



## SPAN\*1100 Introductory Spanish

Fall 2020

Section: DE01

School of Languages & Literatures

Credit Weight: 0.50

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### Course Details

#### **Calendar Description**

This course introduces students to the basics of spoken and written Spanish through the study of grammar and vocabulary. The course is for students with no previous studies in Spanish.

**Pre-Requisite(s):** None

**Co-Requisite(s):** None

**Restriction(s):** None

**Method of Delivery:** Online

#### **Final Exam**

This course has no final exam.

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# Instructional Support

## Instructors

### Professor Denise Mohan

**Email:** dmohan@uoguelph.ca

**Office hours (Zoom):** Monday 10:30 -11:30 a.m.; Wednesday 3:00 p.m. – 4:00 p.m. ET and by appointment

### Professor Rosario Gómez

**Email:** rogomez@uoguelph.ca

**Office hours (Zoom):** Monday, Wednesday and Friday, 9:30a.m. -10:30 a.m. ET

## Teaching Assistant(s)

**Name:** C. Daniel Muñoz Chamorro

**Email:** cmuozcha@uoguelph.ca

**Name:** Carlos Molina

**Email:** cmolina@uoguelph.ca

**Name:** Catherine Tran

**Email:** ctran15@uoguelph.ca

**Name:** Justina Walker

**Email:** jwalke16@uoguelph.ca

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# Learning Resources

## Required Textbook

**Title:** ¡Hola, amigos! Course Pack includes textbook and student activities manual (SAM).

**Author(s):** Jarvis, A.C., Lebrede, R., Mena-Ayllon F., Rowinsky-Geurts, M. and Stewart, R.

**Edition / Year:** 4<sup>th</sup> Canadian, 2021

**Publisher:** Nelson Education

**ISBN:** 017693507X (hard copy textbook and student activities manual)  
0176935088 (electronic textbook and student activities manual)

## NOTES:

The 4<sup>th</sup> Canadian edition of the textbook is newly published and will be used for the first time this semester. There will be no used copies available for purchase.

This textbook will also be used in SPAN\*1110, Introductory Spanish II.

You may purchase the textbook at the [Guelph Campus Co-op Bookstore](#) or the [University of Guelph Bookstore](#). Please note that DE textbooks are located in the Distance Education section of the University of Guelph Bookstore.

<https://bookstore.coop/>

<http://www.bookstore.uoguelph.ca/>

## **Nelson Companion Website**

The [Nelson companion website](#) provides audio flashcards of the new vocabulary introduced at the start of each lesson. Use these flashcards to learn proper pronunciation and self-test on your acquisition of the vocabulary. The website also provides recordings of the dialogues that appear at the beginning of each lesson and some of the practice activities in the manual. Note that, depending on your browser, you may need to download the audio files to your computer.

[https://www.cengage.com/cgi-wadsworth/course\\_products\\_wp.pl?fid=M20b&product\\_isbn\\_issn=9780176871802&template=nelson](https://www.cengage.com/cgi-wadsworth/course_products_wp.pl?fid=M20b&product_isbn_issn=9780176871802&template=nelson)

## **Course Website**

[CourseLink](#) (powered by D2L's Brightspace) is the course website and will act as your classroom. It is recommended that you log in to your course website every day to check for announcements, access course materials, and review the weekly schedule and assignment requirements.

<https://courselink.uoguelph.ca>

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## **Learning Outcomes**

This course introduces students to the basics of spoken and written Spanish through the study of grammar and vocabulary. The course is for students with no previous studies in Spanish.

By the end of this course, you should be able to:

1. Converse in basic Spanish about yourself, your interests and everyday life.
2. Write simple sentences leading up to short paragraphs as responses to questions posed in basic Spanish.
3. Comment on texts written in basic Spanish.

4. Respond to questions based on basic Spanish recordings.
  5. Demonstrate control of appropriate grammatical structures.
  6. Apply appropriate pronunciation in Spanish.
  7. Discuss a variety of cultural elements of the Hispanic world.
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## Teaching and Learning Activities

### Method of Learning

Research has concluded that a combination of different learning methods is beneficial to learners of foreign languages (Larsen-Freeman, 2000 and Mellow, 2000). A variety of language learning methods is employed in this course, including language learning for specific communication needs, vocabulary acquisition for targeted communicative activities, task-based learning (using language to complete a specific task) and complementing language study with cultural content, among others. Each aspect of course content is provided in multiple ways to appeal to students' different learning styles. The major materials used to support learning in our course are the various components of the textbook package, supplemented by additional notes and instructional videos created by the professor or sourced online. Progression through the content of the Units provides students opportunities to acquire, practice and master language concepts in sequence to achieve the learning outcomes of the course.

You will require the use of a headset for this course to listen to the various language recordings that focus on listening comprehension and speaking. You will also need a videocam to complete one of your oral assessments. A cellphone or laptop camera will be fine.

### Do You Have to Memorize “Stuff”?

Memorization may be a pain, but foreign language study requires some memorization. Core vocabulary in each Unit and basic rules about verbs and sentence structure, once memorized, will serve you well in multiple communicative situations. The vocabulary listed in the ¡Hola, amigos! textbook at the beginning of each lesson (lección preliminar – lección 6) is our active course vocabulary. However, for vocabulary to really “stick” you need to use it in context. I will use our vocabulary to talk about course content and you will need it to complete all the practice activities and course assessments (quizzes, as well as written and oral assessments). To help you master the vocabulary, listen to the pronunciation of all vocabulary items using the audio flashcards for each lesson of the textbook, available on the Nelson companion site. As you listen, follow along with the vocabulary list provided in the textbook so you can connect what you hear with what you see. To help you retain the vocabulary, do the vocabulary related activities in the text book and the crossword puzzles in each chapter of the Student Activities Manual (SAM). As mentioned before, complete all or as many as you need of the suggested practice activities in each Unit of the course.

## **Good Practice Tips to Remember Throughout the Semester**

- When learning a foreign language, it's important to practice it as often as possible. Thirty minutes of language study a day, four days a week beats two hours in one sitting. Regular and repeated exposure to the content and practice are your road to mastery. This includes, reading, writing, listening and speaking. Do as much of each as you can, on a regular basis!
- In each Unit, complete as many of the listed practice activities as you can from the textbook, SAM and Nelson companion website. Even better, do them all! A solid foundation prepares you for more advanced topics.
- Use a dictionary to process and create meaningful language.
- Rely on your professors, TAs and classmates for help through discussions or emails.
- Take advantage of your professors' and the TAs' posted online office hours to ask your questions or share any aspect of your learning experience.

## **Additional Course Resources**

The course is supported by materials from several supplementary resources. In addition to the content in CourseLink Units, you are required to complete the listed textbook readings and activities, access the Nelson companion website as indicated, and complete practice activities in the SAM. Additional resources include practice activities created by your instructor on quizlet.com and a range of audio recordings and videos created by your instructor or sourced online, which provide you with ample learning opportunities to support your success in this Spanish course.

## **Essential Documents**

You will need to access additional documents that are essential to your performance and success in the course. You will find them in CourseLink Content under Essential Documents. Information provided in the Essential Documents folder include:

- An answer key for all assigned activities in the textbook.
- An answer key for the SAM activities from lección preliminar to lección 6.
- Instructions on how to type accents and special punctuation marks required in Spanish.
- A list of electronic dictionaries and helpful websites.
- Extra practice activities prepared by your instructor and their answer keys.

## **Course Structure**

The course is structured into 12 Units, each one representing a week of the semester. Beginning with everyday greetings and an introduction to the sounds of the language, progression through the Units will provide you with the vocabulary and

language structures needed to build your fluency and accuracy in using the language as you work towards achieving the learning outcomes of the course.

The units are as follows:

- Unit 01: Greetings and Introductions
- Unit 02: Me and My Surroundings
- Unit 03: Identity and Descriptions
- Unit 04: Everyday Action Verbs (-ar ending verbs)
- Unit 05: Time and Schedules
- Unit 06: More Everyday Actions (-er & -ir ending verbs)
- Unit 07: Expressing Feelings and Making Plans
- Unit 08: Some Common Irregular Verbs
- Unit 09: To be: *ser o estar?*
- Unit 10: Stem Changing Verbs
- Unit 11: Using Direct Object Pronouns
- Unit 12: Always, Never, How Long?

## **First Steps**

To begin, you are required to complete and submit the Declaration of Suitability form to confirm that this beginner level course, designed for students who have no Spanish or minimal Spanish, is appropriate for you. The Declaration of Suitability form is found under the Content tab and must be completed and submitted to the Dropbox by the end of week 1 and before you complete any other activity in the course.

Make sure to complete the opening quiz, called Getting to Know your Course. The Getting to Know your Course quiz is not part of your course grade, but it is considered an important criterion for success in the course because the questions in the quiz require that you become familiar with the course layout and expectations. For that reason, you must achieve a score of 100% on the Getting to Know your Course Quiz before you can gain access to the six graded quizzes in weeks 3, 5, 7, 8, 10, 12. You will have unlimited access to the Getting to Know your Course quiz and you can best prepare for it by reading the information found in Outline and Assessments under the Content tab of the course.

## **What to Expect in Each Unit**

Each Unit begins with an introduction to the Unit topic, followed by the Unit outcomes. The Unit outcomes indicate the skills and knowledge you will acquire by the end of the Unit if you complete the Unit activities. Achievement of the outcomes of each Unit contributes to your overall achievement of the outcomes of the course.

As an introduction to the Hispanic world, each Unit features a banner image from a

Spanish speaking country. Interesting cultural, historical or linguistic commentary about the image is provided for you at the start of each Unit. To gain some insight into important facts, practices or places in the Hispanic world, take a few minutes at the start of each Unit to view the banner image and read the information associated with it.

The course is focused on you applying the knowledge you gain to learn to read, write, comprehend, and speak Spanish at the introductory level. You are provided with multiple opportunities to do so in each Unit. Once you have completed the introduction in each Unit's professor's notes, introductory video or textbook reading, you will be guided to practice what you learned by completing a combination of activities in the textbook, SAM, Nelson companion website, other online sources or activities created by the professor. Answer keys are provided for activities not automatically graded.

We have developed several activities and videos specifically to support your learning in this course, so be sure to put them to good use.

You are often invited to submit your written or oral work for feedback from the professor or a TA. This is especially useful as you prepare to submit graded written and oral assessments.

The assessments for the course are found in the Assessments module, under the Content tab in CourseLink.

## **Schedule**

It is strongly recommended that you follow the course schedule provided below. The schedule outlines what you should be working on each week of the course, including the readings and an overview of the Unit activities, along with the important due dates for the assessments. As previously indicated, the details of the ongoing activities are captured within each Unit in CourseLink. By following the schedule, you will be better prepared to complete the assessments and succeed in this course.

### **Unit 01: Greetings, Introductions, the Alphabet**

#### **Week 1 – Thursday, September 10 to Sunday, September 20**

##### **Readings**

- Website: Unit 01 Content
- Textbook:
  - Read the dialogues p.1 as you listen to the matching recording from Lección preliminar on the Nelson companion website.
  - Do prácticas B & C, p. 2.
  - Learn the alphabet in Spanish, pp. 2-3
  - Do práctica A, p. 3.

## Activities

- Familiarize yourself with the course website by selecting **Start Here** on the navbar.
- Before the end of week 1, complete the Declaration of Suitability form, available in Content, and submit it to the Declaration of Suitability folder in the course Dropbox.
- Review **Outline** and **Assessments** on the course website to learn about course expectations, assessments, and due dates.
- Watch the Welcome to the Course video.
- Complete the Know your Course Quiz, accessible under Quizzes in the Tools dropdown menu. Remember you have unlimited attempts at this quiz and must score 100% on it in order to gain access to graded quizzes 1-6
- Participate in the Introduce Yourself discussion forum.
- Engage in Unit 01 activities as detailed in CourseLink Content, Unit 01.

## Unit 02: Me and My Surroundings

### Week 2 – Monday, September 21 to Sunday, September 27

#### Readings

- Website: Unit 02 Content
- Textbook:
  - Read and learn the vocabulario de lección 1, pp. 8-9 while listening to its pronunciation using the Nelson companion website's audio flashcards for Lección 1.
  - Do prácticas A, B & C, p. 10.
  - Read the dialogues on pp. 6-7 while listening to them in Lección 1 on the Nelson companion website.
  - Explore the pronunciation of vowels in Spanish, p. 11
  - Read the discussion on the gender (masc. or fem.) and number (sing. or plural) of nouns, pp. 12-13. Keep an eye out for masculine nouns that do not end in -o and feminine nouns that do not end in -a. Make note of these nouns so that you remember them!
  - Complete the two prácticas in your textbook on p. 12 and p. 13
  - Read about definite and indefinite articles on pp. 13-14.
  - Do práctica A, pp. 14-15.



## Activities

- Engage in Unit 02 activities as detailed in CourseLink Content, Unit 02.

## Unit 03: Identity and Descriptions

### Week 3 – Monday, September 28 to Sunday, October 4

#### Readings

- Website: Unit 03 Content
- Textbook:
  - Read the list of subject pronouns in Spanish, and the discussion notes on p. 16.
  - Do prácticas A & B on pp. 16-17.
  - Read and learn the present tense indicative forms of the verb *ser*, to be on p. 17.
  - Do prácticas A & B, p. 18.
  - Read about ¿Qué and ¿cuál? used with *ser* p. 19.
  - Do práctica y conversación A & B p. 19.
  - Read about agreement between articles, nouns and adjectives on pp. 19-20.
  - Do práctica y conversación A & C, p. 21.
  - Learn the pronunciation and spelling of the numbers
  - Pay close attention to the “Atención” box at the bottom of the page.
  - Do práctica A, p. 23.

#### Activities

- Engage in Unit 03 activities as detailed in CourseLink Content, Unit 03.

#### Assessments

- **Quiz #1**  
Opens: Monday, September 14 at 12:01 a.m.  
Closes: Sunday, October 4 at 11:59 p.m.
- **Discussion I: Hispanic Culture in Canada**  
Opens: Monday, September 14 at 12:01 a.m.  
Closes: Sunday, October 4 at 11:59 p.m.

## Unit 04: Everyday Action Verbs (-ar ending verbs)

### Week 4 – Monday, October 5 to Sunday, October 11

## Readings

- Website: Unit 04 Content
- Textbook:
  - Read and begin learning lección 2 vocabulary, pp. 30-31 while listening to its pronunciation using the Nelson companion website's audio flashcards for Lección 2.
  - Do prácticas A, B, C & D, pp. 32-33.
  - Read the dialogues, pp. 28-9 while listening to them in Lección 2 on the Nelson companion website.
  - Read about the present indicative tense of verbs ending in -ar on pp. 34-35.
  - Do prácticas A & B en el libro de texto, p. 35.
  - Read how to form interrogative and negative statements, pp. 36-37
  - Do práctica B, p. 38

## Activities

- Engage in Unit 04 activities as detailed in CourseLink Content, Unit 04.

## Assessments

- **Writing Assessment #1**  
Due: Sunday, October 11, at 11:59 pm

## Unit 05: Time and Schedules

### Week 5 – Monday, October 12 to Sunday, October 18

## Readings

- Website: Unit 05 Content
- Textbook:
  - Read the discussion on possessive adjectives, pp. 39-40.
  - Do prácticas A & B, pp. 40 - 41.
  - Read about gender of nouns, p. 41.
  - Do práctica ¿Masculino o femenino?, p. 42
  - Learn how to say and write the numbers 41-200, p. 42.
  - Do práctica A on p. 42.
  - Read the discussion on ¿Qué hora es? and ¿A qué hora es? in your textbook, pp. 44-45.

- Do prácticas A & B, p. 46.
- Read about days, months, seasons and date on pp. 47-48.
- Hacer (Do) prácticas B & C, pp. 48 -49.

### **Activities**

- Engage in Unit 05 activities as detailed in CourseLink Content, Unit 05.

### **Assessments**

- **Quiz #2**  
Opens: Monday, September 14 at 12:01 a.m.  
Closes: Sunday, October 18 at 11:59 p.m.

## **Unit 06: More Everyday Actions (-er & -ir ending verbs)**

### **Week 6 – Monday, October 19 to Sunday, October 25**

#### **Readings**

- Website: Unit 06 Content
- Textbook:
  - Read and begin learning lección 3 vocabulary on p. 64-65 while listening to its pronunciation using the Nelson companion website's audio flashcards for Lección 3.
  - Hacer (Do) Prácticas A & C pp. 66 – 67
  - Read the dialogues, pp. 62-63, while listening to them in Lección 3 on the Nelson companion website.
  - Leer (read) sobre el presente de indicativo de verbos que terminan en -er & -ir, p. p. 68.
  - Hacer (Do) práctica A, p. 69
  - Leer sobre (Read about) El caso posesivo, p. 70.
  - Hacer prácticas A & B, p. 71.
  - Leer sobre el presente de indicativo de los verbos irregulares *tener* & *venir*, p. 72.
  - Hacer prácticas A, B & C, pp. 72-73.

#### **Activities**

- Engage in Unit 06 activities as detailed in CourseLink Content, Unit 06.

#### **Assessments**

- **Oral Assessment #1**

Due: Sunday, October 25 at 11:59 pm

- **Discussion 2:** The Concept of Family in Hispanic Cultures  
Opens: Monday, September 14 at 12:01 a.m.  
Closes: Sunday, October 25 at 11:59 p.m.

## Unit 07: Expressing Feelings and Making Plans

### Week 7 – Monday, October 26 to Sunday, November 1

#### Readings

- Website: Unit 07 Content
- Textbook:
  - Leer y aprender (learn) la lista de expresiones con el verbo *tener*, p. 74.
  - Hacer un mínimo de 2 de las prácticas de pp. 74-75.
  - Leer sobre los adjetivos y pronombres demostrativos, pp. 76-77.
  - Hacer prácticas A & C, pp. 77-78.
  - Leer la discusión sobre los números de 300 – 2.000.000, pp. 79-80.
  - Hacer práctica B, pp. 80-81.

#### Activities

- Engage in Unit 07 activities as detailed in CourseLink Content, Unit 07.

#### Assessments

- **Quiz #3**  
Opens: Monday, September 14 at 12:01 a.m.  
Closes: Sunday, November 1 at 11:59 p.m.

## Unit 08: Some Common Irregular Verbs

### Week 8 – Monday, November 2 to Sunday, November 8

#### Readings

- Website: Unit 08 Content
- Textbook:
  - Leer y empezar (begin) a aprender el vocabulario de lección 4, pp. 88 – 89. Escuchar su pronunciación en los audio flashcards del Nelson companion website, lección 4.
  - Completar práctica A, p. 90.

- Leer el los diálogos de lección 4, pp. 86-87. Escuchar simultáneamente los diálogos en Nelson companion website, lección 4.
- Completar las dos partes de la práctica *Hablemos*, p. 87.
- Leer sobre los verbos que son irregulares en la forma *yo* del presente de indicativo, p. 92.
- Completar práctica A, p. 92.
- Leer sobre *saber vs. Conocer*, p. 93.
- Completar práctica A & B, pp. 93-94.
- Leer sobre la *a personal*, pp. 94-95.
- Hacer prácticas A & B, p. 95.
- Leer la sección Contractions: *al and del*, pp. 95-96.
- Hacer práctica A, p. 96.
- Leer sobre los verbos irregulares *ir, dar & estar*, p. 97.
- Hacer prácticas A & B, pp. 97-98.
- Leer sobre *ir a + el infinitivo*, p. 98.
- Hacer práctica A, p. 99.

### Activities

- Engage in Unit 08 activities as detailed in CourseLink Content, Unit 08.

### Assessments

- **Quiz #4**  
Opens: Monday, September 14 at 12:01 a.m.  
Closes: Sunday, November 8 at 11:59 p.m.

## Unit 09: To be: *ser o estar*?

### Week 9 – Monday, November 9 to Sunday, November 15

#### Readings

- Website: Unit 09 Content
- Textbook:
  - Leer y empezar (begin) a aprender el vocabulario de lección 5, pp. 116 – 117. Escuchar la pronunciación del vocabulario en los audio flashcards del Nelson companion website, lección 5.
  - Hacer prácticas A & B, p. 118.
  - Leer los diálogos de lección 5, pp. 114 – 115. Escuchar los diálogos simultáneamente en el Nelson companion website, lección 5.

- Contestar las preguntas de la práctica *Sobre el diálogo*, p. 115.
- Leer sobre la formación del gerundio (gerund or present participle) y la formación del presente progresivo, p.120.
- Hacer prácticas A & B, p. 121.
- Leer la discusión sobre los usos de *ser* y *estar*, p. 122.
- Hacer prácticas A & B, pp. 123-124.

### Activities

- Engage in Unit 09 activities as detailed in CourseLink Content, Unit 09.

### Assessments

- **Writing Assessment #2**  
Due: Sunday, November 15 at 11:59 p.m.
- **Discussion 3: The Hispanic Origin of Some Common Foods**  
Opens: Monday, September 14 at 12:01 a.m.  
Closes: Sunday, November 15 at 11:59 p.m.

## Unit 10: Stem Changing Verbs

### Week 10 – Monday, November 16 to Sunday, November 22

#### Readings

- Website: Unit 10 Content
- Textbook:
  - Leer la discusión sobre los verbos que cambian en la raíz (e>ie), p. 125.
  - Hacer prácticas A & B, pp. 125-126.
  - Leer sobre el comparativo y el superlativo, pp. 127-128.
  - Leer sobre la formación de formas irregulares del comparativo y superlativo, p. 129.
  - Hacer prácticas A & B, pp. 129-130.
  - Leer sobre *Pronombres como complemento de preposición*, p. 130.
  - Hacer práctica A, p. 131.

#### Activities

- Engage in Unit 10 activities as detailed in CourseLink Content, Unit 10.

#### Assessments

- **Quiz #5**  
Opens: Monday, September 14 at 12:01 p.m.

Closes: Sunday, November 22 at 11:59 p.m.

## Unit 11: Using Direct Object Pronouns

### Week 11 – Monday, November 23 to Sunday, November 29

#### Readings

- Website: Unit 11 Content
- Textbook:
  - Aprender el vocabulario de lección 6, pp. 138-139. Escuchar los audio flashcards del Nelson companion website, Lección 6.
  - Hacer prácticas A & B, p. 140.
  - Leer los diálogos de lección 6, pp. 136-137. Escuchar los diálogos simultáneamente en Nelson companion website, lección 6.
  - Completar la actividad *Sobre el diálogo*, p. 137.
  - Leer sobre *verbos que cambian en la raíz (o>ue)*, p. 142.
  - Hacer prácticas A & B, pp. 143.
  - Leer sobre *verbos que cambian en la raíz (e>i)*, p. 144.
  - Hacer prácticas A & B, p. 144-145.
  - Leer sobre *direct object pronouns*, pp. 145-146.
  - Hacer prácticas A-E, pp. 146-148.

#### Activities

- Engage in Unit 11 activities as detailed in CourseLink Content, Unit 11.

#### Assessments

- **Oral Assessment #2**  
Due: Sunday, November 29 at 11:59 p.m.

## Unit 12: Always, Never, How Long?

### Week 12 – Monday, November 30 to Friday, December 4

#### Readings

- Website: Unit 12 Content
- Textbook:
  - Leer la discusión sobre *Expresiones afirmativas y negativas*, pp. 149-150.
  - Hacer práctica A, p. 150.

- Leer la discusión sobre *hace...que*, p. 151.
- Hacer práctica A, p.152.

### Activities

- Engage in Unit 12 activities as detailed in CourseLink Content, Unit 11

### Assessments

- **Quiz #6**  
Opens: Monday, September 14 at 12:01 a.m.  
Closes: Friday, December 4 at 11:59 p.m.
- **Final Cumulative Quiz**  
Opens: Sunday, November 15 at 12:01 a.m.  
Closes: Monday, November 30 at 11:59 p.m.

## Assessments

The grade determination for this course is indicated in the following table. A brief description of each assessment is provided below. Select **Content** on the navbar to locate **Assessments** in the table of contents panel to review further details of each assessment. Due dates can be found under the Schedule heading of this outline.

**Table 1: Course Assessments**

Assessment Item	Weight	Learning Outcome
Online quizzes (5 out of 6)	30%	2, 5
Writing assessment #1	6%	2,3,5
Writing assessment #2	9%	2,3,5
Oral assessment #1	6%	1,4,5,6
Oral assessment #2	9%	1,4,5,6
Discussions (3)	15%	7
Final cumulative quiz	25%	2,3,5,7
	100%	



## **Assessment Descriptions**

### **Quizzes**

There will be 6 online quizzes during the semester, each one assessing mastery of the content of one lesson of the textbook, the quizzes test your mastery of the active vocabulary and grammatical structures covered in each lesson of the textbook. Quiz 1 relates to the content of lesson 1 of the textbook, quiz 2 relates to the content of lesson 2 and so on. Quizzes will be random combinations of 30 questions in multiple choice, matching, and fill in the blank formats. You will have three attempts at each one, with your highest score recorded as your grade for that quiz. Your five best quiz results will count towards the total quiz grade of 30%, with your lowest quiz grade dropped.

At the end of the course, there will be a final cumulative quiz which will test your mastery of the content of the entire course. The final quiz carries a weight of 25%.

### **Writing Assessments**

There are two writing assessments, with the first one worth 6% and the second one worth 9% for a total of 15%. The writing assessments require that you respond to questions written in Spanish. You will answer them in written Spanish, using the vocabulary and content already covered in the course.

### **Oral Assessments**

There are two oral assessments with the first one worth 6% and the second one worth 9% for a total of 15%. Each of the two oral assessments test your speaking knowledge gained in the course. For both assessments you will make voice recordings of yourself. For Oral Assessment #1 you will make and submit a voice recording in which you respond in Spanish to a series of questions you will listen to in Spanish. For Oral Assessment #2, you will prepare and submit a 3-4-minute video recording of yourself, speaking in Spanish on a topic chosen from a list provided.

### **Discussions**

There are 3 discussions which are worth 15%. Each discussion is focused on an aspect of Hispanic culture. Your participation in the three discussion topics is based on a given reading passage. You will be provided with a series of questions to guide your participation in each discussion. Your comments in the discussions will be in English with as much Spanish as you can include. Your Spanish will not be assessed.

### **Note on help from external sources when completing assessments for submission.**

Each assessment is individual work. All assessments submitted must be the work of the student and the student alone. This means that students are NOT to seek unauthorized outside help (which may include, but is not limited to, help from other students, teachers, private tutors, ghost writers, native speakers, etc.) either in the preparation of assignments or in checking for errors before assignments are submitted. Students may

use online dictionaries such as wordreference.com or spanishdict.com to look up individual words. On-line translators, such as, but not limited to, Google translate, the translators on wordreference.com and spanishdict.com, as well as word-processing translators, such as MS Word, may only be used for individual words or short expressions of no more than 4 words in a row. This provision must not be used to break full sentences into multiple segments of 4 words or less.

You must indicate your use of online translators for phrases of more than 4 words in a row by referencing in a footnote the resource used and including the English string of words you searched. Never include verb tenses or expressions you can't explain. Your instructor reserves the right to ask you about your use of phrases and structures that students at your level are unlikely to be familiar with. An inability to answer appropriately may be grounds to forward the work on to the Associate Dean for suspected Academic Misconduct.

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## Course Technology Requirements and Technical Support

### CourseLink System Requirements

You are responsible for ensuring that your computer system meets the necessary [system requirements](#). Use the [browser check](#) tool to ensure your browser settings are compatible and up to date. (Results will be displayed in a new browser window).

<http://spaces.uoguelph.ca/ed/system-requirements/>

<https://courselink.uoguelph.ca/d2l/systemCheck>

### Nelson companion website

This course recommends use of the [Nelson companion website](#).

### Zoom System Requirements

This course uses **Zoom** as a video communication tool. A Webcam, a microphone to record video, and headphones/speakers to play back the recording are also needed. In order to use Zoom, you must meet the following technical requirements:

1. An internet connection – broadband wired or wireless (3G or 4G/LTE)
2. Speakers and a microphone – built-in or USB plug-in or wireless Bluetooth
3. A webcam or HD webcam - built-in or USB plug-in

### Technical Skills

As part of your online experience, you are expected to use a variety of technology as part of your learning:

- Manage files and folders on your computer (e.g., save, name, copy, backup, rename, delete, and check properties);
- Install software, security, and virus protection;
- Use office applications (e.g., Word) to create documents;
- Be comfortable uploading and downloading saved files;
- Communicate using email (e.g., create, receive, reply, print, send, download, and open attachments);
- Navigate the CourseLink learning environment and use the essential tools, such as **Dropbox**, **Quizzes**, **Discussions**, and **Grades** (the instructions for this are given in your course);
- Access, navigate, and search the Internet using a web browser (e.g., Firefox, Internet Explorer); and
- Perform online research using various search engines (e.g., Google) and library databases.
- Use a headset with microphone to listen to oral assessment 1 questions and record your responses. It is also needed if you choose to make and submit recordings for feedback on your oral progress throughout the course.

## Technical Support

If you need any assistance with the software tools or the CourseLink website, contact CourseLink Support.

### CourseLink Support

University of Guelph

Day Hall, Room 211

Email: [courselink@uoguelph.ca](mailto:courselink@uoguelph.ca)

Tel: 519-824-4120 ext. 56939

Toll-Free (CAN/USA): 1-866-275-1478

### Walk-In Hours (Eastern Time):

Monday thru Friday: 8:30 a.m.–4:30 p.m.

### Phone/Email Hours (Eastern Time):

Monday thru Friday: 8:30 a.m.–8:30 p.m.

Saturday: 10:00 am–4:00 p.m.

Sunday: 12:00 pm–6:00 p.m.

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## Course Specific Standard Statements

### Acceptable Use

The University of Guelph has an [Acceptable Use Policy](#), which you are expected to adhere to.

<https://www.uoguelph.ca/ccs/infosec/aup>

## Communicating with Your Instructor

During the course, your instructor will interact with you on various course matters on the course website using the following ways of communication:

- **Announcements:** The instructor will use **Announcements** on the Course Home page to provide you with course reminders and updates. Please check this section frequently for course updates from your instructor.
- **Main Discussion:** Use this discussion forum to ask questions of your instructor about content or course-related issues with which you are unfamiliar. If you encounter difficulties, the instructor is here to help you. Please post general course-related questions to the discussion forum so that all students have an opportunity to review the response. To access this discussion forum, select **Discussions** from the **Tools** dropdown menu.
- **Café:** Visit the “Café”, a discussion forum created for you to post interesting information or to share stories, life experiences with Spanish or resources with your classmates, the instructor and the TA.
- **Email:** If you have a conflict that prevents you from completing course requirements, or have a question concerning a personal matter, you can send your instructor a private message by email. The instructor will respond to your email within 48 to 72 hours.
- **Zoom:** If you have a complex question you would like to discuss with your instructor, you may book a Zoom meeting. **Zoom** meetings depend on the availability of you and the instructor and are booked on a first come first served basis.

## Netiquette Expectations

For distance education courses, the course website is considered the classroom and the same protections, expectations, guidelines, and regulations used in face-to-face settings apply, plus other policies and considerations that come into play specifically because these courses are online.

Inappropriate online behaviour will not be tolerated. Examples of inappropriate online behaviour include:

- Posting inflammatory messages about your instructor or fellow students;
- Using obscene or offensive language online;
- Copying or presenting someone else's work as your own;
- Adapting information from the Internet without using proper citations or references;

- Buying or selling term papers or assignments;
- Posting or selling course materials to course notes websites;
- Having someone else complete your quiz or completing a quiz for/with another student;
- Stating false claims about lost quiz answers or other assignment submissions;
- Threatening or harassing a student or instructor online;
- Discriminating against fellow students, instructors, and/or TAs;
- Using the course website to promote profit-driven products or services;
- Attempting to compromise the security or functionality of the learning management system;
- Sharing your username and password; and
- Recording lectures without the permission of the instructor.

## Submission of Assignments to Dropbox

When submitting your assignments to using the **Dropbox** tool, do not leave the page until your assignment has successfully uploaded. To verify that your submission was complete, you can view the submission history immediately after the upload to see which files uploaded successfully. The system will also email you a receipt. Save this email receipt as proof of submission.

**Be sure to keep a back-up copy of all your assignments in the event that they are lost in transition. To avoid any last-minute computer problems, your instructor strongly recommends you save your assignments to a cloud-based file storage (e.g., Google Docs), or send to your email account, so that should something happen to your computer, the assignment could still be submitted on time or re-submitted.**

It is your responsibility to submit your assignments on time as specified on the Schedule. Be sure to check the technical requirements and make sure you have the proper computer, that you have a supported browser, and that you have reliable Internet access. Remember that **technical difficulty is not an excuse not to turn in your assignment on time**. Don't wait until the last minute as you may get behind in your work.

If, for some reason, you have a technical difficulty when submitting your assignment electronically, please contact your instructor or [CourseLink Support](#).

<http://spaces.uoguelph.ca/ed/contact-us/>

## Late Policy

If you choose to submit your individual assignments to the **Dropbox** late, the full allocated mark will be reduced by 5% per day after the deadline for the submission of

the assignment to a limit of six days, at which time access to the **Dropbox** folder will be closed.

Extensions will be considered for medical reasons or other extenuating circumstances. If you require an extension, discuss this with the instructor as soon as possible and well before the due date. Barring exceptional circumstances, extensions will not be granted once the final submission date has passed. These rules are not designed to be arbitrary, nor are they inflexible. They are designed to keep you organized, to ensure that all students have the same amount of time to work on assignments, and to help to return marked materials to you in the shortest possible time.

## **Obtaining Grades and Feedback**

Unofficial assessment marks will be available in the **Grades** tool of the course website.

Your instructor will make every effort to have grades posted online within 2 weeks of the submission deadline if the assignment was submitted on time. Once your assignments are marked you can view your grades on the course website by selecting **Grades** from the **Tools** dropdown menu on the navbar. Your course will remain open to you for seven days following the last day of the final exam period.

University of Guelph degree students can access their final grade by logging into [WebAdvisor](#) (using your U of G central ID). Open Learning program students should log in to the [OpenEd Student Portal](#) to view their final grade (using the same username and password you have been using for your courses).

<https://webadvisor.uoguelph.ca>

<https://courses.opened.uoguelph.ca/portal/logon.do?method=load>

## **Rights and Responsibilities When Learning Online**

For distance education (DE) courses, the course website is considered the classroom and the same protections, expectations, guidelines, and regulations used in face-to-face settings apply, plus other policies and considerations that come into play specifically because these courses are online.

For more information on your rights and responsibilities when learning in the online environment, visit [Rights and Responsibilities](#).

<http://opened.uoguelph.ca/student-resources/rights-and-responsibilities>

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## **University Standard Statements**

### **University of Guelph: Undergraduate Policies**

As a student of the University of Guelph, it is important for you to understand your rights and responsibilities and the academic rules and regulations that you must abide by.

If you are a registered **University of Guelph Degree Student**, consult the [Undergraduate Calendar](#) for the rules, regulations, curricula, programs and fees for current and previous academic years.

If you are an **Open Learning Program Student**, consult the [Open Learning Program Calendar](#) for information about University of Guelph administrative policies, procedures and services.

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/>

<http://opened.uoguelph.ca/student-resources/open-learning-program-calendar>

## **Email Communication**

As per university regulations, all students are required to check their uoguelph.ca e-mail account regularly: e-mail is the official route of communication between the University and its students.

## **When You Cannot Meet Course Requirements**

When you find yourself unable to meet an in-course requirement due to illness or compassionate reasons, please advise your course instructor **in writing**, with your name, ID number and email contact.

### **University of Guelph Degree Students**

Consult the [Undergraduate Calendar](#) for information on regulations and procedures for Academic Consideration.

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

### **Open Learning Program Students**

Please refer to the [Open Learning Program Calendar](#) for information on regulations and procedures for requesting Academic Consideration.

<http://opened.uoguelph.ca/student-resources/open-learning-program-calendar>

## **Drop Date**

### **University of Guelph Degree Students**

Students will have until the last day of classes to drop courses without academic penalty. [Review the Undergraduate Calendar for regulations and procedures for Dropping Courses.](#)

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>

### **Open Learning Program Students**

Please refer to the [Open Learning Program Calendar](#).

<http://opened.uoguelph.ca/student-resources/open-learning-program-calendar>

## **Copies of Assignments**

Keep paper and/or other reliable back-up copies of all assignments: you may be asked to resubmit work at any time.

## **Accessibility**

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment.

### **University of Guelph Degree Students**

Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact Accessibility Services as soon as possible.

For more information, contact Accessibility Services at 519-824-4120 ext. 56208, [email Accessibility Services](mailto:accessibility@uoguelph.ca) or visit the [Accessibility Services website](https://wellness.uoguelph.ca/accessibility/).

[accessibility@uoguelph.ca](mailto:accessibility@uoguelph.ca)

<https://wellness.uoguelph.ca/accessibility/>

### **Open Learning Program Students**

If you are an Open Learning program student who requires academic accommodation, please [contact the Academic Assistant to the Director](#). Please ensure that you contact us before the end of the first week of your course (every semester) in order to avoid any delays in support. Documentation from a health professional is required for all academic accommodations. Please note that all information provided will be held in confidence.

If you require textbooks produced in an alternate format (e.g., DAISY, Braille, large print or eText), please [contact the Academic Assistant to the Director](#) at least two months prior to the course start date. If contact is not made within the suggested time frame, support may be delayed. It is recommended that you refer to the course outline before beginning your course in order to determine the required readings.

The provision of academic accommodation is a shared responsibility between OpenEd and the student requesting accommodation. It is recognized that academic accommodations are intended to “level the playing field” for students with disabilities.

[jessica.martin@uoguelph.ca](mailto:jessica.martin@uoguelph.ca)

## **Academic Misconduct**



The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The [Academic Misconduct Policy](#) is detailed in the Undergraduate Calendar.

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

## **Copyright Notice**

Content within this course is copyright protected. Third party copyrighted materials (such as book chapters and articles) have either been licensed for use in this course or have been copied under an exception or limitation in Canadian Copyright law.

The fair dealing exemption in Canada's Copyright Act permits students to reproduce short excerpts from copyright-protected materials for purposes such as research, education, private study, criticism and review, with proper attribution. Any other copying, communicating, or distribution of any content provided in this course, except as permitted by law, may be an infringement of copyright if done without proper license or the consent of the copyright owner. Examples of infringing uses of copyrighted works would include uploading materials to a commercial third-party web site, or making paper or electronic reproductions of all, or a substantial part, of works such as textbooks for commercial purposes.

Students who upload to CourseLink copyrighted materials such as book chapters, journal articles, or materials taken from the Internet, must ensure that they comply with Canadian Copyright law or with the terms of the University's electronic resource licenses.

For more information about students' rights and obligations with respect to copyrighted works, review [Fair Dealing Guidance for Students](#).

[http://www.lib.uoguelph.ca/sites/default/files/fair\\_dealing\\_policy\\_0.pdf](http://www.lib.uoguelph.ca/sites/default/files/fair_dealing_policy_0.pdf)

## **Plagiarism Detection Software**

Students should be aware that faculty have the right to use software to aid in the detection of plagiarism or copying and to examine students orally on submitted work. For students found guilty of academic misconduct, serious penalties, up to and including suspension or expulsion from the University can be imposed.

## **Recording of Materials**

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

## **Disclaimer**

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings and academic schedules. Any such changes will be announced via CourseLink and/or class email. All University-wide decisions will be posted on the [COVID-19 website](#) and circulated by email.

<https://news.uoguelph.ca/2019-novel-coronavirus-information/>

## **Illness**

The University will not require verification of illness (doctor's notes) for the Fall 2020 or Winter 2021 semesters.