

Course Syllabus for SPAN 1101

Site: [Welcome to LSU Continuing Education!](#)
Course: SPAN 1101 v3.0.(2) Elementary Spanish
Book: Course Syllabus for SPAN 1101

Printed by: Tim Knoff
Date: Monday, January 10, 2022, 9:00 AM

Description



This is the official syllabus for this course. Read it carefully! Click on any of the chapters to jump to the section you want to read.

You can print the entire book by clicking on the link under the Table of Contents, or you can print any chapter through the administration menu.

Table of contents

Welcome to the Course!

Assistance and Communication

Course Outcomes and Module Learning Objectives

Materials and Resources

Technical Information

Grading Scale and Course Work

Grade Breakdown and Grading Scale

Quizzes

Interactive Communicative Projects

Assignments

Lingua Meetings and Audio Practices

Exams

Course Policies

Engagement and Participation

Academic Integrity

Accessibility

Netiquette

Diversity Statement

Welcome to the Course!

SPAN 1101: Elementary Spanish

This is a General Education course. For students with no previous study of Spanish. Students with at least two semesters of high school Spanish should consider enrolling in SPAN 1152. Native speakers of Spanish will not receive credit for this course. Basic lexicon and structure of Spanish; emphasis on communicative language use.

About This Course

The primary goal of the beginning Spanish courses is to offer students an introduction to basic communicative skills in Spanish while developing an awareness and appreciation of Hispanic or Latino cultures. The courses take their goals from the *Standards for Foreign Language Learning in the 21st Century*, also known as the 5 Cs.

This course is designed for beginners of the Spanish language. If Spanish is your native language, or the language spoken in your home, this course is not appropriate for you. Furthermore, the Spanish program does *not* allow native speakers to take this class to receive foreign language credit.

Standards for Foreign Language Learning in the 21st Century

- Communication**: Communicate in Spanish. Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Culture**: Gain knowledge of cultures of the Hispanic world. Demonstrate an understanding of relationships of practices and perspectives of the Hispanic cultures.
- Connection**: Connect with other disciplines and acquiring new information. Students reinforce and further their knowledge of other disciplines through Spanish.
- Comparison**: Develop awareness of similarities and differences in language and culture systems. Students demonstrate an understanding of language through comparisons of Spanish and English.
- Communities**: Using Spanish to participate in communities at home and around the world. Students use the language both within and outside of campus.

Assistance and Communication

Requests for support should be directed to the appropriate resources depending on the nature of the support requested. Please review the options below when requesting support while taking your course.

1. *Content or general course questions.* If you have questions about course content or about the course in general, use the following resources in the top section of the course:
 - "Ask Your Instructor" on the course front page
 - the Q & A Forum at the bottom of the section

Read the instructions in each activity before contributing.

2. *Lingro Support.* Any and all questions regarding Lingro grades or properly submitting a Lingro project or assignment should first be addressed to hubsupport@lingrolearning.com.
3. *Technical questions or issues.* Students should post all questions concerning policies, administrative, or technology-related issues directly to Answers@outreach.lsu.edu. Please include your name, course number, and section number in the subject line
4. *Personal progress questions.* If you have questions regarding your course progress, grades, or other issues of a personal nature, you should send an email to your course instructor.

Course Outcomes and Module Learning Objectives

This course covers the following specific measurable outcomes and learning objectives. All assessments are aligned to these outcomes and objectives.

Course Outcomes

When you complete this course, you will be able to:

1. Communicate in Spanish. Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
2. Share knowledge and understanding of Cultures of the Hispanic world. Students demonstrate an understanding of the relationship between the practices and perspectives of the Hispanic cultures.
3. Connect with other disciplines and acquire new information. Students reinforce and further their knowledge of other disciplines through Spanish.
4. Demonstrate awareness of similarities and differences (comparisons) among language and culture systems around the world. Students demonstrate understanding of the nature of language through comparisons of Spanish and English
5. Use Spanish to participate in Communities at home and around the world. Students use the language both within and outside campus.

Module Topics and Learning Objectives

The following is a breakdown of module topics and their associated learning objectives.

Module 1: ¿Quién soy yo?: Describing Myself in Spanish

1. Introduce yourself in Spanish to a native Spanish speaker
2. Describe your personality and personal characteristics in Spanish
3. Create a social media (or professional) profile in Spanish
4. Write basic sentences in Spanish describing yourself and others

Module 2: ¿Quién eres tú?: Learning About Others

1. Conduct an entire conversation when meeting someone new in Spanish
2. Describe a wider range of topics about yourself including origin, age, and college major
3. Describe and write about others on a basic level, using “he, she, we, they” constructions for the verb “to be”
4. Discuss a wider range of basic information when meeting someone new in Spanish
5. Interact with Spanish speakers through greetings and goodbyes

Module 3: ¿Qué tengo que hacer esta semana? – Planning My Week in Spanish

1. Recognize and produce calendar events (dates and time) in Spanish
2. Speak and write about upcoming plans with “have to” and “going to” expressions
3. Express a broader list of daily activities in Spanish with corresponding vocabulary
4. Distinguish time amongst every-day encounters with Spanish-speakers

Module 4: ¿Cómo es mi universidad? – Describing University Life in Spanish

1. Speak and write about classroom learning and university life in Spanish
2. Conjugate basic Spanish verbs into their various present tense forms by corresponding subject
3. Discuss university life of new Spanish-speaking friends and acquaintances

4. Create a video tour of familiar places in Spanish

Module 5: ¿Quién es mi familia? ¿A quién admiro? – Describing Family Members and Others I Admire

1. Describe the members of your family and why you admire them in Spanish
2. Explain cultural differences of family relationships in Hispanic cultures
3. Conjugate -er and -ir verbs to use them in Spanish sentences
4. Explain who and what you “know” in Spanish using the verbs “saber” and “conocer”

Module 6: ¿Cómo mantener la buena salud? – How Can I Stay in Shape?

1. Speak and write about your favorite sports, exercise, and healthy activities in Spanish
2. Compare sports culture in the Spanish-speaking world with your own sports preferences
3. Use commands and suggestions to others in Spanish
4. Create an advertisement in Spanish for a club

Module 7: ¿Qué comiste ayer? – What Did You Eat Yesterday?

1. Speak and write about food, ingredients, and your favorite meals in Spanish
2. Describe past actions with the *preterit*
3. Compare your local food culture with those of Hispanic cultures
4. Discuss likes and dislikes, as well as those of others using the verb “gustar”
5. Apply direct object pronouns in written and spoken Spanish

Materials and Resources

Required Materials

Contraseña: Your Passport to Foundational Spanish (LingroLearning) Contraseña is a completely mobile and digital immersive experience. Access is available for purchase directly from LingroLearning following the steps below. Note that 14-day access is complimentary.

Purchase and Registration Instructions

For direct purchase on www.lingrolearning.com, follow the instructions below:

1. Go to <http://www.lingrolearning.com>
2. On the top navigation bar, click STUDENTS.
3. This will take you to the Registration Page. Click STUDENT REGISTER.
4. Click REGISTER FOR A COURSE and hit REGISTER WITH LINGROHUB. You can sign in with Google or register your email with LingroHub, but you'll need to use the same option every time you log in.
5. Please provide the requested information and click REGISTER.
6. Check email for a welcome message from support@lingrolearning.com.
7. Click the link in the welcome email and follow the directions to validate your email. (It will ask you to log in again after which you will have access.) If you do not receive an email, please verify that you typed your email address in correctly. Be sure to check your spam folder.
8. Click + ENROLL IN A COURSE and enter Course ID: 5ca910
9. Enter your credit card information to access Contraseña.

If you experience difficulties or have questions, please contact hubsupport@lingrolearning.com.

Recommended Materials

- Spanish/English dictionary
- *501 Spanish Verbs*

Technical Information

Moodle runs on Windows, Linux, iOS, Android, or any device with a web browser. For information on browsers, please visit the LSU [ITS Web Browser Recommendation](#) page.

Google Chrome and Firefox are the recommended browsers for Moodle 3 at LSU. We also recommend that you have Adobe Flash installed and enabled, and that Javascript is enabled.

Hardware Recommendations

Exams are completed online and require the hardware listed below. Students are encouraged to review the technical requirements provided on the ProctorU website and to perform a test on their equipment prior to enrolling in this course to make sure they have the necessary resources available. For more information on ProctorU, navigate to that chapter of the syllabus. The following are necessary for completing your coursework and remote testing:

- A headset with microphone
- A webcam
- A reliable internet connection

Printing Your Course Material

Use one of the following methods to print module content:

- See [printing options using Firefox](#)
- Use the print commands in Moodle to print book chapters and full books.
- Embedded PDFs contain printing functionality.
- Select Ctrl + P from your computer's keyboard.
- If you have added a print icon shortcut on your browser's toolbar, click the icon to print content.

Grading Scale and Course Work

Remember, this course covers an entire semester of work or the equivalent of a classroom course lasting 15 weeks. That means that each module in this course equals nearly two weeks of course work, and will require the same time and effort on your part. Do not expect to complete each module in a single study session.

Understand, too, that if you choose to submit assignments at a very high pace, your instructor may not be able to grade your work at the same rate.

Your grade in this course will be determined by the specific activities and assessments described in this syllabus. In the following subchapters you will find details about each type of activity and assessment, as well as the grade breakdown and grading scale. Specific expectations for each graded item are included within these subchapters. Make sure you read all of the instructions! .

Each module requires a minimum of approximately twelve to thirteen hours of in-class work (viewing and completing activities in Moodle) and approximately seven to eight hours of out-of-class work (readings, research, study time). This means you will complete approximately nineteen to twenty hours of total work per module.

Suggested Study Techniques

1. Carefully review the module objectives to help you focus on the information that will be covered on the exams.
2. Concentrate on the reading assignments, the module lecture material, and any additional resources provided.
This review should include a detailed examination of illustrative problems and examples. After an assignment has been completed, a rapid re-reading of the related text and other materials is strongly recommended.
3. Put yourself on a definite schedule. Set aside a certain block of hours per day or week for this course and work in a place where distractions are minimal.
4. Try to submit one assignment each week or at least every two weeks. Delays in submitting assignments usually result in lagging interest and the inability to complete the course.
5. Review your module assignments after they have been graded, paying special attention to any instructor feedback provided.
6. Regardless of how you complete your graded assignments, keep in mind that module completion should not be your sole preparation for your exams. As with any college course, you should study for your exams.

Grade Breakdown and Grading Scale

You must earn a passing average on the exams in order to pass the course.

If you earn a passing average on the exams, your grade will be calculated as follows.

There are six components to your course grade. The grade breaks down as follows:

Total = scores weighted by the following predetermined percentages.

Grade Breakdown

Contraseña Activities	12.5 %
Lingua Meetings and Audio Practices	12.5 %
Quizzes	12.5 %
Mid-Course Exam	12.5 %
Proyectos	30 %
Final Exam	20 %
Total	100 %

LSU GRADING SCALE

The following grading scale applies:

97%–100% = A+

93%–96% = A

90%–92% = A-

87%–89% = B+

83%–86% = B

80%–82% = B-

77%–79% = C+

73%–76% = C

70%–72% = C-

67%–69% = D+

63%–66% = D

60%–62% = D-

0%–59% = F

Quizzes

Content

Throughout the course, short quizzes are included. These quizzes will test your knowledge of the information covered in the readings, videos, and module resources. Click on the quiz title in each module, read the instructions, and begin your attempt.

Timing and Takes

You can take the quiz one time, and the allotted time is stated on each quiz.

Interactive Communicative Projects

For six modules, you will complete a project that focuses on your spoken or written Spanish.

Assignments

Submission Guidelines

There are activities in each module. Some activities are to be submitted in Moodle and some are to be submitted using the Lingro Hub. Please read all instructions fully and carefully before beginning each assignment.

Lingua Meetings and Audio Practices

For six modules, you will complete a guided audio-listening conversation thorough Moodle, a guided practice with a Lingua Meeting Language coach, and complete a written and scanned Lingua Meeting worksheet to be submitted in Moodle. Before beginning each meeting and practice, read all instructions carefully and completely.

Exams

Carefully read the following information, which is also listed in the exam modules in your course. Navigate to the exam modules when you are ready to take your exams. There will be a mid-course and final exam for this course.

Content

The mid-course exam includes all material from Modules 1 through 4, while the final exam will be cumulative and include all material from the entire course.

Types of Exam Questions

- Short-answer response
- Complete-sentence response
- Essay response

Testing Rules

- 2 hours for each exam
- 1 attempt for each exam
- You must have been enrolled in the course for at least three weeks, regardless of when the modules and other exams are completed.
- The Mid-Course Exam requires that you submit the preceding module assignment before it will be open. For the Final Exam, you must receive a grade on the preceding module assignment. Instructors have up to seven days to grade or "score" the assignment. Students will not have access to the Final Exam until the grade is posted in Moodle. Be sure to plan on having enough time to have the assignment graded prior to scheduling the exam.
- You are required to take your exams through ProctorU, a remote proctoring service.

To read the full exam policy and other policy statements, visit [Continuing Education's Policy](#) page.

Proctored Exam Reviews

Students who have completed an exam and desire to review the results of their exam attempt must request an exam review. Students should follow the instructions provided in each exam module carefully in order to make sure that the exam will be available for their review appointment.

Course Policies

The following policies apply throughout your enrollment in this course. For specific questions about these policies, please contact either your instructor or the appropriate office listed in the subchapters.

Engagement and Participation

Your active engagement in Lingua Meetings or other required activities constitutes your participation in this course. You are expected to complete the course work according to the requirements of the specific activities and assessments described in this syllabus.

Academic Integrity

Academic Misconduct

Students in ODL courses must comply with the LSU Code of Student Conduct. *Academic misconduct* includes but is not limited to cheating, plagiarism, collusion, falsifying academic records, and/or any act designed to give unfair academic advantage to the student. Preventing academic misconduct requires learners to take ownership of their individual work for individual assignments and assessments. Learners who violate the LSU Code of Student Conduct will be referred to Student Advocacy & Accountability. For undergraduate students, a first academic violation could result in a zero grade on the assignment or failing the class and disciplinary probation until graduation. For a second academic violation, the result could be suspension from LSU. For graduate students, suspension is the appropriate outcome for the first offense.

To read more, please visit the [LSU Code of Student Conduct page](#).

Unauthorized Assistance

All work must be completed without assistance unless explicit permission for group or partner work is given by the faculty member. This is critical so that the professor can assess your performance on each assignment. Read the syllabus and assignment directions carefully. When in doubt, e-mail your instructors or ask in a discussion forum. Seeking clarification is your responsibility as a student. Assuming group or partner work is okay without permission constitutes a violation of the LSU Code of Student Conduct.

Accessibility

A learner with a disability is entitled by law to equal access to university programs. Two federal laws protect persons with disabilities in post-secondary education: the Rehabilitation Act of 1973 (Pub. L. No. 93-112, as amended), the 1990 Americans with Disabilities Act (Pub. L. No. 101-336) and the ADA Amendments Act (Pub. L. No.110-325). LSU A&M is committed to ensuring that its websites, online courses, and all online materials are accessible to people with disabilities.

If you have accessibility needs that we can help with, visit the [LSU Disability Services page](#) and register for accommodations before you begin your course work.

If you notice that your course contains material that is not accessible, please contact your instructor directly to discuss accommodations.

Netiquette

Communication in the online classroom comes across differently than the communication we are accustomed to through academic writing and face-to-face classroom discussion. Use online etiquette guidelines like the ones listed in the document below to craft your communication.

You can also read [The Core Rules of Netiquette](#) by Virginia Shea (1994) to understand the human aspect of online communication.



Online Etiquette Guide

It is important to recognize that the online classroom is in fact a classroom, and certain behaviors are expected when you communicate with both your peers and your instructors. These guidelines for online behavior and interaction are known as netiquette.

SECURITY

Remember that your password is the only thing protecting you from pranks or more serious harm.

- Do not share your password with anyone
- Change your password if you think someone else might know it
- Always log out when you are finished using the system

GENERAL GUIDELINES

When communicating online, you should always:

- Treat your instructor and classmates with respect in email or any other form of communication
- Always use your professors' proper title: Dr. or Prof., or if in doubt use Mr. or Ms.
- Unless specifically invited, do not refer to your instructor by first name
- Use clear and concise language
- All college level communication should have correct spelling and grammar (this includes discussion boards)
- Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you"
- Use standard fonts such as Ariel, Calibri or Times new Roman and use a size 10 or 12 pt. font
- Avoid using the caps lock feature AS IT CAN BE INTERPRETTED AS YELLING.
- Avoid the use of emoticons like :) or ☺
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or sound offensive.
- Be careful with personal information (both yours and that of another)
- Do not send confidential information via e-mail

EMAIL ETIQUETTE

When you send an email to your instructor, teaching assistant, or classmates, you should:

- Use a descriptive subject line
- Be brief, but include necessary information
- Avoid attachments unless you are sure your recipients can open them
- Avoid HTML in favor of plain text
- Sign your message with your name and return e-mail address
- Think before you send the e-mail to more than one person—does everyone really need to see your message?
- Be sure you REALLY want everyone to receive your response when choosing to "reply all"
- Be sure the message author intended for the information to be shared before choosing to "forward" the message

MESSAGE BOARD ETIQUETTE AND GUIDELINES

When posting on the Discussion Board in your online class, you should:

- Make posts that are on topic and within the scope of the course material
- Take your posts seriously and review and edit your posts before sending
- Be as brief as possible while still making a thorough comment

Diversity Statement

Diversity is fundamental to LSU's mission and the University is committed to creating and maintaining a living and learning environment that embraces individual difference. Cultural inclusion is of highest priority. LSU recognizes that achieving national prominence depends on the human spirit, participation, and dedicated work of the entire university community. Through its Commitment to Community, LSU strives to create an inclusive, respectful, intellectually challenging climate that embraces individual difference in race, ethnicity, national origin, gender, sexual orientation, gender identity/expression, age, spirituality, socioeconomic status, disability, family status, experiences, opinions, and ideas. LSU proactively cultivates and sustains a campus environment that values open dialogue, cooperation, shared responsibility, mutual respect, and cultural competence—the driving forces that enrich and enhance cutting-edge research, first-rate teaching, and engaging community outreach activities.