



SAINT LOUIS UNIVERSITY

1818 ADVANCED COLLEGE CREDIT
PROGRAM

<http://www.slu.edu/1818>

SPAN 1010 – Communicating in Spanish I

Saint John Vianney High School
ACC Spanish 350

Course Syllabus

Semester: Spring 2019

Instructor: Sean Jones

Contact Information: Room TBD
sjones@vianney.com
Availability: TBD

Text/Resources Information:

Aventuras: Primer curso de lengua española, by Donley and Blanco, 4th edition. Vista Higher Learning

3 packs of index cards

A small journal

Access to a computer and the internet outside of class

SLU Course Description

Introduction to Spanish language and culture. Prepares student to operate within areas of immediate needs and simple situations.

Introduction to Spanish language and culture: reading, writing, speaking, listening. The course emphasizes the acquisition of communicative skills. Students will be expected to connect the selected themes to their own lives and reflect on the following guiding questions: **What language learning skills do I already have? How can I explore other cultures without stereotyping? What can I learn about my own language and culture from the study of others? What should be the qualities of a global citizen?** An e-portfolio of the students' work will be compiled. Students register in the **fall. At the beginning of the fall semester students take the SLUPE** (Saint Louis University Placement Exam) which informs the instructor and student about their base knowledge of the language. This test will NOT have a negative impact on their grade.

This course is designed to help you achieve the World-Readiness standards for learning languages as outlined by the American Council of Teachers of Foreign Languages (ACTFL). Specifically, the five areas are: communication, cultures, connections, comparisons, and communities will be taught and assessed in this course based on the **novice proficiency level**. In order to achieve these standards, this course aims to develop student improvement in both comprehension and productive skills, specifically in: speaking, listening, writing, and reading Spanish at the novice level as outlined by the ACTFL national standard guidelines of language proficiency. See the following sites for more information:

<https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf>

<https://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012>

Course Learning Objectives/Goals:

COMMUNICATION	CULTURES	CONNECTIONS	COMPARISONS	COMMUNITIES
Interpersonal: Interact and negotiate in Spanish spoken and written exchanges to share	Use Spanish to reflect on the relationship between practices and perspectives	Build, reinforce, and expand knowledge of other disciplines while using Spanish to develop critical	Use Spanish to investigate, explain, and reflect on the nature of language through	Use Spanish both within and beyond the classroom to interact and collaborate in their community



information at the ACTFL novice-mid level	of Spanish-speaking countries	thinking and solve problems creatively	cross-linguistic comparisons	and the globalized world
Interpretive: Understand what is heard, read, or viewed in Spanish on a variety of topics at the ACTFL novice-mid level	Use Spanish to reflect on the relationship between practices and perspectives of Spanish-speaking cultures	Evaluate information and diverse perspectives that are available through studying Spanish and Spanish-speaking cultures	Use Spanish to investigate, explain, and reflect on the concept of culture through cross-cultural comparisons	Set goals and reflect on their progress in using languages for employment, enjoyment, enrichment, and advancement
Presentational: Present information, concepts, and ideas in Spanish to inform on a variety of topics using appropriate media and adapting to various audiences of listeners at the ACTFL novice-mid				

Course Assessment Outcomes:

In order to assess your skills and world-readiness both linguistically and culturally, you will be assessed in three ways throughout the semester in all five core areas. The three types of assessments are: 1) self-assessment such as questionnaires, 2) formative ongoing evaluations such as homework and compositions, and 3) summative assessments such as exams, compositions, and presentations.

You will be assessed in the following ways in each area:

Communication: interpersonal, interpretive, and presentational	<ul style="list-style-type: none"> ● ACTFL I-can questionnaires ● Classwork/homework ● Chapter (<i>lección</i>) exams (4-5) ● Quizzes (6-10) ● Oral exam (2-3) ● Culture presentations (3-6) ● Midterm composition ● Final Presentation ● Final Exam
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Cultures: relate practices to perspectives, relate products to perspectives	<ul style="list-style-type: none">● Culture questionnaires (6-10)● Classwork/homework● Culture reflection paper (3-6)● Culture Presentation (3-6)
Connections: Language comparisons, cultural comparisons	<ul style="list-style-type: none">● Classwork/homework● Midterm composition (1)● Culture presentations (3-6)● Final Presentation● Final Exam
Comparisons: language comparisons, cultural comparisons	<ul style="list-style-type: none">● Classwork● Culture reflections● Culture Presentations (3-6)
Communities: School & Global communities, Lifelong learning	<ul style="list-style-type: none">● My Goals questionnaire● Culture/service project participation● Culture reflection paper (6-10)● Culture Presentation (3-6)● Culture Questionnaires (3-6)

By the completion of the SPAN 1010 course you will be able to:

- Recognize letters of the alphabet and identify words belonging to Spanish
- Begin to understand and read high-frequency words and phrases
- Recognize cognates and borrowed words
- Produce lists and notes
- Write individual words and phrases, especially formulaic information on forms or documents
- Reproduce and transcribe practiced and memorized material
- Communicate minimally by using a number or isolated words and memorized phrases
- Respond to direct questionnaires

Course Goals:

1. To develop skills that will enable students to listen and speak at the novice-mid level, and read and write at the novice-mid level
2. To gain knowledge of Spanish, Spanish-speaking cultures, and to develop analytical thinking skills
3. To practice cross-cultural competency through an appreciation and acceptance of the differences between US culture and Hispanic (i.e., Spanish/Latin American) cultures. The ultimate goal is to be able to function adequately in a foreign environment, culturally as well as linguistically
4. To realize that there is both pleasure and value in being able to communicate in a second language



Vianney-specific goals:

- Engage in conversations, provide an obtain information, exchange opinions and express feelings and emotions
- Review and reinforcement of tense usage
- Comprehend spoken and written Spanish narratives and texts from a variety of authentic sources as well as to produce compositions containing well-developed ideas on various topics
- Deliver presentations in Spanish using appropriate visual aids and technical support and containing well-developed ideas on a variety of topics with minimal errors in spelling, punctuation and pronunciation in familiar vocabulary and language structures

Homework: Homework will often be assigned for students to practice a skill or learn a new skill. Students are expected to come prepared to class to discuss what they have learned from their homework. While there will be no homework grades, there often times may be a writing assignment or a speaking assignment that directly relates to the homework. If a student failed to complete the homework, he will not be able to contribute to the activity and may fail that particular minor assessment.

- Homework assignments must be typed and turned in before class has begun or the deadline. Assignments may be assigned electronically (Google Drive) or on paper.
- Homework will be graded and will receive a grade based on the number of errors (spelling, accent marks, grammar) made.

Correcting Homework

The student will have an opportunity to correct the homework in a different color on the Google Doc or on paper and resubmit the assignment by the next class day. By doing this, the student has the opportunity to earn back up to half the points they missed on their assignment (e.g. a student may earn back up to five points if their original assignment had 10 points removed. In other words; a 90% has the potential to become a 95% if all corrections are made on time).

Late Work

It is the student's responsibility to complete all assignments as they are posted in the classroom and on my website. Additionally, if there is homework, it is that student's responsibility to come back with it on the due date. If there is an unavoidable reason for a late assignment, the student is required to make arrangements with the instructor **PRIOR** to the due date. Unless the student makes contact prior to the due date, late assignments will be subject to a 10% reduction in overall grade per day it is not turned in.



No assignments will be accepted after each grading period for the previous grading period. Late work is not eligible for correction points.

Method for Determining Final Grade for Course:

The following breakdown of points and percentages will be employed in calculating your final grades. This will not change.

Homework, (<i>tarea</i>) Cultural reflections	15%
Quizzes (<i>Pruebas</i>)	10%
Tests (<i>Exámenes</i>)	30%
Midterm oral interview	5%
Composition	12%
Culture Presentations and Final Presentation	10%
Final oral interview	5%
Final exam (<i>Examen final</i>)	13%

Course Grading Scale:

For students taking this ACC course for college credit in the 1818 ACC Program, two grading scales will be used:

Saint John Vianney High School		St. Louis University Grading Scale	
A	93%-100%	A	93-100
B	85%-92%	A-	90-92
C	76%-84%	B+	87-89
D	70%-75%	B	83-86



F	69% and below		B-	80-82
			C+	77-79
			C	73-76%
			C-	70-72%
			D	65-69%
			F	0-64%

All grades are final at the end of the semester. There will be no adjustments or “bumps”, even for borderline grades. Students who wish to receive the best grade possible will take advantage of all opportunities throughout the semester and not plead for a grade increase at the end of the semester.

Students will have a grade in the Vianney transcript that will follow Vianney grading scale. Also, they will have a grade in the Saint Louis University transcript that will follow Saint Louis University grading scale. If during the semester the student fails to complete his assignments on time, misses assignments due to laziness, shows lack of interest in his daily participation and preparation for evaluations and assignments, and/or has issues on academic honesty, **the letter grade that will appear on the Saint Louis University transcript will not be higher than the later grade calculated following the Vianney grading scale.** As a high school instructor I understand the need to give as many opportunities as possible to students to learn from their mistakes. However, **this is a college credit course and students need to embrace it as such!**

Saint Louis University’s undergraduate grading system follows a 0 - 4.000 grade point scale. Grades are assigned to the SLU transcript as follows:

Grade	Grade Points	Interpretation
A	4.000	High achievement and intellectual initiative
A-	3.700	
B+	3.300	Above average, approaching high achievement
B	3.000	Above average achievement
B-	2.700	
C+	2.300	Midway between B and C



C	2.000	Average achievement
C-	1.700	
D	1.000	Inferior but passing achievement
F	0	Failure

Note on SLU Undergraduate Cumulative GPA:

The grades earned through the 1818 Advanced College Credit Program are considered Saint Louis University grades, and will become part of the student's undergraduate GPA if the student enrolls at Saint Louis University as a full time student.

Example:

If a student obtained at the end of the semester a percentage **range of 84%** (C on the Vianney HS transcript), after the extra credit was applied, and he obtained this grade because he missed some assignments due to laziness, and/ or has been cheating, and/or has scored low in evaluations due to lack of interest to prepare for it, he **will not obtain** the equivalent B on the Saint Louis University. He will receive a C because he did not perform at the college level expected

SLU Grading Information:

Unless otherwise presented in this section, Saint Louis University has reviewed and approved the above course grading scale to be used by the instructor for the transcribed Saint Louis University college grade.

Significant Learning Activities / Evaluation Strategies and Approximate Deadlines and/or Tentative Calendar (Calendar is subject to change at the discretion of the teacher):

January 2019

- *Week 1 and 2*
 - Introduction to the course
 - El programa (Syllabus)



- Students will strongly review preterite and other past grammar: speaking and writing opportunities will be offered for students to review and improve
 - Quiz 1
- Week 3
 - Personal information
 - Irregular preterite
 - Cultural focus
 - Writing Assessment
 - Quiz 2
- Week 4
 - Irregular preterites
 - Preterites that change meaning
 - Relative pronouns
 - Speaking Assessment
 - Cultural focus
 - Quiz 3
- Week 5
 - Relative Pronouns
 - *Qué* and *cuál*
 - Cultural focus
 - Speaking Assessment
 - Quiz 4

February

- Week 6
 - More preterite
 - Test 1
 - Health and healthcare
 - Cultural focus
- Week 7
 - Health and healthcare
 - Introduction to the imperfect tense
 - Writing Assessment
 - Cultural focus
 - Quiz 5
- Week 8
 - Imperfect tense
 - Constructions with *se*
 - Speaking Assessment
 - Cultural focus
 - Quiz 6
- Week 9



- Adverbs
- Cultural focus
- Speaking Assessment
- Quiz 7

March

- Week 10
 - Test 2
 - Technology and work
 - Cultural focus
- Week 11
 - Technology and work
 - More adverbs
 - Cultural focus
 - Speaking assessment
 - Quiz 8
- Week 12
 - Using the preterite and imperfect together
 - Writing assessment
 - Cultural focus
 - Quiz 9

April

- Week 13
 - Using the preterite and imperfect together
 - Speaking assessment
 - Cultural focus
 - Test 3
- Week 14
 - Using the preterite and imperfect together
 - *Por* and *para*
 - Cultural focus
 - Speaking assessment
 - Quiz 11
- Week 15
 - Stressed possessive adjectives and pronouns
 - *Por* and *para*
 - Domestic chores
 - Cultural focus
 - Writing assessment
 - Quiz 12



- Week 16
 - Usted and ustedes commands
 - Test 4

Class Attendance Policy

Regular class attendance is expected of all students; attendance is required in order to receive full credit for homework assignments and to maintain oneself at the pace of the course. Student's grade will suffer due to excessive absence; missing three (3) or more days of class will result in the student's final grade dropping by one letter, and missing four (4) or more days of class will result in an automatic F.

Tests and quizzes can be made up for school-sanctioned absences only; other absences of any kind will not allow for a test or quiz to be made up. Please be in class on quiz and test days.

The only "excused absence" is a school-sanctioned one. This requires written documentation that justifies the absence and must be presented to the instructor and administration when student returns to class.

Learning Activities

Warm-up games, presentations, large group discussions, interactive lectures coupled with discussion, peer teaching, cooperative learning groups, role-play, creative projects, iPad searches, and problem-based learning and inquiry.

Evaluation Methods

Assessment:

Assessment:

1. Tests/exams, quizzes, projects, interviews, presentations, and compositions will be a summative assessment of the student's proficiency in reading, listening, writing, speaking, and presenting data learned from each unit's theme. These assessments are lengthier than other assignments to give students an opportunity to showcase their proficiency. Students are HIGHLY encouraged to ask for help with the unit's vocabulary, grammar, and cultural questions and to follow instructions given for each assignments.
2. Homework, cultural reflections, and questionnaires will be small, quick assessments to gauge the student's proficiency in reading, listening, writing, speaking, and small presentations during each unit.
3. Final Exam: The final exam is a major exam that will assess the student's proficiency skills from



the semester. Department policy states that any student not present for the final exam, and who has not made prior arrangements for an alternate exam time will receive a zero for the final exam grade. No exams are given prior to the scheduled final exam date.

Late Work

It is the student's responsibility to complete all assignments as they are posted in the classroom and on my website. Additionally, if there is homework, it is that student's responsibility to come back with it on the due date. If there is an unavoidable reason for a late assignment, the student is required to make arrangements with the instructor **PRIOR** to the due date. Unless the student makes contact prior to the due date, late assignments will be subject to a 10% reduction in overall grade per day it is not turned in. **No assignments will be accepted after each grading period for the previous grading period.**

Retakes

If a student is not happy with any of his grades (except for the final exam grade) he may do one retake on any assignment. The NEWEST grade will go into the grade book. In order to do a retake, he must schedule an appointment with the teacher. He must provide 24 hours' notice to cancel or the retake will not be made up. Additionally, he must provide 2 forms of evidence that he has worked on the task he would like to retake. No more than 2 retakes may be done in any given week. Retakes will end 7 days before the final exams begin.

Student Absence Policy for School-Sanctioned Activities

Students anticipating absence due to school-sanctioned activities have the responsibility to submit a letter to his/her instructor identifying the scheduled absences as early as possible during each semester. It is also the student's responsibility to fulfill the requirements of the missed class work in a timely manner and, in the case of a scheduled exam, to take it within three days of the original exam date.

Guidelines for Written Work (Compositions and Homework)

- Always read and follow the instructions given by the instructor for your assignments
- I will explain in class the MLA 2009 format that you will use for written work. You can find [a sample paper](https://owl.english.purdue.edu/media/pdf/20090701095636_747.pdf) in the MLA format, in the following link:
https://owl.english.purdue.edu/media/pdf/20090701095636_747.pdf
- For writing activities students have the possibility of earning full credit, if all the requirements are fulfilled



- Students will have one week to make those corrections on compositions and one class day to make corrections to homework.

Homework Guidelines, Deadlines, and Due Dates

- **Homework** assignments will be graded on the criteria that the work is neat, completed on time, and organized
- **Homework** assignments must be typed and turned in electronically **on the computer file or on paper before class has begun or the deadline.**
- **Homework** meeting all the above requirements will be graded and will receive a grade based on the number of errors (spelling, accent marks, grammar) made. The student will have an opportunity to correct the homework in **a different color font** on the document and resubmit the assignment by the **next class day**. By doing this, the student has the opportunity to earn back up to half the points they missed on their assignment (e.g. a student may earn back up to five points if their original assignment had 10 points removed. In other words; a 90% has the potential to become a 95% if all corrections are made on time).
- I give “zeros” for missing assignments due to excused absences until it is made up. Students will have a week to complete it. These assignments are also eligible for the correction process listed above.
- Homework assignments turned in late due to an unexcused absence will be marked down 10% per day late from their original value in addition to the errors made. Late homework assignments **will not be eligible for corrections.**

Test/Evaluations

- All assessments are given in class.
- There are no re-takes on tests or quizzes, so please **make sure you study!** For the semester exams, students will receive a study guide; additionally, students will have the opportunity to prepare their **own study guide in Spanish** and input from the teacher or whole class discussion will be offered

Information Essential to Student Success in SLU Course:

Academic Integrity Syllabus Statement

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service via



which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.

The governing University-level Academic Integrity Policy was adopted in Spring 2015, and can be accessed on the Provost's Office website at:http://www.slu.edu/Documents/provost/academic_affairs/University-wide%20Academic%20Integrity%20Policy%20FINAL%20%2006-26-15.pdf.

Additionally, each SLU College, School, and Center has adopted its own academic integrity policies, available on their respective websites. All SLU students are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions, and appeals. Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program, or the Dean/Director of the College, School or Center in which your program is housed.

Students participating in the 1818 Advanced College Credit Program are held to and should be familiar with the College of Arts and Sciences Academic Honesty policy available at: <http://www.slu.edu/college-of-arts-and-sciences-home/undergraduate-students/academic-honesty>

SLU Disability Services Academic Accommodations

Students with a documented disability who wish to request academic accommodations **must** contact Disability Services to discuss accommodation requests and eligibility requirements. Once successfully registered, the student also **must** notify the course instructor that they wish to access accommodations in the course.

Please contact Disability Services, located within the Student Success Center, at Disability_services@slu.edu or 314.977.3484 to schedule an appointment. Confidentiality will be observed in all inquiries. Once approved, information about the student's eligibility for academic accommodations will be shared with course instructors via email from Disability Services and viewed within Banner via the instructor's course roster.

Note: Students who do not have a documented disability but who think they may have one are encouraged to contact to Disability Services.



Title IX: Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct, we encourage you to report this to the University. If you speak to a faculty member about an incident of misconduct, the faculty member must notify SLU's Title IX coordinator, Anna R. Kratky (akratky@slu.edu; 314-977-3886) and share the basic facts of your experience with him/her. The Title IX coordinator will then be available to assist you in understanding of all of your options and in connecting you with all possible resources on and off campus.

Note: If you wish to speak with a confidential source, you may contact counselors at the University Counseling Center at 314-977-TALK. The sexual misconduct policy is available on the SLU website:
<http://www.slu.edu/general-counsel-home/office-of-institutional-equity-and-diversity/sexual-misconduct-policy>

SLU Student Success Center:

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. The [Student Success Center](#), a one-stop shop, which assists students with academic and career related services, is located in the Busch Student Center (Suite, 331) and the School of Nursing (Suite, 114). Students who think they might benefit from these resources can find out more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.
- University-level support (e.g., tutoring services, university writing services, disability services, academic coaching, career services, and/or facets of curriculum planning) by visiting the Student Success Center or by going to www.slu.edu/success.



Saint Louis University Accreditation:

As an institution, Saint Louis University is fully accredited by the [Higher Learning Commission \(HLC\)](#). SLU has been continuously accredited since 1916.

Additionally, the 1818 Advanced College Credit Program is a founding and fully accredited institution of the [National Alliance of Concurrent Enrollment Partnerships \(NACEP\)](#) and, complies with both the [Missouri Department of Higher Education's Dual Credit Policy \(MDHE\)](#), [Illinois Board of Higher Education \(IBHE\) Dual Credit Task Force](#), [Ohio College Credit Plus](#), [Iowa Senior Plus](#), and [State of Hawaii Dual Credit Policy](#).



The contents of this syllabus align with the policies and practices as stated in the Student and Faculty Handbooks of Saint John Vianney High School