SPAN 102: Introductory Spanish II - Syllabus

Department of Modern Languages and Linguistics

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Course Number: SPAN 102-U820T  
Class Meetings: Online  
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Please be sure to READ THIS SYLLABUS CAREFULLY as it is the governing document for the course.

COURSE DESCRIPTION
Introduces the fundamental elements of Spanish sentence structure and vocabulary. Promotes speaking, listening and writing within a cultural context. Class work may be supplemented with required aural/oral practice outside of class. Course prerequisite: SPAN 101 or prior experience in the language.

COURSE SUMMARY
Per the description above, we will learn the basic elements of contemporary Spanish grammar structures. To that end, here is a summary of the activities we will be completing in the course:

- **Weekly assigned activities:**
  - Viewing of (for credit) multimodal presentations, interactive tutorials and/or videos to better engage in your learning of Spanish vocabulary, pronunciation, culture, and grammar.
  - Completion of (graded) vocabulary, pronunciation, culture, and grammar practice activities – listening speaking, fill-in-the-blank with/without options, matching words, open-ended, word and sentence creation, etc.
  - Short (for credit) vocabulary and grammar self-check assessments (on weeks without lesson tests).

- **Five lesson tests:**
  - One roughly every three weeks at the end of each lesson.
  - Note that there will not be a midterm exam. However, there will be a final comprehensive exam at the end of the semester.

- **Three writing projects:**
  - Brief (graded) projects to be completed at the end of lessons 6, 7 and 9.
  - Typed with proper marks (accents, questions and exclamation points) and formatted and cited according to the MLA style.

- **A speaking project:**
  - Brief (graded) project to be completed at the end of lesson 10.
  - Recorded and uploaded to D2L.

See the Assessments section below for additional details.
REQUIRED MATERIALS

[IF YOU TOOK SPAN 101 ONLINE THRU USD IN THE FALL (2018), AND YOU ORIGINALLY PURCHASED MATERIALS WITH ISBN: 9781680041958, YOU DO NOT NEED TO PURCHASE NEW MATERIALS]

Author: Blanco, José A.
Title: Portales (Introductory Spanish 1), 2016
Publisher: Vista Higher Learning [https://vistahigherlearning.com/catalog/product/view/id/5393/s/portales-008/]
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 the publisher.

A Spanish-English/English-Spanish dictionary: Oxford, Larousse, Vox, University of Chicago, Merriam-Webster or Barron’s. (WORD REFERENCE & GOOGLE TRANSLATE ARE NOT DICTIONARIES AND MAY NOT BE USED IN SPAN 102)

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
   ● View and complete lesson tests and final exam
   ● Access supplemental materials
   ● Access your course progress and grades
   ● Submit projects

2) VHLCentral [www.vhlcentral.com] which you will use to:
   ● View and complete assigned activities for each lesson
   ● View and complete vocabulary and grammar self-check assessments
   ● Access your course progress and grades
   ● Submit projects
   ● Communicate with your classmates and the instructor
     ○ NOTE that 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 Online Welcome Letter, as well as those in the Online Student Handbook, which can be accessed from the “Getting Started” widget on the course homepage.

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/or 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.

Students are also expected to have and maintain the appropriate technology required to complete the course. For more information about this, please see the Technology Requirements towards the end of the syllabus.

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.

**TIPS:** Consider the following tips to be a successful language student:

- Prepare by viewing all tutorials, presentations and videos at least twice or until you have a clear understanding of the knowledge presented;
- Take notes using your own words while previewing tutorials and presentations;
- Write flash cards and/or writes vocabulary lists while previewing tutorials and presentations;
- Repeats out loud all vocabulary words to ensure you are practicing oral and listening skills;
- Completes all assignments due, allocating sufficient time to ensure deadlines are met and work is of optimal quality;
- View tutorials, presentations and videos and complete assignments daily if possible, or at least three times a week.
- If difficulties in learning are encountered, ask your instructor as often as necessary, communicate with your peers, and if available, seek tutoring services;
- Memorize and review often and remember that learning a language is a cumulative process;
- Be patient and keep in mind that while you speak and write English as an adult, your Spanish skills are not yet at a Spanish adult level, and thus, you must stick to the vocabulary and sentence structures you are learning;
- Stay away from direct translations and remember that sentence structures and word order are different in Spanish.

**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 Online Student Handbook, The University of South Dakota, and the SDBOR.

**IDEA COURSE OBJECTIVES AND STUDENT LEARNING OUTCOMES**

**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-High)

By the end of this course, students will be able to:

1. **Communicate orally personal meaning by relying heavily on learned phrases or recombination of these and what they hear from their interlocutor.**
   - **Assessment:** Regular assignments requiring voice recording and interaction and a Speaking Project offering information about events in the past.

2. **Express themselves in writing within the context in which the language was learned, relying mainly on practiced material.**
   - **Assessment:** Regular assignments requiring the written production of learned grammar structures and vocabulary and Writing Projects to draft a school newspaper report about students shopping habits and clothing preferences, a description of daily routine in specific settings, and draft a culinary critic for the university’s newspaper.

3. **Aurally recognize and understand information from sentence-length speech, one utterance at a time, in basic personal and social contexts where there is contextual or extralinguistic support.**
   - **Assessment:** Regular listening assignments and test sections on specific settings.

4. **Read and understand, fully and with relative ease, key words and cognates, as well as formulaic phrases across a range of highly contextualized texts.**
   - **Assessment:** Regular reading assignments and test sections covering learned vocabulary and grammar.

In addition, students will become culturally competent with the following outcome and assessment:

5. **Address with confidence specific cultural topics of the Spanish-speaking world.**
   - **Assessment:** Regular assigned readings and videos about negotiating a price and buying, open-air markets, fashion designer Carolina Herrera, the culture of *la siesta* and *el mate*, fruits and vegetables from the Americas, chef Ferran Adrià, *Semana Stanta* celebrations, the International Music Festival in Viña del Mar, health services in Spanish-speaking countries, healers and shamans, and geographical, historical cultural and/or economic information about Cuba, Peru, Guatemala, Chile and Costa Rica.

**COURSE SCHEDULE & COVERAGE OF TOPICS**

Please see the course schedule on the course homepage.

**OFFICE HOURS**

The instructor will be available for face-to-face meetings Mondays, Wednesdays & Fridays from 10:00 am to 10:50 am in Slagle Hall, Rm. 306 D and via chat thru VHLCentral (https://www.vhlcentral.com/) Tuesdays from 6:00 pm to 8:00 pm.

**COURSE 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 weekly 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.

**Ungraded Self-Check Assessment**

During the first week of class, students will take an assessment survey regarding the content of the Syllabus and will introduce themselves to class. Both of these will be completed in D2L. While not graded, it is required and therefore will count towards participation in the course.

Each week, during which there is not a lesson test, there will be vocabulary and grammar self-check assessments available in VHLCentral. Taking these will give you a better sense of the areas you need to focus in preparation for lesson tests. While not graded, it is required to complete these assessments and they will count towards participation in the course. You will receive instant feedback on these.
Graded Assessment: Tests (30%)
There will be five tests, at the end of lessons 6 thru 10. Each test will be administered via D2L. Lesson tests will be returned with feedback, either within a week after the due date, or when the last test has been submitted—whichever is later. Once graded, students will be able to go back into the test itself to view the feedback, as well as any questions answered incorrectly.

Graded Assessment: Final Exam (20%)
Students will take a comprehensive final during final exam week. Like lesson tests, the final exam will be administered via D2L. The final exam grade will be available one day prior to the administrative deadline to submit final course grades, access to the final graded exam will be available upon request only.

About Respondus LockDown Browser and Monitor for lesson tests and the final exam:
The lesson tests and the final exam require the use of the Respondus LockDown Browser (LDB), which can be downloaded from within the course. Because all lesson tests require the LDB, you will already have Monitor installed. Note that Monitor requires a webcam and microphone—often these are built into laptops, or can be easily obtained.

Monitor is like going to a traditional proctor, but instead of being observed by a live person, your test/exam session will be recorded and reviewed by the instructor or proctoring staff. It is more convenient that a proctor, though, as you can use Monitor to take the test/exam whenever and wherever you want, during the test/exam period—there is no need to schedule an appointment at, or travel to, a proctoring site.

WARNING: You are NOT allowed to use any notes, your book, or any other materials or resources while taking the lesson test and final exam. You will be required to submit an honor code statement during the exam, stating that you agree to abide by these conditions.

If any evidence is found to the contrary, you will receive zero for the test/exam. You also risk being dropped from the course, and may face further disciplinary action.

In addition to the resources available in VHLCentral, each lesson test and the final exam will have an associated review sheet, and grammar presentations (.ppt).

Lesson tests will be timed, you will have a total of fifty (50) minutes to complete the assessment. For the final exam, you will have a total of two (2) hours to complete the exam. The time limit is NOT enforced, in other words, once the time elapsed, your test/exam will not autosubmit. This is done to accommodate any problems that may arise during the test/exam (latency, computer freezes, etc.); however, it is your responsibility to submit the completed test/exam before, or as close as possible to the time limit.

IMPORTANT: At the discretion of the instructor, any portion of a test/exam submitted after the time limit may be subject to point deduction, or a loss of credit. The sole exception to this will be for technical issues, of which students will need to make the instructor aware within 24 hours of the incident and document it by emailing the instructor a video recording or screen shots which clearly show the technical issue.

Graded Assessment: Writing Projects (10%)
There will be one writing project. Specific instructions will be provided, and the topic will be based on content covered prior to the completion of this task. This must be typed with proper marks (accents, question and exclamation points) and formatted and cited according to MLA style.
**Graded Assessment: Speaking Project (10%)**
Your ability to communicate in Spanish will be assessed during a presentation. Communication during this assessment will be graded on grammatical competence and accuracy, content and vocabulary, fluency and pronunciation, and effort to communicate in Spanish.

**Graded Assessment: Homework (25%)**
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 available five (5) to ten (10) business 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.

**IMPORTANT:** VHL Communicate Homework, which requires you to record your voice, will receive a grade of zero (0) if you record surrounding noise such as music or other people speaking in the background, rather than your own voice with appropriate responses. Additionally, if your recording demonstrates that someone in the background helped you with an assignment or if you record vulgar language, disciplinary actions will be initiated for academic dishonesty and/or misconduct committed on your part.

**Graded Assessment: Participation (5%)**
Participation is of the utmost importance and will be measured by the timely completion of an assessment survey about the Syllabus content and a Discuss entry the first week of the semester in D2L, and the timely completion of all “participation” activities in VHLCentral throughout the semester.

**COURSE TOTAL GRADE COMPONENTS**
The total percentage in the course is broken down as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tests (5)</td>
<td>30%</td>
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<tr>
<td>Final Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Writing Projects</td>
<td>10%</td>
</tr>
<tr>
<td>Speaking Project</td>
<td>10%</td>
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<tr>
<td>Homework</td>
<td>25%</td>
</tr>
<tr>
<td>Participation</td>
<td>5%</td>
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**GRADING**
The University grading scale is as follows:

- 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)
WARNING: 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’

COURSE POLICIES
Formatting and Documentation:
All 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), the Purdue Online Writing Lab (http://owl.english.purdue.edu/owl/), and the sample and videos available in D2L and VHLCentral. Additionally, the use of machine translators for graded assignments is prohibited and constitutes academic dishonestly unless expressly allowed for a particular assignment by the instructor.

Presentation of “R” materials:
At his/her discretion, your instructor will present cultural and artistic materials of various types, which include materials similar to what in film is classified as “R” or “Restricted” – e.g., pictorial or cinematic representations of nude persons, such as the painting “La Maja Desnuda” by Goya—All students who decide to remain in this course agree that such materials (“R” rated) are not considered offensive.

Late and make-up work:
Late work will only be accepted—and/or make-up assessments will only be made available—under conditions such as medical occurrences, family crisis, religious observance and/or university sanctioned events or activities verifiable in writing through the office of the Dean of Students, and will be provided solely at the discretion of the instructor. When possible, students must follow the following instructions:

Excused circumstances:

a. Medical occurrences: students who must miss assignments due to a medical happening must request written confirmation from their medical provider, submit a copy of such note to their instructor, and discuss acceptable ways with their instructor to make up any worked missed. For privacy purpose, a bill for medical services rendered, a drug prescription or a medical wristband will not be accepted by your instructor, in such cases, students must submit their documentation to the Dean of Students, request that their instructor be notified, and plan make up arrangements with their instructor next.

b. Family crisis: students facing a family emergency must notify the office of the Dean of Students immediately, and request that their instructor be notified of such absence. Upon issuance of this notification, students must contact their instructor to discuss acceptable ways for making up any work missed due.

c. Religious observance: religiously observant students must notify the office of the Dean of Students, and request that their instructor be notified. Upon issuance of this notification, students must contact their instructor to plan for making up work missed. All this must be done prior to the observed religious holiday.

d. University sanctioned activities: members of one of USD’s intercollegiate athletic teams must provide their instructor with a team travel schedule at the beginning of the semester. Students participating in all other university sanctioned event must request their sponsoring unit to notify their instructor in writing and prior to the activity. Students will have the opportunity to make up assignments or other graded work missed, but it is their responsibility to make arrangements with their instructor prior to their sanctioned event.

Grading turn around:
Your instructor has an average of 70 students every semester. Thus, your instructor will take five (5) to ten (10) business days to grade assignments. Grades will be updated in D2L and VHLCentral at the end of Week 4, Week 10 and Week 16.
E-mail policy:
Your instructor will only use the email account assigned by the university, the D2L system and VHL Central to communicate with you. It is your responsibility to check these means of communication regularly. **Messages to your instructor must be written using complete sentences that are grammatically correct.** Messages written using informal language (text-speak) will be returned without a response. Your messages must include a subject line, an opening and closing line, your full name, as well as the course number and section. Your instructor will respond within twenty-four (24) hours on weekdays, or within forty-eight (48) hours on the weekends and holidays. **Here is a sample email:**

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From: Francisco, Rolando [mailto: Rolando.Francisco@coyotes.usd.edu]
Sent: Tuesday, January 28, 2018 12:00 PM
To: SotoCaballero, Dayana
Subject: Autoevaluación in VHLCentral

Hello Instructor Soto y Caballero de Galicia,

I was wondering if the “Estructura 6.2: Autoevaluación” is a self-check assessment for credit only. I ask because, I completed it once and it says that my grade is 85%.

Thank you and I look forward to your responds,

Rolando Francisco
SPAN 102-U824T
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**STUDENT RESOURCES**

The University provides useful services to students, information to the great majority of these services can be found in myUSD Portal in the ‘Academics’ tab as well as the Online and Off-Campus Student Resources website. The first step in getting ready for your online courses is completing the Online Learning Readiness Check. Below are some useful resources for this course:

- **Academic & Career Planning Center:** provides advising on career planning and academic objectives.
- **Information Technology Services:** manages and supports computing resources and lends media equipment such as laptops for on-campus students.
- **Learning Specialist:** help students improve academic performance and be more successful.
- **Tutoring:** helps in historically difficult courses in math, science, languages, and general education.
- **University Libraries:** provides access to and assistance in locating information and resources such as books, DVDs, and CDs, provides access to reserved study, multimedia, and meeting rooms, and copying, print and computing services for on-campus students.
- **Presentation Center:** assists with the production and refinement of formal and informal presentations.
- **Study Abroad:** offers assistance in planning study, volunteer, intern or research abroad.
- **Veterans’ Services:** assists service members, veterans and their families with applying for and receiving education benefits.
- **Writing Center:** offers workshops, training videos and assists in developing of ideas, revising and polishing written pieces.
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 Online Student Handbook 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 project in Word: DOC or DOCX; Other: PDF format and speaking project in Word: PPT or PPTX exported to MP4. 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/.

Additionally, USD makes Microsoft Office available for free to all students as well as Google Docs. For more information, please visit the USD Technology page at: http://www.usd.edu/technology

2. In order to complete assignments in the VHLCentral webpage, students must meet the technology requirements found in the following link: https://support.vhlcentral.com/hc/en-us/articles/213224788

Additionally, the VHLCentral 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).

3. In order to take lesson tests and the final exam in this course, you will be required to use the Respondus LockDown Browser and Monitor. This tool can be downloaded from any tests in this course, and only needs to be installed once. That being the case, you will need to have the appropriate permissions to install the software on the computer from which you will be taking the exam.

UNIVERSITY POLICIES
Academic Integrity
The University of South Dakota considers plagiarism, cheating, and other forms of academic dishonesty inimical to the objectives of higher education. The University supports the imposition of penalties on students who have been adjudicated to have engaged in academic dishonesty, as defined in the “Conduct” section of the University of South Dakota Student Handbook, and South Dakota Board of Regents policy 2-33 www.sdbor.edu/policy/Documents/2-33.pdf. 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:

a. Given a zero for that assignment.
b. Allowed to rewrite and resubmit the assignment for credit.
c. Assigned a reduced grade for the course.
d. Dropped from the course.
e. Failed in the course.

IMPORTANT: Academic dishonesty in this course includes, but is not limited to: the use of unauthorized assistance such as virtual or real translators (google translate, and similar software and/or a person who possesses skills in Spanish and/or is a native speaker of Spanish) in the completion of any and all assignments; cheating, namely, copying from another’s work and/or allowing another to copy from one’s work and/or using unauthorized devices/materials while taking tests and/or exams; plagiarism in the completion of any and all assignments, such as paraphrasing and/or quoting directly the published or unpublished work of another person without full and clear acknowledgment and/or submitting materials prepared by another person and presenting them as one’s own.
Plagiarism
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.

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 dean of the college or school that offers the class to initiate a review of the evaluation.

Resolving Complaints about Grades: The first step in resolving a complaint about grades is ordinarily for the student to attempt to resolve the problem directly with the course instructor. If that attempt is unsuccessful, the student may bring the matter to the Department Chair, who will assist the instructor and the student in reaching a resolution. Grade appeals not resolved with the assistance of the Department Chair may be directed to the Office of the Dean of the College of Arts and Sciences (for undergraduates) or to the Dean of the Graduate School (for graduate students), provided that the grading decision at issue would affect the student’s final course grade. The student initiating the grade appeal should be prepared to show that the grade was decided unfairly. According to South Dakota Board of Regents Policy 2:9, any academic appeal must be initiated within thirty calendar days from the date that the student received notification of the grade, unless the grade is assigned within fifteen calendar days of the end of the term. In that case, any appeal must be initiated within fifteen calendar days after the start of the next term (fall, spring, or summer).

Grievance Processes
For information on the academic grievance process, please refer to South Dakota Board of Regents Policy 2:9. This policy governs academic disputes involving students. Such disputes most commonly arise as a result of student dissatisfaction with assigned grades, but students may also invoke the standards and procedures provided under this policy to challenge academic responses to instances involving alleged student academic misconduct or to challenge other decisions, justified on academic grounds, that affect their participation in or completion of university academic programs.

Additional information about the academic grievance process, including appeal forms, can be found on the CDE Student Resources page.

For information on the non-academic grievance process, please refer to Board of Regents Policy 3.4.

IMPORTANT: Deviating from the grievance process defined above—e.g. contacting any entities or departments not directly referenced above, or those outside of the University of South Dakota—will only serve to delay the resolution of grievances.

Assessment Disclaimer: Any written work submitted for this course may be used for purposes of program review and/or faculty development. Additionally, and for faculty development purposes only, your instructor may record (video and/or audio) class sessions throughout the semester.
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: 

Disability Accommodation
Any student who feels they 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 or as soon as possible after the diagnosis of a disability. 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.
Please note: if your home institution is not the University of South Dakota but one of the other South Dakota Board of Regents institutions (e.g., SDSU, SDSMT, BHSU, NSU, DSU), you should work with the disability services coordinator at your home institution.

Ernetta L. Fox, Director
Disability Services, Room 119 Service Center
(605) 677-6389
Web Site: www.usd.edu/ds
E-mail: disabilityservices@usd.edu

IMPORTANT: In addition to the information above, make sure to inform your instructor immediately that you are registered with the Office of Disability Services.

Diversity and Inclusive Excellence
The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected. To learn more about USD’s diversity and inclusiveness initiatives, please visit the website for the Office of Diversity.

University of South Dakota Title IX Statement
In compliance with Title IX, University of South Dakota must provide a safe and equitable learning environment for all students. You have the right to protection from: dating violence, domestic violence, gender harassment, discrimination based on pregnancy and parental status, sexual assault/rape, sexual harassment, and stalking. Read more about your rights here. If you experience or witness any of this type of behavior, please report it to the Title IX Coordinator, Khara Iverson, 605-677-5671, Khara.Iverson@usd.edu. If you have any other concerns regarding a student such as: alcohol abuse, drug abuse, depression or suicide, please report these to the Dean of Students, Kimberly Grieve, Vice President of Student Services; MUC #218; 605-677-5331. Anonymous complaints can also be made using the Silent Witness Form.

You can also get help through the Student Counseling Center at 605-677-5777. You can also get help from the Domestic Violence Safe Option Services located here in Vermillion. This is a confidential center that aids victims of sexual assault, domestic violence, and/or stalking. They have a 24-hour hotline at 605-624-5311. If you are not located in Vermillion, you can find your local services through the South Dakota Coalition Ending Domestic & Sexual Violence at this website.

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>
</tr>
</tbody>
</table>

In addition, as a result of taking courses meeting this goal, students will be able to do the following:

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<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assessment(s)</th>
</tr>
</thead>
<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>
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<td>4. Demonstrate foundational competency in reading, writing, and speaking a non-English language.</td>
<td>Participate and contribute to the enrichment of the course 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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LEARNING OUTCOMES
1. **Written Spanish Communication.** All Spanish majors demonstrate their ability to write in Spanish at an ACTFL written intermediate high level.
2. **Spanish Culture.** All Spanish majors demonstrate cultural awareness and knowledge and understanding of the civilizations and cultures of the Spanish-speaking world.
3. **Oral Spanish Communication.** All Spanish majors demonstrate their ability to express themselves orally in Spanish at the ACTFL intermediate high proficiency level, that is, they will successfully handle uncomplicated tasks and exchange of information in social situations in Spanish.
4. **Critical and Creative Thinking.** Students will comprehensively explore issues, ideas, artifacts and events before accepting or formulating an opinion or conclusion, and combine or synthesize existing ideas, images or expertise in original ways reflecting a high degree of innovation, divergent thinking, and risk taking.
5. **Intercultural Knowledge.** Students will be able to demonstrate cognitive, effective, and behavioral skills that support effective and appropriate interaction in a variety of cultural contexts.
6. **Foundational Lifelong Learning Skills.** Students will engage in purposeful, ongoing learning activities that improve their knowledge, skills and competence in their personal and professional lives.
7. **Integrative Learning.** Students will connect ideas and experiences in order to synthesize and transfer learning to new, complex situations within and beyond the campus.
8. **Diversity, Inclusion and Equity.** Students will intentionally engage with diversity in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions leading to opportunities for equal access to participation in educational and community programs for all members of society.