

# Español 103

Intermediate Spanish I  
Spring 2019

Monday, Wednesday, and Friday

11:00 A.M. 365 BSB CRN 15257  
12:00 P.M. 187 BSB CRN 15254  
1:00 P.M. 269 BSB CRN 25679

<b>Profesor:</b> David Diego Rodríguez, Ph.D.	<b>Horas de oficina:</b> lunes, miércoles, viernes 10:00-10:50 A.M.
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<b>Google Voice:</b> (414) 459-9975	



*Fernando Botero (Colombia, 1934) "Picnic", 2001*

## Course Description

Spanish 103 is the third course of the four-semester Spanish Basic Language Program (SBLP) at UIC. The course is guided by principles of the Task-Based Approach, which establishes that by performing real-world tasks in Spanish, students will develop basic communicative proficiency in this language. The purpose of the course then is for you to learn Spanish in order to be able to use it with native speakers in authentic ways. This course also focuses on learning about and reflecting on the various cultures of the Spanish-speaking world in order to further develop your intercultural competence, a necessary trait for successfully working in our globalized world. Therefore, you will carry out a variety of interesting tasks (e.g., tell a story, predict the future, write a cover letter, design a marketing campaign), interact in Spanish

with your professor and your classmates, read two short stories, listen to a number of songs, watch a movie, and do an out-of-classroom project, where you will connect with one of the thriving Hispanic communities in Chicago. This course is designed for you to learn by setting achievable goals and to have a rewarding experience to keep you motivated in your journey towards proficiency ¡Bienvenidos!

## Course Objectives

At the end of the course, you will be able to:

1. Successfully perform real-world tasks in Spanish at the intermediate-low or B1 level of proficiency according to ACTFL or CEFR respectively<sup>1</sup>.
2. Communicate in Spanish (i.e., interact with peers and the instructor, read texts and listen to audio/video, present something in writing or orally) at the intermediate-low or B1 level of proficiency.
3. Identify and explain the products and practices of cultures in the Spanish-speaking world as well as analyze and reflect on the values and perspectives that they may represent.

## What will I be able to do at the intermediate-low level of proficiency in Spanish?

According to the American Council on the Teaching of Foreign Languages (ACTFL), students at the intermediate-low level can communicate in spontaneous conversations on both familiar and everyday topics, by creating simple sentences and asking follow-up questions. They can understand the main idea in short conversations, and they can write and give presentations on preferences and familiar topics by using simple sentences. You should be able to do *at least* all these at the end of Spanish 103!

## Materials

Textbook: *Aula Internacional 2 Chapters 8-10* (if you do not have the textbook from Spanish 102 at UIC there are digital copies of these chapters on Blackboard, no need to buy the entire textbook but you do need to print the copies and bring them to class).

*Aula Internacional 3* (ISBN: 978-84-15640-11-0; Publisher: Difusión; available at the UIC bookstore and Amazon; **you will use this same textbook in Spanish 104** at UIC too).

Books: *Con Frida en el Altiplano*, ISBN: 9788484434795, and *Las nietas de Mayo*, ISBN: 9788416057306 (Publisher: Difusión; both available at the UIC bookstore, Amazon and Kindle; digital versions are allowed).

NOTE: There are copies of the textbooks and books in the library that you can borrow. No online textbooks are allowed in class. <https://ddr.people.uic.edu/libros/default.html>

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<sup>1</sup> ACTFL: American Council on the Teaching of Foreign Languages; CEFR: Common European Framework of Reference for Languages

## Class format

**Hybrid/blended.** Remember that this course is a 4-credit, blended course! This means that one of the four credit hours represents work done on your own outside of class, most likely online. It is important to remember that this online component replaces the class period that you do not attend physically. Thus, it is expected that you will complete the same amount of work that you would if you were in a face-to-face class. Practically applied, for a 4-credit, college-level course, the general rule is that you will invest *8-12 hours of work outside of class* per week, including homework. Therefore, take this into account as you plan your semester while taking this class.

## Components of the course

The course has several components with different percentage values that comprise your final grade. See the chart and the description below to know what they are about.

Components	Percentage
Participación, interacción oral y asistencia (Participation, oral interaction and attendance)	15%
Tarea (Homework) which consists of: <ul style="list-style-type: none"><li>• <i>Más ejercicios</i> activities, <i>Empezar</i> and <i>En construcción</i> (60%)</li><li>• Video activities (15%)</li><li>• <i>Viajar</i> activities (15%)</li><li>• Prueba de la unidad (10%)</li></ul>	15%
2 Lecturas (Readings)	10%
Película (Movie)	5%
6 Tareas Finales (Final Tasks)	15%
3 Reflexión cultural (Cultural Reflection Papers)	15%
Proyecto <i>El español en Chicago</i> (Project)	10%
3 Exámenes (Exams)	15%
Total	100%

- **Participación, interacción oral y asistencia.** As you may imagine, it is essential that you be *exposed* to Spanish in order to learn it. Therefore, classes are conducted **entirely** in Spanish, but your instructor is trained to speak in a way for you to understand most or all of it. Although it may seem daunting at the beginning, you will get used to and, after a few sessions, you will feel much more comfortable. In order for you to learn, it is expected that you attend class, arrive on time, and

be actively engaged in the classroom activities. Each day your instructor will evaluate your participation and record a score. If you miss class, no points will be awarded for participation. You cannot make up class participation so make sure you attend class regularly! Please note that you are **allowed to miss up to 3 days, no questions asked**. After the 3rd absence your credit for participation, interaction and attendance will be negatively affected. Daily participation will score as follows:

<b>2 POINTS</b>	<b><i>All of the following:</i></b> arrives on time, attends entire class period, has textbook (and printed any extra material), is prepared for class, participates in activities, speaks Spanish in class, works well with others.
<b>1 POINT</b>	<b><i>Any one of the following:</i></b> arrives late, leaves early, does not have textbook (or did not print necessary extra material), does not participate in activities as instructed, speaks English in class, does not work with others.
<b>0 POINTS</b>	<b><i>More than one of anything listed in the 1 point description and/or any one of the following:</i></b> is absent or disruptive (does homework for other classes, checks cell phone, sleeps, etc.).

- **Tarea.** There are homework assignments for every day of class. These homework assignments are done online in our course on Blackboard (see Calendario de Actividades below for more information) and are of different types: *Empezar*, *Más ejercicios*, video, *Viajar*, Prueba de la unidad and *En construcción*. All of them are **due at 11:59PM on Tuesday, Thursday and Sunday** (see Calendario below) and you must make sure they are all submitted by checking they have a grade. Activities “in progress” will not receive credit! These are the descriptions:
  - ***Empezar:*** This brief activity will prepare you to better understand the theme of the Unit of the textbook. It is the first activity of the Unit and you should do it before we start the new Unit as it will help you get familiarized with the topics and objectives of the Unit. Found under *Más ejercicios* on Blackboard.
  - ***Video:*** Each Unit of the textbook has a video (most of them are authentic<sup>2</sup>) that is related to the topic of that Unit. By watching these videos, you will not only learn about the cultures of the Hispanic world, but also you will improve your Spanish, and you will practice your listening skills as well.
  - ***Viajar:*** At the end of the Unit in your textbook, there is a section called *Viajar* (Traveling) that has interesting, short and authentic (or minimally adapted) readings about a cultural aspect of the Spanish speaking world. By reading these texts you will not only learn about the cultures of the Hispanic world, but also you will improve your Spanish, and you will practice your reading skills as well.

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<sup>2</sup> Not created for pedagogical purposes.

- **Más ejercicios:** These are the activities that will allow you to develop your Spanish grammar, to revisit and increase your vocabulary, and to learn the pragmatics of the language (that is, how the language is used depending on the context). They are the same as the *Más ejercicios* section at the end of your textbook and they have the same number. Instead of doing them with paper and pencil, most of them are found online on Blackboard. By doing these activities you will increase your accuracy and will have the necessary linguistic resources to accomplish your Final Tasks and to communicate in general.
- **Pruebas de la unidad:** These are brief, online, out-of-class quizzes where you will test how well prepared you are to do the Tarea Final, and how much Spanish you have learned after each Unit of the textbook. In these Pruebas, you will also identify the **songs** you learned about and listened to in class.
- **En construcción:** This is an opportunity to reflect on what you have learned at the end of each Unit of the textbook and a way to communicate to your instructor what is that you would like to learn more about. Found under *Más ejercicios* in Blackboard.

As you can see, these assignments will help you learn Spanish in order to perform the Final Task. In addition, you will practice your communicative skills, expand your vocabulary, learn about cultural topics, and reflect on your learning. Thus, you *should pay attention and be engaged while doing your homework* in order to learn the most from it. Homework *should not feel like busy work*. If it does for you, please contact your professor so as to identify what could be wrong.

- **Lecturas.** One of the best ways to learn Spanish (or any other language) is by reading something you can understand, especially if it is interesting to you. Therefore, you will read and listen to two fictional short stories that will not only help you learn Spanish, but also learn about fascinating cultural and historical aspects of Bolivia and Argentina. Once you finish, you may want to reflect about their meaning in your *Reflexión cultural* (see below).
- **Película.** Movies are one of the most notable artistic products of humanity, and movies from the Spanish-speaking region are among the best in the world! In this course you will watch *El secreto de sus ojos* (*The secret in their eyes*), an award-winning, crime film based in Argentina. Again, you will have the opportunity to reflect on what the movie meant to you in the *Reflexión cultural* (see below) if you choose to do so.
- **Tareas Finales.** These are the final tasks you will have worked toward at the end of each Unit of the textbook. At the beginning of each Unit in your textbook, you will see at the top of the right page something that says “En esta Unidad vamos a ...” (In this Unit we are going to...) and there you will see what the objective is -the final task- of the Unit. These tasks represent the culmination of what you have learned and are equivalent to real-life tasks where you accomplish something concrete by using Spanish. **You can miss up to one** final task without negatively affecting your grade.

- **Reflexión cultural.** In addition to learning Spanish, you will learn about many cultural aspects of the Spanish-speaking world throughout the course. In order to develop a deeper understanding of culture and avoid creating stereotypes and misconceptions, one needs to *reflect* on these cultural aspects and what perspectives and values they may reflect. Therefore, you will write three 450-500-word essays *in English* in which you analyze a cultural aspect of your choice learned in the course. You can find more information about the nature of these assignments as well as the evaluation criteria on Blackboard.
- **Proyecto: *El español en Chicago*.** In order to better learn Spanish and develop an accurate sense of the Hispanic culture, you will need to go beyond the classroom and observe, experience, and learn from the vibrant Hispanic communities in Chicago. For this project, you will take a field trip to Humboldt Park and share with your peers and professor what you learned from it through a presentation of your work in class. More information about this project is available on Blackboard.
- **Exámenes.** There will be three exams in the course. They will be held in the room and class period in which the class takes place (see Calendario below). The exams have five components: a reading comprehension part, a listening part, an oral part, a writing part, and a language part (grammar, vocabulary, and language use). You will need to use your cell-phone to do the oral part of the Exam. Contact your instructor ASAP if you do not have a cell phone.

### **A special note on cell phones**

*Except for the use of your cell phone for the oral part of the Exams (see above) or on a few occasions allowed by your instructor, your instructor will have a **zero-tolerance** policy for using cell phones in class. This includes texting, checking your inbox, or even looking at your cell phone screen to check the time. When you come to class, put your phone on silent and keep it in your pocket, purse, or backpack. This is a matter of respect, both for the instructor and your classmates. If the instructor sees you using your cell phone, she will stop class and ask you to leave the classroom to attend to your phone.*

### **Our classroom community**

*We are a community of inclusion and respect! Disrespectful behavior of any kind will not be tolerated in the classroom. If you feel there is an issue in class, speak it with your instructor as soon as possible as to find a good way to solve it.*

# Calendario de actividades

In order to ensure that the contents of this syllabus are clear for students, you are required to read and sign an online document called *Student Understandings* found on Blackboard by Tuesday January 29<sup>th</sup>.

## **REMEMBER:**

This 4-credit class meets face-to-face MWF and online activities are due on Tuesday, Thursday and Sunday. No late work is accepted under any circumstance. Plan ahead!

You are responsible for successfully submitting all activities in Blackboard by the deadline. You must verify you have done this by making sure you see a grade for each activity submitted in the student grade book.

**Any activities not submitted correctly and left "in progress" will not receive credit.**

As you do your homework, ask yourself: what is the instructor's goal in me having do these activities? In what way do they relate to the Tarea Final (Final Task) and other communicative goals of the corresponding Unit of the textbook? How will these activities prepare me in carrying out the Tarea Final successfully? In learning about the cultures of the Spanish speaking people? In learning Spanish in general?

**Submit online work by 11:59PM on Tuesday, Thursday and Sunday**

### Semana 1: Del 14 al 18 de enero

Día	En clase	Tarea
 Rola de la semana: <i>La chica de ayer</i>		
lunes 14 de enero	Presentaciones <b>Unidad 8 Aula 2: Estamos muy bien</b> Empezar Introducción al curso	
martes 15 de enero	<i>Blended work day; no class meeting</i>	
miércoles 16 de enero	Comprender Explorar y reflexionar	<b>Para el jueves:</b> Más ejercicios (ME) Unidad (U) 8: 1
viernes 18 de enero	Explorar y reflexionar	<b>Para el domingo:</b> ME U8: 3, 15, 17

### Semana 2: Del 21 al 25 de enero

Día	En clase	Tarea
 Rola de la semana: <i>Se me olvidó</i>		
lunes 21 de enero	<b>Día festivo Martin Luther King Jr.</b> <b>No hay clase</b>	
martes 22 de enero	<i>día online, no hay clase</i>	<b>Para el martes:</b> U8: Video, <i>Viajar</i>
miércoles 23 de enero	Practicar y comunicar	<b>Para el jueves:</b> ME U8: 7, 9, 10, 11 ME U8: En construcción U8: Prueba de la unidad
viernes 25 de enero	<b>Tarea Final Unidad 8 Aula 2</b> <b>Buscar soluciones para algunos problemas de nuestros compañeros</b>  <i>Last day to add/drop a course</i>	<b>Para el domingo:</b> ME U9: Empezar

### Semana 3: Del 28 al 1 de febrero

Día	En clase	Tarea
 Rola de la semana: <i>Te regalo una rosa</i>		
lunes 28 de enero	<b>Unidad 9 Aula 2: Antes y ahora</b> Empezar, Comprender	
martes 29 de enero	<i>día online, no hay clase</i>	<b>Para el martes:</b> U9: Video, <i>Viajar</i> <b>Last day to complete Student Understandings</b>
miércoles 30 de enero	Explorar y reflexionar	<b>Para el jueves:</b> ME U9: 1, 2, 4
viernes 1 de febrero	Explorar y reflexionar	<b>Para el domingo:</b> ME U9: 6

#### Semana 4: Del 4 al 8 de febrero

Día	En clase	Tarea
 Rola de la semana: <i>¿A quién le importa?</i>		
lunes 4 de febrero	Practicar y comunicar	
martes 5 de febrero	<i>día online, no hay clase</i>	<b>Para el martes:</b> ME U9: 10, 16 U9: Prueba de la unidad ME U9: En construcción
miércoles 6 de febrero	<b>Tarea Final Unidad 9 Aula 2</b> Decidir cuál ha sido la época más interesante de la historia	<b>Para el jueves:</b> ME U10: Empezar
viernes 8 de febrero	<b>Unidad 10 Aula 2: Momentos especiales</b> Empezar, Comprender Práctica examen oral	

#### Semana 5: Del 11 al 14 de febrero

Día	En clase	Tarea
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Rola de la semana: <i>Caraluna</i>		
		
lunes 11 de febrero	Explorar y reflexionar	<b>Para el martes:</b> ME U10: 1
martes 12 de febrero	<i>día online, no hay clase</i>	<b>Para el martes:</b> Ver película <i>El secreto de sus ojos</i> , Comprensión de la película
miércoles 13 de febrero	Explorar y reflexionar Valorar <i>El secreto de sus ojos</i>	<b>Para el jueves:</b> ME U10: 2, 4, 7, 8, 9 <b>Reflexión cultural 1</b>
viernes 15 de febrero	Practicar y comunicar Preparación <i>Con Frida en el Altiplano</i>	<b>Para el domingo:</b> ME U10: 11, 13, 16, 17 U10: Prueba de la unidad ME U10: En construcción

#### Semana 6: Del del 18 al 22 de febrero

Día	En clase	Tarea
 Rola de la semana: Valió la pena		
lunes 18 de febrero	<b>Tarea Final Unidad 10 Aula 2</b> Contar anécdotas personales	<b>Para el martes:</b> U10: Video, <i>Viajar</i>
martes 19 de febrero	<i>día online, no hay clase</i>	<b>Para el martes:</b> <i>Con Frida en el Altiplano</i> (caps 1-3)
miércoles 20 de febrero	<b>Examen 1</b>	<b>Para el jueves:</b> ME U1: Empezar
viernes 22 de febrero	<b>Unidad 1 Aula 3: Volver a empezar</b> Empezar, Comprender	<b>Para el domingo:</b> <i>Con Frida en el Altiplano</i> (caps. 4-6)

#### Semana 7: Del 25 de febrero al 1 de marzo

Día	En clase	Tarea
 Rola de la semana: <i>Todo se transforma</i>		

lunes 25 de febrero	Explorar y reflexionar	<b>Para el martes:</b> ME U1: 1
martes 26 de febrero	<i>día online, no hay clase</i>	<b>Para el martes:</b> U1: Video, Viajar <i>Con Frida en el Altiplano</i> (caps. 7-10)
miércoles 27 de febrero	Explorar y reflexionar	<b>Para el jueves:</b> ME U1: 2, 4, 8
viernes 1 de marzo	Practicar y comunicar	<b>Para el domingo:</b> ME U1: 6, 9, 12, 17, 18, 19, 20 ME U1: En construcción U1: Prueba de la unidad

### Semana 8: Del 4 al 8 de marzo

Día	En clase	Tarea
 Rola de la semana: <i>Colgando en tus manos</i>		
lunes 4 de marzo	<b>Tarea Final Unidad 1 Aula 3</b> <b>Escribir la carta de presentación del candidato ideal para un puesto de trabajo</b>	<b>Para el martes:</b> ME U2: Empezar
martes 5 de marzo	<i>día online, no hay clase</i>	<b>Para el martes:</b> <i>Con Frida en el Altiplano</i> (caps. 11- Epílogo)
miércoles 6 de marzo	<b>Unidad 2 Aula 3: Mañana</b> Empezar, Comprender Valoración <i>Con Frida en el Altiplano</i>	<b>Para el jueves:</b> ME U2: 15, 16, 17
viernes 8 de marzo	Explorar y reflexionar	<b>Para el domingo:</b> ME U2: 1, 2, 3

### Semana 9: Del 11 al 15 de marzo

Día	En clase	Tarea
 Rola de la semana: <i>Inevitable</i>		

lunes 11 de marzo	Explorar y reflexionar	<b>Para el martes:</b> ME U2: 4, 12
martes 12 de marzo	<i>día online, no hay clase</i>	<b>Para el martes:</b> ME U2: Video, <i>Viajar</i> <b>Reflexión cultural 2</b>
miércoles 13 de marzo	Practicar y comunicar	<b>Para el jueves:</b> ME U2: 6, 10 ME U2: En construcción U2: Prueba de la unidad
viernes 15 de marzo	<b>Tarea Final Unidad 2 Aula 3</b> Imaginar cómo seremos dentro de algunos años	<b>Para el domingo:</b> ME U3: Empezar

**Semana 10: Del 18 al 22 de marzo**

Día	En clase	Tarea
 Rola de la semana: <i>La llorona</i>		
lunes 18 de marzo	<b>Unidad 3 Aula 3: Prohibido prohibir</b> Empezar, Comprender	
martes 19 de marzo	<i>día online, no hay clase</i>	<b>Para el martes:</b> U3: Video, <i>Viajar</i>
miércoles 20 de marzo	Explorar y reflexionar	<b>Para el jueves:</b> ME U3: 14
viernes 22 de marzo	Explorar y reflexionar Preparación <i>Las nietas de Mayo</i>	<b>Para el domingo:</b> ME U3: 1, 3, 7, 8

**Vacaciones de primavera: 25-31 de marzo**

**Semana 11: Del 1 al 5 de abril**

Día	En clase	Tarea
 Rola de la semana: <i>Pégate</i>		

lunes 1 de abril	Practicar y comunicar	<b>Para el martes:</b> ME U3: 9, 11, 16, 17, 18 U3: Prueba de la unidad ME U3: En construcción
martes 2 de abril	<i>día online, no hay clase</i>	<b>Para el martes:</b> <i>Las nietas de Mayo</i> (caps. 1-4)
miércoles 3 de abril	<b>Tarea Final Unidad 3 Aula 3</b> Hacer un artículo sobre las costumbres y códigos sociales de la gente de nuestro país	
viernes 5 de abril	<b>Examen 2</b>	<b>Para el domingo:</b> ME U4: Empezar

### Semana 12: Del 8 al 12 de abril

Día	En clase	Tarea
 Rola de la semana: <i>En la ciudad en la furia</i>		
lunes 8 de abril	<b>Unidad 4 Aula 2: Va y le dice...</b> Empezar, Comprender	
martes 9 de abril	<i>día online, no hay clase</i>	<b>Para el martes:</b> <i>Las nietas de Mayo</i> (caps. 5-6) U4: Video, <i>Viajar</i>
miércoles 10 de abril	Explorar y reflexionar	<b>Para el jueves:</b> ME U4: 4
viernes 12 de abril	Explorar y reflexionar	<b>Para el domingo:</b> ME U4: 5, 6, 9

### Semana 13: Del 15 al 19 de abril

Día	En clase	Tarea
 Rola de la semana: <i>19 días y 500 noches</i>		
lunes 15 de abril	Practicar y comunicar	<b>Para el martes:</b>

		ME U4: 7, 10, 12, 13 U4: Prueba de la unidad ME U4: En construcción
martes 16 de abril	<i>día online, no hay clase</i>	<b>Para el martes:</b> <i>Las nietas de Mayo</i> (caps 7-8)
miércoles 17 de abril	<b>Tarea Final Unidad 4 Aula 3</b> Escribir la sinopsis de una película	<b>Para el jueves:</b> ME U5: Empezar
viernes 19 de abril	<b>Unidad 5 Aula 3: Busque y compare</b> Empezar, Comprender Valorar <i>Las nietas de Mayo</i>	

#### Semana 14: Del 22 al 26 de abril

Día	En clase	Tarea
 Rola de la semana: <i>Si tú no estás aquí</i>		
lunes 22 de abril	Explorar y reflexionar	<b>Para el martes:</b> ME U5: 10, 12, 13
martes 23 de abril	<i>día online, no hay clase</i>	<b>Para el martes:</b> <b>Reflexión cultural 3</b> ME U5: Video, <i>Viajar</i>
miércoles 24 de abril	Explorar y reflexionar	<b>Para el jueves:</b> ME U5: 4, 6, 14, 15
viernes 26 de abril	Practicar y comunicar	<b>Para el domingo:</b> ME U5: 16, 17, 18 U5: Prueba de la unidad ME U5: En construcción

#### Semana 15: Del 29 al 3 de mayo

Día	En clase	Tarea
 Rola de la semana: [la favorita de la clase]		
lunes 29 de abril	<b>Tarea Final Unidad 5</b> Diseñar y presentar una campaña publicitaria	

martes 30 de abril	<i>día online, no hay clase</i>	
miércoles 1 de mayo	<b>Examen 3</b>	<b>Para el jueves:</b> Subir presentación del proyecto a BB
viernes 3 de mayo	<b>Presentación del proyecto <i>El español en Chicago</i></b>	

# Course Policies & Other Information

## Policies & Procedures

Please read these course policies carefully as they are very important for you to succeed in this course.

### Who can take this course?

This course is for non-native, non-heritage speakers who have taken the UIC Spanish Placement Test and were placed into Spanish 102. *ALL UIC students who want to pursue learning Spanish must first take the UIC Spanish Placement Test regardless of whether or not have taken Spanish or not.*

### Placement in a course

- **Spanish Placement test:** You can *only* take this through the Office of Testing Services. Check out their website, <http://testing.uic.edu/placement-testing> for information, or call (312) 996-0919, 24 hours a day.

After the first week of the semester, we cannot guarantee that you will have your results in time to register for that semester. You may have to wait until the following semester to register for a course.

After taking the Spanish Placement Test, you must enroll in the course indicated in the test results. You can *only* take this through the Office of Testing Services. Check out their website, <http://testing.uic.edu/placement-testing> for information, or call (312) 996-0919, 24 hours a day.

According to university policy, students will *not* receive credit for taking courses *below* the level at which they place. Our Departmental Placement Guidelines are laid out in the following table:

PREVIOUS STUDY OF SPANISH	PLACEMENT IN THE SPANISH BASIC LANGUAGE PROGRAM
If you have...	Then you must take...

...transfer credit from another institution OR ...had 0 to 4 years of high school Spanish OR ...have never studied Spanish	...either Spanish 101, 102, 103 or 104 <b>depending on the results of the UIC Spanish Placement Test</b>
...taken Spanish 101 at UIC	...Spanish 102
...taken Spanish 102 at UIC	...Spanish 103
...taken Spanish 103 at UIC	...Spanish 104

NOTE: You may *not* take 101, 102, 103, or 104 if you are bilingual (native or heritage speaker)—that is, if you learned Spanish in a non-academic environment (i.e., at home, during residence abroad, etc.). The majority of students in the heritage program were born and raised in Chicago by parents who emigrated from Spanish-speaking countries. Others learned Spanish from their grandparents or during periods of living in Latin America.

As a heritage speaker you cannot receive credit for courses in the Spanish Basic Language sequence (Span 101, 102, 103, 104). All instructors are required to assess their students' linguistic background and to advise heritage speakers to take the placement exam or to meet with HLP Coordinator.

### Registration information

1. No over-enrollments under any circumstances are allowed. No instructor, professor, secretary, or department head can change this rule, which is based on *fire codes* and room sizes.
2. It is *your* responsibility to enroll in and to attend the correct section. No one else can register you.
3. Your name should be officially listed on the course roster by the end of the add/drop period (consult the *Calendario* for the specific date).
4. It is also your responsibility to drop a course if you stop attending class. No one else can drop you from the class. You are NOT automatically dropped if you stop attending.
5. No student may enroll in more than one SBLP course during the same semester.
6. If you have questions about placement once you attend the first day of class, please talk to your instructor *immediately* and explain your concerns.
7. Auditing this course is not allowed unless you receive previous approval from the Program Director, Prof. Claudia Fernández (cferna5@uic.edu).
8. In order to receive an incomplete for this course you must have completed 70% of the course. Only medical reasons or very serious circumstances will be considered.

### Grading Scale

A: 89.5 – 100

B: 79.5 – 89.4

C: 69.5 – 79.4

D: 59.5 – 69.4

F: 0 – 59.4

### **Additional information on grades**

- Please note that the total scores reflected on Blackboard are approximations because Blackboard does not count dropped Final Tasks and excused absences. Therefore, you should **not** use the Blackboard total score to calculate your final grade because it will not be accurate.
- You will see your real, cumulative grades at three points in the semester: at the end of week 4, at mid-semester, and at week 14. If you do not see these grades on Blackboard in a timely manner, it is your responsibility and right to ask your instructor for such grades.
- You'll have access to all of your grades for this class via Blackboard. If you have concerns about the grading of any of the components of this class, you should address them in a timely manner to your instructor but no later than the next cumulative grade is posted. You cannot request a review of all or large portions of completed work in this class at the end of the semester unless this work was completed after the week 14 cumulative grade.
- Students who fail a basic Spanish course may not proceed to the next level. They must repeat the failed course if they wish to continue. Students who receive a D may proceed but should avail themselves of tutoring and other services since courses build on each other (what you learn in Spanish 101 will be essential to succeed in Spanish 102, what you learn in Spanish 102 will be essential to succeed in Spanish 103, etc.).
- There is no extra credit.
- Mid-term grades will be accessible to students at <https://my.uic.edu/> the Friday before the last day to withdraw and receive a "W" (see *Calendario* above).
- Instructors cannot change final course grades unless there is an error. If there is an error, the student must present the graded materials as evidence of the mistake. No grade disputes will be processed during the last and first weeks of each semester.

### **Religious holidays**

We would like to remind you of our make-up exam and excused absence policy for Religious Observances. Students who wish to observe an officially recognized religious holiday on a scheduled exam day will be allowed to take a make-up exam provided they submit the Religious Observance Request form (found on Blackboard) **in advance**. Absences on religious holidays will not count against the three absences you are allowed to miss during the semester. If you will miss an exam or class to observe a religious holiday during the semester, please **submit the form to your instructor by Friday of the second week of classes**. If the holiday is observed before this date, students should submit the form at least 3 days in advance. For the university's statement of policy, please see: <https://catalog.uic.edu/ucat/admissions-registration-finances/registering-enrolling/>

## Other Information

### Accommodations for students with disabilities

If you suffer from a medical condition that may impact your attendance or your ability to complete assignments by the required deadlines, please contact the Disability Resource Center immediately. Only within the framework of a Letter of Accommodations will we be able to make individual alternate arrangements.

Students with disabilities who require accommodations for access to materials and participation in this course must be registered with the Disability Resource Center (DRC). Please contact the DRC at (312) 413-2183 or (312) 413-0123 (TTY). Please note that the DRC does not contact instructors automatically at the start of a semester if a student needs accommodations. *It is the responsibility of the student to have the DRC contact the SBLP.* The DRC will submit a letter to your instructor that he or she will hand to the Director of the SBLP. **Without this letter, an instructor cannot make any accommodations for the student.** Any accommodations will be handled only from the date on which our office is notified.

### Tutoring Center

The tutoring center is available to any student enrolled in a Spanish Basic Language Program course: Spanish 101-104. It is located in University Hall 1650 and is open Monday, Wednesday, and Friday from 9 a.m. to 4 p.m. It is designed to help students who need additional time or support in learning Spanish or who need answers to specific topic or course-related questions. Instructors may answer questions related to the homework, such as confusion with instructions or a particular concept, but they *cannot* help you complete entire assignments. Be sure to come to the tutoring center with *specific* questions in mind.

The tutoring center is not:

1. a writing center. Tutors are forbidden from helping students proofread their written tasks.
2. a common study area. You may not use the room to work on your laptop, complete homework, etc. The room is to be used exclusively to work with a tutor.
3. a private service. When there are students waiting, instructors are asked to limit sessions to 15 minutes per student.
4. a review session. Tutors cannot quiz or practice with students before an exam. They will happily help you answer *specific* questions, but practicing and studying should be done independently by using the textbook or by doing the homework assignments.

We hope that you will find these guidelines helpful in making the tutoring center a great resource for all SBLP students!

## **Additional help & support**

If you are going through personal hardship and feel anxiety or high levels of stress, you don't have to go through this alone and without support! There are campus resources available such as the U and I Care website, the UIC Counseling Center website (the Center is located on the Student Services Building, SSB), and the Suicide Prevention and Education website. You can also call the Office of the Dean of Students (312-996-4857) or the Counseling Center (312-996-3490) if you prefer to speak with someone.

## **Academic Integrity**

As an academic community, UIC is committed to providing an environment in which research, learning, and scholarship can flourish and in which all endeavors are guided by academic and professional integrity. All members of the campus community—students, staff, faculty, and administrators—share the responsibility of insuring that these standards are upheld so that such an environment exists. Instances of academic misconduct by students will be handled pursuant to the Student Disciplinary Policy:

<http://dos.uic.edu/wp-content/uploads/sites/262/2018/10/DOS-Student-Disciplinary-Policy-2018-2019-FINAL.pdf>

You are responsible for understanding what constitutes academic dishonesty. For information on this topic, consult the SBLP Policies and Procedures and the University of Illinois at Chicago policy on Academic Honesty at: <http://dos.uic.edu/community-standards/academic-integrity/student-academic-resources/>

In the Spanish Basic Language Program—as in any class—you must work *completely alone* on anything (homework, exams, etc.) turned in for a grade. Therefore, the following cases would be included under academic dishonesty:

- Using a source of information not allowed in exams: electronic devices, notebook, notes, etc.
- Working with other students on homework that you will turn in for a grade, unless specifically directed to work with a partner or in groups by the instructor.
- Obtaining help on specific homework from a tutor. Tutors can help with general questions and problems, but they should not correct individual activities that are to be completed for a grade.
- Copying another student's homework, allowing others to copy yours, or copying homework from other resources like the internet.
- Passing information about the content of an exam to another student.
- Using an online translation service to do a writing assignment.
- Self-plagiarism: re-submitting previously submitted work from another course.

These are NOT the only examples. *If you are ever in doubt whether something is plagiarism or cheating, please ask your instructor before submitting that work.*

Violation of academic integrity includes copying homework or otherwise turning in work that is not original to you. Cheating in this case applies both to the copier and the person who allows his/her work to be copied. If students believe they are wrongfully graded they must approach their instructor with an explanation. If the problem is not resolved, then the student may bring the matter to the office of the Spanish Basic Language Program.

We certainly encourage you to study with others but not to produce any work submitted for a grade under the direction of others (including not allowed internet resources or resources of any other kind). If a student's work is found to fit any of the academic dishonesty cases, the assignment or exam submitted will automatically receive a grade of zero. If a student is caught cheating on one portion of an exam, the student will receive a zero for the entire exam.

**This syllabus is subject to change with previous notification**