 5.14 Preguntas MP 180 Stem-changing verbs MP 246 The verbs ser and estar
3-2	<ul style="list-style-type: none"> Parts of the body (p. 188-89) Reflexive verbs (p. 192) 	T: 6.1 Escucha y responde T: 6.3 ¿Qué parte del cuerpo es? S: 5.21 Un poco de lógica S: 5.22 Una entrevista con el consejero MP248 The verbs ser and estar
WEEK EIGHT		
3-5	<ul style="list-style-type: none"> Saber and conocer (p. 173) INTEGRATED PERFORMANCE ASSESSMENT #1 - PRESENTATIONAL TASK (completed in last 25 minutes of class)	S: 6.1 Asociaciones S: 6.3 Las partes del cuerpo S: 6.4 ¿Cuál es el verbo? S: 6.6 Descripciones S: 6.7 De vacaciones MP182 Stem-changing verbs
3-7	<ul style="list-style-type: none"> Sports, Sporting equipment (p. 202) The preterite (p. 206) 	T: 6.20 Escucha y responde T: 6.21 ¿Qué actividad es? S: 4.26 Daniela y yo S: 5.26 La entrevista de trabajo S: 6.9 Las rutinas de los famosos S: 6.36 ¿Saber o conocer? MP207 Reflexive Verbs and Pronouns
3-9	<ul style="list-style-type: none"> Stem-changing verbs in the preterite (p. 209) 	S: 6.21 ¿Quién hace qué? S: 6.24 De vacaciones S: 6.25 ¡Qué desastre! S: 6.27 ¿Quién lo hizo? S: 6.32 Las actividades favoritas
WEEK NINE		
3-12 – 16	NO CLASS – SPRING BREAK	

WEEK TEN		
3-19	<ul style="list-style-type: none">Review of topicsLectura: <i>Deportistas famosos</i> (p. 212)	T: 6.L2.2 Comprensión S: 6.28 En la playa S: 6.29 ¿Qué pasó? S: 6.31 El fin de semana S: 6.34 El fin de semana
3-21	<ul style="list-style-type: none">Fruits, vegetables, and condiments (p. 226)Meals and utensils (p. 240)	T: 7.1 Escucha y responde T: 7.2 Relaciona las columnas T: 7.19 Escucha y responde T: 7.20 ¿Cuál es? S: 6.26 El fin de semana
3-23	INTEGRATED PERFORMANCE ASSESSMENT #2 INTERPRETIVE TASK	
WEEK ELEVEN		
3-26	<ul style="list-style-type: none">Irregular verbs in the preterite (p. 230)	S: 7.2 ¿Cuál no pertenece? S: 7.4 ¿Cuánto cuesta? S: 7.16 ¿De quién es esta bolsa? S: 7.21 Los utensilios S: 7.23 En la cocina
3-28	<ul style="list-style-type: none">Por and para and prepositional pronouns (p. 233)	S: 7.6 La cena S: 7.8 Preguntas S: 7.9 En la granja S: 7.11 La cosecha S: 7.12 Frutas y verduras
3-30	<ul style="list-style-type: none">Review of topicsLectura: <i>Los alimentos del Nuevo Mundo</i> (p. 238)	T: 7.L1.2 Comprensión S: 7.10 ¿Qué restaurante más raro! S: 7.14 Combinaciones S: 7.33 ¿Qué es?
WEEK TWELVE		
4-2	<ul style="list-style-type: none">Direct object pronouns 1 (p. 244)Direct object pronouns 2 (p. 247)	MP 225 Preterite Tense MP 227 Preterite Tense MP 66 Por vs. Para MP 167 Por vs. Para
4-4	INTEGRATED PERFORMANCE ASSESSMENT #2 INTERPERSONAL TASK (completed in class)	
4-6	INTEGRATED PERFORMANCE ASSESSMENT #2 INTERPERSONAL TASK (completed in class)	

WEEK THIRTEEN		
4-9	<ul style="list-style-type: none"> The imperfect (p. 266) 	S: 7.24 ¿Cómo lo quiere? S: 7.25 ¿Qué tomas? S: 7.29 tu mejor amigo S: 7.30 Una evaluación S: 7.31 ¿Quién?
4-11	<ul style="list-style-type: none"> Indefinite and negative words (p. 269) Adverbs of time and frequency (p. 195) 	S: 8.5 Los quehaceres S: 8.6 Mi compañera de casa MP108 Direct Object Pronouns MP223 Preterite Tense MP134 Imperfect Tense
4-13	<ul style="list-style-type: none"> Review of topics Lectura: <i>La comida rápida en Latinoamérica</i> (p. 250-251) 	T: 7.L2.2 Comprensión S: 6.12 La rutina S: 6.13 Dos rutinas S: 8.8 La palabra lógica S: 8.9 ¡Que negativo! S: 8.13 Respuestas negativas
WEEK FORTEEN		
4-16	<ul style="list-style-type: none"> Taking a trip (p. 336-337) A comparison of the preterite and the imperfect (p. 304) <p>INTEGRATED PERFORMANCE ASSESSMENT #2 PRESENTATIONAL TASK (due on iLrn)</p>	T: 10.1 Escucha y responde T: 10.2 A viajar
4-18	<ul style="list-style-type: none"> Hotel (p. 350-351) Uses of the preterite and the imperfect (p. 307) 	T: 10.20 Escucha y responde T: 10.21 En el hotel S: 9.4 La Navidad S: 10.14 En la estación MP 224 Preterite Tense MP 135 Imperfect Tense
4-20	<ul style="list-style-type: none"> Preterite and imperfect with emotions and mental states (p. 318) 	S: 9.5 ¿Qué pasaba? S: 9.6 ¿Qué pasó? S: 9.8 La fiesta S: 9.9 Después S: 10.12 De viaje
WEEK FIFTEEN		
4-23	<ul style="list-style-type: none"> Informal commands (p. 354) 	S: 9.19 ¿Cómo se sintieron? MP 136 Imperfect Tense MP 231 Preterite vs. Imperfect MP232 Preterite vs. Imperfect MP233 Preterite vs. Imperfect

4-25	<ul style="list-style-type: none">Indirect object pronouns (p. 280-282)	S: 10.21 Un viaje S: 10.22 Los huéspedes S: 10.23 Algunos consejos S: 10.28 ¿Quién es? S: 10.30 De vacaciones
4-27	<ul style="list-style-type: none">Exploraciones de repaso: estructuras (p. 330, 366)Exploraciones de repaso: comunicación (p. 331, 367)	MP234 Preterite vs. Imperfect MP235 Preterite vs. Imperfect S: 9.12 ¿Descripción o narración? S: 9.13 El gruñon
WEEK SIXTEEN		
4-30	<ul style="list-style-type: none">Exploraciones de repaso: estructuras (p. 218, 256)Exploraciones de repaso: comunicación (p. 219, 257)	S: 9.27 ¿Pretérito o imperfecto? MP65 Por vs. Para MP 109 Direct Object Pronouns MP 209 Reflexive Verbs and Pronouns
5-2	<ul style="list-style-type: none">Exploraciones de repaso: estructuras (p. 144, 182)Exploraciones de repaso: comunicación (p. 145, 183)	MP183 Stem-changing Verbs MP247 The verbs ser and estar MP141 Indirect Object Pronouns
5-4	NO CLASS – READING DAY	
WEEK SEVENTEEN		
5-5 – 11	FINAL EXAM Check the UNT Final Exam Schedule at http://registrar.unt.edu/exams/final-exam-schedule/spring for the day and time of your final exam.	