

Course Syllabus for Spanish 1102

Site: [Welcome to LSU Continuing Education!](#)
Course: SPAN 1102 2.0.(2) - Elementary Spanish
Book: Course Syllabus for Spanish 1102

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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 read.

You can print this book by clicking on the link under the Table of Contents.

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Welcome to the Course!

Spanish 1102: Elementary Spanish I

This course is a continuation of SPAN 1101. Students therefore cannot place directly into this course; they only enter this course after successfully completing SPAN 1101. SPAN 1102 seeks to develop students' speaking, reading, writing, and reading skills along with an appreciation for culture via a communicative approach. The course is taught entirely in Spanish. Once SPAN 1102 is completed, the next scheduled class is SPAN 2101.

About This Course

This course is designed to offer students an introduction to basic communicative skills in Spanish while developing an awareness and appreciation of Hispanic/Latino cultures. The courses take their goals from the Standards for Foreign Language Learning in the 21st Century, also known as the 5 Cs, communication, cultures, connections, comparisons, and communities.

Watch the following short course introduction to get an idea of what we will cover. If you have any questions, please email your instructor.



0:00 / 8:19

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[Download video transcript](#)

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. *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.
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. *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.

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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. engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
2. demonstrate an understanding of the relationship between the practices and perspectives of the Hispanic cultures.
3. reinforce and further their knowledge of other disciplines through Spanish.
4. demonstrate understanding of the nature of language through comparisons of Spanish and English
5. 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.

Módulo 1: ¿Qué comiste ayer?

1. express food preferences, likes, and dislikes, and how to talk about the past. (CO 1)
2. explore and compare some typical comfort foods in the Spanish-speaking world. (CO 2)
3. apply the abilities and knowledge you develop to create and share a description of a recent meal you made or ate and learn about what your classmates did. (CO 4)

Módulo 2: ¿Cómo te cuidas?

1. use reflexive verbs to express ideas related to staying healthy. (CO 1)
2. use formal commands to make recommendations. (CO 1)
3. explore what makes people feel happy and enjoy well-being in the Spanish-speaking world. (CO 2)
4. apply the abilities and knowledge you develop to create and share your own infographic advocating for mental or physical well-being. (CO 4)

Módulo 3: ¿En qué estás trabajando?

1. discuss professional functions and how you are preparing for your own future professions. (CO 1)
2. explore how some professions and jobs shape identities and gender roles in the Spanish-speaking world. (CO 2)
3. apply the abilities and knowledge you develop to create and share your own ad for a publicity campaign about professional careers. (CO 3)

Módulo 4: ¿Qué ropa le recomiendas?

1. discuss clothing, accessories, fashion and personal style and learn how to express to and for what or whom things are given or done. (CO 1)
2. explore and compare how and why some movements are empowering different body types in the Spanish-speaking world. (CO 2)
3. apply the abilities and knowledge you develop to create and share a style guide based on someone's preferences. (CO 4)

Módulo 5: ¿Cómo era ese lugar?

1. describe situations and states in the past and to compare people and objects. (CO 1)
2. explore and compare what environmental challenges and policies are needed in the Spanish-speaking world. (CO 2)
3. apply the abilities and knowledge you develop to create and share your own travel video. (CO 3)

Módulo 6: ¿Cómo era la vida que Finita dejó atrás?

1. Explore immigration and personal identity and learn how to use the preterite and the imperfect to narrate a story in the past. (CO 1)
2. explore and compare immigration trends in the Spanish-speaking world. (CO 2)
3. apply the abilities and knowledge you develop to create and share your own ending of Finita's story. (CO 4)

Módulo 7: ¿Qué pasaba cuando se creó la obra de arte?

1. develop your skills to use time expressions to connect events in past-time narrations. (CO 1)
2. explore and compare popular types of art in the Spanish-speaking world. (CO 2)
3. apply the abilities and knowledge you develop to create and share your own narration and timeline explaining the historical context of a work of art. (CO 4)

Materials and Resources

Required Materials

The following textbook is required for this course:

Contraseña: Your Passport to Foundational Spanish (LingroLearning)

Contraseña is a completely mobile and digital immersive experience. There is no required printed textbook. Access is available for purchase directly from LingroLearning following the steps below. Printed access codes are also for sale at the campus bookstore. Note that 14-day access is complimentary. If you experience difficulties or have questions, please contact hubsupport@lingrolearning.com.

Purchase and Registration Instructions

DIRECT PURCHASE ON www.lingrolearning.com

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: 785ba1
 9. Enter your credit card information to access Contraseña.
- LSU ITS Service Desk: Primary source of help for ALL Moodle technology questions. Students should consult https://www.lsu.edu/it_services/serv_op/service_mgmt/service-desk/index.php for any and all technical issues in Moodle or before contacting Instructor.
 - Lingro Learning Online Help/Support Chat: For any and all technical or homework related concerns, students must first contact the LingroLearning help/support chat BEFORE contacting the Instructor.
 - ProctorU Session: One ProctorU session (\$25) is required to complete the Mid-term Exam and the Final Exam in an academically accountable environment.

Optional Materials

The following materials are suggested as supplemental to the course material:

- 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

The following are helpful 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 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 six to seven hours of out-of-class work (readings, research, study time). This means you will complete approximately twenty-five hours of total work per module.

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.

The following table provides a breakdown of components of the course and how each figures into your final grade for the course.

Grade Breakdown

Online Contraseña Homework	20%
Pruebas/Quizzes (7 total)	10%
Proyectos (4 total)	25%
Lingua Learning Meetings (3 total)	15%
Discussion Forums	5%
Mid-term Exam	10%
Final Exam (cumulative)	15%

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

Contraseña Activities, Assignments, and Videos

You will be assigned a variety of assignments from the Contraseña site, consisting of tutorials, grammar exercises, listening, speaking, and writing practice, etc. You are responsible for completing all the assigned activities. Most exercises are computer-graded, and your instructor will receive notification of your work. We do not expect you to get all the exercises right on the first try, which is why the program offers you feedback and hints. You have three attempts to complete each assignment and improve your score as much as possible. The best of the three scores you receive on the activity will be the grade you receive for that assignment. The activities assigned for a chapter will be averaged, resulting in a grade for each chapter, which is what will be calculated for a recorded grade. One grade per Chapter will be posted in Moodle. It is **STRONGLY** recommended that you do your assignments gradually, to avoid last minute problems.

Proyectos

Each unit will have a summary personal project that will alternate between written and oral production. Proyectos are a major component of the grade and probably at least 4 hours should be dedicated to each one. There are four Proyectos for the entire course.

Pruebas/Quizzes

Content

There are online quizzes in Moodle or Contraseña. These quizzes are designed to keep you up-to-date with the information learned in the classroom.

Timing and Takes

You can take the quiz **1** time, each quiz will be 20 questions and restricted to 20 minutes to ensure you're not using any unapproved help.

Lingua Learning Meetings

Lingua learning meetings are scheduled online conversations with a native Spanish speaker that allow you to actively use the Spanish you are learning in a native, immersive context. After the brief but complete conversation with your native speaker friend/tutor. You will complete a written summary IN SPANISH of the conversation, focusing on the grammar and vocab content learned in your Contraseña program. There are three Lingua Learning Meeting assignments for the course.

Exams and Proctoring

Carefully read the following information.

Content

The exams will consist of reading and writing sections in which your overall knowledge of the course material is evaluated.

The mid-course exam is accumulative from Modules 1 to 3. It will contain the following components:

Mid-course Exam--Listening comprehension, vocabulary, grammar, reading, culture, writing.

The final exam is cumulative, which means it covers all material studied during the semester. It will contain the following components:

Final Exam--Listening comprehension, vocabulary, grammar, reading, culture, writing.

It is not curved. It is your responsibility to ensure that you are prepared for your final exam.

Testing Rules

- The exam is based on 150 points, and the duration is 2 hours.
- You cannot use any notes, text, or any other reference material while taking the exam.

Proctoring Information: ProctorU

To take exams in this course, you will use the proctoring service ProctorU. When you are ready to create an account, visit the [LSU ODL ProctorU site](#).

Schedule your exams at least seventy-two hours prior to your desired testing window. This will allow you to choose the times that are best for you and allow you enough time to prepare for your exams. If you schedule your exam sooner, additional fees may be assessed. You can schedule exams and find more information at the ProctorU site.

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](#).

Plagiarism and Citation Method

It is your responsibility to refrain from plagiarizing the academic property of another and to utilize appropriate citation method for all coursework. Ignorance of the citation method is not an excuse for academic misconduct. Remember, there is a difference between paraphrasing and quoting and how to properly cite each respectively.

One tool available to assist you in correct citations is the “References” function in Microsoft Word. This program automatically formats the information you input according to the citation method you select for the document. This program also has the ability to generate a reference or works cited page for your document. The version of Microsoft Word with the “References” function is available in most University computer labs. A demonstration of how to use this tool is available online at the [LSU Student Advocacy & Accountability 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.