

SPAN S110: Elementary Spanish I
Provisional syllabus for Summer 2024



Instructor

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Office hours: TBD

Important information

- When learning a second language, using it constantly to interact with peers, the instructor, and other speakers outside of class is crucial. Our Spanish classes are designed in ways that maximize language use and interaction. Therefore, attendance at all class sessions is mandatory. As per Yale Summer Session policy, this includes holidays. For every class you miss, your final grade will be docked by 1%. Three late arrivals count as one absence.
- You should budget about 2-2.5 hours a day for work outside of class (doing homework assignments, reading short texts, reviewing course material, working on projects, etc.). It's possible that you will have longer assignments to do over the weekends.
- This course is cumulative, and given the abbreviated timeline, you are expected to turn all assignments in on time so that you don't fall behind. If you don't complete an assignment on time, you can receive half credit if you turn it in the next day.
- The assignment schedule will be posted on Canvas.
- Most course materials will be available on Canvas, but you'll need to buy:
 - *Aventuras* 6th ed., plus a code to access online assignments (*Supersite Plus with WebSAM*). Available through the [publisher](#).
 - *El escape cubano*, by Mira Canion (ISBN-10: 099144115X). Available on Amazon.
 - Five 15-minute LinguaMeeting conversation sessions to talk with a native-speaker language coach in a real-time online learning environment.

Diversity, inclusion, equity, and belonging

In the Department of Spanish & Portuguese and more broadly at Yale, diversity, inclusion, equity, and a sense of belonging are of utmost importance. Therefore, we strive to create an inclusive, non-discriminatory learning environment where everybody can freely express their identities, feelings, and opinions, regardless of ethnicity/race, nationality, socioeconomic status, sexual orientation, religious beliefs, political affiliation, or ability. Because we're always learning how to include more voices and perspectives to our discussions and materials, we encourage you to contact us if you think there's anything that can be done better.

To find more information and resources, check out [Yale's diversity and inclusion office](#).

Accessibility

Inclusion, equity, and belonging oftentimes require teamwork, particularly when it comes to accessibility. Please let [Yale's Student Accessibility Services](#) know of any accommodations you may need as early as possible so we all can work together to make the class and materials more accessible.

Course description

SPAN 110 is the first in a two-course sequence of elementary Spanish. This content-based, multi-modal language course is designed to introduce you to basic vocabulary and grammatical functions, while also heightening your sociocultural awareness and intercultural communicative competence. Through your work with authentic materials representing the diversity of the Spanish-speaking world, you will develop your oral proficiency and acquisition of reading and writing skills and strategies for everyday communication.

You can think of our course as being divided into two units. In the first, we focus on the personal (daily life, attending university, etc.), while in the second, we begin to look more outward, as we explore in more depth different Hispanophone cultures.

This course is taught in Spanish.

Learning goals

This course will help you begin to develop your Spanish proficiency. By the end of the semester, you will be able to...

- summarize, interpret, and analyze simple, sentence-length speech and short, non-complex texts that convey basic information on personal, social, and cultural topics.
- produce, albeit with some roughness, sentence-level spoken texts and short written texts in which you talk about familiar everyday situations (home, family, school, etc.) and cultural content covered in class.
- demonstrate growing insights into the nature of the Spanish language, as well as some of the products, practices, and perspectives of various Spanish-speaking cultures.
- identify and explain linguistic and cultural differences that exist among various Hispanophone cultures and your own cultures.

Goals are based on the American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines.

Course assessment components

Participation (2 x 5%)

This is an interactive, conversation-based course in which we all learn from each other, so it's important that you participate actively in class by listening attentively, sharing ideas, and asking questions during collaborative activities and class-wide discussions. Coming to class having done that day's preparation will help you to maximize your participation.

Homework (10%)

You will have daily grammar-focused homework. Most assignments allow for multiple attempts.

LinguaMeetings (5%)

You will have 5 conversations with a native-speaker language coach.

Compositions (2 x 10%)

You will complete 2 in-class compositions. If you like, you can revise your composition to receive up to 5 additional points on your final composition grade.

Discussions (5%)

You will participate in discussion forums designed to help you reflect and engage in English on topics related to the Spanish language and different Hispanophone cultures.

Exams (3 x 10%)

You will take 3 exams during the course. These exams cover reading, writing, grammar, and vocabulary.

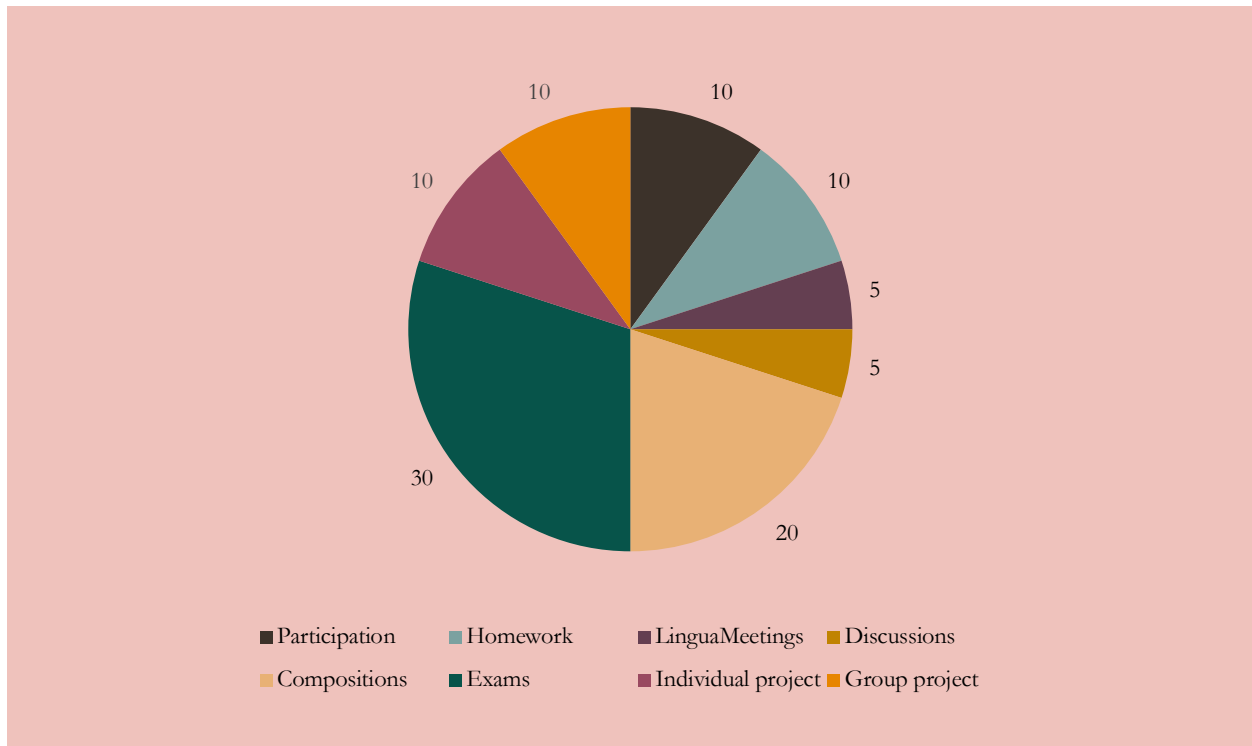
Individual project (10%)

You will create and present to the class a personal webpage to introduce yourself as a member of the Yale community.

Group project (10%)

Working in a small group, you will research and design an interactive ePoster about a Spanish-speaking country. Your group will present your project, as well as submit a written report.

Grade distribution



A	94–100
A-	90–93.9
B+	87–89.9

B	84–86.9
B-	80–83.9
C+	77–79.9

C	74–76.9
C-	70–73.9
D+	67–69.9

D	64–66.9
D-	60–63.9
F	below 60

Final grades will not be rounded up or curved.

Academic integrity and plagiarism

It is expected that you complete all assignments on your own, unless you are specifically instructed to work with others. You should, likewise, refrain from using artificial intelligence. The reason for this is surely obvious to you: in order for us to help you further develop your linguistic and cultural competencies, we need to assess your own work. With this in mind, we adhere to the University's definition of academic integrity, detailed in [Yale's undergraduate regulations website](#).

Because some regulations may vary from class to class, we want to also highlight a couple of regulations that apply to work you'll be doing in Spanish classes:

- refrain from asking native speakers, language tutors, or more advanced students to proofread/correct your written work before you submit it.
- the use of online translators (such as Google translate or SpanishDict) may be considered a form of plagiarism.