

## Elementary Spanish I - SPAN 100-001

3 credit hours

### Model Syllabus

This is one example of how an individual instructor might develop a teaching syllabus. Guidelines for instructors are highlighted in grey. Variations are acceptable so long as the sections and / or content highlighted in yellow appear on all teaching syllabi. If in the future the wording of required sections such as the Liberal Arts Curriculum & GT Pathways is changed by the LAC committee or others, the updated language will replace that shown here.

**Instructor Name:** Gloria Monzon

**Instructor Contact Information:** [gloria.monzon@unco.edu](mailto:gloria.monzon@unco.edu)

**Instructor Student Drop-In Hours:**

Please get in touch with me to set up a Zoom appointment (Candelaria 0040)

**Office Phone Number:** 970-518-8051

**Class Time:** MWF 2:30 p.m.-3:20 p.m.

**Classroom:** Candelaria 0375

**Important Dates:**

Labor Day (no classes): September 1

Conference (instructor attending): October 20 – 24

Thanksgiving Break (no classes): November 26 – 30

**Course Catalog Description:** Introduction to the Spanish language, emphasizing the development of emerging proficiency in the four basic language skills: listening, speaking, reading and writing. Oral communication is stressed.

#### COURSE DESCRIPTION:

In addition to the course catalogue description, we recommend that instructors also include a more detailed course description, as in the following example.

First part of a two-semester sequence emphasizing the development of a functional proficiency in the four basic language skills of listening, speaking, reading and writing. Oral communication is stressed.

\*\*This course fulfills the requirements for LAC World Languages

#### Liberal Arts Curriculum & GT Pathways

The course mapping provided here is just one example. An individual instructor may develop different assignments and content to meet the course learning outcomes and competencies. The instructor should edit the columns “relevant assignments” and “explanations” as necessary.

This course is a part of the Liberal Arts Curriculum at UNC and fulfills 3 credit hours of the Arts & Humanities: World Languages category. The Colorado Commission on Higher Education has approved SPAN 100 for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT-AH4 category. For transferring students, successful completion with a minimum C– grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to <http://higher.ed.colorado.gov/academics/transfers/gtpathways/curriculum.html>

UNC's LAC outcomes in Arts & Humanities: World Languages are aligned with the State of Colorado's GT Pathways student learning outcomes, competencies, and content criteria for AH4. This includes CDHE competency and student learning outcomes in Oral/Presentational Communication.

LAC World Languages Learning Outcomes + GTP Competency & SLOs	Course Mapping
<p><b>Oral/Presentational Communication:</b> Competency in oral communication represents a student's ability to deliver a well-prepared and purposeful presentation grounded in credible information and organized effectively.</p> <p><b>Student Learning Outcomes (SLOs)</b> <i>Students should be able to:</i></p> <ol style="list-style-type: none"> <li>2. Develop a Central Message               <ol style="list-style-type: none"> <li>a. Develop a central message using the content and supporting materials.</li> </ol> </li> <li>3. Address Language               <ol style="list-style-type: none"> <li>a. Employ language that enhances the presentation.</li> <li>b. Incorporate language that is appropriate to the audience.</li> </ol> </li> <li>4. Execute Delivery               <ol style="list-style-type: none"> <li>a. Demonstrate performance skills (posture, gesture, eye contact, and vocal expressiveness) to share content with/present content to a particular audience for a specific occasion and purpose.</li> </ol> </li> </ol>	<p>Through the weekly Oral Presentations (Padlet &amp; VHL) students will be able to deliver a well-prepared and purposeful presentation grounded in credible information and organized effectively. Also, through their presentations, the students will be able to develop a central message (2) in Spanish using the content and supporting materials (a) provided by the instructor. Students will be able to address the target language (3). They will employ language (Spanish specific) that will enhance the presentation (a), and they will incorporate the target language (Spanish) that is appropriate to the audience (b). Finally, they will execute the delivery (4) of their skills in Spanish through the demonstration (a) of performance competencies to share the Spanish language and cultural content with their instructor and class peers.</p>

Content Criteria for World Languages (GT-AH4)	Course Mapping
<p>Develop an ability to communicate in, and understand, a language other than spoken and written English. Students should be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate measurable proficiency at the appropriate level informed by current ACTFL (American Council for the Teaching of Foreign Languages) Proficiency Guidelines for specific languages in speaking, aural comprehension, reading, and writing in a language other than English, or in signing and visual comprehension in American Sign Language.</li> <li>2. Demonstrate cultural competency through communication in the target language, utilizing knowledge and understanding of cultural norms, values, and practices.</li> </ol>	<ol style="list-style-type: none"> <li>(1) Through the 7 lesson quizzes (Ch 1 to 7), the VHL Central Assignments (Supersite daily) and the weekly Oral Presentations (Padlet &amp; VHL) students will be able to demonstrate proficiency at the Novice level by ACTFL in speaking, aural comprehension, reading, and writing in Spanish.</li> <li>(2) Through the weekly Oral Presentations (Padlet &amp; VHL) students will be able to demonstrate cultural competency through communication in Spanish, utilizing knowledge and understanding of cultural norms, values, and practices of the diverse Spanish speaking world.</li> </ol>

## COURSE POLICIES AND EXPECTATIONS

Instructors must include their specific procedure for determining final grades if the university is forced to close during the scheduled final exam period.

We strongly encourage instructors to include the syllabus statements recommended by the university, either within the syllabus or accessed by web links, as listed below.

### REQUIRED BOOK:

Panorama 7th Supersite Plus + vText (5M) by Blanco

**PREREQUISITES:** none

### MESSAGES:

I will respond to emails within 36 hours during the workweek and within 48 hours if over the weekend.

### GRADING:

Students will be assessed on the content and competency criteria through a combination of assignments. These assignments may include exams, quizzes, written papers, in-class activities, collaborative learning, oral presentations, and homework.

### Course Areas of Evaluation:

#### WEEKLY HOMEWORK:

**Weekly VHL Assignments:** All assignments must be completed and submitted by the due date. You must complete these assignments every day. Please note that all daily assignments are to be submitted via the VHL Supersite. If you experience extenuating circumstances that prevent you from completing the daily assignments for a number of days, please contact me as soon as possible. The due date for all assignments is Sunday, at 11:59 PM. **Please do not wait until the last minute** to complete all assignments, as late assignments will not be accepted. Additionally, there will be no make-up tests or quizzes for missed deadlines. Thank you for your understanding.

#### QUIZZES:

Students will complete exams throughout the semester. **Quizzes are required to take to pass this class.** Corresponding due dates for each exam can be found on VHL and in the course schedule.

#### WEEKLY ORAL PRESENTATIONS:

Throughout each lesson, students will have multiple opportunities for oral production. I will assign oral activities related to chapters, which you will need to record your presentation on VHL and Padlet. You are required to complete your oral presentations and provide written & video comments for **two** people. If you successfully complete each activity, you will receive full credit. However, any missed activities will result in a score of zero.

#### ATTENDANCE:

**Class participation is critical for this course:** You are expected to attend class and participate in assignments and activities. Discussion activities will be counted towards your class participation grade. Absences in excess of three class periods will negatively affect your grade in the course. Ten

absences constitute a failure of the class.

### GRADING COMPONENTS:

Weekly VHL Assignments	30 %
Quizzes	30%
Oral Presentations (Padlet & VHL)	25 %
Attendance	15%

### GRADING SCALE

100%

Your final grade will be determined as follows:

A+ 97-100 (UNC does not have A+, regardless of what appears on Canvas)

A 93-96/A- 90-93/B+ 87-89/B 83-86 /B- 80-82/C+ 77-79/C 73-76 /C- 70-72/D+ 67-69 /63-66 /

D- 60-62 /F 59& below F

### IMPORTANT NOTES:

- The instructor may make programmatic changes to the semester calendar as needed. Any changes will be announced with at least 24 hours notice. Students are responsible for all announced changes.
- Students are responsible for all materials in the textbook regardless of coverage in class.
- Please note that **no** late tests and assignments are accepted, and no make-up tests or exams are given, except for emergencies that can be sufficiently substantiated and documented.

### GENERAL POLICIES:

Your success in this course will depend on your active participation in class activities. Therefore,

- you will prepare all assigned reading materials
- you will read any other extra material or do your own research as you see it is needed for your understanding of the course subject,
- you may also consult with your instructor about suggestions for further analytical/literary studies about the subject matter,
- you will have a voluntary active involvement in class: individual and/or group activities,
- you will always be prepared to participate in the activities planned for the class, that is, read assignments in advance, familiarize yourself with vocabulary and expressions, etc.
- you will turn in all the assignments on time (on the scheduled day before 11:59 pm). After this time, the assignments will be considered late. **Complete assignments on time** are crucial to accomplish this course successfully.
- Students should plan on spending at least **two or three** hours of study for every **one** hour in class.

## **Attendance Policy:**

Because language learning is a cumulative process, and one student's repeated missing assignments affect his/her performance and skills, regular attendance is essential (you must submit your VHL and Padlet oral activities on time).

## **Honor Code**

All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. These core elements foster an atmosphere inside and outside of the classroom, which serves as a foundation and guides the UNC community's academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.

### **UNC'S Policies**

UNC's policies and recommendations for academic misconduct will be followed. For additional information, please see the Dean of Student's "Student Handbook."

## **Disability Resources**

It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to your inclusion or to an accurate assessment of your achievement (e.g. time-limited exams, inaccessible web content, use of videos without captions), please communicate this with your professor and contact Disability Resource Center (DRC) to request accommodations.

Office: (970) 351-2289, Michener Library L-80.

Students can learn more here: [www.unco.edu/disability-resource-center](http://www.unco.edu/disability-resource-center) Food

### **Insecurity and Basic Needs**

Research shows that college students experience food insecurity at higher rates than the American household rate, and that food insecurity can negatively impact academic performance and persistence. In recognition of this problem, UNC offers assistance to students facing food insecurity through an on-campus food pantry. The Bear Pantry is located in University Center 2166A, and is open for regular hours throughout the semester. Please visit [www.unco.edu/bear-pantry](http://www.unco.edu/bear-pantry) for more information.

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is also urged to contact Student Outreach and Support (SOS) for assistance. SOS can assist students during difficult circumstances which may include medical, mental health, personal or family crisis, illness or injury. SOS can be reached at [sos@unco.edu](mailto:sos@unco.edu) or via phone at 970-351-2796.

## **Academic Integrity**

You are expected to practice academic honesty in every aspect of this course. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the Office of Community Standards and Conflict Resolution

## **Title IX**

The University of Northern Colorado is committed to providing a safe learning environment for all students that is free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. UNC has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

Please be aware all UNC faculty and most staff members are “responsible employees,” which means that if you tell a faculty member about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, they must share that information with the Title IX Coordinator, Jimmy Kohles. Jimmy or a trained staff member in the Office of Institutional Equity and Compliance (OIEC) will contact you to let you know about accommodations and support services at UNC as well as your options for pursuing a process to hold accountable the person who harmed you. You are not required to speak with OIEC staff regarding the incident; your participation in OIEC processes are entirely voluntary.

If you do not want the Title IX Coordinator notified, instead of disclosing this information to your instructor, you can speak confidentially with the following people on campus and in the community. They can connect you with support services and help explore your options now, or in the future.

- UNC’s Assault Survivors Advocacy Program (ASAP): 24 Hr. Hotline 970-35-4040 or [www.unco.edu/asap](http://www.unco.edu/asap)
- UNC Counseling Center: 970-351-2496 or [www.unco.edu/counseling](http://www.unco.edu/counseling)
- UNC Psychological Services: 970-351-1645 or [www.unco.edu/cebs/psych\\_clinic](http://www.unco.edu/cebs/psych_clinic)

If you are a survivor or someone concerned about a survivor, or if you would like to learn more about sexual misconduct or report an incident, please visit [www.unco.edu/sexual-misconduct](http://www.unco.edu/sexual-misconduct) or contact the Office of Institutional Equity and Compliance (970-351-4899). OIEC is located on the third floor of the University Center in room 3060.

### **Equity and Inclusion Statement**

The University of Northern Colorado embraces the diversity of students, faculty, and staff, honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and world views. In this course, people of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, size and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness of each

other’s individual and intersecting identities. If you would like to report an incident or learn more about identity-based discrimination/harassment, please visit [www.unco.edu/institutional-equity-compliance](http://www.unco.edu/institutional-equity-compliance)

## **Artificial Intelligence (AI)**

Intellectual honesty is vital to an academic community and for my fair evaluation of your work. All work submitted in this course must be your own, completed in accordance with the University’s academic regulations. You may not engage in unauthorized collaboration or make use of ChatGPT or other AI composition software.

**Inclement weather statement:**

- If the university closes during the day we have our oral exam (role-play), the assignment will be moved to an online format, delivered through Canvas, due by the date stated on the syllabus. Any student who is unable to access Canvas should contact me as soon as possible to make alternate arrangements.
- If the university closes during the final exam period, the last online quiz of the semester will be taken from home. The date of the online quiz depends on the dates designated by the UNC calendar.

***Tentative Fall Schedule***

Instructors may determine appropriate topics, materials and tasks to facilitate student achievement of the course objectives. This should include a list of deadlines for accomplishment of assignments. These may be displayed in a list, chart, or other format. The chart below is one example.

This schedule is tentative and subject to change. The instructor reserves the right to make modifications as necessary to ensure that course objectives are met. Adjustments may occur due to course pacing, unforeseen circumstances, or institutional requirements. Any changes will be communicated in a timely manner.

***Semester Dates: August 25 – December 14***

- **Labor Day (no classes):** September 1
- **Conference (instructor attending):** October 20 – 24
- **Thanksgiving Break (no classes):** November 26 – 30

<b>Semana 1</b>	
8/25-9/1 9/1 Labor Day – no school	<b><u>Chapter 1</u></b> Grammar 1.1 Grammar 1.2
<b>Semana 2</b>	
9/2-9/7	<b><u>Chapter 1</u></b> Grammar 1.3 Grammar 1.4 Test
<b>Semana 3</b>	

9/8-9/14	<b><u>Chapter 2</u></b> Grammar 2.1 Grammar 2.2
<b>Semana 4</b>	
9/15-9/21	<b><u>Chapter 2</u></b> Grammar 2.3 Grammar 2.4 Test Padlet Oral Presenta:on 1
<b>Semana 5</b>	
9/22-9/28	<b><u>Chapter 3</u></b> Grammar 3.1 Grammar 3.2
<b>Semana 6</b>	
9/29-10/5	<b><u>Chapter 3</u></b> Grammar 3.3 Grammar 3.4 Test
<b>Semana 7</b>	
10/6-10/12	<b><u>Chapter 4</u></b> Grammar 4.1 Grammar 4.2
<b>Semana 8</b>	
10/13-10/19	<b><u>Chapter 4</u></b> Grammar 4.3 Grammar 4.4 Test Padlet Oral Presenta:on 2
<b>Semana 9</b>	

10/20-10/26 I will be attending a conference from October 20-24	<b><u>Chapter 5</u></b>  Grammar 5.1 Grammar 5.2
<b>Semana 10</b>	
10/27-11/2	<b><u>Chapter 5</u></b>  Grammar 5.3 Grammar 5.4 Test
<b>Semana 11</b>	
11/3-11/9	<b><u>Chapter 6</u></b>  Grammar 6.1 Grammar 6.2
<b>Semana 12</b>	
11/10-11/16	<b><u>Chapter 6</u></b>  Grammar 6.3 Grammar 6.4 Test
<b>Semana 13</b>	
11/17-11/23	<b><u>Chapter 7</u></b>  Grammar 7.1 Grammar 7.2
<b>Semana 14</b>	
11/24-11/30 <b>Thanksgiving Break 11/26-11/30</b>	Padlet Oral Presentation 3
<b>Semana 15</b>	

12/1-12/7	<u>Chapter 7</u> Grammar 7.3 Grammar 7.4
<b>Semana 16</b>	
12/8-12/14	<u>Final Exam</u>