

**Spanish 1134**  
**Elementary Spanish I**  
**fall 2020**

**Time:**

Section 101 - Monday, Tuesday, Wednesday, Thursday 8:00-8:50 a.m., PY 203

Section 103 – Monday, Tuesday, Wednesday, Thursday 10:00-10:50 a.m., PY 203

**Instructor:** Dr. Oxford

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teléfono – 940-397-4144

Oficina: Bea Wood 114

Horas de oficina: MTWR 9:00-10:00 and MW 11:00-5:00

(but I am in my office much more than that, so feel free to come by at your convenience)

**Textos:**

1. Textbook:

Attention all students enrolling in SPAN 1134 – Elementary Spanish I: The following package is **REQUIRED**. These materials will be used for both SPAN 1134 and SPAN 1234.

*Aventuras*, 5th edition, ISBN 978-1-68004-972-5:

Full color, loose leaf, 3 hole punched (binder ready) version of *Aventuras*, 5th edition, **with full VHLcentral.com supersite plus websam technology**. Please note that the code with this package lasts for 36 months.

2. 10 long Scantron answer-sheets (or 2 packages). Note: Instead of any passing grade, you will receive a grade of Incomplete (I) as your entire, **overall semester average** for the class if you do not turn these in to the instructor.

**Notes:**

1. This course has been planned as a fully face-to-face course for fall 2020. The class will meet in its regularly scheduled room but will utilize social distancing and an assigned seating chart. When the university transitions to fully online after Thanksgiving, we will review during the last week of class and hold our finals virtually. I will use D2L for posting syllabi, course communication, course schedule, attendance, and gradebook. There will be some online office hours announced through D2L. You should regularly check D2L and the email hosted via D2L for important course information. In the event of increased incidence and risk of COVID-19 that results in the university moving back to a shelter-in-place mode, the course instruction will transition to fully online. More instructions will be given at that time
2. This course uses supplemental D2L and the Vista Higher Learning Website. Please make sure you access the D2L site every day for homework assignments, class updates, additional grammar explanation, practice materials, etc.
3. As per The Code of Federal Regulations (CFR Title 34, Part 600.2), “a credit hour is an amount of work [...that ] reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester.”

4. Tutoring for this course is available through the World Languages & Cultures Tutoring Center (Bea Wood 115) and the MSU Tutoring Center (McCullough Hall). These campus tutoring options are all available free of charge. Departmental tutoring hours are listed on the D2L class site.
5. The following recommendations are taken from the Student Life Subcommittee Report of the MSU Task Force to Return to Campus Report: [Return to Campus Task Force Report](#):

PC Desktops and laptops Minimum Specifications	Mac desktops and laptops Minimum Specifications
<ul style="list-style-type: none"> <li>• Intel Core (i3, i5, i7) processors; 4<sup>th</sup> generation or newer</li> <li>• 4 GB of RAM, 8 GB of RAM is highly recommended</li> <li>• 256 GB SSD Storage</li> <li>• Dual band spectrum (2.4GHz and 5 GHz with 802.11ac or 802.11n)</li> <li>• Use Windows' Operating System and PC Info to find your hardware information</li> </ul>	<ul style="list-style-type: none"> <li>• Intel Core (i3, i5, i7) processors; 4<sup>th</sup> generation or newer</li> <li>• 4 GB of RAM, 8 GB of RAM is highly recommended</li> <li>• 256 GB SSD Storage</li> <li>• Dual band spectrum (2.4GHz and 5 GHz with 802.11ac or 802.11n)</li> <li>• Use Apple's About this Mac feature to find your hardware information</li> </ul>

**Chromebooks are not recommended** as they will not work with D2L.

**Prerequisites:** Admission into Midwestern State University.

### General Objectives:

Learning a second language is a process inextricably connected to the culture or cultures in which the language is spoken. Thus, this course focuses on developing students' Spanish-language proficiency through modes of communication that reflect real-life communication in the varied cultures of the Spanish-speaking world. By employing interpersonal, interpretive and presentational communicative modes in the target language, students will explore the ideas, values, beliefs and other cultural aspects of Spanish-speaking peoples across the world and how these aspects work together to affect human experience. By providing students with knowledge of a language and culture different from their own, this course contributes to preparing students to be productive members of global society as well as to understand and relate with people and ideas different from their own.

### Skills and Outcomes: Linguistic skills you will develop

This course involves the development of specific Spanish grammar, vocabulary and idiomatic usage in the context of the varied cultures of the Spanish-speaking world for the purpose of exploring ideas that foster aesthetic and intellectual creation in order that students may understand the human condition across cultures. By the end of the first semester, the student will be able to:

1. Greet, say farewell, introduce people and respond to introductions in the appropriate cultural register indicating his/her awareness of cultural norms in the Spanish-speaking world for formality, informality, personal space and gestures.
2. Engage in simple question/answer conversations using memorized and/or high-frequency expressions indicating cultural sensitivity and awareness.
3. Provide and request basic information.

4. Express ongoing actions, routine actions, future actions and past actions in the context and manner these are used in the Spanish-speaking cultures and recognize how these uses are different from those of English-speakers.
5. Describe and illustrate aspects of the cultures of Spanish-speaking countries and make comparisons between these cultures and her/his own culture using basic linguistic structures and vocabulary in the target language.
6. Evaluate her/his own values, behaviors and worldviews on the socio-cultural topics presented and compare these to those of Spanish-speakers.

#### CORE OBJECTIVES AND ASSESSMENT: Other things you'll learn in this course:

The core objectives for the Language, Philosophy and Culture Foundational Component Area are addressed in this course according to the following descriptions. Students will demonstrate their mastery of the core objectives in a Personal Reflection Essay on a cultural topic(s) presented by the instructor and/or of their choosing. A global assessment rubric will be used for measuring students' mastery of the core objectives according to the following:

1. Critical Thinking Skills: Students will demonstrate creative thinking, innovation, inquiry and analysis, evaluation and synthesis of information.
2. Communication Skills: Students will demonstrate effective development, interpretation and expression of ideas through written, oral and visual communication.
3. Personal Responsibility: Students will demonstrate the ability to connect choices, actions and consequences to ethical-decision making.
4. Social Responsibility: Students will demonstrate intercultural competence, knowledge of civic responsibility and the ability to engage effectively in regional, national and global communities

#### GRADING POLICIES - How your grade will be assigned:

1. **Attendance and Participation.** Please note that participation and attendance contribute 7% toward the final grade in this course. This grade component will be based on your submission to the appropriate D2L drop box (D2L – Assessments – Assignments) the assigned recording of your speaking Spanish; files with heic extensions (Apple phone) are NOT acceptable as my computer cannot open them. Check the D2L news section every day for assignments. Don't worry about speaking perfect Spanish, just speak. Accuracy will come with practice.  
I will be taking attendance using a seating chart and assigned seating as required by the MSU Taskforce to Return to Campus: [Return to Campus Taskforce Report](#)
2. **Exams:** There are three (after every two chapters), not including the Final Exam (which is comprehensive). If you miss an exam, you must present documented proof of illness or university activity to your instructor, at which point if the reason is excusable (see #7, below) your grade of zero will then be changed to missing (i.e., the other exams will count more).
3. **Homework.** Regular assignments will be made from the text and from other sources (these will be detailed on the D2L class site—the "News" section—which you should check every day). Students are expected to prepare homework (*tarea*) as assigned. Independent study of grammar and vocabulary is also expected. The instructor is not limited to one graded assignment per class period/day. Graded homework will be 10% of your final grade. The vast majority of **homework must be completed via the [Vistas Higher Learning website](#) prior to the 11:59 p.m. every day**; occasionally, other homework assignments must be completed by a different time. Pay careful attention to the D2L class site ("News" section) for instructions. Late

work is penalized and only accepted within 48 hours of the initial deadline (D2L quizzes are NOT accepted late).

4. **Quizzes.** Frequent quizzes, based on homework and class work, will be given—in part—so that you will know what you need to study even more before the exam; in fact, one will most probably be given at the beginning of the class period every day. **In addition, there will be a D2L quiz every weekend** (D2L – Assessments – Tests). The instructor is not limited to one graded assignment per class period/day. Graded quizzes will be 10% of your final grade, and no make-up quizzes are given.
5. **Language Lab** (BeaWood 127/128). There will be a comprehension quizzes and/or other lab assignments to complete in the World Languages Lab (see the homework and/or calendar section of the D2L site for specific due dates). Please show your MSU Student ID to the lab attendant in order to receive your quiz and instructions on how to complete the quiz. Please sign in and out at the lab attendant's desk (in part, for tracking in case of a Covid outbreak). Make-up and/or late quizzes are NOT permitted. One lab grade will be dropped at the end of the semester. Please note that lab work must be completed in the lab (i.e., if the quiz is 50 minutes, you will receive a grade of zero if the lab sheet shows you were in the lab less time than that); it's your responsibility to complete the assignment PRIOR to the close of the lab on the due date. And, remember, because of the pandemic, the number of lab spaces/chairs in the lab are reduced; your being unable to use the lab because it was "full" on the last couple of days before the due date is not a valid excuse for not having completed the lab exercise. You will be given a schedule of Language Lab Hours on the D2L class site.
6. **Portfolio Cultural.** An essay, in English, due November 30 (Monday). The essay must be typed, Times New Roman font 11, double spaced with one-inch page margins (please disallow orphans and widows). There is no definitive minimum number of words/pages although it will probably take you three or four pages to adequately and THOROUGHLY answer the following questions in the following format:
  - Paragraph 1 of your essay (introduction):
    - i. What are the ethical aspects of immigration as presented in the movie, both for the immigrants (in this case, Hispanics) and the U.S. citizens? Identify at least three for each group.
  - Paragraph 2 of your essay:
    - i. What is your opinion about the issues?
  - Paragraph 3 of your essay:
    - i. What does research say about the issues? (**you must include academic, peer-reviewed studies; political commentary or other non-research-based essays/opinions/people will result in a lower grade**)
  - Paragraph 4 of your essay:
    - i. What can/will you do personally concerning this issue?
  - Paragraph 5 of your essay:
    - i. What are the implications of your opinion and the consequences of actions that you take or do not take regarding the issue?
  - Concluding paragraph

As any acceptable academic essay, the essay must contain an introduction (with an obvious thesis statement), a body (of multiple paragraphs that all support your main thesis without superfluous verbiage/ideas/hyperbole), and a conclusion (which summarizes your thoughts without adding new information). In the essay, students will identify their core beliefs and the origins of those core beliefs, recognize the ethical issues presented and relationships between

issues, state a position on an ethical issue and connect their position to implied actions and consequences. You must use **at least three academic, peer-reviewed sources** in your essay (i.e., blogs, wikis, “hyped” new stories, personal opinions of friends/families do not count toward the three). Please see more information about the grading rubric on the D2L site. You must watch one of the following movies (all three, in theory, are available at the MSU Library, but check Kanopy, Netflix, your local video store, or other video sources if you desire) and base your personal reflection essay on one of these:

- A. El Norte
- B. Romero
- C. The Immigration Paradox

Instead of any passing grade, you will receive a grade of Incomplete (I) as your entire, **overall semester average** for the class if you do not complete the Portafolio cultural.

7. **Absences, missed work, “make ups”, and “curves”.** No absence will be “excused” without written document from a proper authority, and only then will it be excused if it involves an official university activity, illness, death, or other catastrophic event. Any unexcused late work submitted will be docked 10% per day late (VHL late work may involve a higher penalty). There are no “make ups” of any type in this class (not even for “excused” absences). No “curves” are given in this class—not on individual assignments nor on the overall class average—don’t even bother asking. What you make is what you get.
8. **Extra Credit.** All extra credit possibilities available are listed on the D2L site, under “Extra Credit.” All extra credit must be completed and turned in to the appropriate D2L drop box (D2L – Assessments – Assignments) by 11:59 p.m., November 30. Note: Some of these extra credit opportunities have specific dates and times for attendance at events and/or be off-campus. NO extra credit of any type will be allowed/given if the student does not complete the Portafolio Cultural (#8, above).

## Other policies

### 1. Student Honor Creed.

“As an MSU Student, I pledge not to lie, cheat, steal, or help anyone else do so.”

“As students at MSU, we recognize that any great society must be composed of empowered, responsible citizens. We also recognize universities play an important role in helping mold these responsible citizens. We believe students themselves play an important part in developing responsible citizenship by maintaining a community where integrity and honorable character are the norm, not the exception. Thus, we, the Students of Midwestern State University, resolve to uphold the honor of the University by affirming our commitment to complete academic honesty. We resolve not only to be honest but also to hold our peers accountable for complete honesty in all university matters. We consider it dishonest to ask for, give, or receive help in examinations or quizzes, to use any unauthorized material in examinations, or to present, as one’s own, work or ideas which are not entirely one’s own. We recognize that any instructor has the right to expect that all student work is honest, original work. We accept and acknowledge that responsibility for lying, cheating, stealing, plagiarism, and other forms of academic dishonesty fundamentally rests within each individual student. We expect of ourselves academic integrity, personal professionalism, and ethical character. We appreciate steps taken by University officials to protect the honor of the University against any who would disgrace the MSU student body by violating the spirit of this creed.” Written and adopted by the 2002-2003 MSU Student Senate

2. **Students with Disabilities.** The Americans with Disabilities Act, (ADA), is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Support Services in Room 168 of the Clark Student Center, 397-4140.
3. **Safe Zones Statement.** The professor considers this classroom to be a place where you will be treated with respect as a human being – regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age, or ability. Additionally, diversity of thought is appreciated and encouraged, provided you can agree to disagree. It is the professor’s expectation that ALL students consider the classroom a safe environment.
4. **Concealed Handguns on Campus.** Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University’s webpage regarding [campus-carry](#). If you have questions or concerns, please contact MSU Chief of Police Patrick Coggins.

#### GRADING COMPONENTS

Section	Percentage
Attendance/Participation	7%
Quizzes	10%
Homework	10%
Lab	7%
Portfolio Cultural	5% (if not completed, student cannot pass class)
Exams	36%
Final Exam (comprehensive: Dec 5, 10:30 a.m.)	25%
Scantron sheets (“long ones” – 50 per side)	0% – but cannot receive passing grade without turning 10 of these in

General class calendar (Subject to modification): see the D2L page for specific assignments

Week	Dates	Activities
Weeks 1-4	August 24 – September 17	Chapters 1-2
Week 3	September 7 (Monday)	No class (Labor Day)
Week 3	September 9 (Wednesday)	Lab 1 quiz due today
Week 4	September 17 (Thursday)	Exam 1 today
Week 4	September 19 (Saturday)	Lab 2 due today
Weeks 5-9	September 21 – October 22	Chapters 3-4
Week 7	October 5 (Monday)	Lab 3 due today
Week 9	October 22 (Thursday)	Exam 2 today
Week 9	October 24 (Saturday)	Lab 4 due today
Weeks 10-14	October 26 – November 24	Chapters 5-6
Week 11	November 5 (Thursday)	Lab 5 due today
Week 15	November 23 (Monday)	Lab 6 due today
Week 15	November 24 (Tuesday)	Exam 3 today in class
Week 15	November 25-29	No class – Thanksgiving Break

<b>Week</b>	<b>Dates</b>	<b>Activities</b>
Week 16	November 30 (Monday)	Portafolio Cultural due
Week 16	November 30 (Monday)	All extra credit due
Week 17	December 5 (Saturday), 10:30-12:30	Final Exam