# **University of NOLA (to modify)**

**Course Syllabus:** **Spanish 1026 Elementary Spanish I + II (CSPN 1026)**

Online Asynchronous

Fall 2022 (to modify)

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| **Course Name:**   **Elementary Spanish I + II**  **Pre/co-requisites:** none  **Credit hours:** 6  **Meeting days and times:** Online  **Instructor Contact Information:**  **Instructor:** (to modify)  · Name: Jane Doe  · Email: [janedoe@univeristyof.com](mailto:janedoe@univeristyof.com)  · Phone: (504)- xxx xxxx  · Office: Online via Zoom (zoom.mymeeting.com)  · Office Hours: MWF (10:30-11:30) TTh (2:30-4:00)  · Communication policy: 1- via institution email (not personal)  2- via text message to phone listed above |

**Spanish 1026 Elementary Spanish I + II (CSPN 1026)**

**Course Brief Description:**

Following the [statewide common course information](https://regents.la.gov/wp-content/uploads/2021/11/CmnCrsCatalog-2021-22-FINAL-APPROVED.pdf).

Elementary Spanish I+II is a fully online introductory course to Spanish grammar and vocabulary for basic communication in the language. Students will be given ample opportunity to express themselves in Spanish, both orally and in writing. All the four language basic skills (speaking, writing, reading, and listening) will be developed and various aspects of Spanish culture will also be presented. CSPN 1026 is a six-hour course delivered via Moodle*.* The course is divided into eight modules, where each module covers a chapter of the textbook. This is a fast-paced course with a duration of approximately 15 weeks.

**Prerequisite Knowledge:**

No prerequisites

**Course Goals:**

The goals by the end of this course are, for students to:

1. SPEAK Spanish to describe, narrate, and ask and answer questions about everyday topics (CO1).
2. LISTEN AND COMPREHEND Spanish both spontaneous and recorded media in order to carry on daily tasks (CO2).
3. READ AND COMPREHEND text to respond to questions and make decisions based on the readings (CO3).
4. WRITE sentences and paragraphs on familiar topics to communicate personal needs (CO4).
5. DEVELOP cultural awareness of Spanish speaking countries and/or communities (CO5)
6. COMPARE and CONTRAST the target culture, both Western and non-Western, with your own (CO6)

**Student’s Learning Outcomes:**

Specifically, students will be able to:

1.1 Ask and answer questions and participate in simple conversations related to real life

1.2 Exchange information on a variety of topics concerning daily life including personal relationships, entertainment, shopping, travel, and health.

1.3 Present pre-planned personal information and events.

2.1 Identify the main idea of short, simple conversations and narratives (live or recorded material) in the target language, within highly predictable and familiar contexts.

3.1 Read short, simple texts in the target language and find predictable information and vocabulary in familiar contexts.

4.1 Summarize the main idea of written texts.

4.2 Write short compositions in the target language on a variety of familiar topics.

4.3 Ask and answer questions in the target language in a written format.

5.1 Identify cultural terms, values, beliefs, and traditions of the Hispanic world.

6.2 Compare and contrast your own culture with the Hispanic culture.

**Course Materials**

**Required Materials and Technology:**

* Textbook**:**

Libro Libre: An Introduction to Spanish I and II

Available on: [Elementary Spanish I & II – Simple Book Publishing (pressbooks.pub)](https://louis.pressbooks.pub/elementaryspanish1and2/)

* Internet Access

* Moodle Access

Available on: modify to link to your specific course [Course: Elementary Spanish I+II (6 credit hours) (louislibraries.org)](https://lms.louislibraries.org/course/view.php?id=52)

* Access to the university website and your student email
* An up-to-date operating system such as Windows, Mac OS, Linux, etc. running on a PC, Laptop, or Tablet.
* Webcam
* Microphone
* Access to [http://spanish.typeit.org](http://spanish.typeit.org/) to add special characters (e.g. á, é, í, ó, ú, ñ)

*\* The special characters are not optional.*

**Optional Materials:**

Online dictionary:[**WordReference.com**](https://www.wordreference.com/)

**Computer Skills:**

Students should be able to navigate Moodle, our learning management system to access the course material, submit assignments, etc. Students will be also required to complete H5P practice activities within the Textbook and on Moodle. It is also required to be familiar with the Moodle recording technology and/or other recording tools to complete oral activities. Basic Microsoft Office skills to create and edit word documents is also required. Zoom will be used to conduct office hours.

**Course Schedule:**

Elementary Spanish I + II is a fast-paced course that follows a 15-week schedule divided in eight different modules. Each module represents a chapter in the textbook and contains all the pertinent lessons, Activities, assignments, assessments, practice activities, etc., that will be used to evaluate the students’ performance in the course. The schedule below is a tentative schedule and might be modified to fit our academic calendar.

(To modify based on your institution’s needs)

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| --- | --- | --- |
| **Module** | **Topics and Concepts** | **Corresponding Course Materials** |
| Week 1  Module 1: Ch. 1 | **Lección 1:** Introduction to the course and discussion of the syllabus  **Lección 2:** Welcome to Chapter 1: About me  **-Introduction to the terms Hispanic and Latin**  - Culture/Reading:  *¿Quiénes somos los latinos o hispanos?*  *Los hispanos en los Estados Unidos*   * Vocabulary:   Greetings and farewells  Responses to greetings  **Lección 3:** Greetings and farewells. Formal vs informal   * Vocabulary:   Greetings and farewells  Responses to greetings  **Lección 4:** Introducing yourself and others.   * Vocabulary:   Introductions  Greetings and farewells  Responses to greetings  **Lección 5:** Spelling words   * Vocabulary:   Vowels  The Alphabet  Useful phrases for spelling   * Pronunciation:   Vowels (a,e,i,o,u)  Complete Week 1 Activity on Moodle | On Moodle/Start here! ([Course: Elementary Spanish I+II (6 credit hours) (louislibraries.org)](https://lms.louislibraries.org/course/view.php?id=52))  On Moodle/Course Syllabus([Course: Elementary Spanish I+II (6 credit hours) (louislibraries.org)](https://lms.louislibraries.org/course/view.php?id=52" \l "section-2))  Libro Libre  Chapter 1: About me  Sección: ¡A descubrir!  Sección 1: Los saludos y las despedidas  Libro Libre  Chapter 1: About me  Sección 1: Los saludos y las despedidas  Libro Libre  Chapter 1: About me  Sección 2: Presentaciones  Libro Libre  Chapter 1: About me  Sección 3: Pronunciación y el alfabeto |
| Week 2  Module 1: Ch. 1 | **Lección 6:** Expressing what classes you take   * Vocabulary:   Academic subjects  **Lección 7:** Listing what is there in a classroom   * Vocabulary:   Classroom objects   * Grammar:   Gender & Number  Defined and undefined articles  Nouns and patterns  **Lección 8:** Practice of describing what is there in a classroom   * Vocabulary:   Classroom objects   * Grammar:   Gender & Number  Defined and undefined articles  Nouns and patterns  **Lección 9:** An Introduction to Spain   * Culture:   Spain  **Lección 10:** Reflecting about our Learning  Reviewing Chapter 1 content, discussing what students can do with the language and goals.  **End of Chapter 1**  Complete Week 2 Activity on Moodle  **Take end-of the-chapter Assessment on Moodle** | Libro Libre  Chapter 1: About me  Sección 4: Las materias  Libro Libre  Chapter 1: About me  Sección 5: En el salón de clase  Sección 6: Artículos definidos e indefinidos  Libro Libre  Chapter 1: About me  Sección 5: En el salón de clase  Sección 6: Artículos definidos e indefinidos  Libro Libre  Chapter 1: About me  Sección Cultura: España  Libro Libre  Chapter 1: About me  Sección ¡A reflexionar! |
| Week 3  Module 2: Ch. 2 | **Lección 11:** Welcome to Chapter 2: What are we like?  **-Introduction to the 21 countries that speak Spanish and the subject pronouns to refer to people.**  Culture/Reading  *El español en el mundo*   * Grammar:   Subject pronouns  **Lección 12:** Expressing origins, professions and how we are   * Grammar:   Irregular verb ser: usages and conjugations  **Lección 13:** Dates   * Vocabulary:   Days of the week and months of the year  **Lección 14:** Describing others   * Vocabulary:   Descriptive adjectives   * Grammar:   Noun gender  **Lección 15:** The seasons of the year and the weather   * Vocabulary:   Seasons of the year  Weather conditions  Complete Week 3 Activity on Moodle | Libro Libre  Chapter 2: What are we like?  Sección: ¡A descubrir!  Sección 1: Orígenes  Libro Libre  Chapter 2: What are we like?  Sección 1: Orígenes  Libro Libre  Chapter 2: What are we like?  Sección 2: Las fechas  Libro Libre  Chapter 2: What are we like?  Sección 3: Adjetivos descriptivos  Libro Libre  Chapter 2: What are we like?  Sección 4: Las estaciones del año  Sección 5: El tiempo |
| Week 4  Module 2:  Ch. 2 | **Lección 16:** Using numbers to express prices and phone numbers   * Vocabulary:   Numbers up to 100  **Lección 17:** Expressing possessions and age   * Grammar:   Verb tener  **Lección 18:** Expressing how we feel   * Vocabulary:   Emotions and physical conditions   * Grammar:   Irregular verb Estar  Adjectives (number and gender)  **Lección 19:** Expressing location   * Vocabulary:   Places around campus   * Grammar:   Irregular verb Estar  Common prepositions used with Estar   * Culture:   Dos universidades grandes  **Lección 20:** An Introduction to Hispanic Festivities and Chile   * Culture:   Fiestas en la familia y cultura hispana  Chile  **Lección 21:** Reflecting about our Learning  Reviewing Chapter 2 content, discussing what students can do with the language and goals.  **End of Chapter 2**  Complete Week 4 Activity on Moodle  **Take end-of the-chapter Assessment on Moodle** | Libro Libre  Chapter 2: What are we like?  Sección 6: Los números de teléfono y los precios  Libro Libre  Chapter 2: What are we like?  Sección 7: Tener  Libro Libre  Chapter 2: What are we like?  Sección 8: Las emociones, las condiciones físicas y la ubicación  Libro Libre  Chapter 2: What are we like?  Sección 8: Las emociones, las condiciones físicas y la ubicación.  Libro Libre  Chapter 2: What are we like?  Sección 9: Las fiestas en la cultura hispana  Sección Cultura: Chile  Libro Libre  Chapter 2: What are we like?  Sección ¡A reflexionar! |
| Week 5  Module 3:  Ch. 3 | **Lección 23:** Welcome to Chapter 3: Our Routine  **-Introduction to “la siesta” tradition and daily activities**  Culture/Reading  *La siesta*   * Vocabulary:   Everyday activities   * Grammar:   Present indicative of -AR verbs  **Lección 24:** Describing daily activities (a)   * Vocabulary:   Everyday activities   * Grammar:   Present indicative of -AR verbs  **Lección 25:** Describing daily activities (b)   * Vocabulary:   Everyday activities   * Grammar:   Present indicative of -ER and -IR verbs   * Culture:   La familia de Alex  **Lección 26:** Expressing likes, dislikes and preferences   * Grammar:   The verb gustar  **Lección 27:** Expressing obligation and necessity   * Vocabulary:   Verbs used to express obligation and necessity: deber, tener, necesitar, haber(hay)   * Grammar:   Two-verb formations and verb phrases  Complete Week 5 Activity on Moodle | Libro Libre  Chapter 3: Our Routine  Sección: ¡A descubrir!  Sección 1: Las actividades diarias  Libro Libre  Chapter 3: Our Routine  Sección 1: Las actividades diarias  Libro Libre  Chapter 3: Our Routine  Sección 1: Las actividades diarias  Libro Libre  Chapter 3: Our Routine  Sección 2: Me gusta/No me gusta  Libro Libre  Chapter 3: Our Routine  Sección 3: Necesidades y obligaciones |
| Week 6  Module 3:  Ch. 3  Module 4:  Ch. 4 | **Lección 28:** Asking and responding to information questions   * Vocabulary:   Question words   * Grammar:   Interrogative sentences  **Lección 29:** Asking and responding to yes/no questions   * Grammar:   Yes/no question syntax  **Lección 30:** An Introduction to Mexico   * Culture:   México  **Lección 31:** Reflecting about our Learning  Reviewing Chapter 3 content, discussing what students can do with the language and goals.  **End of Chapter 3**  **Take end-of the-chapter Assessment on Moodle**  **Lección 32:** Welcome to Chapter 4:  My family  **-Introduction to the two-last- name system in the Spanish speaking world.**  Culture/Reading  *El sistema de los apellidos*  Complete Week 6 Activity on Moodle | Libro Libre  Chapter 3: Our Routine  Sección 4: Las preguntas  Libro Libre  Chapter 3: Our Routine  Sección 4: Las preguntas  Libro Libre  Chapter 3: Our Routine  Sección Cultura: México  Libro Libre  Chapter 3: Our Routine  Sección ¡A reflexionar!  Libro Libre  Chapter 4: My family  Sección: ¡A descubrir!, pages |
| Week 7  Module 4:  Ch. 4 | **Lección 33:** Expressing where we go   * Vocabulary:   Places in a city  The -ería suffix  Frequency words   * Grammar:   Irregular verb Ir  **Lección 34:** Expressing what we are going to do   * Vocabulary:   Expressions to talk about the future   * Grammar:   Future tense syntax: Ir + a + infinitive  **Lección 35:** Practicing numbers to express prices, and refer historical events and life milestones   * Vocabulary:   Los números de 101-1.000.000  **Lección 36:** Describing family relationships   * Vocabulary:   Family members   * Cultura:   La familia real española  **Lección 37:** Expressing possession   * Vocabulary:   Family members   * Grammar:   Possessive adjectives   * Cultura:   La familia Quispe Gonzalez  Complete Week 7 Activity on Moodle | Libro Libre  Chapter 4: My family  Sección 1: Lugares adónde vamos  Libro Libre  Chapter 4: My family  Sección 2: El futuro  Libro Libre  Chapter 4: My family  Sección 3: Los números de 101-1.000.000  Libro Libre  Chapter 4: My family  Sección 4: La familia  Libro Libre  Chapter 4: My family  Sección 5: Los adjetivos posesivos |
| Week 8  Module 4:  Ch. 4 | **Lección 38:** Describing more daily activities   * Vocabulary:   Daily activities   * Grammar:   Stem-changing verbs  **Lección 39:** An Introduction to the Dominican Republic   * Culture:   La República Dominicana  **Lección 40:** Reflecting about our learning  Reviewing Chapter 4 content, discussing what students can do with the language and goals.  **End of Chapter 4**  **Take end-of the-chapter Assessment on Moodle**  **Lección 41:** Reviewing content from Chapters 1 and 2.  **Lección 42:** Reviewing content from Chapters 3 and 4  Complete Week 8 Activity on Moodle | Libro Libre  Chapter 4: My family  Sección 6: Los verbos de cambio de raíz  Libro Libre  Chapter 4: My family  Sección Cultura: la República Dominicana  Libro Libre  Chapter 4: My family  Sección ¡A reflexionar!  Libro Libre  Chapter 1: About me  Chapter 2: What are we like?  Libro Libre  Chapter 3: Our Routine  Chapter 4: My family |
| Week 9  Module 5:  Ch. 5 | **Midterm Exam**  **Lección 43:** Welcome to Chapter 5: ¡A descubrir!  **-Introduction to some of the typical food of Costa Rica**  Culture/Reading:  *Las comidas de Costa Rica*   * Vocabulary:   Food   * Grammar:   Verbs to refer to the meals in a day (desayunar, merendar, almorzar, cenar)  **Lección 44:** Referring to food   * Vocabulary:   Food   * Grammar:   Verbs to refer to the meals in a day (desayunar, merendar, almorzar, cenar)  **Lección 45:** Ordering food in a restaurant   * Vocabulary:   Useful phrases at a restaurant  **Lección 46:** Using direct object pronouns to refer to what we do   * Grammar:   Direct object pronouns  **Lección 47:** Referring to ongoing activities   * Vocabulary:   Words and phrases to refer to the present times   * Grammar:   Present progressive  Complete Week 9 Activity on Moodle | Libro Libre  Chapter 5: ¡A comer!  Sección: ¡A descubrir!  Sección 1: La comida  Libro Libre  Chapter 5: ¡A comer!  Sección 1: La comida  Libro Libre  Chapter 5: ¡A comer!  Sección 2: En el restaurante  Libro Libre  Chapter 5: ¡A comer!  Sección 3: Pronombres de objeto directo  Libro Libre  Chapter 5: ¡A comer!  Sección 4: Las acciones en progreso |
| Week 10  Module 5: Ch. 5 | **Lección 48:** Talking about professions   * Vocabulary:   Professions and useful phrases to talk about jobs  **Lección 49:** Talking about countries and nationalities   * Vocabulary:   Nationalities  **Lección 50:** Practicing the usages of ser and estar   * Grammar:   Ser vs Estar  **Lección 51:** Differentiating when to use very, more and a lot.   * Grammar:   Adverbs: Muy, más, and mucho  **Lección 52:** An introduction to Costa Rica   * Culture:   Costa Rica  **Lección 53:** Reflecting about our Learning  Reviewing Chapter 5 content, discussing what students can do with the language and goals.  **End of Chapter 5**  **Take end-of the-chapter Assessment on Moodle**  Complete Week 10 Activity on Moodle | Libro Libre  Chapter 5: ¡A comer!  Sección 5: Las profesiones  Libro Libre  Chapter 5: ¡A comer!  Sección 6: Los países hispanos y las nacionalidades  Libro Libre  Chapter 5: ¡A comer!  Sección 7: Ser versus estar  Libro Libre  Chapter 5: ¡A comer!  Sección 8: Muy versus Más versus Mucho, pages  Libro Libre  Chapter 5: ¡A comer!  Sección Cultura: Costa Rica  Libro Libre  Chapter 5: ¡A comer!  Sección ¡A reflexionar! |
| Week 11  Module 6: Ch. 6 | **Lección 54:** Welcome to Chapter 6: La salud y los deportes  **-Introduction to life expectancy in Latin America and the body parts, and illnesses**  Culture/Reading:  *Expectativa de vida en Latinoamérica*   * Vocabulary:   Body parts  Illnesses and symptoms  Useful phrases at the doctor's office  **Lección 55:** Expressing daily activities and routine   * Vocabulary:   Everyday activities   * Grammar:   Reflexive verbs  **Lección 56:** Practice of expressing daily activities and routine   * Vocabulary:   Everyday activities   * Grammar:   Reflexive verbs  **Lección 57:** Talking about sports and leisure activities   * Culture/Reading:   *El fútbol en el Río de la Plata*   * Vocabulary:   Sports and leisure activities  **Lección 58:** Expressing emotions physical conditions and what we have to do   * Grammar:   Tener + noun  Tener que…  **Lección 59:** An introduction to Argentina   * Culture:   Argentina  Complete Week 11 Activity on Moodle | Libro Libre  Chapter 6: La salud y los deportes  Sección: ¡A descubrir!  Sección 1: La salud y el cuerpo humano  Libro Libre  Chapter 6: La salud y los deportes  Sección 2: Los verbos reflexivos  Libro Libre  Chapter 6: La salud y los deportes  Sección 2: Los verbos reflexivos  Libro Libre  Chapter 6: La salud y los deportes  Sección 3: Los deportes y los pasatiempos  Libro Libre  Chapter 6: La salud y los deportes  Sección 4: El verbo tener  Libro Libre  Chapter 6: La salud y los deportes  Sección Cultura: Argentina |
| Week 12  Module 6: Ch. 6  Module 7: Ch. 7 | **Lección 60:** Reflecting about our Learning  Reviewing Chapter 6 content, discussing what students can do with the language and goals.  **End of Chapter 6**  **Take end-of the-chapter Assessment on Moodle**  **Lección 61:** Welcome to Chapter 7: ¿Qué te fascina? Introduction to “saber” and “conocer”  **-Introduction to a whistled language from the Canarian Islands**  Culture/Reading  *El silbo gomero*   * Grammar:   Saber versus conocer  **Lección 62:** Expressing what we know and what we know to do  Culture/Reading  *La estación de Atocha*   * Grammar:   Saber versus conocer  **Lección 63:** Expressing to whom, for whom, or from whom an action is done   * Grammar:   Indirect Object Pronouns  **Lección 64:** Expressing our preferences   * Grammar:   Verbs like gustar  Complete Week 12 Activity on Moodle | Libro Libre  Chapter 6: La salud y los deportes  Sección ¡A reflexionar!  Libro Libre  Chapter 7: ¿Qué te fascina?  Sección: ¡A descubrir!  Sección 1: Saber versus conocer  Libro Libre  Chapter 7: ¿Qué te fascina?  Sección 1: Saber versus conocer  Libro Libre  Chapter 7: ¿Qué te fascina?  Sección 2: Los complementos indirectos  Libro Libre  Chapter 7: ¿Qué te fascina?  Sección 3: Los verbos como gustar |
| Week 13  Module 7: Ch.7 | **Lección 65:** Describing the world around us   * Grammar:   Demonstrative adjectives and pronouns  **Lección 66:** Practice of describing the world around us   * Grammar:   Demonstrative adjectives and pronouns  **Lección 67:** Comparing elements with different characteristics   * Grammar:   Comparisons of inequality  **Lección 68:** Comparing elements with the same characteristics   * Grammar:   Comparisons of inequality  **Lección 69:** Comparing elements with the extremes within a group   * Grammar:   Superlatives  **Lección 70:** An introduction to Perú   * Culture:   Perú  Complete Week 13 Activity on Moodle | Libro Libre  Chapter 7: ¿Qué te fascina?  Sección 4: Los adjetivos y los pronombres  demostrativos  Libro Libre  Chapter 7: ¿Qué te fascina?  Sección 4: Los adjetivos y los pronombres  demostrativos  Libro Libre  Chapter 7: ¿Qué te fascina?  Sección 5: Las comparaciones de desigualdad  Libro Libre  Chapter 7: ¿Qué te fascina?  Sección 6: Las comparaciones de igualdad  Libro Libre  Chapter 7: ¿Qué te fascina?  Sección Cultura: Perú  Libro Libre  Chapter 7: ¿Qué te fascina?  Sección ¡A reflexionar! |
| Week 14  Module 7: Ch.7  Module 8: Ch.8 | **Lección 71:** Reflecting about our Learning  Reviewing Chapter 7 content, discussing what students can do with the language and goals.  **End of Chapter 7**  **Take end-of the-chapter Assessment on Moodle**  **Lección 72:** Welcome to Chapter 8: La niñez y la adolescencia.  **-Study of Rigoberta Menchú and introduction to the preterite tense.**  **-Introductions to the Oral Exam** Read Oral Exam guidelines  Culture/Reading:  *Rigoberta Menchú*  **Lección 73:** Expressing past events using regular verbs in the preterite tense   * Grammar:   Regular verbs in the preterite tense  **Lección 74:** Practicing how to Express past events using regular verbs in the preterite tense   * Grammar:   Regular verbs in the preterite tense  **Lección 75:** Expressing what we used to do in our childhood and adolescent years using the imperfect tense   * Vocabulary:   Childhood and adolescence   * Grammar:   Regular verbs in the imperfect tense  Irregular verbs in the imperfect tense  **Lección 76:** Describing ourselves and other during childhood and adolescent years, and referring to past events using the imperfect tense  Culture/Reading:  *Platero y yo*   * Vocabulary:   Childhood and adolescence  Expressions of time  Personality and behavioral words   * Grammar:   Regular and irregular verbs in the imperfect tense  Complete Week 14 Activity on Moodle | Libro Libre  Chapter 7: ¿Qué te fascina?  Sección 6: Los superlativos  Libro Libre  Chapter 8: La niñez y la adolescencia  Sección: ¡A descubrir!  On Moodle  Libro Libre  Chapter 8: La niñez y la adolescencia  Sección 1: La niñez y la adolescencia  Libro Libre  Chapter 8: La niñez y la adolescencia  Sección 1: La niñez y la adolescencia  Libro Libre  Chapter 8: La niñez y la adolescencia  Sección 1: La niñez y la adolescencia  Sección 2: El imperfecto  Libro Libre  Chapter 8: La niñez y la adolescencia  Sección 2: El imperfecto |
| Week 15  Insert date  Insert date | **Lección 77:** Referring to events in general terms   * Grammar:   Impersonal and passive “se”  **Lección 78:** Differentiating when to use “por” or “para”   * Grammar:   Por vs. para  **Lección 79:** An introduction to Panamá   * Culture:   Panamá  **Lección 80:** Reflecting about our Learning  Reviewing Chapter 8 content, discussing what students can do with the language and goals.  **End of Chapter 8**  Complete Week 15 Activity on Moodle  **Take end-of the-chapter Assessment on Moodle**  **Lección 81:** Reviewing content from Chapters 5, 6, 7 and 8.  **ORAL EXAM**  **EXAMEN FINAL** (cumulative chapters 1 - 8) | Libro Libre  Chapter 8: La niñez y la adolescencia  Sección 3: La voz pasiva y las generalizaciones  Libro Libre  Chapter 8: La niñez y la adolescencia  Sección 4: Por y para  Libro Libre  Chapter 8: La niñez y la adolescencia  Sección Cultura: Panamá  Libro Libre  Chapter 8: La niñez y la adolescencia  Sección ¡A reflexionar!  On Moodle book  On Moodle/Week 15 Oral Exam  On Moodle/Week 15 Final Exam |

**Course Policies:**

Mutual Expectations: The class will be conducted in accordance with the University’s policies and procedures. Disruptive behavior includes cheating, plagiarism, and profanity. Late assignments are not accepted in this course.

**Grading Policy**

**Grading scale:**

***A—90-100; B—80-89; C—70-79; D—60-69; F—0-59***

**Evaluation:** This course includes both formative and summative assessments. Students will be evaluated based on their performance in the following categories:

Redefine the following categories (assessments and assignments) and percentage (% of final grade) based on your institution's policies

|  |  |
| --- | --- |
| ***Assessments/Assignments*** | ***% of final grade*** |
| *Participation and Homework*  *(weekly activities: Activity, quizzes, assessments, assignments, homework, etc.)* | 40 |
| *Oral Exam* | 20 |
| *Midterm* | 20 |
| *Final Exam* | 20 |
| ***Total*** | ***100 points*** |

**Participation and Homework / Moodle Attendance:**

The participation in the course is evaluated based on the completion of weekly activities on Moodle. Each week, students are required to read the assigned lessons and complete the H5P practice activities that are included within those lessons. Also, students are required to complete a weekly activity. We will cover eight chapters in 15 weeks. At the end of each chapter, you will be evaluated. This evaluation will also count toward your participation in Moodle.

Weekly activities might consist of Activities, quizzes, discussions, homework assignments, assessments, etc. assigned by your instructor. Being that this class is online, treat Moodle as our classroom. Therefore, your regular participation and attendance there is required to successfully complete this course. Weekly activities must be submitted by their due date. Late work will not be accepted in this course. Failure to turn in any of these assignments will result in a grade of 0.

Furthermore, you are required to login to Moodle daily as well as check your email often. Being prepared for and participating in class activities is one of the most important means of attaining the goals of the course. Therefore, this component considers several variables including but not limited to 1) your actual participation via Moodle (i.e., Discussions) 2), your use of Spanish, 3) your willingness and ability to participate, 4) your cooperation in group and pair work, and 5) your respect and attitude towards the class and your peers, 6) Your ability to access and effectively use the technology required for the course.

**Midterm:** The midterm exam is cumulative and will cover chapters 1-4 from the text*.* It will test your skills in listening, reading, and writing, and your understanding of grammar, vocabulary, and cultural information presented in the class. *Make-up exams will not be given. If you miss an exam, you will receive a grade of zero*.

**Oral Exam:** The oral exam is a recorded presentation that will take place near the end of the semester. The presentation should be recorded and turned in on the due date. You will receive detailed information regarding the oral presentation later in the semester. Use those guidelines to prepare for it. Late work is not accepted.

**Final Exam:** The final exam is cumulative and will cover chapters 1-8 from the text*.* The Final Exam will assess your skills in writing and reading, and your understanding of grammar, vocabulary, and cultural information presented in the course. There will be no make-ups given for any portion of the final exam.

**University Policies and Support:**

· **Code of Conduct (to modify)**

Students must adhere to our university code of conduct, by:

1. Participating in our course discussions
2. Turning assignments on time
3. Being prepared
4. Respecting and treating others with dignity
5. Being responsible on their own learning
6. Demonstrating integrity and honesty

· **Online Etiquette (to modify)**

To foster a productive learning environment, we will adhere to the following netiquettes:

1. Use respectful language in our email interactions and Activity discussions.
2. Disagree in a respectful manner with your classmates' ideas. Refrain from judgmental remarks.
3. Using all uppercase letters is considered yelling in an online setting. Regular spelling is a proper way for communicating.

· **Academic Integrity (to modify)**

Students are expected to complete their own course work. Copying responses, having classwork edited by another person or online translators is prohibited and will be considered cheating. Incurring in cheating and/or plagiarism will have repercussions such as failing the course, or any other outcome as stated in our institution Code of Conduct.

· **Diversity Statement (to modify)**

Our university values and respects people’s diverse backgrounds and does not tolerate any kind of discrimination. If you feel that you are being discriminated against, please contact our HR specialist [janedoe@insitution.com](mailto:janedoe@insitution.com).

· **Accessibility and Disability Services (to modify)**

It is a right for all our students to receive an equal education. Please, contact our Accommodation specialist, Jane Doe via email: [janedoe@insitution.com](mailto:janedoe@insitution.com) to identify what accommodations you should receive in this course.

· **Technology Support (to modify)**

For technical support, contact our IT team via phone: 504111111 or by email: [janedoe@insitution.com](mailto:janedoe@insitution.com).

· **Academic Support Services (to modify)**

For academic support, contact our Academic Support Team and tutoring services via phone: 504111111 or by email: [janedoe@insitution.com](mailto:janedoe@insitution.com).