

Arizona State University
Downtown Phoenix Campus / AZCNTR 335 / Fall 2019



Course Number: SPA 101 **Course Title:** Elementary Spanish I **Credits:** 4
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College Contact: CISA@asu.edu

Important Information:

This course is the first course of a four-semester course sequence in Spanish as a second language at ASU.

➡ **Placement:** You belong in **SPA 101** if you:

1. have never taken Spanish language courses before; or,
2. have studied Spanish for one year or less at the High School level; or,
3. have taken Spanish 101 before but did not get a passing grade.

If you do not fulfill any of these requirements, you should not be in SPA 101. Please, talk to your instructor for more information.

Concerns: If you have any questions or concerns about this course, **and you have already talked to your instructor**, please see Dr. Jacqueline Martinez (602) 496-0614 (jmartinez@asu.edu).

Disability Accommodations for Students: Students who feel they may need a disability accommodation(s) in class must provide documentation from the Disability Resource Center to the class instructor verifying the need for an accommodation and the type of accommodation that is appropriate. Students who desire accommodations for a disability should contact DRC as early as possible (i.e., before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the DRC. See page 13 for more details.

Note 1: Please keep in mind that your instructor is not tied to his/her computer. Please allow 24 – 48 hours for an instructor to get back to you. Also, any emails sent over a weekend or holiday may not be replied to until the next class day.

Note 2: None of the SPA 100-200 level courses are offered for Honors Credit.

Note 3: This course is offered by the [College of Integrative Sciences and Arts](http://www.asu.edu/college-of-integrative-sciences-and-arts). For more information about the college, visit our website: cisa.asu.edu/. If you have questions or concerns about this course, please speak with your instructor. If your instructor is unable to address your concerns, please send your inquiry to cisa@asu.edu.

Note 4: If you are ill, please visit the student health center. Their website is: <https://eoss.asu.edu/health>

Course Overview

This course is designed to help you continue to develop your Spanish language proficiency in all four language skills (speaking, writing, reading, and listening) integrated across the three modes of communication outlined by ACTFL (interpersonal, interpretive, and presentational): <https://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012/english>. All classes adopt the communicative approach and will be taught almost entirely in Spanish. Learning a language is so much more than simply learning grammar and vocabulary. Your ability to understand and communicate in written and oral Spanish will be expanded, and you will also further grow your intercultural competence by being exposed to the rich cultures of the Spanish-speaking world and the United States and be able to draw comparisons between Spanish-speaking cultures and your own. Becoming proficient in a foreign language is a journey that **requires consistent practice** to be successful. You are expected to work diligently on a daily basis in class and at home. Get ready to learn and have some fun! This course offers an unforgettable experience!!!

In-class learning

This course meets two times a week for 75 minutes each day. The main goal is to practice communication skills as much as possible during class time, which means that most reading and studying is done **BEFORE** class time (e.g. watching presentations, videos, tutorials, doing interactive activities, etc.). Class time is devoted to developing and enhancing your listening skills and your speaking skills through communicative activities using the grammatical structures and vocabulary that you will have practiced **prior** to coming to class. You will be expected to watch the tutorials **BEFORE** class in order to understand the grammar! Your instructor will not provide extensive grammar and vocabulary instruction. Instead, the instructor's role in the classroom is that of a "communication facilitator."

This flipped model offers the following advantages to you as you learn Spanish:

- Self-pacing: you can take the time you need to complete the homework online
- Immediate feedback: you will receive instant feedback and immediate results, which will allow you to learn from your mistakes.
- Easy access: you can complete online activities from any computer that accesses the Internet through a reliable Internet browser.

It is your responsibility to familiarize yourself with the online component of this course.

If you need help with grammar and/or vocabulary see your instructor during office hours (and take advantage of the tutoring available at ASU). However, please do not expect your instructor to repeat a class that you have missed nor to answer questions about on-line assignments that you have never covered yourself on-line. Do this work first and then see your instructor if you have any questions. Finally, please keep in mind that you are responsible for preparing the required materials for class.

REQUIRED MATERIALS

Blanco, J. (2017). *Portales 1e*. Boston, MA: Vista Higher Learning.

You may purchase your text/online materials in the Bookstore or at the VHL Central bookstore (<https://vistahigherlearning.com/school/asudowntown>). When you visit the site, you will have various options for this pilot course.

1. You can choose between purchasing only the online component (which will include an online version of the text) **OR** you can purchase the online component **WITH** a loose-leaf printed text (will cost more).
2. With either choice you make, you will have to choose between purchasing a 6-month access code **OR** a 24-month access code. If you believe that you will be able to take SPA 102 at ASU in following semester or two, as you are currently taking SPA 101, the 24-month access code would be most beneficial.

RECOMMENDED MATERIALS

Spinelli, Emily. (2012). *English Grammar for Students of Spanish: A Study Guide for Those Learning Spanish* (7th edition). Olivia Hill Press.

POSSIBLY REQUIRED SOFTWARE

You may be submitting your compositions in PDF formats and your instructor will return them to you in the same format. Therefore, you will need a word processing program (like Word) in which you are able to *save as a PDF*, but you will also need an Adobe Reader program to view/hear your instructor's comments. You can download Adobe programs from www.Adobe.com if you do not already have the latest version.

Technological Requirements and Support

MINIMUM ELECTRONIC EQUIPMENT REQUIREMENTS: This course requires students to complete many different kinds of tasks online. It is the student's responsibility to possess a working computer to support the applications and various kinds of tasks employed in the course. View the link for details:

<https://vistahigherlearning.zendesk.com/hc/en-us/articles/213224788-VHL-Central-Technical-Requirements>

Students will not be exempted from assignments because they lack the equipment required for successful completion of the course, and work from other grading categories will not be substituted for work not completed owing to students' lack of necessary equipment.

- This course uses Canvas to deliver content. It can be accessed through MyASU at <http://my.asu.edu> or the Canvas home page at <https://canvas.asu.edu>
 - To monitor the status of campus networks and services, visit the System Health Portal at <http://syshealth.asu.edu/>.
 - To contact the help desk for questions about Canvas, call toll-free at 1-855-278-5080.
 - For help navigating the **program platform** where you will access course assignments, resources, and more, and to make sure your computer is set with the required updates to successfully access and complete activities, go to: <http://support.vhlcentral.com/>
 - To find everything you need to make the most of your platform experience including Guided Tours, How-To Videos, and User Guides, visit: www.vistahigherlearning.com/supersite-resources
 - Vista Higher Learning Student Tech Support: (800) 248-2813
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****More information about ASU Tech Support:**

For technical assistance 24 hours a day, 7 days a week, please contact the University Technology Office **Help Desk:**

Help Desk Phone Number Change

The new Help Desk number is: 1-855-278-5080

Option 2 is Canvas support

Option 3 is Learning Studio support

Tech Studio

Whether you are having difficulties connecting to the wireless network or your system is infected with a virus, the ASU 1:1 [Technology Studio](#) is ready to restore functionality to your laptop and get you mobile again. With locations across the campuses, solutions to your technological problems are always within reach.

The ASU 1:1 Technology Studio provides in-depth support for:

- Hardware
- Software & Operating Systems
- Security
- Networking
- 1:1 Laptops
- Mobile Devices and Tablets

For information on [systems outages](#) see the [ASU systems status calendar](#).

Course Access

You must have an active ASU e-mail account and access to the Internet. *All instructor correspondence will be sent to your ASU e-mail account.* Please plan on checking your ASU email account regularly for course related messages. This course uses Canvas for the facilitation of communications between faculty and students, submission of assignments, and posting of grades. The myASU/Canvas Course Site can be accessed at <http://my.asu.edu> or, if myASU is down, you can enter Canvas via: <https://canvas.asu.edu>.

Learning objectives¹

The overall goals of SPA 101 are seen in terms of students performing linguistic tasks successfully, gaining self-confidence, relying on themselves and classmates, developing their ability to create with the language being studied, expanding their risk-taking in real-life communicative situations, and gaining greater insight into the varied perspectives, practices, and products offered by the study of the Hispanic culture. The language that students practice in class is realistic - what they would speak and read in a Spanish-speaking environment. Goals for SPA 102 students are with an audience in mind that is highly sympathetic and cooperative, given the level of the task.

Level	101 GOALS	102 GOALS
Reading	<p><i>Audience: highly sympathetic and cooperative, given the level of the task.</i></p> <ul style="list-style-type: none"> Derive meaning from the written target language that contains learned vocabulary where context and/or background knowledge are supportive. 	<p><i>Audience: Highly sympathetic and cooperative, given the level of the task.</i></p> <ul style="list-style-type: none"> Derive meaning from the written target language from texts that are structurally simple.
Writing	<ul style="list-style-type: none"> Write simple sentences using formulaic expressions and learned vocabulary in the target language writing system. 	<ul style="list-style-type: none"> Recombine learned vocabulary into structurally simple written statements and questions.
Speaking	<ul style="list-style-type: none"> Utilize commonly used expressions to describe self and others and formulate questions to satisfy basic needs. Express basic needs and use basic courtesy expressions. 	<ul style="list-style-type: none"> Recombine learned vocabulary and commonly used expressions into meaningful statements with evidence of creativity and/or improvisation. Express basic needs and use basic courtesy expressions.
Listening	<ul style="list-style-type: none"> Demonstrate comprehension of frequently used words and phrases in simple spoken questions, statements, commands, and courtesy formulae. 	<ul style="list-style-type: none"> Demonstrate comprehension of high frequency and some limited terms of low frequency of learned vocabulary in structurally simple sentences and questions in a limited number of content areas.
Culture	<ul style="list-style-type: none"> Identify components of the culture. 	<ul style="list-style-type: none"> Recognize simple cultural norms, beliefs, and regional variations of areas where the target language is used. Recognize key social and cultural traditions.

¹ Speaking, Listening, Reading, Writing, and Cultural goals are from the Goals and Outcome Statements for Commonly Taught Languages in the state of AZ created by the Arizona Language Articulation Task Force in 2007
<http://www.aztransfer.com/resources/LangATF/AZLATFOutcomesAssessments.pdf>

Learning outcomes²

Students who successfully complete Spanish 101 will be able to communicate at the novice-mid level for speaking and writing and the novice-high level for listening and reading, according to ACTFL Guidelines.

Level	101 OUTCOMES THE STUDENT WILL BE ABLE TO:	102 OUTCOMES THE STUDENT WILL BE ABLE TO:
Reading	<i>Demonstrate comprehension of the gist and a few details of written...</i> 1. formulaic and courtesy expressions. 2. basic biographical information. 3. questions, messages, descriptions, short narratives, and short dialogues containing some detail. 4. authentic passages that are highly contextualized and that relate to basic survival vocabulary and/or current events.	<i>Demonstrate comprehension of the gist and some details of written...</i> 1. descriptions containing factual information. 2. information expressing feelings, opinions, likes, and dislikes of objects, places, people, and events. 3. narration of a series of events using the past, present or future time frames. 4. authentic passages that are highly contextualized and that relate to topics containing factual information and/or current events.
Writing	<i>Using a limited amount of creativity and improvisation...</i> 1. incorporate formulaic and courtesy expressions. 2. compose sentences expressing basic biographical information. 3. compose questions, messages, descriptions, short narratives, and short dialogues with some detail. 4. apply the target language writing system with a limited amount of improvisation.	<i>Using an appropriate amount of creativity, improvisation, and elaboration...</i> 1. describe objects, places, people, and events. 2. express feelings, opinions, likes, and dislikes. 3. narrate a series of events using the past, present or future time frames. 4. combine ideas into strings of sentences in present tense. 5. give instructions.
Speaking	<i>With a listener who expects somewhat measured and deliberate speech...</i> 1. use and respond to formulaic and courtesy expressions. 2. formulate statements and questions to satisfy basic needs. 3. express basic biographical information. 4. utilize frequently-used expressions and learned vocabulary to describe objects, places, people, and events. 5. participate in very simple face-to-face conversations with limited spontaneity. 6. apply the phonetic system and stress words appropriately.	<i>Using limited creativity, improvisation, and elaboration ...</i> 1. describe objects, places, people, and events. 2. express feelings, opinions, likes, and dislikes. 3. narrate a series of events using the past, present or future time frames. 4. initiate, respond, and contribute to simple face-to-face conversations. 5. give instructions.
Listening	<i>From a speaker who uses somewhat measured and deliberate speech and somewhat careful articulation, aurally comprehend...</i> 1. formulaic and courtesy expressions. 2. statements and questions to satisfy basic needs. 3. basic biographical information. 4. frequently-used words and phrases, learned vocabulary and novel vocabulary words in context in questions, messages, descriptions, short narratives, and short dialogues containing some detail.	<i>From a speaker who uses moderately measured and deliberate speech and somewhat careful articulation, aurally comprehend the gist and a few details of ...</i> 1. descriptions of objects, places, people, and events on topics containing factual information. 2. information expressing feelings, opinions, likes, and dislikes. 3. narrations of a series of events using the past tenses. 4. follow instructions or commands.
Culture	Identify cultural aspects of the target language: daily activities, physical (e.g., personal space, customs), non-verbal (e.g., gestures), geographical (e.g., maps), and the arts (e.g., music, arts).	1. Recognize and describe simple cultural norms, beliefs, and regional variations within areas where the target language is spoken/used. 2. Recognize and describe key social and cultural traditions.

² Learning Outcome Statements are from the Goals and Outcome Statements for Commonly Taught Languages in the state of AZ created by the Arizona Language Articulation Task Force in 2007

<http://www.aztransfer.com/resources/LangATF/AZLATFOutcomesAssessments.pdf>

COURSE POLICIES

It is important to keep in mind that this is a **FOUR credit-hour class** and you are expected to work an average of 3 to 4 hours every week for each credit hour in this course.

- **COURSE ASSIGNMENTS - IMPORTANT CONSIDERATIONS**

For specific instructions regarding each assignment please refer to the corresponding tab in Canvas.

- Students may turn in VHL assignments up to 5 days late, but they will receive 20% deduction of points per day late. After 5 days late, the grade will be 0. No exceptions!
- *If you miss any assignment due to an emergency*, appropriate written documentation that demonstrates your inability to complete an online assignment must be submitted immediately. You must have a claim/ticket number for reference regarding any online issue, such as problems with the Portales site or the Canvas site. Failure to provide accurate and appropriate documentation of an emergency in a timely manner will result in a grade of 0.
- There are no make-ups for quizzes or exams. If a quiz or exam is missed due to a documented police, court or medical emergency of your own, it will count as your dropped quiz/exam.
- For all writing assignments, all work that you submit must be your own and must be written in your own words. Translating or having a tutor or native speaker alter your work will be treated as violations of the Academic Integrity Policy (See page 14 of this syllabus). No late writing assignments will be accepted.

- **Trigger Warning**

Please note that some course content may be deemed offensive by some students, although it is not my intention to offend anyone. In addition, some materials that we link with online might also be considered offensive, troubling, or difficult to review in terms of language or graphics. I attempt to provide warnings when introducing this kind of material; yet if I forget to do so, or if something else (in my materials or posts from fellow students) seems offensive, please contact me at Michelle.Petersen@asu.edu, or the faculty head, Dr. Jacqueline Martinez (jmartinez@asu.edu).

- **Classroom Behavior**

We want to build a classroom climate that is comfortable for all. It is important that we (1) display respect for all members of the classroom – including the instructor and students; (2) pay attention to and participate in all class sessions and activities; (3) avoid unnecessary disruption during class time (e.g. having private conversations, reading the newspaper, surfing the Internet, doing work for other classes, making/receiving phone calls, text messaging, etc.); and (4) avoid racist, sexist, homophobic, or other negative language that may unnecessarily exclude members of our campus and classroom. This is not an exhaustive list of behaviors; rather, it represents examples of the types of things that can have a dramatic impact on the class environment. Your final grade may be reduced by 5% each time you engage in these sorts of behaviors.

- **Establishing a Safe Environment**

Learning takes place best when a safe environment is established in the classroom. In accordance with [SSM 104-02 of the Student Services Manual](#), students enrolled in this course have a responsibility to support an environment that nurtures individual and group differences and encourages engaged, honest discussions. The success of the course rests on your ability to create a safe environment where everyone feels comfortable to share and explore ideas. We must also be willing to take risks and ask critical questions. Doing so will effectively contribute to our own and others intellectual and personal growth and

development. We welcome disagreements in the spirit of critical academic exchange, but please remember to be respectful of others' viewpoints, whether you agree with them or not.

All incidents and allegations of violent or threatening conduct by an ASU student (whether on- or off-campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

- **Prohibition of Commercial Note Taking Services:**

In accordance with [ACD 304-06 Commercial Note Taking Services](#), written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the note taker's name as well as the instructor's name, the course number, and the date.

ATTENDANCE & PARTICIPATION

Regular and consistent class attendance is expected and essential for successful completion of the course. You are allowed to miss **two classes** (for 16-week courses) without penalty. Each class you miss beyond the aforementioned limits will automatically result in a lowering of your final grade of 1% per absence. Documentation for justified absences must be provided to your instructor immediately after the absence took place. **Tardiness:** classes will always start on time. Talk to the instructor after class if you arrive late regarding your tardiness.

If you are absent for any reason, **YOU ARE RESPONSIBLE FOR THE MATERIAL GIVEN IN CLASS**. Call or e-mail a classmate for the information needed to perform adequately in the course. If you are absent you MAY NOT use your absence as an excuse for not being prepared or not turning in your homework or assignments on the due date designated in the course calendar.

Classes/exams are **NOT CANCELED** before/after any holidays. If you do not want to affect your grade or miss your quiz/exam dates, make sure you **make travel arrangements accordingly**. **Final exams may not be taken early or otherwise rescheduled to accommodate travel plans.**

Student athletes, band members, and members of other such university organizations must bring an original letter from their supervisor of their specific department by the fifth day of instruction indicating the dates they will miss class.

GRADING SCALE

EVALUATION CRITERIA for SPA 101

Daily Oral Participation	10%
Homework for credit	10%
Graded Homework	15%
Lesson Exams (3)	15%
Compositions (2)	10%
Quizzes	10%
Oral Exams (2)	15%
Final Exam	15%

GRADE	PERCENTAGES
A+	97 – 100%
A	93 – 96%
A-	90 – 92%
B+	87 – 89%
B	83 – 86%
B-	80 – 82%
C+	77 – 79%
C	70 – 76%
D	60 – 69%
E	Below 60%
XE	Failure do to Academic Dishonesty

Extra Credit: NO extra credit will be given under any circumstances.

For your own protection, you should keep a copy of everything you hand in, and you should keep your graded assignments at least until grades are finalized at the end of the semester, and in the event you wish to contest any grades.

Daily Oral Participation (10%): Your daily oral performance and participation in class activities will constitute **10%** of your final grade. The participation grade is determined by willingness to participate in individual, paired and group activities, and by frequency of participation.

Your instructor will evaluate participation either daily or twice per semester (once at midterm and again at the end of the semester). Questions regarding your participation grades should be addressed to the instructor during office hours (or before/after class), where more detailed feedback and suggestions can be offered. **SEEK HELP AS THE NEED ARISES. DO NOT PROCRASTINATE!**

See the Correcting Schema in Canvas for more details on how Participation will be graded.

Homework for credit (10%): This course is designed for students to do the homework and studying outside of class time prior to the class and bring that knowledge to practice the language in class. Therefore, it is **YOUR RESPONSIBILITY** to make sure that you have studied the material before class, as this will help you tremendously during class activities as well as your participation grade.

Twice each week your instructor will assign interactive activities covering vocabulary, grammar, and culture for you to complete before you get to class. All activities under Explore and Learn are for credit only (meaning you get credit for doing them) and you may complete them as many times as necessary. These activities will be **due 30 minutes prior to the beginning of class**. Even though assignments will be due only two days each week, this does not mean you should be working on them twice a week. It is best to schedule to work on them every day. Using the language daily will reinforce the learning of vocabulary and concepts.

THERE ARE NO MAKE-UPS FOR THIS HOMEWORK. The lowest lesson grade will be dropped at the end of the semester.

Graded Homework (15%): Once you have completed the Explore and Learn sections, you will continue onto the Practice and Communicate sections. These sections will be for a grade and you will have up to 3 attempts to get the correct final answer. Some activities will allow only 1 attempt, some will allow 2 attempts, and some will allow 3. The gradebook will accept the last attempt you make. Like the homework for credit, these activities will be **due 30 minutes prior to the beginning of class**. Again, you should not complete them only twice a week, but you should schedule to work on them every day. Using the language daily will reinforce the learning of vocabulary and concepts.

THERE ARE NO MAKE-UPS FOR GRADED HOMEWORK. The lowest lesson grade will be dropped at the end of the semester.

Lesson Exams (15%): 3 lesson exams will be administered throughout the semester. The exams will emphasize information covered in class and in the homework from VHLCentral. Exams will be comprised of several sections designed to assess listening and reading comprehension, control of vocabulary, culture and grammar. Your instructor will drop the lowest test score. If you should miss a test (an excused or unexcused absence), the score for that missed test will be the one dropped. **THERE ARE NO MAKE-UP EXAMS.**

Lesson quizzes (10%): In each lesson there are both vocabulary and grammar quizzes. These are there to assess your progress in these two areas and one and/or both may be assigned.

THERE ARE NO MAKE-UPS FOR QUIZZES. The 3 lowest quiz scores will be dropped at the end of the semester.

Compositions (10%): You will have two (2) formal writing assignments consisting of 2 drafts each during the semester that will contribute to the development of your writing skills. You are advised to follow the writing process outlined in the Correcting Schema, as this will aid you in creating a better draft.

Your compositions are to be **typed, double-spaced, saved first as a Word document (for your purposes), then save as a PDF (the copy to be submitted), and submitted through Canvas.** Hand-written compositions will **not** be accepted. It is recommended that you save your work as a Word document also, since this will make it easier for you to make your corrections.

See the Correcting Schema in Canvas for more details on how compositions should be submitted as well as how they will be graded.

Oral exams (15%): Situational dialogues in pairs or groups of 3 will be administered at the middle of the semester and at the end to assess oral proficiency. The instructor will hand each pair/group of students a sheet of paper on which the topic to be discussed is written. The topics are similar in format and content to the activities practiced throughout the chapters.

The class calendar gives the dates for this oral exam. **THESE DATES ARE SET AND WILL NOT BE CHANGED.**

See the Correcting Schema in Canvas for more details on how this exam will be graded.

Final Written Exam (15%): This exam is designed to assess listening and reading proficiency in Spanish, as well as achievement and mastery of grammar, vocabulary, and culture covered in the course. **FINAL EXAMS BEGIN MONDAY, DECEMBER 9, 2019 AND END FRIDAY, DECEMBER 13, 2019 FOR THE SPA CLASSES DOWNTOWN. THE EXACT DATE, TIME, AND LOCATION OF THE FINAL EXAM WILL BE CONFIRMED BY YOUR INSTRUCTOR AFTER MID-SEMESTER. FINAL EXAMS MAY NOT BE TAKEN EARLY OR OTHERWISE RESCHEDULED TO ACCOMMODATE TRAVEL PLANS. PLAN YOUR TRAVEL ARRANGEMENTS ACCORDINGLY.**

ALL STUDENTS ARE REQUIRED TO TAKE THE FINAL WRITTEN EXAM.

Lessons per week for MW

Week # & Dates	LUNES (Monday)	MIÉRCOLES (Wednesday)
1: 26 & 28 de agosto	Introducción	Lección 1: p. 1 – 11; VHL exercises
2: 2 & 4 de septiembre	Labor day	Lección 1: p. 12 – 18; VHL exercises
3: 9 & 11 de septiembre	Lección 1: p. 19 – 27; VHL exercises	Lección 1: p. 28 – 38; VHL exercises
4: 16 & 18 de septiembre	Lección 2: p. 39 – 49; VHL exercises	Lección 2: p. 50 – 58; VHL exercises Composición 1 (begin in class today, turn in by Sept. 20, 2019 before 11:59 P.M. in Canvas)
5: 23 & 25 de septiembre	Lección 2: p. 59 – 67; VHL exercises	Lección 2: p. 68 – 76; VHL exercises
6: 30 de septiembre & 2 de octubre	Examen 1: Lecciones 1 y 2	Lección 3: p. 77 – 84; VHL exercises
7: 7 & 9 de octubre	Examen oral parcial (MT oral exam)	Examen oral parcial (MT oral exam)/ Composición 1 versión 2 to be turned in today.
8: 14 & 16 de octubre	Fall break	Lección 3: p. 88 – 95; VHL exercises
9: 21 & 23 de octubre	Lección 3: p. 96 – 103; VHL exercises	Lección 3: p. 104 – 114; VHL exercises
10: 28 & 30 de octubre	Examen 2: Lección 3	Lección 4 p. 115 – 125; VHL exercises /Composición 2 (begin in class today, turn in by Nov. 1, 2019 before 11:59 P.M. in Canvas)
11: 4 & 6 de noviembre	Lección 4: p. 126 – 132; VHL exercises	Lección 4: p. 133 – 141; VHL exercises
12: 11 & 13 de noviembre	Veteran's day	Lección 4: p. 142 – 150; VHL exercises
13: 18 & 20 de noviembre	Examen 3: Lección 4	Lección 5: p. 151 – 169; VHL exercises
14: 25 & 27 de noviembre	Lección 5: p. 170 – 177; VHL exercises / Composición 2 versión 2 to be turned in today	Lección 5: p. 178 – 188; VHL exercises
15: 2 & 4 de diciembre	Examen final oral	Examen final oral
<u>Examen final:</u>		

Drop/add period until 28 / 08 / 19 (*el veintiocho de agosto de 2019*)

Course withdrawal deadline: 6 / 11 / 19 (*el seis de noviembre de 2019*)

Complete withdrawal deadline: 6 / 12 / 19 (*el seis de diciembre de 2019*)

Lessons per week TTh

Week # & Dates	Martes (Tuesday)	Jueves (Thursday)
1: el 22 de agosto		Introducción
2: 27 & 29 de agosto	Lección 1: p. 1 – 11; VHL exercises	Lección 1: p. 12 – 18; VHL exercises
3: 3 & 5 de septiembre	Lección 1: p. 19 – 27; VHL exercises	Lección 1: p. 28 – 38; VHL exercises
4: 10 & 12 de septiembre	Lección 2: p. 39 – 49; VHL exercises	Lección 2: p. 50 – 58; VHL exercises / Composición 1 (begin in class today, turn in by Sept. 14, 2019 before 11:59 P.M. in Canvas)
5: 17 & 19 de septiembre	Lección 2: p. 59 – 67; VHL exercises	Lección 2: p. 68 – 76; VHL exercises
6: 24 & 26 de septiembre	Repaso; VHL exercises	Examen 1: Lecciones 1 y 2
7: 1 & 3 de octubre	Lección 3: p. 77 – 84; VHL exercises	Lección 3: p. 88 – 95; VHL exercises
8: 8 & 10 de octubre	Examen oral parcial (MT oral exam)	Examen oral parcial (MT oral exam)/ Composición 1 versión 2 to be turned in today.
9: 15 & 17 de octubre	Fall break	Lección 3: p. 96 – 103; VHL exercises
10: 22 & 24 de octubre	Lección 3: p. 104 – 114; VHL exercises	Examen 2: Lección 3
11: 29 & 31 de octubre	Lección 4 p. 115 – 125; VHL exercises / Composición 2 (begin in class today, turn in by Nov. 1, 2019 before 11:59 P.M. in Canvas)	Lección 4: p. 126 – 132; VHL exercises
12: 5 & 7 de noviembre	Lección 4: p. 133 – 141; VHL exercises	Lección 4: p. 142 – 150; VHL exercises
13: 12 & 14 de noviembre	Examen 3: Lección 4	Lección 5: p. 151 – 163; VHL exercises
14: 19 & 21 de noviembre	Lección 5: p. 164 – 169; VHL exercises	Lección 5: p. 170 – 177; VHL exercises / Composición 2 versión 2 to be turned in today
15: 26 & 28 de noviembre	Lección 5: p. 178 – 188; VHL exercises	Thanksgiving break
16: 3 & 5 de diciembre	Examen final oral	Examen final oral
<u>Examen final:</u>	#75712: 10/12/19 (el martes) de las 9:50 – 11:40 de la mañana #75713: 10/12/19 (el martes) de las 12:10 – 2:00 de la tarde	

Drop/add period until 28 / 08 / 19 (el veintiocho de agosto de 2019)

Course withdrawal deadline: 6 / 11 / 19 (el seis de noviembre de 2019)

Complete withdrawal deadline: 6 / 12 / 19 (el seis de diciembre de 2019)

COMMUNICATION POLICIES

- **Emails:** Your professor reserves the right to not answer emails during the weekends (Saturdays and Sundays). Please ask any questions about the course or course assignments Monday-Friday. You must allow your professor **24 – 48 hours** to answer any email during the week. If you are experiencing a personal emergency, write in the subject of your email Urgent.

Please be sure to use the following format for emails you write to your professor:

Estimado/a Profesor/a _____:

Me dirijo a usted para.... OR Le escribo para...

Mensaje

Atentamente, OR Un saludo cordial

- **Communicating with the Instructor**

This course uses a “three before me” policy regarding student to faculty communications.

When questions arise during the course of this class, please remember to check these three sources for an answer before asking me to reply to your individual questions:

1. Course syllabus
2. Announcements in Canvas or in VHL
3. The Discussion Board

This policy will help you in potentially identifying answers before I can get back to you and it also helps your instructor from answering similar questions or concerns multiple times.

If you cannot find an answer to your question, please first post your question to the discussion board. Here your question can be answered to the benefit of all students by either your fellow students who know the answer to your question or the instructor. You are encouraged to answer questions from other students in the discussion forum when you know the answer to a question in order to help provide timely assistance.

If you have questions of a personal nature such as relating a personal emergency, questioning a grade on an assignment, or something else that needs to be communicated privately, you are welcome to contact me via email or phone. My preference is that you will try to email me first. Please allow at least 24 hours for me to respond.

- **Use Correct Spelling and Grammar**

Adhere to correct spelling and grammar rules. It is good practice to compose your message in a word processing program where you can check your spelling and grammar prior to sending. Avoid texting abbreviations and informal language ("C U L8R").

- **Netiquette Guidelines**

Netiquette refers to etiquette on the Internet (or net). In an online course you will have your communication skills tested! You will be speaking through writing both to fellow students and instructors, so it is imperative to communicate well and professionally. The golden rule of netiquette in an online class or environment is, do not do or say online what you would not do or say in-person.

The following Netiquette Guidelines are suggestions for success in your hybrid learning environment:

- **Email & Discussion Boards**

Think carefully about who the recipients of your email should be. Avoid sending an email to the entire class, unless you feel that everyone must read it. Use descriptive subject lines for email messages (course number & topic) and discussion board postings. Reply only when appropriate. Use "Reply All" sparingly. Do not use all caps (as it implies yelling). Do not **flame**. Check the syllabus and course policies stated by your instructor to know what to expect for your instructor's response time. Always identify yourself by signing your name. Do not assume your instructor knows who you are by your email address.

- **Show Professionalism and Courtesy**

Exhibit the same professionalism and respect in the cyber portion of the class as you would in the face-to-face classroom or in the workplace. Use sarcasm cautiously. In the absence of nonverbal cues such as facial expressions and voice inflections, the context for your sarcasm may be lost, and your message could be misinterpreted. In a face-to-face setting, our tone of voice and facial expressions convey as much of our meaning as the words we use. In a written message, the subtext of your meaning can easily be confused or misinterpreted.

Always be respectful with your instructor and other members of your class. Do not forget that writing with upper-case letters means shouting in the virtual world, and it is disrespectful. Never address your instructor with a "Hey." This will be considered very improper in Spanish speaking countries.

- **Use a Positive Tone**

Before clicking the Send or Submit button, review your message. The ease and speed of the Internet makes it easy to say something you might regret later. Remember: You are communicating with other human beings of all ages and backgrounds, with feelings, sensitivities, and opinions. When composing a message, ask yourself "would I say this to the person or group face-to-face?" or "How might someone interpret this?"

UNIVERSITY POLICIES

- **Accessibility Statement:**

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at the Disability Resource Centers (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities. DRC staff coordinate transition from high schools and community colleges, in-service training for faculty and staff, resolution of accessibility issues, community outreach, and collaboration between all ASU campuses regarding disability policies, procedures, and accommodations.

Students who desire accommodations for a disability should contact DRC as early as possible (i.e., before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the DRC. Their site can be found at eoss.asu.edu/drc. Instructors cannot provide accommodations without authorization from the DRC.

Downtown Phoenix Campus

University Center building, Suite 160

Phone: 602.496.4321

E-mail: DRCDowntown@asu.edu

- **Accommodation for religious practices:** In compliance with [ACD 304-04](#), students who need to be absent from class due to the observance of a religious holiday or participate in required religious functions must notify the faculty member in writing as far in advance of the holiday/obligation as possible. Students will need to identify the specific holiday or obligatory function to the faculty member. Students will not be penalized for missing class due to religious obligations/holiday observance. The student should contact the class instructor to make arrangements for making up tests/assignments within a reasonable time.
- **Accommodation for university-sanctioned activities:** In compliance with [ACD 304-02](#), students who participate in university-sanctioned activities that require classes to be missed, should be given opportunities to make up examinations and other graded in-class work. However, absence from class or examinations due to university-sanctioned activities does not relieve students from responsibility for any part of the coursework required during the period of the absence.
- **Mental Health**
As a student, like anyone else, you may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation. These emotional health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. ASU Counseling Services provides counseling and crisis services for students who are experiencing a mental health concern. Any student may call or walk-in to any ASU counseling center for a same day or future appointment to discuss any personal concern. Here is the Web site: eoss.asu.edu/counseling. After office hours and 24/7 ASU's dedicated crisis line is available for crisis consultation by calling 480-921-1006.
- **Academic Integrity**
Arizona State University and the College of Integrative Sciences and Arts strongly believe in academic integrity; thus, cheating and plagiarism is not tolerated. Students must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement. If a student is charged with academic dishonesty and found to be in violation, disciplinary action will be taken, and a student's name will be kept on file. Academic dishonesty includes borrowing ideas without proper citation, copying others' work (including information posted on the internet), failing to turn in your own work for group projects, as well as providing materials of any type to a homework help site or a study resource site. Disciplinary action may result in a reduced grade for the assignment or class, suspension or expulsion from the university, and/or an XE on his or her transcript. For further information, please read the Student Academic Integrity policy at provost.asu.edu/academic-integrity.
- **Student Code of Conduct**
Students are required to adhere to the behavior standards listed in the Arizona Board of Regents Policy Manual Chapter V –Campus and Student Affairs: Code of Conduct located online at students.asu.edu/srr/code and the ACD 125: Computer, Internet, and Electronic Communications available at asu.edu/aad/manuals/acd/acd125.html.

Students are entitled to receive instruction free from interference by other members of the class. An instructor may withdraw a student from a course when the student's behavior disrupts the educational process under USI 201-10 asu.edu/aad/manuals/ssm/ssm201-10.html. An instructor may withdraw a student from a course with a mark of "W" or "E" when the student's behavior disrupts the educational process. Disruptive classroom behavior for this purpose is defined by the instructor.

- **Harassment Prohibited**

ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status, and other protected veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Contact the professor if you are concerned about online harassment of any kind, and he/she will put you in contact with the Dean of Students office.

- **Grade Appeals:**

Students must first speak with the instructor of the class to discuss any disputed grades. If, after review, a resolution is not achieved students may proceed with the appeal process. Student grade appeals must be processed in the regular semester immediately following the issuance of the grade in dispute (by commencement for fall or spring), regardless whether the student is enrolled at the university. Complete details are available in the [ASU Grade Appeals policy](#).

- **Incompletes:**

A mark of "I" (incomplete) is given by the instructor when you have completed most of the course and are otherwise doing acceptable work but are unable to complete the course because of illness or other conditions beyond your control. You are required to arrange with the instructor for the completion of the course requirements. The arrangement must be recorded on the Request for Grade of Incomplete form (<http://students.asu.edu/forms/incomplete-grade-request>).

- **Drop and Add Dates/Withdrawals:**

This course adheres to a compressed schedule and may be part of a sequenced program, therefore, there is a limited timeline to drop or add the course (see the ASU Academic Calendar: <https://students.asu.edu/academic-calendar>). Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies: **Withdrawal from Classes** (<http://www.asu.edu/aad/manuals/ssm/ssm201-08.html>), **Medical/Compassionate Withdrawal** (<http://www.asu.edu/aad/manuals/ssm/ssm201-09.html>), and a **Grade of Incomplete** (<http://www.asu.edu/aad/manuals/ssm/ssm203-09.html>). Please keep in mind that you can only receive an Incomplete, if you have completed at least 90% of the work with a satisfactory grade and you have a documented emergency that prevents you from completing the final assignment or exam in the course.

- **Email Communications:**

All email communication for this class will be done through your ASU email account. You should be in the habit of checking your ASU email regularly as you will not only receive important information about your class(es), but other important university updates and information. You are solely responsible for reading and responding if necessary to any information communicated via email. For help with your email go to: http://help.asu.edu/sims/selfhelp/SelfHelpHome.seam?dept_pk=822 and file a help desk ticket by clicking on "My Help Center."

- **Title IX:**

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/>.

“As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, eoss.asu.edu/counseling, is available if you wish to discuss any concerns confidentially and privately.”

- **Statement on Inclusion:**

Arizona State University is deeply committed to positioning itself as one of the great new universities by seeking to build excellence, enhance access and have an impact on our community, state, nation and the world. To do that requires our faculty and staff to reflect the intellectual, ethnic and cultural diversity of our nation and world so that our students learn from the broadest perspectives, and we engage in the advancement of knowledge with the most inclusive understanding possible of the issues we are addressing through our scholarly activities. We recognize that race and gender historically have been markers of diversity in institutions of higher education. However, at ASU, we believe that diversity includes additional categories such as socioeconomic background, religion, sexual orientation, gender identity, age, disability, veteran status, nationality and intellectual perspective.

- **ASU Course Evaluation**

Students are expected to complete the ASU course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available.

- **Syllabus Disclaimer:**

The course syllabus is an educational contract between the instructor and students. Every effort will be made to avoid changing the course schedule, but the possibility exists that unforeseen events will make syllabus changes necessary. The instructor reserves the right to make changes to the syllabus as deemed necessary. Students will be notified in a timely manner of any syllabus changes via email, or in the Announcements section on Canvas.

- **Campus Resources**

As an ASU student you have access to many resources on campus. This includes tutoring, academic success coaching, counseling services, financial aid, disability resources, career and internship help and many opportunities to get involved in student clubs and organizations.

- Tutoring: <http://studentsuccess.asu.edu/frontpage>
- Counseling Services: <http://students.asu.edu/counseling>
- Financial Aid: <http://students.asu.edu/financialaid>
- Disability Resource Center: <http://www.asu.edu/studentaffairs/ed/drc/>
- Major/Career Exploration: <http://uc.asu.edu/majorexploration/assessment>
- Career Services: <http://students.asu.edu/career>
- Student Organizations: <http://www.asu.edu/studentaffairs/mu/clubs/>

VHL Central Information and Purchasing of Text/Online Materials

Required course materials are available at the campus bookstore, and also directly from Vista Higher Learning. Find the required materials for your course at the best price here:

<https://vistahigherlearning.com/school/asudowntown>

*Shipping is free and access codes are sent immediately, included in your emailed purchase confirmation. The account you create at purchase becomes your login to the course program platform.

For questions or additional support with orders from VHL's online store, please contact VHL Customer Service directly at (800)-269-6311 or at info@vistahigherlearning.com.

For help navigating the program platform where you will access course assignments, resources, and more, and to make sure your computer is set with the required updates to successfully access and complete activities, go to: <http://support.vhlcentral.com/>

To find everything you need to make the most of your platform experience including Guided Tours, How-To Videos, and User Guides, visit: www.vistahigherlearning.com/supersite-resources

Student Tech Support: (800) 248-2813

STUDENT INSTRUCTIONS FOR VHL CENTRAL AND COURSE REGISTRATION

PURCHASING A SUPERSITE CODE (located on page 17 the of syllabus or in the link just below)

Link: <https://vistahigherlearning.com/school/asudowntown>

This class requires technology access. This access allows you to complete and submit assignments and tests; access all media and study tools; receive announcements; and communicate with your instructor.

Shop smart: only buy books that include the required code!

You will spend more if you purchase the textbook and code separately. New textbooks purchased at the bookstore will include this code. Most books that are sold online or used DO NOT include the access code. Always check that what you are buying includes the code.

SETTING UP YOUR ACCOUNT

Returning Students

If you have an existing account for any Vista Higher Learning textbook, complete these steps:

- Go to vhlcentral.com
- Log in using your existing account information.
- Choose one of these options:

Already have access to the Vista Higher Learning textbook site for this course? Enroll in the course by clicking the "Enroll in a course" link. Then complete "Step 5 - Select a Course/Class" below.

OR

Don't yet have access to the Vista Higher Learning textbook site for this course? Redeem your new code by clicking the "Redeem a code" link. Then complete "Step 4 - Activate Code" below.

New Students

If you are **new** to Vista Higher Learning, complete these steps:

Step 1 - Go to vhlcentral.com

Step 2 - Choose one of these options:

Did you buy your code at the Vista Higher Learning online Store?

If you created a student account on the store, use the same login information. If you can see your course book on the home page after logging in, go to "Step 5 -Select a Course/Class." If no book appears, go to "Step 4 - Activate Code."

OR

Create an Account by clicking the [Create an account](#) link

- In the "Login Information" section of the account creation page, enter a username of your choice.
- Enter the email address you would like to associate with your account.
- Enter and confirm a password of your choice.
- In the "Personal Profile" section, enter your first and last name as you wish them to appear in your Instructor's roster.
- Select the year of your birth from the drop-down list.
- Enter a student ID (optional).
- In the "Security Information" section, provide the answer to a secret question, which may later be used to help you access your account if you forget your password.
- After you enter all of the information, click "create an account."
- Click "agree." (Before your account is created, you must agree to the terms and conditions of use policy.)

Step 3 - Select a School

- Locate your school by typing your school's name, Arizona State University-Downtown. To narrow the search results, add the city and state, Phoenix, AZ, (include the country, if outside of the USA.) in which your school is located.
- Click "find." If the terms you entered did not result in a successful search, follow the on-screen tips to revise your search.
- Select your school from the list by clicking on its name.
- Click "select school" to add the school to your account.
- Look for a message at the top of the screen confirming you successfully added the school.

Step 4 - Activate Code

- On the code activation screen, enter your code.
- Click "activate code" to continue.
- Look for a message at the top of the screen confirming that the code was successfully redeemed.

Step 5 - Select a Course/Class

- From the list of available classes at your school for your textbook, look for your Instructor and the course "SPA101" taught between 22/08/2019 and 14/12/2019. It should look something like this:



Petersen, Michelle

SPA101

TTh 10:30



- Click the radio button for your appropriate course. If more than one class is listed for your instructor, click the information icons in the class listings until you locate the section.
- Click **Save**. You should see a confirmation that you successfully enrolled in your instructor's course.