

ESPAÑOL 103-7101 ONLINE
UMass Dartmouth- Summer 2019
June 11 – August 16
Instructor: Professor Karen A. Carnes

Course code for online homework: **ECH496**

Office: Blackboard Collaborate on myCourses. The link is under the tab “la oficina de Señora Carnes”
Hours: Mon/Tues/Wed, 7:30-9:00am. Evenings available upon request.
Email: Course Messages on myCourses or kcarnes@umassd.edu

COURSE DESCRIPTION:

Knowledge of a foreign language and its cultures opens the door to the global community, intellectually and professionally. Learning a foreign language will help you gain new perspectives, while assimilating other ways of perceiving the world. Elementary Spanish offers a practical knowledge of Hispanic cultures and the Spanish language as spoken by native speakers. This practical knowledge will be developed in five areas: listening, reading, writing, and cultural competence.

Spanish 103 is a ten-week intensive elementary Spanish course which develops the student’s ability to read, write, speak and comprehend at a basic level. You will cover the Preliminary chapter; chapters 1-8 and receive credit for Spanish 101 and Spanish 102.

PREREQUISITE:

None

COURSE CREDIT:

6 credits

REQUIRED TEXT AND MATERIALS:

¡Claro que sí!, 7th edition with access to **iLrn Heinle Learning Center** to complete online homework. Instructions for registering into this class section will be provided. Text with access code can be purchased on the Cengage website or at the UMass Dartmouth bookstore.

EVALUATION AND GRADING BREAKDOWN:

Eight journal entries/assignments. **15%**
Eight Blackboard recordings/Voice Thread assignments. **15%**
Eight chapters of online homework (completed through iLrn Heinle Learning Center). **20%**
Eight chapter tests. **30%**
Midterm and Final presentation. **10%**
Class Participation & Discussion with online tutor. **10%**

****Late Work:** Anything received after the due date will result in a deduction of credit. Nothing will be accepted after August 15.

WEEKLY CLASS SCHEDULE:

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	WEEKLY START Office hours 7:30-9:00am in Blackboard Collaborate	Office hours 7:30- 9:00am in Blackboard Collaborate	Office hours 7:30-9:00am in Blackboard Collaborate			

**Keep in mind, that I can be available in Blackboard Collaborate almost anytime. Just email me and make an appointment for any questions or issues of instruction.

ONLINE HOMEWORK SCHEDULE: Course code ECH496

	# of exercises	Due Date
Preliminary	21	TBA
Capítulo 1	25	TBA
Capítulo 2	24	TBA
Capítulo 3	29	TBA
Capítulo 4	20	TBA
Capítulo 5	20	TBA
Capítulo 6	25	TBA
Capítulo 7	19	TBA
Capítulo 8	26	TBA

EXPECTATIONS FOR ELECTRONIC COMMUNICATION:

Please use email ***ONLY*** when the subject is of a personal and confidential matter. If the question you ask is of a nature that even one other person in the course could benefit from the answer, post the question in the appropriate discussion board forum.

I check my email daily.

I will also check the discussion forums daily during the workweek. I will post often during the first weeks of the course and then drop off in Activity while expecting participants to fill any void. Rest assured however, I ***will*** be participating in what I hope will be lively discussions and will ***always*** reply to any discussion comment directed specifically at me.

TIME CONSIDERATIONS:

Students should be prepared to spend a minimum of 6 hours a week on online homework and on course assignments. While you may feel that I'm displaying a lot of information to you on a weekly

basis, remember that in a traditional “live” course you would be coming to class for 3 hours and then spending an additional 3-6 hours (at least) outside of class on assignments and reading. In our online course environment, my expectation is that you will be spending those 3 “class hours” on your own, working on the concepts that you would usually get in a live lecture. Please be sure to budget your time accordingly!

LEARNING OBJECTIVES AND OUTCOMES:

At the end of Stage 1 (SPA 101), all students should be able to make progress in achieving the following outcomes, using select words, phrases and expressions in strings of sentences and simple paragraphs.

1. Interpersonal Objectives: Interacting with others in order to, e.g.,
 - ask and answer questions
 - express likes and dislikes
 - exchange opinions
 - talk about people, places, experiences, and events
 - make simple requests
2. Interpretive Objectives: Understanding the target language in, e.g.,
 - social interactions that students themselves can engage in
 - short authentic texts on familiar topics
 - oral presentations
3. Presentational Objectives: Using academic language in the target language to
 - giving rehearsed oral presentations with limited reliance on notes
 - write essays/written products approaching 1 page in length

Presentational Objectives: Using academic language in English to:

- report the results of interdisciplinary inquiry related to products or practices of the target culture using target language sources and websites
- compare target culture to students' own culture orally and in writing

At the end of Stage 2 (SPA 102), students will have consolidated their ability to perform all of the functions developed in SPA 101. Additionally, they will be able to perform the following functions in an organized format:

1. Interpersonal Objectives: Interacting with others in order to, e.g.,
 - offer advice
 - express agreement and disagreement in simple formats
 - exchange opinions o talk about people, places, experiences, and events
 - give directions
 - engage in more complex conversations
2. Interpretive Objectives: Understanding the target language in, e.g.,
 - social interactions that students themselves can engage in
 - more complex conversations
 - directions
 - readings on unfamiliar topics
 - simple journalistic reports and oral presentations

3. Presentational Objectives: Using academic language in the target language to:

- give rehearsed oral presentations with limited reliance on notes
- write essays/written products with a minimum of 1 page in length.

Presentational Objectives: Using academic language in English to:

- report the results of interdisciplinary inquiry related to products or
- practice of the target culture using target language sources and websites
- compare target culture to students' own culture orally and in writing

INCOMPLETE POLICY:

According to the university catalogue, an incomplete may be given only in exceptional circumstances at the instructor's discretion. The student must be passing at the time of the request or be sufficiently close to passing. If the work is not completed within one year of the recording of the incomplete grade, the grade will become an F(I). The incomplete policy for this course is that at least 70% of the course must be already completed and an exceptional circumstance (i.e. medical issue) must exist. If you feel you require an incomplete for an exceptional reason, you need to email me and state your reasons for the incomplete in writing. We will then decide on a course of action.

COURSE CONDUCT:

UMass Dartmouth policies regarding equal opportunity, discrimination, harassment, and sexual violence apply to all learning environments wherever they are located and from wherever they are taught. This applies to all UE face-to-face, off campus, blended, and online courses. Please see the [Office of Diversity, Equity & Inclusion website](#) for more information.

STUDENT ACADEMIC INTEGRITY POLICY:

All UMass Dartmouth students are expected to maintain high standards of academic integrity and scholarly practice. The University does not tolerate academic dishonesty of any variety, whether as a result of a failure to understand required academic and scholarly procedure or as an act of intentional dishonesty.

A student found responsible of academic dishonesty is subject to severe disciplinary action which may include dismissal from the University. The procedure for responding to incidents of academic dishonesty may be found in Section III of this document. You may also refer to the Student Handbook for information about the judicial process.

A high standard of academic integrity promotes the pursuit of truth and learning and respect for the intellectual accomplishments of others. These are values that are fundamental to the mission of this University. Such values are undermined by academic dishonesty.

Academic freedom is a fundamental right in any institution of higher learning. Honesty and integrity are necessary preconditions of this freedom. Academic integrity requires that all academic work be wholly the product of an identified individual or individuals. Joint efforts are legitimate only when the assistance of others is explicitly acknowledged and deemed appropriate by the instructor of the course. Ethical conduct is the obligation of every member of the University community, and breaches

of academic integrity constitute serious offenses.

Maintenance of the standards of academic integrity and the successful administration of this policy depend on the mutual cooperation of faculty and students.

Faculty cooperation is essential for successful application of the procedures defined by this Academic Integrity Policy. Faculty members promote academic integrity by making clear on their syllabi their expectations concerning homework assignments, collaborative student efforts, research papers, examinations, computer-based infractions, and the like. Efforts should be made to detect and to prevent cheating and plagiarism in all academic assignments. If faculty members have evidence of academic dishonesty, they are expected to report such evidence promptly.

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Students are also expected to report incidents of academic dishonesty to the instructor or dean of the instructional unit.

The intent of this policy is to make clear the standards of academic integrity at UMass Dartmouth.

*For additional information on violations, infractions, and consequences visit the [UMass Dartmouth Student Academic Integrity Policy](#).

CENTER FOR ACCESS AND SUCCESS:

In accordance with University policy, if you have a documented disability and require accommodations to obtain equal access in this course, please meet with the instructor at the beginning of the semester and provide the appropriate paperwork from the [Center for Access and Success](#). The necessary paperwork is obtained when you bring proper documentation to the Center, which is located in Pine Dale Hall, Room 7136; phone: 508.999.8711.

RESOURCES FOR UMASS DARTMOUTH STUDENTS:

Tutoring- The tutor for this course is TBA.

If you are having difficulty with the class please drop the course early in the semester. There is an online tutor for this course.

Contact me directly using the contact information listed at the top of this document.

Technical Help

Technical support for myCourses is available 24/7:

Students can email myCoursesHelp@umassd.edu or call the Student Help desk at 508-999-8505 during normal business hours. (Mon-Fri 9:00 a.m.-5:00 p.m. EST)

During off-hours, weekends, and holidays, technical assistance is available for students at <http://umd.echelp.org/>.

[Support information for all other UMass Dartmouth technologies.](#)

COURSE SCHEDULE (SUBJECT TO CHANGE:

	Chapter Objectives:	Responsibilities:
Week 1: JUNE 12	PRELIMINARY AND CHAPTER 1 - Greetings and polite conversation - Classroom commands - Asking and telling about yourself and others - Giving your age and identifying occupation - Learning about Hispanics in the United States	1. Online homework- Prelim and Chap 1 2. Test- Chap 1 3. Journal entry- Chap 1 4. Discussion board- Chap 1 5. Voice Thread assignment- Chap 1 6. Participation and discussion with online tutor- Prelim and Chap 1 topics. *For all online homework, see schedule on last page of syllabus.
Week 2: JUNE 18	CHAPTER 2 - Identifying some household objects - Discussing classes - Talking about likes and dislikes - Expressing possession - Expressing obligation and future plans - Learning about Cuba, the Dominican Republic, Panama, and Puerto Rico.	1. Online homework- Chap 2 2. Test- Chap 2 3. Journal entry- Chap 2 4. Discussion board- Chap 2 5. Voice Thread assignment- Chap 2 6. Participation and discussion with online tutor- Chap 2 topics *For all online homework, see schedule on last page of syllabus
Week 3: JUNE 25	CHAPTER 3 - Stating where you are and where you are going - Talking about daily activities - Describing people and things - Discussing actions in progress - Learning about Costa Rica and Nicaragua	1. Online homework- Chap 3 2. Test- Chap 3 3. Journal entry- Chap 3 4. Discussion board- Chap 3 5. Voice Thread assignment- Chap 3 6. Participation and discussion with online tutor- Chap 3 topics *For all online homework, see schedule on last page of syllabus
Week 4: JULY 2	CHAPTER 4 - Discussing daily routines - Identifying parts of the body - Talking about who and what you and others know and don't know - Describing the weather - Giving the date - Pointing out people and objects - Learning about Peru, Bolivia, and Ecuador	1. Online homework- Chap 4 2. Test- Chap 4 3. Journal entry- Chap 4 4. Discussion board- Chap 4 5. Voice Thread assignment- Chap 4 6. Participation and discussion with online tutor- Chap 4 topics 7. Final Project *For all online homework, see schedule on last page of syllabus
Week 5: JULY 9	CHAPTER 5 Qué hora es? Telling time-pag. 142 Las sensaciones con tener-pag. 144 Stem changing verbs galore-pag.145 Los colores y la ropa-pag. 154	1. Online homework- Chap 5 2. Test- Chap 5 3. Journal entry- Chap 5 4. Discussion board- Chap 5 5. Voice Thread assignment- Chap 5

	<p>Por y Para, cual es la diferencia? pag. 160</p> <p>Ser o Estar-dos verbos, to be-161</p>	<p>6. Participation and discussion with online tutor- Chap 5 topics.</p> <p>*For all online homework, see schedule on last page of syllabus</p>
Week 6: JULY 16	<p>CHAPTER 6</p> <p>Vocabulario I</p> <p>Los números del cien al millón, pag 172</p> <p>Preposiciones de lugar, pag 174</p> <p>Pretérito-Speaking in the past tense- (part 1) pag 176</p> <p>Preposiciones-Indicating relationships, pag 180</p> <p>Vocabulario II-La Familia, pag 188</p> <p>Avoiding Redundancies: Indirect-Object Pronouns, pag 193</p> <p>Using Affirmative and Negative words, pag 195</p>	<p>1. Online homework- Chap 6</p> <p>2. Test- Chap 6</p> <p>3. Journal entry- Chap 6</p> <p>4. Discussion board- Chap 6</p> <p>5. Voice Thread assignment- Chap 6</p> <p>6. Participation and discussion with online tutor-Chap 6 topics.</p> <p>*For all online homework, see schedule on last page of syllabus.</p>
Week 7: JULY 23	<p>CHAPTER 7</p> <p>Vocabulario I-El teléfono-pag 206 y En el hotel-pg 208</p> <p>Irregular pretérito (part 1)-pag 210</p> <p>Irregular pretérito-pag 212</p> <p>Hace + Time expression+que+verb in the present-pag 216</p> <p>Parte II</p> <p>Vocabulario II-Medios de transporte-pag 222</p> <p>Time and age in the past: ser and tener-pag 228</p> <p>Avoiding Redundancies: Direct-Object Pronouns-pag 229</p>	<p>1. Online homework- Chap 7</p> <p>2. Test- Chap 7</p> <p>3. Journal entry- Chap 7</p> <p>4. Discussion board- Chap 7</p> <p>5. Voice Thread assignment- Chap 7</p> <p>6. Participation and discussion with online tutor- Chap 7 topics.</p> <p>*For all online homework, see schedule on last page of syllabus.</p>
Week 8: JULY 30	<p>CHAPTER 8</p> <p>Vocabulario I-La Comida-pag 242</p> <p>Likes, Dislikes, and Opinions-pag 245</p> <p>Combining Direct-and indirect-object pronouns-pag 247</p> <p>Ya and todavía-pag 250</p> <p>Parte II</p> <p>Vocabulario II-Los Deportes-pag 257-258</p> <p>Formation of the imperfecto-pag 262</p> <p>Use of the imperfecto-pag 263</p>	<p>1. Online homework- Chap 8</p> <p>2. Test- Chap 8</p> <p>3. Journal entry- Chap 8</p> <p>4. Discussion board- Chap 8</p> <p>5. Voice Thread assignment- Chap 8</p> <p>6. Participation and discussion with online tutor- Chap 8 topics.</p> <p>*For all online homework, see schedule on last page of syllabus.</p>
Week 9: AUGUST 6	<p>Final Project and Cengage completion</p> <p>Google survey</p>	TBA
Week 10: AUGUST 13	<p>Final Project and Cengage completion</p>	TBA