

Tennessee Tech University

Department of Foreign Languages

Spanish 1020: Elementary Spanish II Spring 2021 (online)

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Horas de oficina: lunes y miércoles, 1:30-2:30; jueves. 3:00-4:00
and by appointment, OKLY 215A

Required e-texts

- Blanco, José A., Donley, Philip R. (2019). *Vistas: Introducción a la lengua española* (6th edition). Boston: Vista Higher Learning.
 - You DO NOT need the physical textbook unless you are taking SPAN 2010 in the fall or spring as well. We will be using the virtual text online that should come with the WEB-SAM.
- VHL Central WEB-SAM account that accompanies Vistas (6th edition). The passcodes are included if you buy the text NEW. If you buy the text USED, your passcodes for WEBSAM are sold separately in the bookstore. You may also purchase access to WEB-SAM online by going to <https://vistahigherlearning.com/store/tntech.htm/>. (choose the 1010/1020/2010 option if buying online via this link)

Prerequisites: Spanish 1010 or an equivalent

Course description

Elementary Spanish II continues to teach the essentials of Spanish, developing listening and reading comprehension, oral and written communication, and cultural understanding. You cannot expect to acquire native-like competence in a foreign language in one or two semesters. You can expect to be able to communicate on a basic level with native speakers of Spanish even though you make mistakes. The goal in this course is communicative competence, not grammatical perfection. This course will use listening, speaking, reading, writing, video, and grammar activities to enhance your vocabulary and to provide you with opportunities to express yourself in Spanish.

Enduring Understandings

Students will come to understand that:

- learning a foreign language is a doorway to a social medium that provides new information and perspectives about other ways of life

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- learning a foreign language does not simply involve a one to one translation from your first language
- learning a foreign language involves utilizing multiple communication skills to address common and specific needs

Essential Questions

- How does your first language influence the way you think about language learning?
- How does your first language interfere with learning a second language?

Learning Outcomes

Students will be able to:

- Understand most written and spoken Spanish selected for beginning learners
- Speak and write in simple sentences with minor grammatical errors that do not impede communication
- Speak with pronunciation sufficiently accurate so as not to impede communication
- Ask and answer oral and written questions related to familiar topics, such as personal information, actions, daily activities, shopping, food and drink, social events, health, and technology
- Describe people, places, and things in the present and past
- Converse on an elementary level, observing basic courtesy requirements and social demands of the culture
- Understand the diverse culture of the Spanish-speaking world and describe some of its basic geographical facts

Evaluation

vText Activities	7%
Student Activities Manual	18%
Compositions (2)	10%
Chapter Exams (3)	35%
Lección Oral Responses	5%
Final Conversation	5%
Final Exam	20%

vText Activities 7%

vText Activities are activities that correlate to those found in the vText. They are designed to provide opportunities to practice specific Spanish language skills that are the focus of each section of the vText. These activities will be completed on the [Vistas Supersite](#). Learning Spanish takes a willingness to make mistakes; therefore, the vText Activities will be graded on a completion/no completion basis. In other words, students will receive points for completing the activities, not on how accurately they complete the activity.

Flipgrid activities

Flipgrid activities will take place on flipgrid.com. Students will complete asynchronous interactive activities with classmates. The purpose of these activities is to provide opportunities to communicate with other students using the grammar and vocabulary being covered. They replace interactions that would normally happen during class in a face-to-face course. Although these assignments are not part of the vText, they will be graded as vText assignments.

vText Activities will be due at the end of each day as indicated on the course calendar.

Student Activities Manual (web-SAM) 18%

Student Activities Manual activities are to be completed on the [Vistas Supersite](#). The Web-SAM activities will be evaluated and graded based on student performance.

Web-SAM activities will be due at the end of each day as indicated on the course calendar.

Compositions 10%

Students will write two (2) compositions of 250-300 words. The compositions must be typed in Times New Roman, double spaced, 12 pt. font; in addition, they must have typed accents (á, é, í, ó, ú, ü, ñ), and symbols (¡, ¿). If you do not know how to type these symbols, please consult the ‘Tildes’ document on iLearn. All versions of each composition must be submitted to iLearn as a **Word file (not a pdf)** by **11:30pm the day it is indicated on the course calendar**. **Any stage of the composition that is late will receive a 10% reduction each calendar day they are late.** The topic of each composition will be announced as the due date of the first draft approaches. You will work on each of these compositions in four phases:

1. **First Draft (6%):** You will write the first full draft of your composition in class. It should be at least 250 words at this stage. You will turn your composition in through iLearn which will automatically share it with a peer so that they can complete a peer review.
2. **Peer Review (10%):** You will review a peer’s first draft. This is accomplished directly in iLearn as a ‘Peermark Review’. You must be specific and correct your peer’s composition based on the Peer Review Criteria (on iLearn).
3. **Second Draft (60%):** You will proceed to revise the first draft based on the feedback you received from your peer in phase 2. You will turn your revision in through iLearn as ‘Borrador 2’. Once you make the revisions, I will provide feedback using abreviaturas de corrección (on iLearn) so that you can make corrections for the final version of the composition.
4. **Final Draft (24%):** The final version is not a writing exercise. You will be correcting the mistakes based on my feedback *and improving* your composition. If you do not know how to correct a mistake, you should come to my office hours or go to the tutoring center to try to understand your mistakes and correct

them accordingly. You will turn your final draft in through iLearn as ‘Borrador final’.

The final grade of each composition will be calculated following the Matriz para las composiciones found on iLearn.

Using a dictionary during writing is encouraged. Translation software (e.g., Google translate), however, **is prohibited**. The use of translation software will be considered as furnishing False Information and Representation as defined in Tennessee Tech’s Policy 217 – Student Academic Misconduct and will be treated as such. For details, view the Tennessee Tech’s Policy 217 – Student Academic Misconduct at [Policy Central](#).

Chapter Exams 35%

There will be three (3) chapter exams that cover the material in chapters 5-7, 8-9, and 10-11 respectively. The exams will be taken in iLearn and will be available from 12:00 am-11:30 pm the day they are on the calendar. However, once students begin the exams, they have 90 mins. to complete them.

Lección Oral Responses 5%

At the end of each lección (textbook chapter), students will respond to a video prompt on Flipgrid. Students will follow the instructions in the video prompt, ask another student in the class questions by replying to their response, and respond to questions asked to them.

Lección Oral Responses will be due at the end of each day as indicated on the course calendar.

Final Conversation 5%

There will be a final conversation with a partner at the end of this course. The conversation will be conducted live through Zoom. The topic of the conversation and further instructions can be found on iLearn.

Final Exam 20%

The final exam will be cumulative and comprehensive in nature. Do not make any travel plans without checking the final exam schedule. Pre-existing travel plans will not be considered a reasonable cause for missing a chapter exam or the final exam.

Grading Scale:

A: 90-100 B: 80-89 C: 70-79 D: 60-69 F: 59 and below

Netiquette

Netiquette is a set of rules for behaving properly online. Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment,

question, or critique an idea but you are not to attack an individual. Working as a community of learners, we can build a polite and respectful course community.

The following netiquette tips will enhance the learning experience for everyone in the course:

- Do not dominate any discussion.
- Give other students the opportunity to join in the discussion.
- Do not use offensive language. Present ideas appropriately.
- Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
- Popular emoticons such as ☺ or / can be helpful to convey your tone but do not overdo or overuse them.
- Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.
- Never make fun of someone's ability to read or write.
- Share tips with other students.
- Keep an "open-mind" and be willing to express even your minority opinion. Minority opinions have to be respected.
- Think and edit before you push the "Send" button.
- Do not hesitate to ask for feedback.
- Using humor is acceptable.

Disability Services

Developing listening and speaking skills in Spanish is an integral part of this course. Students who are hearing impaired or who are not able to communicate verbally may not be able to complete all required aspects of this course.

Any student who believes that he or she will require accommodations to meet the course requirements should consult the Office of Disability Services located in the Roaden University Center (RUC) Rm. 112 (931-372-6119) preferably during the first week of classes so that reasonable accommodations can be made to ensure that everyone may participate in the course. For details, view the Tennessee Tech's Policy 340 – Services for Students with Disabilities at [Policy Central](#).

Academic Misconduct

Maintaining high standards of academic integrity in every class at Tennessee Tech is critical to the reputation of Tennessee Tech, its students, alumni, and the employers of Tennessee Tech graduates. The Student Academic Misconduct Policy describes the definitions of academic misconduct and policies and procedures for addressing Academic Misconduct at Tennessee Tech. For details, view the Tennessee Tech's Policy 217 – Student Academic Misconduct at [Policy Central](#)

IMPORTANT: This syllabus is accurate and complete to the best of the instructor's knowledge. However, the instructor reserves the right to make midcourse changes to the readings, assignments, or exam dates as needed.

Calendar

This calendar is tentative. Students are responsible for checking iLearn and their university email accounts. Assignments, guidelines, and other deadlines will be posted and sent there.

vT: vText **TA:** vText Activities **FG:** Flipgrid **WB:** Workbook **LM:** Lab manual

Semana	Fecha	Temas	Actividades
1	20 de enero	Introducción al curso	Ver videos (en Announcements en iLearn)
	LECCIÓN 5		
	22 de enero	Repaso de SPAN 1010 y pronunciación	Ver video en iLearn vT: study p. 161
2	25 de enero	Las vacaciones, las estaciones, los meses y pronunciación	vT: study pp. 151-160 vTA: Contextos- 2, 3, 4, 6, 8; Fotonovela- 1 FG: Lección 5- Contextos WB: Contextos- 1, 2, 3, 4 LM: Contextos- 1, 2, 3, 4
	27 de enero	<i>ESTAR</i> con condiciones y emociones	vT: study pp. 164 vTA: Tutorial 5.1; Estructura 5.1- ¡Inténtalo!, 1, 2 FG: Lección 5- Estructura 5.1 WB: Estructura 5.1- 2, 3, 4 LM: Estructura 5.1- 1, 2, 3, 4
	29 de enero	El presente progresivo	vT: study pp. 166-167 vTA: Tutorial 5.2; Estructura 5.2- ¡Inténtalo!, 1, 2 FG: Lección 5- Estructura 5.2 WB: Estructura 5.2- 1, 2 LM: Estructura 5.2- 1, 2, 3, 4
3	1 de febrero	<i>SER</i> y <i>ESTAR</i>	vT: study pp. 170-171 vTA: Tutorial 5.3; Estructura 5.3- ¡Inténtalo!, 1, 2 FG: Lección 5- Estructura 5.3 WB: Estructura 5.3- 1, 2, 3, 4 LM: Estructura 5.3- 1, 2, 3, 4
	3 de febrero	Pronombres de complemento directo	vT: study pp. 174-175 vTA: Tutorial 5.4; Estructura 5.4- 1, 2, 3 FG: Lección 5- Estructura 5.4 WB: Estructura 5.4- 1, Síntesis LM: Estructura 5.4- 1, 2, 3, 4

		Lección 5 Oral Response	
LECCIÓN 6			
	5 de febrero	De compras, la ropa, los colores, los adjetivos, <i>d</i> y <i>t</i> en español	vT: study pp. 189-197 vTA: Contextos- 1, 3, 4, 6; Fotonovela- 1; Pronunciación WB: Contextos- 1, 2, 3, 4 LM: Contextos- 1, 2, 3, 4 Kahoot Challenge- ¡De Compras!
4	8 de febrero	<i>Saber</i> vs. <i>Conocer</i> y Pronombres de complemento indirecto	vT: study pp. 200-203 vTA: Tutorial 6.1; Estructura 6.1- ¡Inténtalo!, 1; Tutorial 6.2; Estructura 6.2- ¡Inténtalo!, 1, 2 FG: Lección 6- Estructura 6.2 WB: Estructura 6.1- 1, 2, 3; Estructura 6.2- 1, 2, 4, 5 LM: Estructura 6.1- 1, 2, 4, 5; Estructura 6.2- 1, 2, 4
	10 de febrero	Pretérito de verbos regulares	vT: study pp. 206-207 vTA: Tutorial 6.3; Estructura 6.3- ¡Inténtalo!, 1, 2 FG: Lección 6- Estructura 6.3 WB: Estructura 6.3- 1, 2, 4 LM: Estructura 6.3- 1, 3, 4 Composición 1: Borrador 1
	12 de febrero	Adjetivos y pronombres demostrativos	vT: study pp. 210-211 vTA: Tutorial 6.4; Estructura 6.4- 1, 2 FG: Lección 6- Estructura 6.4 WB: Estructura 6.4- 1, 2, 4, Síntesis LM: Estructura 6.4- 1, 2, 5 Lección 6 Oral Response
LECCIÓN 7			
5	15 de febrero	La rutina diaria, higiene personal, expresiones de tiempo, la <i>r</i> en español	vT: study pp. 225-233 vTA: Contextos- 1, 2, 4, 5; Fotonovela- 3; Pronunciación FG: Lección 7- Contextos WB: Contextos- 1, 2, 3, 4, 5 LM: Contextos- 1, 2, 3 Composición 1: Revisión por pares

	17 de febrero	Verbos reflexivos	vT: study pp. 236-237 vTA: Tutorial 7.1; Estructura 7.1- ¡Inténtalo!, 1 FG: Lección 7- Estructura 7.1 WB: Estructura 7.1- 1, 2, 3, 4, 5 LM: Estructura 7.1- 1, 2, 3
	19 de febrero	Palabras indefinidas y negativas	vT: study pp. 240-241 vTA: Tutorial 7.2; Estructura 7.2- ¡Inténtalo!, 1 FG: Lección 7- Estructura 7.2 WB: Estructura 7.2- 1, 2, 4, 5 LM: Estructura 7.2- 2, 3, 4, 5 Composición 1: Borrador 2
6	22 de febrero	<i>SER e IR</i> en el pretérito, <i>GUSTAR</i> y verbos similares	vT: study pp. 244-247 vTA: Tutorial 7.3; Estructura 7.3- ¡Inténtalo!, 1; Tutorial 7.4; Estructura 7.4- ¡Inténtalo!, 2 FG: Lección 7- Estructura 7.3; Lección 7- Estructura 7.4 WB: Estructura 7.3- 1, 2; Estructura 7.4- 2, 3, 4 LM: Estructura 7.3- 1, 3, 4; Estructura 7.4- 1, 2, 3
	24 de febrero	Repaso	Repasar lecciones 5-7
	26 de febrero	Examen 1	Preparar para el examen
	LECCIÓN 8		
7	1 de marzo	La comida, descripción de comida, <i>ll ñ c z</i> en español	vT: study pp. 261-271 vTA: Contextos- 1, 3, 4, 6; Fotonovela-1; Pronunciación WB: Contextos- 1, 2, 3, 4 LM: Contextos- 1, 2, 3 Kahoot Challenge- La comida
	3 de marzo	Pretérito de verbos que cambian en la raíz	vT: study pp. 274 vTA: Tutorial 8.1; Estructura 8.1- ¡Inténtalo!, 1, 2 FG: Lección 8- Estructura 8.1 WB: Estructura 8.1- 2, 3, 4, 5 LM: Estructura 8.1- 1, 2, 4 Composición 1: Borrador final
	5 de marzo	Los pronombres de complemento directo e indirecto juntos	vT: study pp. 277-278 vTA: Tutorial 8.2; Estructura 8.2- ¡Inténtalo!, 1, 2 FG: Lección 8- Estructura 8.2 WB: Estructura 8.2- 1, 2, 3, 4 LM: Estructura 8.2- 1, 2, 3, 4

8	8 de marzo	Comparaciones y superlativos	vT: study pp. 281-286 vTA: Tutorial 8.3; Estructura 8.3- ¡Inténtalo!, 1, 2; Tutorial 8.4; Estructura 8.4- ¡Inténtalo!, 1 FG: Lección 8- Estructura 8.3-4 WB: Estructura 8.3- 1, 4, 5, 6; Estructura 8.4- 1, 2, 3 LM: Estructura 8.3- 1, 2, 3; Estructura 8.4- 1, 2, 3 Lección 8 Oral Response
	LECCIÓN 9		
	10 de marzo	Las fiestas, relaciones personales, las etapas de la vida, h j g en español	vT: study pp. 299-307 vTA: Contextos- 2, 4, 5, 6; Fotonovela- 3; Pronunciación WB: Contextos- 1, 2, 3, 4 LM: Contextos- 1, 2, 3 Kahoot Challenge- Las fiestas Composición 2: Borrador 1
	12 de marzo	Verbos irregulares en el pretérito	vT: study pp. 310-311 vTA: Tutorial 9.1; Estructura 9.1- ¡Inténtalo!, 1 FG: Lección 9- Estructura 9.1 WB: Estructura 9.1- 2, 3, 4, 5, 6 LM: Estructura 9.1- 1, 2, 3, 4
9	15 de marzo	NO HAY CLASE	Vacaciones de primavera
	17 de marzo	NO HAY CLASE	Vacaciones de primavera
	19 de marzo	NO HAY CLASE	Vacaciones de primavera
10	22 de marzo	Verbos que cambian significado en el pretérito	vT: study pp. 314 vTA: Tutorial 9.2; Estructura 9.2- ¡Inténtalo!, 1 WB: Estructura 9.2- 1, 2, 3 LM: Estructura 9.2- 1, 2, 3, 4
	24 de marzo	¿Qué? y ¿Cuál?, los pronombres después de las preposiciones	vT: study pp. 316-318 vTA: Tutorial 9.3; Estructura 9.3- ¡Inténtalo!, 1; Tutorial 9.4; Estructura 9.4- ¡Inténtalo!, 1 FG: Lección 9- Estructura 9.4 WB: Estructura 9.3- 1, 2; Estructura 9.4- 1, 2 LM: Estructura 9.3- 1, 2, 3; Estructura 9.4- 1, 2, 3 Composición 2: Revisión por pares
	26 de marzo	Repaso	Repasar lecciones 8-9 Lección 9 Oral Response
11	29 de marzo	Examen 2	Preparar para el examen

LECCIÓN 10				
	31 de marzo	En el consultorio, términos médicos, partes del cuerpo síntomas y condiciones médicas, profesiones médicas, el acento	vT: study pp. 331-339 vTA: Contextos- 1, 2, 3, 4; Fotonovela- 1; Pronunciación WB: Contextos- 1, 2, 3, 4, 5 LM: Contextos- 1, 2 Kahoot Challenge- En el consultorio	
	2 de abril	NO HAY CLASE	Viernes santo	
12	5 de abril	El imperfecto	vT: study pp. 342-343 vTA: Tutorial 10.1; Estructura 10.1- ¡Inténtalo!, 1, 2, 3 FG: Lección 10- Estructura 10.1 WB: Estructura 10.1- 1, 2, 3, 4, 5 LM: Estructura 10.1- 1, 2, 3, 4	
	7 de abril	El pretérito y el imperfecto	vT: study pp. 346-347 vTA: Tutorial 10.2; Estructura 10.2- ¡Inténtalo!, 1, 2 FG: Lección 10- Estructura 10.2 WB: Estructura 10.2- 1, 2, 5, 7, 8 LM: Estructura 10.2- 1, 2, 3 Composición 2: Borrador 2	
	9 de abril	Las construcciones con SE	vT: study pp. 350-351 vTA: Tutorial 10.3; Estructura 10.3- ¡Inténtalo!, 2, 3; FG: Lección 10- Estructura 10.3 WB: Estructura 10.3- 1, 3, 4, 6; LM: Estructura 10.3- 1, 2, 3;	
13	12 de abril	Los adverbios	vT: study pp. 354 vTA: Tutorial 10.4; Estructura 10.4- ¡Inténtalo!, 1 WB: Estructura 10.4- 1, 2, 3, 4 LM: Estructura 10.4- 1, 2, 4 Lección 10 Oral Response	
	LECCIÓN 11			
	14 de abril	La tecnología, computadoras y el internet, el carro y sus accesorios, tildes	vT: study pp. 367-375 vTA: Contextos- 1, 2, 5, 6; Fotonovela- 1; Pronunciación WB: Contextos- 1, 2, 3, 4, 5 LM: Contextos- 1, 2, 3 Kahoot Challenge- La tecnología Composición 2: Borrador final	
16 de abril	Mandatos informales	vT: study pp. 378-379 vTA: Tutorial 11.1; Estructura 11.1- ¡Inténtalo!, 1, 2 WB: Estructura 11.1- 1, 2, 3, 4 LM: Estructura 11.1- 1, 2, 3, 4		

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14	19 de abril	<i>POR y PARA</i>	vT: study pp. 382-383 vTA: Tutorial 11.2; Estructura 11.2- ¡Inténtalo!, 1 FG: Lección 11- Estructura 11.2 WB: Estructura 11.2- 1, 2, 3, 4, 5 LM: Estructura 11.2- 1, 2, 3
	21 de abril	Reflexivos recíprocos, pronombres y adjetivos posesivos	vT: study pp. 386-389 vTA: Tutorial 11.3; Estructura 11.3- ¡Inténtalo!, 1, 2; Tutorial 11.4; Estructura 11.4- ¡Inténtalo!, 1, 3 FG: Lección 11- Estructura 11.3 WB: Estructura 11.3- 1, 2, 4, 5; Estructura 11.4- 1, 2, 3, 4 LM: Estructura 11.3- 1, 2, 3; Estructura 11.4- 1, 2, 3
	23 de abril	Repaso	Repasar lecciones 10-11 Lección 11 Oral Response
15	26 de abril	Examen 3	Preparar para el examen
	28 de abril	Repaso para el examen final	Repasar para el final
	30 de abril	Conversaciones orales	Preparar para las conversaciones
Finals	EXAMEN FINAL	lunes, 3 de mayo	