Department of Modern Languages and Linguistics

Instructor: Mr. Armando Galicia-Silva
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Course Number: SPAN 101-U820T
Office Phone: (605) 677-6649
Class Meetings: Online
Office Location: Slagle 304 D

Course Description
Please be sure to **READ THIS SYLLABUS CAREFULLY** as it is the governing document for the course.

Online Spanish 101 Introductory Spanish I is designed to present the student with the basic elements of contemporary Spanish. This includes listening, reading, writing and speaking. The students will systematically learn the elementary grammar structures, providing a linguistic base of knowledge.

Textbook Information:

**Author**: Blanco, José A.

**Title**: Portales: Introductory Spanish 1 (2017)

**Publisher**: Vista Higher Learning (https://vistahigherlearning.com/portales-1.html)

**ISBN**: 9781680041958. (Notice that we will not use the physical format of the textbook, but rather the **digital format** of the textbook.

**Price**: $271.45 at the USD Bookstore or $190.00 if purchased directly from publisher.

Instructional Method
This course will be instructed entirely online via:

1) Desire2Learn (http://d2l.sdbor.edu), which you will use to:
   - Communicate with your classmates and the instructor via discussions and course mail
   - Access your course progress and grades
   - Upload your writing projects to the Dropbox

2) VHLCentral (www.vhlcentral.com) which you will use to:
   - Complete the assigned activities for each chapter
   - View and complete tests and exams
   - 24 hour help is available at https://vistahigherlearning.zendesk.com
Student Expectations
Students are expected to read, understand and abide by all policies and procedures outlined in this syllabus, the Key concepts for Class, as well as those in the CDE Online Orientation, which can be accessed from the “Getting Started” widget on the course homepage. The latter contains important information about the various support services available at USD.

As this is an online course, and meant to be an asynchronous experience, we will not be meeting face-to-face, so the SDBOR engagement requirement will be reproduced by logging in 3 times a week to work on assigned activities in D2L and VHLCentral.

The instructor will provide regular updates during the week, so students should log into D2L and VHLCentral to check for news and email at least three times per week, if not more frequently.

In terms of time commitment, the South Dakota Board of Regents (SDBOR) defines a credit hour as constituting one hour of classroom or direct faculty instruction, and two hours of out-of-class, student work. As this is a four-credit-hour course, students should expect to dedicate roughly twelve (12) hours per week to course activities.

One important thing to remember: when all is said and done, this is your class; it is what you make of it. Your level of participation will be directly proportional to your class experience: you will get out of it what you put into it.

Instructor Expectations
The instructor will strive to provide every possible opportunity for detailed feedback and, unless otherwise stated, will respond to email within twenty-four (24) hours on weekdays, or within forty-eight (48) hours on the weekends and holidays. The instructor will also endeavor to return feedback and suggestions, using standard rubrics and grading criteria, within a reasonable amount of time—see the “Assessments” section below for more detail.

Finally, the instructor will also abide by all policies set forth in this syllabus and those by the CDE Online Orientation, The University of South Dakota, and the SDBOR.

Course Objectives
IDEA Course Objectives:

- IMPORTANT: gaining a basic understanding of the subject (Spanish) (e.g. factual knowledge, methods, principles, generalizations, theories).
- IMPORTANT: gaining a broader understanding and appreciation of intellectual/cultural activity in the Spanish world (music, science, literature, etc.).
- ESSENTIAL: developing skills in expressing oneself orally and in writing, as well as in reading and listening.

Student Learning Outcomes:
Based on the ACTFL Proficiency Guidelines 2012 for Novice-Low/Mid, by the end of this course, students will be able to:

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>1. Communicate orally by using words and simple phrases learned in specific contexts.</td>
<td>Speaking activities for introductions, greetings, describing family, daily routine, interests, and planning a vacation.</td>
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<tr>
<td>2. Reproduce in writing, and with a high degree of accuracy, a reduced amount of memorized words and phrases learned in specific contexts.</td>
<td>Writing Projects on address lists; personal descriptions in social media; informal email to describe family tree, physical characteristics, hobbies and interests; and a pamphlet describing sports and recreational activities.</td>
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</tbody>
</table>
3. Aurally recognize and understand highly contextualized words and phrases, including cognates and borrowed words. | Listening activities and test sections tailored to specific learned vocabulary and grammar, such as greetings, courtesy expressions, academic life, fields of study, days of the week, family, professions and occupations, pastimes, sports, travel, vacations, moths of the year, seasons, weather, and ordinal numbers.

4. Read simple texts related to specific learned contexts, including cognates and borrowed words: | Reading activities about a comic strip; a brochure for a summer course in Madrid; a brief article about families in the Spanish-speaking world; popular sports in Latin America; and a hotel brochure from Puerto Rico.

5. Identify selected cultural topics of the Hispanic world. | Readings and activities about greetings, the importance of town squares, and Hispanics in the U.S. and Canada; Universities and majors, the University of Salamanca, and Spain; Surnames and families, Spain’s royal family, and Ecuador; Soccer rivalries, Sports personalities, and Mexico; The Iguazú Falls, Punta del Este, and Puerto Rico.

**Course Schedule & Coverage of Topics**
Please see the course calendar on the course homepage.

**Assessments**
Because of the online nature of this course, it is important that students receive regular feedback on their progress. To that end, there will be participation requirements and assessments to assure that ample feedback is provided and that ample opportunity is provided to ask questions about the various course topics.

**Graded Assessment: Tests (25%)**
There will be five tests. There will be a test at the end of lessons 1 thru 5. Each test will be administered via VHLCentral using the USD testing center or an approved proctor [see separate document for details] and will be returned with feedback, either within a week after the due date, or when the last exam has been submitted—whichever is later. Once graded, students will be able to go back into the test itself to view any questions answered incorrectly. Tests are not in any way open book, note or ANY other resource.

**Graded Assessment: Final Exam (20%)**
Students will take a comprehensive final during final exam week. The final will be administered via VHLCentral using the USD testing center or an approved proctor. The final is not in any way open book, note or ANY other resource.

**Graded Assessment: Writing Projects (10%)**
There will be four writing projects. Specific instructions will be provided and each topic will be based on content covered prior to the completion of this task. These written assignments should be formatted and cited according to MLA style. For detailed information on MLA style, including margins, spacing, fonts, headers, titles and pagination, consult the Modern Language Association (www.mla.org) or the Purdue Online Writing Lab (http://owl.english.purdue.edu/owl/). These are open book tasks, but you may NOT use translation software or any outside help.
**Graded Assessment: Homework (35%)**

Because this is a distance course, consistent homework efforts are needed to master the material. Students should do homework daily when possible, but **at least three times a week**. Assigned homework is a combination of auto-graded and instructor graded material. Assigned homework will help you practice speaking, writing, listening and reading skills. Homework grades are available for auto-graded material immediately and the full chapter grade for homework will be added to D2L within 7 calendar days of the due date. Because of the semi self-guided nature of the course you will be given a **significant** number of assignments in order to provide the practice that you would otherwise have in class.

**Graded Assessment: Participation (10%)**

Participation is of the utmost importance and will be measured by the timely completion of a Syllabus Questionnaire to be uploaded the first week of the semester to the Dropbox in D2L, and the timely completion of all “credit activities” on VHLCentral throughout the semester.

**Course Total Grade Components**

Given the types of assessments and number of points each is worth, the total percentage in the course is broken down as follows:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Tests (5)</td>
<td>25%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Writing Projects (4)</td>
<td>10%</td>
</tr>
<tr>
<td>Homework (4)</td>
<td>35%</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
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**Grading**

University Grading Scale: Note that final grades are only rounded up after 0.56. Therefore, if you earn a final grade of 89.55, your final letter grade will be a ‘B’, not an ‘A’.

- **A** 90-100%
- **B** 80-89%
- **C** 70-79%
- **D** 60-69%
- **F** Below 60%

**IMPORTANT:** You can check your current grade at any time during the semester by clicking on the Assessments-->Grades link. You will also be able to check the grades for homework and any assessment, as well as feedback on those assessments at [www.vhlcentral.com](http://www.vhlcentral.com)

**Technology Requirements**

The University of South Dakota has established minimum technology requirements for participation in online courses. These are outlined under the “Technology Support and Requirements” section in the CDE Online Orientation document in the “Getting Started” widget on the course homepage.

Aside from the requirements listed in that document, this course has two other requirements:

1. All students should have the ability to submit their writing projects in Word: DOC or DOCX; Other: PDF format. The University of South Dakota provides access to Google Docs—a free, online office suite—which can save documents as Word files. USD’s Google Docs can be accessed with your USD username and password at: [http://docs.usd.edu/](http://docs.usd.edu/).
2. The VHL-Central assignments include speaking activities. In order to complete them you must have the ability to record audio. If your computer/laptop cannot do so, headsets can be purchased online, or from your local retailer (Walmart, Best Buy, Radio Shack, etc.), for around $15-$30 depending on the brand and model (Logitech is recommended).

Plagiarism Policy:
Plagiarism is defined as using the words and/or ideas of another and representing them to be your own, without proper credit to the author or source. Whether intentional or unintentional, plagiarism will result, at a minimum, in a grade of zero for that assignment.

IMPORTANT: All student papers will become part of a course database of papers that will also be used to check the originality of future papers submitted in the course; however, the student will maintain copyright ownership of the paper. For more information about this, please refer to:


Academic Integrity:
No credit can be given for a dishonest assignment. A student found to have engaged in any form of academic dishonesty may, at the discretion of the instructor, be:
- given a zero for the assignment.
- allowed to rewrite and resubmit the assignment for credit.
- assigned a reduced grade for the course.
- dropped from the course.
- failed in the course.

This action is subject to the Academic process outlined in SDBOR Policy 2:9.

IMPORTANT: Academic dishonesty in this course includes, but is not limited to the use of virtual or real translators (Google Translate and similar software or a friend who is an advance learner or a native speaker of Spanish); Cheating or using unauthorized devices during tests, exams or the preparation of writing projects.

Freedom in Learning:
Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the Department of Music at (605) 677-5274 to initiate a review of the evaluation.

Disability Services:
Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.
Diversity
The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected. This course will explore many of these areas, specifically those of the Spanish speaking community.

Appendix A: SDBOR General Education Goals
Following is an overview of the SDBOR goals for general education and the system-wide and institutional measurements for assessing them.

● **Goal 1:** Students will write effectively and responsibly and will understand and interpret the written expression of others. Measurements include Course Performance Criteria, NSSE ratings for “writing clearly and effectively,” the CAAP Writing Standard Score, the CAAP Rhetorical Subscale Standard Score, and the CAAP Usage and Mechanics Subscale Standard Score.

● **Goal 2:** Students will communicate effectively and responsibly through listening and speaking. Measurements include Course Performance Criteria for Speech/Communication101 and the NSSE rating for “speaking clearly and effectively.”

● **Goal 3:** Students will understand the organization, potential, and diversity of the human community through study of the social sciences. Measurements include Course Performance Criteria, the CAAP Social Sciences Subscale, and NSSE ratings for “understanding people of other racial and ethnic backgrounds.”

● **Goal 4:** Students will understand the diversity and complexity of the human experience through study of the arts and humanities. Measurements include Course Performance Criteria, the NSSE rating for “working effectively with others,” and the CAAP Arts and Literature Subscale Score.

● **Goal 5:** Students will understand and apply fundamental mathematical processes and reasoning. Measurements include Course Performance Criteria, the CAAP Basic Algebra Subscale Score, the CAAP College Algebra Subscale Score, and the NSSE rating for “analyzing quantitative problems.”

● **Goal 6:** Students will understand the fundamental principles of the natural sciences and apply scientific methods of inquiry to investigate the natural world. Measurements include Course Performance Criteria and the CAAP Science Reasoning Standard Score.

● **Goal 7:** Students will recognize when information is needed and have the ability to locate, organize, critically evaluate, and effectively use information from a variety of sources with intellectual integrity. Measurements include Course Performance Criteria and the NSSE ratings for “thinking critically and analytically” and “solving complex real-world problems.”
Appendix B: Regental System Wide Graduation Requirements (SGR)

As a result of taking this course, students will meet the following goals:

**SGR #4, Humanities/Fine Arts: Students will understand the diversity and complexity of the human experience through study of the arts and humanities.**

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<tr>
<th>Student Learning Outcome</th>
<th>Assessment(s)</th>
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<tbody>
<tr>
<td>1. Demonstrate knowledge of the diversity of values, beliefs, and ideas embodied in the human experience;</td>
<td>Promote an understanding of the cultures and customs of the Spanish-speaking world through readings presented in a culturally competent textbook, assignments, and exam/test sections.</td>
</tr>
<tr>
<td>2. Identify and explain basic concepts of the selected disciplines within the arts and humanities.</td>
<td>Review and build on Spanish grammar and stylistics to produce proficient reading, writing and oral skills and utilize the target language to gain cultural information about and from the Spanish-speaking world.</td>
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In addition, as a result of taking courses meeting this goal, students will be able to do the following:

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<tr>
<th>Student Learning Outcome</th>
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<tbody>
<tr>
<td>3. Identify and explain the contributions of other cultures from the perspective of the selected disciplines within the arts and humanities;</td>
<td>Conduct readings and research on culturally relevant topics and present findings, perspectives and opinions in assigned activities.</td>
</tr>
<tr>
<td>4. Demonstrate foundational competency in reading, writing, and speaking a non-English language.</td>
<td>Participate and contribute to the enrichment of the class experience by completing speaking activities in the target language. Read culturally competent pieces and demonstrate comprehension by completing writing and oral activities and/or exam/test sections. Complete writing assignments, projects and exam/test sections requiring the use of grammar structures, vocabulary, and stylistic abilities in the target language.</td>
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Appendix C: Board of Regents Requirements

Globalization/Global Issues (Board of Regents Requirement). **Goal:** Students will understand how global issues, developments, and ideas affect their lives and those of others.

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<thead>
<tr>
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<tbody>
<tr>
<td>1. Students will demonstrate awareness of multiple perspectives within the global community.</td>
<td>Students will demonstrate awareness of multiple perspectives pertaining to issues of global impact by:</td>
</tr>
<tr>
<td>2. Students will investigate and analyze contemporary issues, phenomena, and ideas with global impact, considering their effect on the individuals, communities, and social or natural environments involved.</td>
<td>A. Reading pieces contained in a culturally competent textbook that contextualizes language learning and cultural products from the Spanish-speaking world.</td>
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<tr>
<td></td>
<td>B. Completing writing assignments and exam/test sections that reflect on differences in cultural perspectives within and outside the Spanish-speaking world to promote (self-) awareness.</td>
</tr>
<tr>
<td></td>
<td>C. Completing listening assignments, activities and exam/test sections that focus on linguistic and cultural variations within the Spanish-speaking world to promote self-awareness of students’ acquired skills.</td>
</tr>
<tr>
<td></td>
<td>D. Participating in conversational exchanges to assess cultural products and their effect on individuals and/or global communities; and seek to understand the differing or multiple perspectives triggered by these products.</td>
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</tbody>
</table>