

 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Undergraduate Programs	UUPC Approval <u>1/29/24</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department Humanities - Spanish College Wilkes Honors College	
Current Course Prefix and Number SPN 2221	Current Course Title Honors Intermediate Spanish Language and Culture II	
<i>Syllabus must be attached for ANY changes to current course details. See Checklist. Please consult and list departments that may be affected by the changes; attach documentation.</i>		
Change title to: Change prefix From: To: Change course number From: To: Change credits* From: To: Change grading From: To: Change WAC/Gordon Rule status** Add <input type="checkbox"/> Remove <input type="checkbox"/> Change General Education Requirements*** Add <input type="checkbox"/> Remove <input type="checkbox"/> <small>*Review Provost Memorandum</small> <small>**WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See WAC Guidelines.</small> <small>***General Education criteria must be indicated in syllabus and approval attached to this form. See GE Guidelines.</small>	Change description to: Please see attached the ASL certification. This is an Academic Service Learning (ASL) course." Change prerequisites/minimum grades to: Change corequisites to: Change registration controls to: Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).	
Effective Term/Year for Changes: Spring 2025	Terminate course? Effective Term/Year for Termination:	
Faculty Contact/Email/Phone Carmen Canete Quesada ccaneteq@fau.edu 561 354-9307		
Approved by Department Chair <u>Miguel Ángel Vázquez</u> College Curriculum Chair <u>Rachel Corr</u> College Dean <u>Julie Earles</u> UUPC Chair <u>Korey Sorge</u> Undergraduate Studies Dean <u>Dan Meeroff</u> UFS President _____ Provost _____	Date 1/12/24 <div style="border: 1px solid red; padding: 2px;">1/12/24</div> 1-16-24 1/29/24 1/29/24 _____ _____	

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.



SPN 2221, Honors Intermediate Spanish Language & Culture II Jan 6-April 30, Spring 2025 (4cr)

Honors SPN 2221 Fully Online (4 credits)

Section No: 05H

CRN: 20285

CONTACT INFORMATION

Professor: Dr. Carmen Cañete Quesada

Email: ccaneteq@fau.edu

Course dates/time: Fully online

Course location: Canvas

Contact number: (561) 354-9307 (Google voice)

Office Hours: M, W: 9:00 A.M.-11:30 A.M.
via Zoom, or by app.

Personal Meeting Room:

<https://fau-edu.zoom.us/j/2334653212>

(email your prof. for an appointment)

COURSE DESCRIPTION

SPN 2221, **Intermediate Spanish Language and Culture II**, is designed to acquire grammatical proficiency, strengthen advanced structures and vocabulary, and learn cultural information about the Spanish-speaking world. The course focuses on the development of oral communication processes, reading and writing abilities, and inter-cultural competency. At the end of the semester students will be able to understand the main idea of texts and oral discourses related to everyday life, cultural aspects of the Spanish-speaking world, as well as handle social interactions in everyday situations. Students at this level can also present cultural topics they have learned or researched and begin to state their viewpoint of topics of interest in written and oral forms.

***Important note:** This course has an Academic Service-Learning component (AS-L). Roughly defined, AS-L is the name given to the interaction between students and a given community, outside of class time and structured in such a way that it enhances the material presented, discussed, and/or practiced in class. After completing this course, a number of 10 hours of community service will be included in your academic transcripts. In the "Description of grades categories" (pp. 9-10) you will find more information about the expectations for AS-L in this course.

COURSE OBJECTIVES

1. Use high intermediate Spanish grammar, vocabulary and pronunciation to express ideas orally and in written form about a variety of topics, including aspects of diversity, gastronomy and recipes, career choices and job interviews, leisure activities, and challenges in the 21st century.
2. Read and interpret written extracts at a high intermediate level.
3. Demonstrate comprehension of high intermediate Spanish oral dialogue and narrative.
4. Communicate orally with native speakers from different countries on novel situations and abstract topics using the target language.
5. Recognize cultural traits and traditions of Spanish-speaking countries through authentic material.
6. Engage students in organized community service that addresses local needs, while developing their language skills, sense of civic responsibility, and commitment to the community.

PREREQUISITES FOR THIS COURSE

Level requirements

This intermediate-level course is designed for students who have successfully completed SPN 2220 at FAU, or the equivalent level at another institution. Please note that this course is not open to native speakers or the equivalent. You may always take the CLEP exam. If you need information call the Office of Testing and Evaluation at (561) 297-3160, or visit the [CLEP page](#).

Placement Exam Procedure

For those who did not complete SPN 2220 at FAU, please visit the [Placement Exam Procedure](#) in Canvas and read the instructions on how to send the results page to your professor. You can contact your professor if you have any questions about the placement test or if you are not sure if this is the right course for you.

Note of Honors Distinction

Please note that this course differs substantially from its non-honors SPN 2221 version in the following ways: (1) The textbook *Conexiones* used in honors SPN 2221 provides a more advanced intermediate level of proficiency and requires additional time and preparation to process the material; (2) after completing this course students will be provided with the necessary tools (particularly in terms of vocabulary and grammar structures) to complete SPN 3400: Advanced Spanish Grammar; (3) the expectations of the general performance in this course are higher when compared to the non-honors SPN 2221.

COURSE MATERIAL

Required material: 1. Zayas-Bazán, Eduardo, et al.: *Conexiones: Comunicación y cultura* Pierson, 6th ed. (2020) –*Preliminar, Chapters 1, 2, 3, 4 and 5.*
ISBN: 9780135304853 (Multi-semester access).

The ISBN includes full eText and MyLab (homework online). Additional print copies are available at a discounted rate for those who paid for the package (eText + MyLab), and it comes with free shipping. It is also possible to buy a Single Semester Access: ISBN: 9780135304846.

There is more information in the link below,

[Conexiones: Comunicación y cultura \(pearson.com\)](https://www.pearson.com)

To register for SPN 2221 (Spring 2025):

1. Go to [XXX](#)
2. Sign in with your Pearson student account or create your account. For Instructors creating a Student account, do not use your instructor credentials.
3. Select any available access option, if asked.
 - o Enter a prepaid access code that came with your textbook or from the bookstore.
 - o Buy instant access using a credit card or PayPal.
 - o Select Get temporary access without payment for 14 days.
4. Select Go to my course.
5. Select SPN 2221 Honors Intermediate Spanish II from My Courses.

If you contact Pearson Support, give them the course ID: [XXX](#)

To sign in later:

1. Go to <https://mlm.pearson.com>.
2. Sign in with the same Pearson account you used before.
3. Select SPN 2221 Honors Intermediate Spanish II from My Courses.

*Important note: It is imperative that students get access to *Conexiones* & MyLab the first week of class.

Recommended material (optional):

1. Kendris, Christopher: *501 Spanish Verbs*
2. Spinelli, Emily. *English Grammar for Students of Spanish*
3. Spanish-English dictionary, e.g. Vox, Oxford, Harper Collins.

COURSE DELIVERY MODE

This is a fully online course accessible only through FAU's learning management system, Canvas. You must log into Canvas with your FAU ID and Password to access the materials and assignments in this course. If you do not know your FAU ID or Password, [contact OIT for help](#). The course is organized into modules with due dates. The course begins with the Introduction module, which will familiarize you with the organization and navigation of the course. You will open a new learning module to access the assigned reading materials, videos, presentations, and other relevant materials for each subsequent module.

INSTRUCTIONAL METHOD AND TIME COMMITMENT

This fully online course has four (4) credit hours. For honors language traditionally delivered intermediate-level courses during the Fall or the Spring terms, students are exposed to direct faculty instruction 4 hours weekly, and they are required one or two additional hours a day for out-of-class student work. Students can use this out-of-class time to review the material in the textbook, create flashcards to memorize vocabulary, complete MyLab and discussion boards, get ready for tests, oral exams and presentations, etc. For this fully online intermediate course, students will need to spend approximately 12-15 hours a week studying and participating in individual and group online activities.

TECHNOLOGY AND COMPUTER REQUIREMENTS

It is mandatory to use a computer with [audio](#) and [video fully functional](#). If you encounter technical issues, have concerns, or need assistance, please contact FAU Help Desk.

Hardware & Software Requirements

Hardware

- Dependable computer
- Computer speakers
- Headset with microphone
- Webcam

Software

- [Microsoft 365 Suite](#)
- Reliable web browser (recommended [Chrome](#) or [Firefox](#))
- Canvas mobile app: Download instructions for [iOS device](#) or [Android device](#)
- [Adobe Reader](#)

- Adobe Flash Player

Internet Connection

- Recommended: Broadband Internet connection with a speed of 4 Mbps or higher.
- To function properly, Canvas requires a high-speed Internet connection (cable modem, DSL, satellite broadband, T1, etc.). The minimum Internet connection speed to access Canvas is a consistent 1.5 Mbps (megabits per second) or higher.
- Check your Internet speed here.

Computer requirements

Basic Computer Specifications for Canvas

- Operating system: Windows 10 or macOS Sierra (or higher).
- Specifications

Peripherals

- A backup option should be available to minimize the loss of work. This can be an external hard drive, a USB drive, cloud storage, or your folder on the FAU servers.

Software

- Once logged in to Canvas make sure your Internet browser is compatible.
- Other software may be required for specific learning modules. If so, the necessary links to download and install will be provided within the applicable module.

Minimum Technical Skills Requirements

The general and course-specific technical skills you must have to succeed in the course include but are not limited to:

- Accessing Internet.
- Using Canvas (including taking tests, attaching documents, etc.).
- Using email with attachments.
- Creating and submitting files in commonly used word processing program formats such as Microsoft Office Tools.
- Copying and pasting functions.
- Downloading and installing software.
- Using presentation, graphics, and other programs.
- Posting and commenting in an online discussion.
- Searching the FAU library and websites.

Technical Support

In the online environment, technical issues are always possible (e.g., lost connection, hardware or software failure). Many of these can be resolved relatively quickly, but if you wait until the last minute before due dates, the chances of these glitches affecting your success are greatly increased. Please plan appropriately. If a problem occurs, it is essential you take immediate action to document the issue so your professor can verify and take appropriate action to resolve the problem. Most issues in Canvas can be resolved by clicking on the “Help” tab located on the menu bar.

When a problem occurs, click “Help” to:

- Report a Problem
- Live Chat with Canvas Support
- Search Canvas Guides

Additional Technical Support

1. Contact the eLearning Success Advisor for assistance: (561) 297-3590.
2. If you can, make a Print Screen of the monitor when the problem occurs. Save the Print Screen as a .jpg file. If you are unfamiliar with creating a Print Screen file, see [Print Screen instructions](#).
3. Complete a [Help Desk ticket](#). Make sure you complete the form entirely and give a full description of your problem so the Help Desk staff will have the pertinent information in order to assist you properly. This includes:
 - a. Select "Canvas (Student)" for the Ticket Type.
 - b. Input the Course ID.
 - c. In the Summary/Additional Details section, include your operating system, Internet browser, and Internet service provider (ISP).
 - d. Attach the Print Screen file, if available.
4. Send a message within Canvas to your professor notifying the problem. Include all pertinent information of the incident.
5. If you do not have access to Canvas, send an email to your professor with all pertinent information of the incident.
6. If you do not hear back from the Help Desk or your professor within a timely manner (48 hours), it is your responsibility to follow up with the appropriate person until you obtain a resolution.

GRADING CATEGORIES AND COURSE ASSESSMENT

Grading categories (assignments)	Percentage
A. Syllabus & Course Agreement Quiz	1%
B. Five (5) Discussion Board Posts 2% of total grade each	10%
C. Five (5) Tests 4% of total grade each	20%
D. One Written Composition via Turnitin	10%
E. MyLab Spanish (Tarea)	15%
F. Two (2) Oral Exams 5% of total grade each	10%
G. Oral presentation	8%
H. Three (3) Online Sessions with Tutor 2% of total grade each	6%
I. Two (2) Talk Abroad sessions 4% of total grade each	8%
J. Academic Service-Learning (10 h.) + final report 1% per hour, 2% report	12%
TOTAL	100%

Description of Grade Categories

A. Syllabus & Course Agreement Quiz (1%)

You will be asked to see the Módulo Introductorio during your first week so that you get familiar with the technology, to purchase the course material, and to register in *Conexiones*. You should have this done, including the completion of the Syllabus & Course agreement Quiz, by Wednesday, January 8, at 11:59 PM. The quiz can be taken three (3) times to achieve 100% and it will be 1% of your final grade.

B. Five (5) Discussion Board Posts (10%)

Students will complete five discussion board posts, one per chapter. Each student writes one original post (90 words) and responds to two peers (30 words each) with a reaction to their corresponding posts. A response adds value to the discussion by bringing new ideas, research, evidence, etc. to the conversation. "I agree," "Ditto" and the like are not acceptable replies. Rules of Netiquette are followed. Replies are not texts with your friends. Full sentences in Spanish and proper spelling are expected.

Ensure that postings are detailed responses to each question and that course and chapter content are applied in your discussion responses. All original posts and responses to peers must be submitted by 11:59 PM on the due dates assigned in the calendar.

Please use the tense that is required for the discussion, and do not use tenses you did not learn on previous courses or that are not presented in this course yet. The post will be evaluated according to the rubric on Canvas, with a total of 5 points (3 pts. for the original post, and 1 point each for the peer responses). Specific instructions about each discussion board will be posted on each Module.

Aspects to consider regarding discussion board posts:

- Before answering the forums, go to Canvas and follow instructions from the rubric.
- Please, note that discussion boards will not be graded if students only paraphrase what has been already mentioned in previous posts. Each forum must contribute to something new to the discussion.
- Ensure that postings are detailed responses to each question or topic and that chapter content is applied in your discussion responses.
- Full sentences in Spanish and proper grammar and spelling are expected. Please use the verb tense required for the discussion, and do not use verb tenses that have not been introduced in this course yet.
- No late submission will be accepted, no exception!

C. Five (5) Tests (20%)

Each test will cover material from a specific module. Test 1 covers content from *Capítulo 6* (aspects of diversity); Test 2 covers content from *Capítulo 7* (Food and recipes); Test 3 covers content from *Capítulo 8* (career choices); Test 4 covers content from *Capítulo 9* (leisure activities); and Test 5 covers content from *Capítulo 10* (21st century challenges). Each test consists of a combination of multiple-choice, fill-in-the-blank, matching, short answer items and composition. The pedagogical purpose of these tests is to ensure that you have read and understood the material of every course module.

Each test includes the following sections: 1. Listening comprehension, 2. Vocabulary, 3. Grammar, 4. Reading, 5. Composition, and 6. Culture. You will have a single attempt and a limited amount of time to complete each test, on specific dates and times indicated in the Calendar. With this in mind, please make sure to prepare before starting each test. As with all other assignments in this course, the work you submit is to be your own. Academic dishonesty of any form is not tolerated.

Aspects to consider regarding tests:

- Once you start a test, you will have 2 hours to finish it.
- Accent marks are taken into consideration: How to Type Spanish Accents.
- You will not be able to change your answers once you click on the submit button.
- You need to complete the test by yourself. No group efforts or help from other people in answering the test questions are allowed.
- You may NOT use your digital textbook or any other material (dictionary, etc.).
- In case of technical difficulties, you must contact the OIT Help Desk. Get a ticket number proving that you reported the issue before contacting your professor
- No late submission will be accepted, no exception!

D. One Written Composition via Turnitin (10%)

Each student will be required to submit one composition of approximately 600 words. The composition will be graded on comprehensibility, accuracy, organization, vocabulary and orthography. Accents marks are taken into consideration: How to Type Spanish Accents.

Aspects to consider before you submit your composition:

- Make sure that you read the rubric before you start writing your composition.
- Note that the composition will be submitted via Turnitin, a Canvas integrated service that scans your work for plagiarism. This means that your assignment will be submitted to a common database and compared to all the other similarly submitted reports available on that database. This plagiarism detection software helps keep you accountable for university policies on plagiarism. It also offers you an opportunity to further learn how to attribute sources as you paraphrase.
- Any idea that is quoted or borrowed from another source other than yourself or teammates must be cited. Writing that appears to be the work of someone else (a friend more proficient in Spanish, a Web or print source), or that appears to be written in English and then translated by an online translation program will not be accepted, and may entail severe penalties beyond just a zero on the particular assignment.
- Again, as with all other assignments in this course, the work you submit is to be your own. Academic dishonesty of any form is not tolerated.
- No late submission will be accepted, no exception!

E. MyLab Spanish (Tarea) (15%)

For your homework you will need to complete the online exercises from *MyLab* on the due dates indicated in the calendar. Students must complete the assigned homework and be prepared to ask questions and/or use the material studied in class. The chapters in the workbook should be completed simultaneously as the chapters in the textbook are being covered in order to reinforce what you have learned in class and learn additional vocabulary.

***Important Note:** You are responsible for having the required materials for class, checking the syllabus for assignments, and completing and submitting on time all assignments indicated for that week. Students that show original documentation of attendance to university-approved curricular and extracurricular activities (field trips, debate trips, etc.), will have the opportunity to make-up the homework, as long as they inform the professor at least one week ahead of time.

F. Two (2) Oral Exams (10%)

To demonstrate the ability to express yourself and to communicate with others in Spanish about certain topics, you will participate in two oral exams throughout the summer term. These will be in the form of (a) an interview and (b) a role-play.

Description of oral assessments:

-a) Interview (individually). Students will converse individually with their professor, listening to a set of questions (based on topics, vocabulary, and grammar studied in class) and giving the corresponding answers. A list of possible questions will be provided to students in advance, at least one week before the exam.

-b) Role-play (in groups). The short (4-5 min.) skit will be done in groups of 3 students. Three possible topics for the skit will be given by the professor approximately one week before the exam. The topic for the oral exam will be chosen at random by the professor at the beginning of the exam. The skit must be interactive, creative, and should include the largest amount of Spanish vocabulary, grammar, and structures that have been covered during the semester. Students will be evaluated individually.

Aspects to consider regarding oral exams:

- Both exams will be graded according to their respective rubrics located in Canvas.
- Oral exams will be completed on the days assigned in the calendar.
- Your professor will assign a date and time during office hours for oral exams. Students from each group in Oral Exam #2 will be designated by your professor.
- This course is 100% online, thus oral exams must be taken virtually. It is your responsibility to set up the computer and confirm that audio and video are fully functional at least 10 minutes before the scheduled time for the exam.
- Please keep in mind that this will be an oral exam not a reading one. Students must use a camera during the exam, your professor will not accept if your camera does not work. Please note that Zoom or any other platform used in this course might not be supported by your cell phone. Students should use a computer in a quiet location for the oral exams.
- Students must test their camera and microphone equipment to make sure that it is functional prior to the oral exam.

G. Oral Presentation (8%)

Each student will prepare one individual presentation of approximately 5 minutes. In this presentation students will provide an analysis of a book/film that has caused a great impact in their knowledge of the Hispanic world. The analysis will include (1) a brief description of the author/director, (2) background information about the setting of the story, and (3) a personal reflection of what this book/film has meant for the student at this time in his/her career. The book/film needs to be originally in Spanish. For students who need assistance in finding a remarkable work in Spanish, or deciding which one to work with, please consult with the professor after searching the material that is located in the library or on the web.

Aspects to consider regarding the oral presentation:

- Make sure that you read the rubric before you start preparing your presentation.
- You will find instructions on how to record your presentation in a Power Point in Canvas.
- The presentation needs to be spontaneous. Please do not read the information included in the Power Point.
- Make sure that you include in a final bibliography the sources consulted (if any).

H. Three (3) Online Sessions with Tutor (6%)

You are required to attend three online tutoring sessions.

Aspects to consider regarding online sessions:

- Each session must last a minimum of one hour, and you must participate in it.
- Keep in mind that you need to attend one session while completing Module 4, Module 8 and Module 10. You can attend two sessions in the same Module but only one session will count as part of the grade.
- The first e-Tutor session will cover Capítulo Preliminar and Capítulos 6 & 7. Session 2 will go over Capítulos 8 & 9. The last session will cover Capítulo 10.
- There is more information in the Introduction Module about eTutoring.

I. Two (2) Talk Abroad sessions (8%)

Throughout the semester students are required to have a total of 2 virtual conversations with a native-speaker via a web-based service called Talk Abroad. The sessions will last 15 minutes and will take place in Modules 2 and 5 respectively.

Please be aware that conversations need to be made at least 36 hours in advance. This gives the partner enough warning to ensure they will attend. You can start making your reservations two weeks prior the date of your appointment, not earlier.

The student instruction manual is below,

<https://support.talkabroad.com/article/6-student-instruction-manual>

You can go to the Introduction Module for further information about registration, objectives, rubric used to evaluate your performance, and specific deadlines for each conversation.

The course section in Talk Abroad is XXX (section code: XXX) and the pre-purchase code that you will need is XXX.

J. Academic Service-Learning (10 h.) + final report (12%)

SPN 2221 takes learning Spanish beyond the virtual classroom and enhances education by engaging participants in community service. To meet this goal students will complete 10 hours of service and a final report reflecting on their experience using their language skills to interact with the community. This will count for a total of 12% out of the final grade; 1% for each service hour and 2% for the final report.

There will be **one online conversational hour per week** available for students in this course to interact with members of El Sol Jupiter's Neighborhood Resource Center who would like to improve their English skills. These conversational hours will be offered virtually every Friday, from 6PM until 7:00PM, starting on the second week of the semester (see the course calendar for specific dates).

Students will be required to complete the Academic Service Learning Risk Waiver. They will also keep track of the number of service hours using the log sheet located in the Canvas Intro Module.

Academic service-learning notation of hours will post to your transcript with submission of hours to your faculty instructor and completion of the required survey. Please click on the following link after submitting your hours to complete the Academic Service-Learning Post-Survey.

The following **documents related to this assignment** are located in the **Canvas Intro Module**: 1. Academic Service Learning Risk Waiver; 2. AS-L Hour Tracking Log; 3. Academic Service-Learning Post-Survey; 4. Prompt for Final Report; and 5. Rubric to assess this assignment.

Important note: In addition to the online conversational hours offered every Friday, students will have the option of attending the Table Talk sessions or any other in-person activities organized by El Sol. Ask your instructor about these other opportunities if you are interested. Additionally, you may

consider volunteering in the clinic Caridad Center, Big Brothers, Big Sisters, or any other center where they can interact in Spanish. See below the list of centers recommended in this course,

<https://www.fau.edu/lead/pdf/Areas%20of%20Interest-Volunteer%20Agencies%20January%202017.pdf>

Assumption of Risk Statement for Students regarding AS-L:

I understand that there are certain physical risks inherent in every form of service-learning. I understand the risks associated with this Academic Service-Learning assignment. I nonetheless agree to assume those risks so as to gain the benefits from participation in this valuable learning experience. I hereby release the State of Florida, the Board of Trustees, Florida Atlantic University and its agents and employees from any and all liability associated with my participation in this assignment at Florida Atlantic University.

EXTRA CREDIT OPPORTUNITIES

Extra credit opportunities are available for a maximum of 3% of your final course grade. You can gain extra credit by attending, participating or volunteering remotely in any of the events/programs organized by the WHC Spanish club. In order to get credit for the full 3% you must email your professor the days/hours that you attended, participated or volunteered. **Note: The last day to request Extra Credit is Monday, April 21. Your professor will not accept extra credit after this deadline.**

Grade scale

93–100 % A	90–92 % A-	88–89 % B+	83–87 % B	80–82 % B-	78–79 % C+
73–77 % C	70–72 % C-	68–69 % D+	66–67 % D	64–65 % D-	0–63 % F

LATE ASSIGNMENT POLICY

Late work

As the course calendar states deadlines in advance, no late work will be accepted. It is the student’s responsibility to review the course calendar prior the first week of class and see if conflicts with other classes and/or work arise. If this is the case, students must make reasonable accommodations to submit the assignment(s) in advance and communicate with their professor.

Make-up policy for tests

Make-up is available for students participating in University-approved activities (e.g. athletic or scholastics teams, musical and theatrical performances, and debate activities), military obligation or court-imposed legal obligations. Students have up to one week from the deadline missed in order to make-up an assignment. Please contact your professor and provide him/her with the appropriate documentation about aforementioned events.

In the event of a documented medical emergency, students have up to one week from the deadline missed in order to make-up an assignment. Please provide your professor with the appropriate documentation via email. Due to the fast-track nature of this course, students will not be able to make up an assignment after the one-week deadline has passed regardless of the documentation provided. Please note that the University Provost, in order to identify and assist students at academic risk, requests that courses with freshmen have graded assignments well before midterm. If applicable, also note the minimum grade required to pass the course is a “D-”.

Incomplete Grade Policy

The University policy states that a student who is passing a course but has not completed all work due to exceptional circumstances, may, with consent of the professor, temporarily receive a grade of incomplete (“I”). The assignment of the “I” grade is at the discretion of the professor but is allowed only if the student is passing the course. The grade of “I” is reserved uniquely for situations where a student has not completed some portion (20% or less) of the work assigned to all students as a regular part of the course.

ATTENDANCE, COMMUNICATION AND BEHAVIOR POLICIES

Online attendance policy

Since the course is online, you should access the course **at least three times per week** to ensure you do not miss pertinent postings, messages, or announcements. It is imperative that you meet course deadlines and stay active in discussion boards, group projects, etc. If you are experiencing major illness, absences due to University duties, or other large-scale issues, contact your professor immediately to formulate a resolution.

Communicating with your Professor

- Email will be our primary mode for communication. You will use your FAU email account.
- Your professor will try to respond within 24 hours to emails received Monday through Friday.
- Check your email daily since that is the most convenient form of communication between us. Sometimes there might be important unexpected announcements or just reminders via email.
- Zoom is available for communication during office hours. Contact your professor in advance to set up an appointment.

The professor’s personal meeting room is below:

<https://fau-edu.zoom.us/j/2334653212>

Netiquette

Due to the casual communication common in the online environment, students are sometimes tempted to relax their grammar, spelling, and/or professionalism. Please remember that you are adult students and professionals—your communication should be appropriate. For more in-depth information, please see the [FAU statement on netiquette](#).

Disruptive Behavior Statement

Disruptive behavior is defined in the FAU Student Code of Conduct as “... activities which interfere with the educational mission within classroom.” Students who disrupt the educational experiences of other students and/or the professor’s course objectives in a face-to-face or online course are subject to disciplinary action. Such behavior impedes students’ ability to learn or the professor’s ability to teach. Disruptive behavior may include but is not limited to non-approved use of electronic devices (including cellular telephones); cursing or shouting at others in such a way as to be disruptive; or, other violations of the professor’s expectations for classroom conduct. For more information, please see the [FAU Office of Student Conduct](#).

COLLEGE POLICIES AND WEB INFORMATION

Code of Academic Integrity policy statement

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high-quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which

is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).

Here are the links to the FAU and Honors College Policies on Plagiarism:

<http://www.fau.edu/honors/academics/honor-code.php>

http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf

Plagiarism

Written assignments not produced individually, or totally/partially taken from an external source such as published information produced by a translation program, or work done by another person, will be considered academic dishonesty and will be treated as such. Plagiarism or presenting another person's words or ideas as your own is a serious academic offense. **Remember, you cannot let ANYONE else write or correct your written assignments (except your professor) or use any translation aids!**

Disability Policy

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

Policy on Accommodations:

In compliance with the Americans with Disabilities Act (ADA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) -- in Boca Raton, SU 133 (561-297-3880); in Davie, LA 131 (954-236-1222); in Jupiter and all Northern Campuses, SR 111F (561-799-8585) – and follow all SAS procedures.

Writing Portfolio & Writing Center:

In addition to the Forum Paper and as a graduation requirement, Honors college students must submit one essay written during their 1st or 2nd years at the Honors College as part of their Writing Portfolio. Please consider submitting the final paper/essay for this course as your second paper as it meets the Writing Portfolio requirements. Papers for the Writing Portfolio must be submitted through Canvas. When you are eligible for review, you will receive an invitation to join a Canvas course for the writing portfolio review. Accept this invitation and submit your essay as directed. You are strongly encouraged to visit the University Center for Excellence in Writing (UCEW) for assistance with the writing process.

SPN 2221, Honors Online Intermediate Spanish Language & Culture II
CALENDARIO DEL CURSO (Primavera 2025)

What is it called on Canvas?	When will it happen?	What are the topics?	Exactly... What do I need to do?
INTRODUCCIÓN	6-12 enero	Módulo introductorio -Leer programa y material en Canvas -Repaso del material aprendido en SPN 2220. -Esta semana vamos a recordar la gramática y el vocabulario básicos usando mi documento en Power Point.	Register in Conexiones/MyLab by Wednesday, Jan 8, using the link below: XXX Instructor's code ID: XXX TalkAbroad: Open an account by Wed, Jan 8. The course section in Talk Abroad is XXX (section code: XXX) and the pre-purchase code that you will need is XXX. See instructions for TalkAbroad: https://support.talkabroad.com/article/6-student-instruction-manual Syllabus Quiz: Friday, Jan 10 at 11:59 PM. Video clip: Sunday, Jan 12. Introduce yourself (no credit earned, but I encourage you to do it for practice). 😊 Review basic Grammar and Vocabulary using the Power Point of REPASO for SPN 2220.
MÓDULO 1: CAPÍTULO 6 Primera Parte (págs 210-227)	13-22 enero	Módulo 1 Capítulo 6: Todos somos uno (Primera Parte) -Vocabulario de la igualdad de oportunidades.	Start MyLab (TAREA#1): By Friday, Jan 31st at 11:59 PM (Module 2). Go to, https://www.pearson.com/mylab

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		<ul style="list-style-type: none"> -Repaso del pretérito y el imperfecto. -Uso de "hacer" y "desde" en expresiones de tiempo. -Comparaciones: Joaquín Cortés. -Videoblog: La identidad cultural y lingüística. -Ritmos: Hijos de un mismo dios (Macaco, España). 	<p>Complete Hour #1 of Service Learning by Wed., January 22</p> <p>Discussion #1. Original Post due on Wed, Jan 15 at 11:59 PM. Discussion #1: 2 Replies posted by Friday, Jan 17 at 11:59 PM.</p>
<p>MÓDULO 2: CAPÍTULO 6. Segunda Parte (págs. 228-249)</p>	<p>23 en.- 2 feb.</p>	<p>Módulo 2 Capítulo 6: Todos somos uno (Segunda Parte)</p> <ul style="list-style-type: none"> -Vocabulario de la diversidad étnica y de género. -Diferencias entre "por" y "para". -Usos del "se" impersonal y en construcciones pasivas. -Uso y conjugación del imperfecto. -Imágenes: Coexistence (Xavier Cortada). -Páginas: Alfonsina Storni. 	<p>MyLab (TAREA#1): By Friday, Jan 31st at 11:59 PM. Go to, https://www.pearson.com/mylab</p> <p>Complete Hour #2 of Service Learning by Sunday, Feb 2.</p> <p>TalkAbroad: Session#1 (The due date to complete this session is Friday, Jan 31st, at 11:59 PM).</p> <p>Test #1: Capítulo 6 (Primera y Segunda Parte). Complete by Sunday, Feb 2 at 11:59PM</p>
<p>MÓDULO 3: CAPÍTULO 7. Primera Parte (págs. 250-263)</p>	<p>3-13 feb.</p>	<p>Módulo 3 Capítulo 7: Cuerpo sano, mente sana (Primera Parte)</p> <ul style="list-style-type: none"> -Vocabulario de los ingredientes y la preparación de la comida. 	<p>Start MyLab (TAREA#2): By Friday, Feb 21 (Module 4). Go to https://www.pearson.com/mylab</p>

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		<ul style="list-style-type: none"> -Usos del imperfecto del subjuntivo. -Videoblog: Delicioso, fresco y saludable. -Comparaciones: Productos de las Américas y de España. -Ritmos: "Yo estoy panzón" (<i>Tres tristes tigres</i> y Franco Escamilla) 	<p>Complete Hour #3 of Service Learning by Thursday, Feb 13.</p> <p>Discussion #2. Original Post due on Wed, Feb 9 at 11:59 PM. Discussion #2: 2 Replies posted by Friday, Feb 11 at 11:59 PM.</p>
<p>MÓDULO 4: CAPÍTULO 7. Segunda Parte (págs. 264-285)</p>	<p>14-23 feb.</p>	<p>Módulo 4 Capítulo 7: Cuerpo sano, mente sana (Segunda Parte)</p> <ul style="list-style-type: none"> -Vocabulario de la dieta sana. -Tiempo condicional. -Indicativo y subjuntivo en oraciones con "si". -Imágenes: Nature Morte Vivante (Salvador Dalí). -Páginas: La leyenda del chocolate. 	<p>MyLab (TAREA#2): By Friday, Feb 21. Go to https://www.pearson.com/mylab</p> <p>Complete Hour #4 of Service Learning by Sunday, Feb 23.</p> <p>eTutor: Session #1 (session will cover Capítulo 6 and Capítulo 7). Days available are Thursday, Feb 20 (5:00 PM-6:00 PM), and Friday, Feb 21 (5:00 PM-6:00 PM).</p> <p>Test #2: Capítulo 7 (Primera y Segunda Parte). Complete by Sunday, Feb 23, at 11:59PM</p>
<p>MÓDULO 5: CAPÍTULO 8. Primera Parte</p>	<p>24 febr- 14 mar</p>	<p>Módulo 5 Capítulo 8: Buscádonos la vida (Primera Parte)</p>	<p>Start MyLab (TAREA#3): By Friday, March 21 (Module 6). Go to https://www.pearson.com/mylab</p>

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What is it called on Canvas?	When will it happen?	What are the topics?	Exactly... What do I need to do?
(págs. 286-305)		<ul style="list-style-type: none"> -Vocabulario de empleos y profesiones. -Pluscuamperfecto de subjuntivo. -Condicional perfecto y oraciones con "si" en el pasado. -Videoblog: ¿Trabajar para vivir o vivir para trabajar? -Comparaciones: María Elena Ibáñez, emprendedora serial. -Ritmos: La guagua (Juan Luis Guerra). 	<p>Complete Hour #5 of Service Learning by Friday, March 14.</p> <p>Discussion #3: Original Post on Wed, Feb 26 at 11:59 PM. Discussion #3: 2 Replies posted by Friday, Feb 28 at 11:59 PM.</p> <hr/> <p>SEMANA DE LA PRIMAVERA (1-9 marzo)</p> <p>Examen Oral #1: Entrevista individual (Friday, March 14). TalkAbroad: Session#2 (The due date to complete this session is Friday, March 14, 11:59 PM).</p>

MÓDULO 6: CAPÍTULO 8. Segunda Parte (págs. 306-325)	15-23 marzo	<p>Módulo 6 Capítulo 8: Buscándonos la vida (Segunda Parte)</p> <ul style="list-style-type: none"> -Vocabulario de las cuestiones financieras. -Pronombres de relativo ("que", "quien" y "lo que") y de adjetivos ("cuyo"). -Pronombres de relativo ("el/la cual", 	<p>MyLab (TAREA#3): By Friday, March 21. Go to https://www.pearson.com/mylab</p> <p>Complete Hour #6 of Service Learning by Sunday, March 23.</p> <p>Composition via Turnitin: By Friday, March 21 at 11:59 PM.</p>
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		<p>"los/las cuales").</p> <ul style="list-style-type: none"> -Imágenes: Manifestación (Antonio Berni). -Páginas: José Álvarez. -A leer: Fiebre de Lotto. 	<p>Test #3: Capítulo 8 (Primera y Segunda Parte). By Sunday, March 23 at 11:59 PM.</p>
<p>MÓDULO 7: CAPÍTULO 9. Primera Parte (págs. 326-341)</p>	<p>24 mar-4 abril</p>	<p>Módulo 7 Capítulo 9: ¡A pasarlo bien! (Primera Parte)</p> <ul style="list-style-type: none"> -Vocabulario de los pasatiempos. -Usos del presente y el presente perfecto (o pretérito perfecto) del subjuntivo. -Videoblog: Los juegos olímpicos. -Ritmos: Hoy es domingo (Diego Torres). 	<p>Start MyLab (TAREA#4): By Friday, April 11 (Module 8). Go to https://www.pearson.com/mylab</p> <p>Complete Hour #7 of Service Learning by Friday, March 4.</p> <p>Discussion #4. Original Post due on Wed, March 26 at 11:59 PM. Discussion #4: 2 Replies posted by Friday, March 28 at 11:59 PM.</p> <p>Examen Oral #2: Role-Play (Friday, April 4).</p>
<p>MÓDULO 8: CAPÍTULO 9. Segunda Parte (págs. 342-359)</p>	<p>5-13 abril</p>	<p>Módulo 8 Capítulo 9: ¡A pasarlo bien! (Segunda Parte)</p> <ul style="list-style-type: none"> -Vocabulario del tiempo libre. -Artículos definidos e indefinidos. -Usos del participio de presente (o gerundio) y del infinitivo. -Imágenes: "Son de la loma" (Agustín Gainza). -Páginas: Pablo Neruda. 	<p>MyLab (TAREA#4): By Friday, April 11. Go to https://www.pearson.com/mylab</p> <p>Complete Hour #8 of Service Learning by Sunday, April 13.</p> <p>eTutor: Session #2. (Session will cover Capítulo 8 and Capítulo 9). Days available are Thursday, April 10 (4:00</p>

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			PM-5:00 PM), and Friday, April 11 (5:00 PM-6:00 PM). Test #4: Capítulo 4 (Primera y Segunda Parte), By Sunday, April 13 at 11:59 PM.
MÓDULO 9: CAPÍTULO 10. Primera Parte (págs. 360-373)	14-21 abril	Módulo 9 Capítulo 10: Mañana es hoy (Primera Parte) -Vocabulario de los avances y retos del siglo XXI. -Usos del "se" para eventos no planeados. -Videblog: El futuro de la educación. -Comparaciones: Dormir en el pueblo del futuro. -Ritmos: "Oleada" (Julieta Venegas).	Start MyLab (TAREA#5): By Monday , April 28 at 11:59 PM (Module 10). Go to https://www.pearson.com/mylab Complete Hour #9 of Service Learning by Monday, April 21. Discussion #5: Original Post due on Wed, April, 16 at 11:59 PM. Discussion #5: 2 Replies posted by Friday, April 18 at 11:59 PM. Oral Presentation: Due on Monday, April 21, at 11:59 PM.
MÓDULO 10: CAPÍTULO 10. Segunda Parte (págs. 374-393)	22-30 abril	Módulo 10 Capítulo 10: Mañana es hoy (Segunda Parte) -Vocabulario de los temas del futuro. -La voz pasiva. Verbos que requieren la preposición "a". -Imágenes: Memory Insertion Capsule (Beatriz Cortez). -Páginas: "Los mutates" de José Ruibal.	MyLab (TAREA#5): By Monday , April 28 at 11:59 PM. Go to https://www.pearson.com/mylab Complete Hour #10 of Service Learning by Monday, April 28.

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			<p>eTutor: Session #3. (Session will cover Capítulo 10). Days available are Th, April 24 (5:00 PM-6:00 PM), and Friday, April 25 (4:00 PM-5:00 PM).</p> <p>Test #5: Capítulo 10. By Wednesday, April 30 at 11:59 PM.</p> <p>Final Report for Academic Service Learning. By Wednesday, April 30 at 11:59 PM.</p>
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