

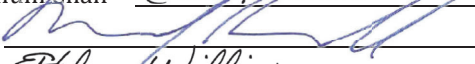
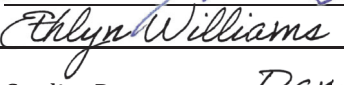

 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>COURSE CHANGE REQUEST</b> <b>Undergraduate Programs</b>	UUPC Approval <u>3/27/23</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	<b>Department</b> Languages, Linguistics, and Comparative Lit. <b>College</b> Arts and Letters	
<b>Current Course Prefix and Number</b> SPN 2221	<b>Current Course Title</b> Intermediate Spanish Language and Culture 2	
<i>Syllabus must be attached for ANY changes to current course details. See <a href="#">Template</a>. Please consult and list departments that may be affected by the changes; attach documentation.</i>		
<b>Change title to:</b>  <b>Change prefix</b> <b>From:</b> _____ <b>To:</b> _____ <b>Change course number</b> <b>From:</b> _____ <b>To:</b> _____ <b>Change credits*</b> <b>From:</b> _____ <b>To:</b> _____ <b>Change grading</b> <b>From:</b> _____ <b>To:</b> _____ <b>Change WAC/Gordon Rule status**</b> Add <input type="checkbox"/> Remove <input type="checkbox"/> <b>Change General Education Requirements***</b> Add <input type="checkbox"/> Remove <input type="checkbox"/> <small>*See <a href="#">Definition of a Credit Hour</a>.</small> <small>**WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See <a href="#">WAC Guidelines</a>.</small> <small>***GE criteria must be indicated in syllabus and approval attached to this form. See <a href="#">Intellectual Foundations Guidelines</a>.</small>	<b>Change description to:</b>    <b>Change prerequisites/minimum grades to:</b> Change pre-req. from: SPN 2220 or equivalent to:  Placement test required with a passing score. (The test only needs to be taken once at FAU.) <b>Change corequisites to:</b>   <b>Change registration controls to:</b>  Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).	
<b>Effective Term/Year for Changes:</b> Fall 2023	<b>Terminate course? Effective Term/Year for Termination:</b>	
<b>Faculty Contact/Email/Phone</b> Nuria Godon / ngodon@fau.edu / 7-0645		
<b>Approved by</b> Department Chair <u></u> College Curriculum Chair <u></u> College Dean <u></u> UUPC Chair <u></u> Undergraduate Studies Dean <u></u> UFS President _____ Provost _____	<b>Date</b> _____ 1/13/2023 _____ 2/13/23 _____ 02/14/2023 _____ 3/27/23 _____ 3/27/23 _____ _____	

Email this form and syllabus to [mjenning@fau.edu](mailto:mjenning@fau.edu) seven business days before the UUPC meeting.



**SPN 2221-001 (CRN: 10298)**  
**Intermediate Spanish Language and Culture II**

*Fully online, via Canvas*  
4 credits

**FALL 2023**

Prof. Almonte

Office: CU 271 and [Zoom](#)

Virtual Office Hours: [TR, 10:00 AM to 3:00 PM](#)

In-Person Office Hours: [WF, 12:20 to 1:20 PM](#)

Telephone: 561-297-0321

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## Course Description

Continuation of emphasis on communication skills, with special attention to grammar review. Not open to native speakers or equivalent, who may substitute it with SPN 2341. Credit may not be awarded for SPN 2221 and SPN 2341.”

<<https://www.fau.edu/academic/registrar/FAUcatalog/artsandlettersDES.php#languages>>

**Course Prerequisites:** *Placement test required with a passing score. (The test only needs to be taken once at FAU.)*

## Instructional Method

SPN 2221-001 is designated as a “Fully Online Class” and, as such, has no on-campus attendance requirements. All students are required to check in with the instructor once a month, via Zoom or in-person, for purposes of individualized review and ensuring that students are not at risk of failing the class. Said meetings typically last five to ten minutes and may be [scheduled here](#).

## Course Objectives/Student Learning Outcomes

The course seeks to expand students’ knowledge of the Spanish-speaking world and strengthen ability to communicate in the Spanish language through constant exposure to and interaction with cultural production from said target language and related cultures.

Upon successful completion of the course learners should be able to:

- Produce clear and appropriate writing *in lingua*, ranging from three to five pages, about salient features of the Spanish-speaking world, including, but not limited to, current events;
  - Employ critical thinking when discussing historical and current events taking place or affecting the Spanish-speaking world;
  - Become increasingly comfortable with oral and written expression in Spanish;
  - Read, describe and critically engage with short writings from the Spanish- speaking world;
  - Have a notable command of grammatical structures in Spanish;
  - Approach writing as a recursive process that demands substantial reworking of drafts to revise content, organization, clarity, and argument structures.
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## Required Texts and Materials

[\*Mango Languages\*](#), provided at no cost, courtesy of the University's library.

Batchelor, *A Student Grammar of Spanish* (New York: Cambridge UP, 2006); electronic access provided at no cost, courtesy of the University's library;

Alonso Vallencillos, *Advanced Spanish Grammar* (New York: McGraw Hill, 2008); electronic access provided at no cost, courtesy of the University's library.

## Grade Components and Grading Scale

**15% of Final Grade: Online Discussions.** Regularly, students must read an article in a Spanish-language newspaper, share with the rest of the class a brief summary of its contents and a personal response to said piece of writing;

**15% of Final Grade: Homework.** Regularly, students are to complete assigned activities, primarily from *Mango Languages*; said activities aim to identify and strengthen areas of possible linguistic improvement;

**20% of Final Grade: Video Presentations.** Towards the middle and the end of the term, students are required to research and create a video presentation on a specific topic, in Spanish. Specific details, including rubric used to grade said presentations, are located within said assignments, in Canvas;

**30% of Final Grade: Writing Projects / Short Essays.** Students are to complete three short essays, ranging from three to five pages, during the term. Specific topics and format requirements as described within Canvas;

**10% of Final Grade: Reflections on Writing.** Students are required to review errors committed in writing assignments and write a one-page reflection halfway through the term and another towards the end of the term.

**05% of Final Grade: Quizzes.** Occasionally, the instructor may assign short quizzes to be taken electronically, within Canvas.

**05% of Final Grade: Monthly Check-ins.** All students are required to check in with the instructor once a month, via Zoom or in-person, for purposes of individualized review and ensuring that students are not at risk of failing the class. Said meetings typically last five to ten minutes and may be [scheduled here](#).

### Grading Scale:

○ 100-94 = A	93-90 = A-	89-87 = B+
○ 86-84 = B	83-80 = B-	79-77 = C+
○ 76-74 = C	73-70 = C-	69-67 = D+
○ 66-64 = D	63-60 = D-	59-00 = F

## Policy on Makeup Tests, Late Work, and Incompletes

Our course is designed to provide students the maximum degree of flexibility when completing tests, exams, and all work related to the class. As such, no make-up tests are permitted and no late work will be accepted. Requests for a grade of Incomplete ("I") are evaluated on a case-by-case basis, and in accordance with the university's Incomplete Grade Policy Statement. If you have a conflict, please maintain close contact the instructor so that feasible arrangements can be made.

*Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.*

## **Etiquette Policy**

Please be professional and courteous

Do not use all capital letters. It gives the impression that you are shouting.

Avoid "flaming" or attacking someone for their point of view. Remember that it will be read by many readers, including the instructor.

If your response is longer than three or four lines, break it up into paragraphs to make it easier to read.

Try not to post comments that don't add anything to the discussion.

Review all discussion postings before posting your own to **prevent redundancy**.

Check your spelling and grammar, Reread text before you post or send it.

Advertisements and spam messages are not permitted on online course discussion boards.

Do not refer to your professor as "Doc" or by his or her first name. If you have a particular policy relating to student behavior in the class, such as relating to tardiness or on the use of electronic devices in the classroom, state so here. Recognizing the unique relationship between faculty and student and adhering to the principles of academic responsibility, any such policies must be reasonable, non-discriminatory and not impede the educational mission.

## **Statement Regarding Objectivity of Instruction**

One of the objectives of this course is to facilitate critical thinking and debate around topics, theories, and concepts where disagreement is not only anticipated, but encouraged. The ability to think critically, express your ideas clearly, and respond to the professor and other students civilly are the keystones of the academic experience. In this course, the professor will provide instruction in an objective manner and will remain open to a wide variety of viewpoints, so long as those viewpoints are evidence-based and presented in a respectful way. During class, the professor may take positions and make statements for the sole purpose of accomplishing an academic objective or enhancing the learning environment. Additionally, the adoption of class materials for this course does not imply an endorsement of the full content of those materials or the positions of the authors of those materials. Often the professor will provide materials as a point of departure for critical thinking and debate. Students should keep in mind that the ideas presented or discussed during class may not necessarily reflect the professor's personal beliefs or opinions on the subject matter.

## **Policy on the Recording of Lectures**

Because of a new Florida Statute in 2021, the following model language is suggested for inclusion in course syllabi, at the discretion of individual faculty:

- Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

## **Attendance Policy**

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness,



family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

## **Online Attendance Policy**

Since the course is delivered online, you are expected to 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 illnesses, absences due to university duties, or other large-scale issues, contact the instructor immediately to formulate a resolution (if possible).

Students must submit the assignments on-time.

If you find it necessary to withdraw, you must do so officially through the Registrar's Office. If you stop attending without officially withdrawing, you may receive an "F" as your final grade.

## **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/>*

## **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/](http://www.fau.edu/sas/).*

## **Code of Academic Integrity**

- *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](#)*

## Course Topical Outline

*The Course Schedule is as appears on the Course Summary within Canvas*

<i>Week</i>	<i>Topic(s)</i>	<i>Items Due</i>
# 1:	General Introduction	Syllabus Quiz
# 2:	About house hunting and moving Paragraph cohesion, punctuation, accent marks	Discussion on current events
# 3:	About house hunting and moving Paragraph cohesion, punctuation, accent marks	First writing project Mango: Chapter 3
# 4:	About utilities and repair Shifting perspectives and the idea of mood	Discussion on current events
# 5:	About utilities and repair Shifting perspectives and the idea of mood	Reflection on feedback First video project Mango: Chapter 4
# 6:	About education and careers Degrees of un/certainty, from conditional to future and beyond	Discussion on current events
# 7:	About education and careers Degrees of un/certainty, from conditional to future and beyond	Second writing project Mango: Chapter 5
# 8:	About emergencies and aid Expressing fear, urgency, drama	Discussion on current events
# 9:	About emergencies and aid Expressing fear, urgency, drama!	Reflection on feedback Mango: Chapter 6
# 10:	About household and lifestyle Description vs. Explanation vs. Excuse	Discussion on current events
# 11:	About household and lifestyle Description vs. Explanation vs. Excuse	Third writing project Mango: Chapter 7
# 12:	All about events and schedules Probability / hypothetical realities	Discussion on current events
# 13:	All about events and schedules Probability / hypothetical realities	Reflection on feedback Mango: Chapter 9
# 14:	Work on final / second video project	Discussion on current events
# 15:	Work on final / second video project	Second video project Reflection on feedback