



**SYLLABUS**

**INVIERNO (Winter) 2022 - ONLINE**

**Instructor Information-**

- **Instructor:** Beatriz Alvarado, PhD
- **E-mail address:** [balvarado@framingham.edu](mailto:balvarado@framingham.edu)

**Course Information-**

- Elementary Spanish I – SPAN 101

***This is a tentative syllabus and is subject to change. Your professor will inform of any changes throughout the course.***

**Elementary Spanish 101**

- This course is intended for true beginning Spanish students.
- All students will cover the same assignments posted in **Canvas and VHLCentral**.
- All students must use VISTAS Supersite and Web-Sam to complete assigned homework. Elementary Spanish I will cover chapters 1 to 4.

**Course material-**

-Blanco, José A. Donley, Philip Redwine. *VISTAS: Introducción a la lengua española (6<sup>th</sup> edition)* VISTA Higher Learning, Boston. MA. 2016.

-Web-SAM (**Online** Workbook, Video Manual, Lab Manual) + VISTAS Supersite.

**978-1-54330-645-3**

**\*\* Here is the VHL Custom Web Store for Framingham State University to purchase the course material.**

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

**Click on Spanish 101. Note that we are using the Digital Access. You don't need a printed copy for this course.**

**Follow this link to enroll for this course in VHLCentral.**

[https://www.vhlcentral.com/section/40904f93-4a4f-4451-8415-636f3a4e6ed9/student\\_instructions](https://www.vhlcentral.com/section/40904f93-4a4f-4451-8415-636f3a4e6ed9/student_instructions)

Here is some helpful information on *how-to videos* about course registration and redeeming access codes.

**\*How to create an account**

<https://www.vhlcentral.com/screencasts/8?source=m3>

**\*How to redeem a Supersite code**

<https://www.vhlcentral.com/screencasts/7?source=m3>

**\*How to enroll in a Supersite course**

<https://www.vhlcentral.com/screencasts/5?source=m3>

**Other recommended free materials-**

- WordReference: <http://www.wordreference.com/>

Google Translate or any other translation sites are NOT acceptable for this class.

**Technological requirements for this course-**

- Access to a computer and Internet.
- A headset with a microphone or a computer built with it.

**Course Structure-**

**This course will be delivered asynchronously through Canvas**, where you will access our weekly agenda and other useful resources.

To access this course on Canvas you will need access to the Internet and a supported Web browser (Internet Explorer, Chrome, Firefox, Safari).

Your instructor will use Canvas to post class materials through **weekly modules**, which are outlined based on the material covered in the lessons, and other materials with topics covered in class.

**Technical Assistance-**

If you need technical assistance at any time during the course or to report a problem, you can:

- Contact the Technology Resource Center Service Desk by e-mailing [it@framingham.edu](mailto:it@framingham.edu) or by calling 508-215-5906.

- Contact the Education Technology Office by e-mailing [eto@framingham.edu](mailto:eto@framingham.edu) or by calling 508-626-4927.

### **Course Learning Outcomes-**

#### **Course Goals:**

- To develop novice-level proficiency in Spanish (ability to handle basic, everyday situations).
- To develop all four basic language skills (listening, speaking, reading, writing) in a variety of modes (interpretive, interpersonal, and presentational) in Spanish.
- To explore cultural practices and traditions of Latin America and Spain.

**Learning Objectives:** Students in the course will be able to:

1. Introduce themselves and provide basic personal information, talk about preferences and daily activities, identify their family members, describe the weather, describe people (personality, appearance, clothes).
2. Understand, speak, read, and write Spanish well enough to control simple, everyday situations.
3. Identify countries in which Spanish is a native language and provide basic information about those countries (geographical location, capital city, other languages spoken, cultural products).
4. Describe general cultural differences between the US and Latin America and Spain concerning the education system, family traditions, and daily life.

#### **Late Work Policy**

Be sure to pay close attention to deadlines. There will be no make-up assignments or quizzes, or late work accepted without a compelling reason and instructor approval. If you experience a personal problem that impacts your class performance, contact your instructor as soon as possible.

### **EVALUACIÓN (Grade Categories)**

VHL Central Homework (4)	30%
Chapter Tests (4)	40%
Vocabulary quizzes + Participation	20%
Cultural project	10%
<b>Total:</b>	<b>100%</b>

### Grading Scale:

A	94-100
A-	90-93
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	Below 60 /course failure

*Grades are not scaled or curved.*

### **Participation and attendance in this asynchronous class:**

Students are expected to participate in this asynchronous class by completing all activities as scheduled on the course calendar. Our class will be organized using weekly modules in Canvas with each week starting on **Thursday morning and ending on Wednesday at midnight.**

Every Thursday morning, a new weekly module will be released in Canvas. In order to promote an engaging and collaborative learning experience, your regular participation is a requirement in this **asynchronous class** by completing all activities and assessments on time.

### **COURSE MATERIALS "RELEASE" DAY**

Each week of this online course begins on **Thursday** and ends on **Wednesday at midnight.** Students will have almost a week to complete assigned activities in **VHLCentral.**

Before completing the assignments, read Agenda de la Semana (weekly agenda) in Canvas! LATE WORK will not be accepted, please plan ahead and complete your assignments accordingly.

### **COURSE WORK –**

- **Chapter tests and quizzes:** To be completed in VHLCentral

There will be **four-chapter exams** indicated on the course calendar. Exams will test grammar, vocabulary, reading, listening, and writing; and include short answers,

multiple-choice, matching, and short essay questions. Quizzes will test vocabulary learned in each chapter and will be short.

**Exams and quizzes** are scheduled during specific weeks as indicated in the course calendar. Both exams and quizzes need to be completed in VHLCentral unless stated otherwise by your instructor. You are expected to complete them without any help from other students or tutors, but your notes or v-text may be consulted. There will be no make-up exams.

- **Homework:** To be completed in VHLCentral

Plan to spend approximately 2 hours outside of class for every hour of instruction. Make sure to dedicate time to complete assigned work; it will reinforce the skills learned and set you up for success in the course.

Federal regulations dictate that students be required to engage in two hours (2) of work outside of class for each credit hour. For a 4-credit course, they are expected to work eight (8) hours per week outside the regular classroom or online meeting times for a total of 12 hours per week (including in-class or online time) per course.

Most homework will be assigned in **VHLCentral site**. Make sure you pay attention to the assignment calendar on the VHLCentral. Your instructor is not responsible for reminding you to complete your online homework.

**To access the assignments for this course, you must enroll in VISTAS online. Instructions have been provided on p. 1 of this syllabus.**

- **Cultural Project:** To be completed in Canvas -Week 3.

You will be required to complete **one cultural project** on the date assigned on the course calendar. You will find the Instructions at the end of this syllabus. No make-ups or late work.

**For any technology questions with VHLCentral**, please contact the Vistas Higher Learning Technical Support line: 800-922-6003. The instructor is not responsible for technical help.

## **Course Policies**

### **Netiquette Guidelines-**

Netiquette is a set of rules for behaving properly online. Your instructor and fellow students wish to encourage a safe online learning environment. All opinions, no matter how different they may be perceived, must be respected in the tolerant atmosphere.

You are encouraged to comment or question, but you are not to attack an individual. Working together as a community of learners, we will foster a respectful course community.

### **Antiracism at Framingham State University - Notice of Non-Discrimination and Diversity.**

At Framingham State University, faculty, staff, and students work together to sustain a learning, working, and living community free from hate, discrimination, harassment, and intolerance. We recognize the damaging effects of systemic racism—including policies, structures, and historic practices—on the experience and success of communities of color. Coming from different backgrounds and different levels of privilege, we can all affirm and engage in antiracist work.

Diversity of voices, and of minds, strengthens our ability to solve problems and to ask and answer questions about the world we share. As your instructor, I commit to upholding community values of inclusion, civility, accessibility, and mutual respect. I expect this class to commit to creating a community that affirms and welcomes all persons from diverse backgrounds and experiences and supports the realization of everyone's potential.

### **Academic code of conduct-**

Although students are encouraged to work in teams and to study together, all homework, essays, exams, quizzes, workbook, and oral presentations must be the result of original and individual work. Failure to comply with this will have the consequences of being considered as a case of plagiarism, which will be judged according to FSU rules and regulations.

No extra points will be awarded under any circumstances to the final grade determined, following the instructor's policy established in the syllabus distributed at the beginning of the course. In the event of such a request, it will be forwarded directly to the Dean of Students.

### **Academic Honesty-**

Faculty are expected to report each infraction to the Dean of Students for record-keeping purposes. This allows the University to track students who have repeated violations of the Academic Honesty Policy. Once the infraction is reported to the Dean of Students, the faculty member will be informed of whether the infraction is a first, second, or third violation, in order to correctly note this on the infraction form.

In the case of a student's first or second alleged infraction of the academic honesty policy, every effort should be made to resolve the matter directly between the instructor and student. The instructor will confront the student with the allegation of dishonesty and take appropriate action. Appropriate penalties for a first infraction range from re-submission of the work in question to failing the course, as determined by the instructor. Appropriate penalties for a second infraction range from failing the work in question to

failing the course. If, however, an instructor feels that the severity of the alleged infraction warrants dismissal from the college prior to the third offense, the instructor may request a hearing, which will be conducted per the process described below.

In the case of the third alleged infraction of the academic honesty policy, the involved instructor will impose the course penalty and forward all evidence and appropriate documentation of the alleged infraction to the Dean of Students, who will convene a hearing body. The hearing body shall consist of the Dean of Students and two faculty members, one from a department other than that of the department of the involved instructor. The Dean shall, in consultation with members of the hearing body, review all of the student's academic honesty infractions (including the current incident) and impose a penalty of dismissal from the University. In unusual circumstances, the hearing body may determine, as a group, that a lesser penalty shall be imposed. Only a penalty of dismissal can be appealed. Such an appeal will be made to the University Provost/Vice President for Academic Affairs within three (3) business days of notification of the penalty.

NOTE: Notification of the alleged infraction must be submitted to the Dean of Students within a week of the infraction. Upon resolution of the infraction, all documentation regarding the academic honesty policy violation will be maintained by the Dean of Students.

### **Support Services-**

The **Center for Academic Success and Achievement (CASA)** will be open Monday-Friday, 8:30 am to 5pm; most appointments will happen by phone or virtually, unless in-person is necessary. CASA will not be open for walk-in traffic or face-to-face tutoring, and the computer lab will not be available for printing. Students may make remote or in-person appointments with professional staff through phone/email/Starfish. Phone Number: 508-215-5830

<https://www.framingham.edu/academics/center-for-academic-success-and-achievement/index>

### **Special Needs/Disabilities-**

Students with special needs/disabilities can file documentation at CASA. Please inform your instructor during the first week of class if you wish to make particular arrangements for this class and we will draw up an agreement, in consultation with Ms. LaDonna Bridges and the staff at CASA, to ensure your full participation in course activities. Phone Number: 508-626-4906

Email: [lbridges@framingham.edu](mailto:lbridges@framingham.edu)

**I look forward to working with you and hope that this course is productive and enjoyable for us all! 😊**

**This is an ACCELERATED course, so 4 weeks will fly by fast!**  
**¡Nos vemos en línea – See you online!**

**This is a tentative calendar and is subject to change.** Please be alert for announcements from the professor regarding schedule changes and due dates. It is your responsibility to stay up-to-date on the schedule.

Check your **FSU email, announcements and weekly agenda in Canvas** regularly.

Before completing the assignments, read **Agenda de la Semana** (weekly agenda) in Canvas!  
 LATE WORK will not be accepted, please plan ahead and complete your assignments accordingly.

**VHL central activities (online workbook):** All assigned exercises are due at the completion of the chapters.

Semana (Week)	Contents In your V-text	Assessments/Assignments to be completed in VHLCentral.
<p><b>Lección 1</b></p> <p><b>Semana 1</b></p> <p><b>12/22 – 12/28</b></p>	<ul style="list-style-type: none"> <li>• Learn and practice greetings, introductions, courtesy expressions.</li> <li>• Nouns, definite and indefinite articles and gender.</li> <li>• Numbers 0-30.</li> <li>• Present Tense of ser; use of <i>hay</i>.</li> <li>• Indicate possession, describe origin.</li> <li>• Telling Time.</li> </ul> <p><b>** Panorama:</b> Estados Unidos y Canadá.</p>	<ul style="list-style-type: none"> <li>• <b>Assigned homework</b> in VHL Central (lesson 1)</li> <li>• <b>Chapter Test – 1</b> in VHLCentral.</li> </ul> <p><i>(to complete these assignments, go to VHLCentral, click on your dashboard).</i></p>
<p><b>Lección 2</b></p> <p><b>Semana 2</b></p> <p><b>12/29 – 1/4</b></p>	<ul style="list-style-type: none"> <li>• Learn names of places, the classroom and academic life, fields of study and academic subjects, days of the week, class schedules.</li> <li>• Talk about likes/dislikes (<i>gustar</i>)</li> <li>• Present tense of (-ar verbs)</li> <li>• Present tense of <i>estar</i></li> <li>• Talk about activities in the present tense.</li> <li>• Ask/answer simple questions.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Assigned homework</b> in VHL Central (lesson 2)</li> <li>• <b>Vocabulary Quiz</b> (lesson 2) in VHLCentral</li> <li>• <b>Chapter Test – 2</b> in VHLCentral.</li> </ul>



	<ul style="list-style-type: none"> <li>• Talk about people's health and well-being.</li> <li>• Learn numbers 31 and higher.</li> </ul> <p>** <b>Panorama:</b> España.</p>	<p>(to complete these assignments, go to VHLCentral, click on your dashboard).</p>
<p><b>Lección 3</b></p> <p><b>Semana 3</b></p> <p><b>1/5 -1/11</b></p>	<ul style="list-style-type: none"> <li>• Talk about families and professions; describe people.</li> <li>• Descriptive and possessive adjectives.</li> <li>• Use the present tense of (-er &amp; -ir verbs).</li> <li>• Learn the verbs <i>tener</i> and <i>venir</i></li> <li>• Talk about how you feel using <i>tener</i> expressions.</li> </ul> <p>** <b>Panorama:</b> Ecuador.</p>	<ul style="list-style-type: none"> <li>• <b>Assigned homework</b> in VHL Central (lesson 3)</li> <li>• <b>Chapter Test – 3</b> in VHLCentral.</li> <li>• <b>Cultural Project due in Canvas.</b></li> </ul> <p>(to complete these assignments, go to VHLCentral, click on your dashboard).</p>
<p><b>Lección 4</b></p> <p><b>Semana 4</b></p> <p><b>1/12 – 1/16</b></p>	<ul style="list-style-type: none"> <li>• Talk about pastimes, sports and places in a city.</li> <li>• Learn the forms of <i>Ir</i> (to go)</li> <li>• Express future events.</li> <li>• Speak in the present tense using stem-changing verbs.</li> <li>• Use verbs with irregular yo forms</li> <li>• Talk about travel and vacation, months, seasons (Ch. 5)</li> <li>• Present Progressive tense (Ch. 5).</li> </ul> <p>** <b>Panorama:</b> México y Puerto Rico.</p>	<ul style="list-style-type: none"> <li>• <b>Assigned homework</b> in VHL Central (lesson 4)</li> <li>• <b>Vocabulary Quiz</b> (lesson 4) in VHLCentral</li> <li>• <b>Chapter test 4</b> in VHLCentral</li> </ul> <p>(to complete these assignments, go to VHLCentral, click on your dashboard).</p>

## Proyecto Cultural - Cultural Project

### Due on Week 3

#### **Instructions:**

Choose a topic related to Hispanic culture that interests you and conduct research on it, visit a virtual museum, or watch a Spanish-language film or television show. Make sure to receive topic approval from your instructor in advance. You will **compare and contrast** your topic/place/film with customs and culture in your home country.

You may report your findings through a **1-page written document**. This may be in English.

You must turn in the assignment on **Canvas**. Read instructions before submitting this assignment.

#### **Possible Options:**

- Visit a **virtual museum** in a Spanish-speaking country. (El Prado, El Reina Sofía, El Museo Sorolla, El Thyssen, Museo Dolores Olmedo, etc.)  
<https://artsandculture.google.com/partner?hl=en&tab=pop>
- Choose a Spanish-language film or TV series on **Netflix**, watch it, and describe what you learned. Some options: Magical Andes, Guatemala: Heart of the Mayan World, Perú Tesoro Escondido, Perdiendo el norte, Ocho apellidos vascos, Las chicas del cable, etc.
- Watch a Spanish-language film or documentary on **Kanopy** (available through the FSU library) Spain Facing Uncertainty, En tierra extraña, 15-M, etc.
- Watch other **YouTube** videos related to Hispanic culture:  
Video -- Ecuador: Building a Multicultural Nation  
<https://www.youtube.com/watch?v=R0Dyi6LuhLk>  
On social issues of Indigenous and Afro-descended people of Ecuador  
  
Video- The Story of Our Lady of Guadalupe  
<https://www.youtube.com/watch?v=giPENC4demY>  
National celebration in honor of an important religious icon in Mexico

***Looking forward to the finished products!***