



## U912-102: Second Semester Spanish

**Course Format:** Online

**Course Facilitator:** Jennifer Morgan, MA

**Course Authors:** Arsenio Cicero-Sancristobal, Ph.D., Steve Fondow, Ph.D., and Matthew Griffin, Ph.D., Sarah Korpi, Ph.D., Jennifer Morgan, MA, and Erin Paul, Ph.D.

**Course credits:** 4

**Pre/Corequisites:** Completion of U912-101 First Semester Spanish with a C or better or the equivalent; Appropriate for advanced high school and first-year or higher college students.

**Course Description:** Spanish 102 is the second course in the Spanish language sequence. In this elementary level course, students will develop an understanding of grammar concepts. Through textbook-based activities, written assignments, reading activities, and speech acts, students will practice grammatical forms and new vocabulary in guided, meaningful settings. Course materials are selected and designed to aid students in developing an understanding of diverse Spanish-speaking cultures.

### Required Course Materials

- iLrn™ Heinle Learning Center Instant Access Code for Hershberger, Navey-Davis, and Borrás Alvarez's *Plazas: Lugar de encuentros*, 5<sup>th</sup> edition ISBN-13: 9781305499621  
Registration instructions available within the online course  
Note: This text was also used in Spanish 101

### Optional/Recommended Course Materials

- *English Grammar for Students of Spanish*, 7th edition by Emily Spinelli (2012). ISBN-13: 9780934034227. (Other editions of this text are acceptable as well.)
- *A New Reference Grammar of Modern Spanish*, 5th edition by John B. Butt, John Butt, and Carmen Benjamin (2011). ISBN-13: 9781444137699
- Vocaroo Audio Recording Website: free and available online at <http://vocaroo.com/>
- Forvo Pronunciation Dictionary: free and available online at <http://forvo.com/>
- Spanish Grammar in Context Website: free and available online at <http://grammar.spanishtexas.org/>

### Course Learning Objectives

- Demonstrate intermediate high reading proficiency on the American Council on the Teaching of Foreign Languages (ACTFL) scale.
- Demonstrate intermediate mid listening proficiency on the American Council on the Teaching of Foreign Languages (ACTFL) scale.
- Demonstrate novice high speaking proficiency on the American Council on the Teaching of Foreign Languages (ACTFL) scale.
- Demonstrate intermediate high writing proficiency on the American Council on the Teaching of Foreign Languages (ACTFL) scale.



**Course Overview**

<b>MODULE #</b>	<b>MODULE TOPIC</b>	<b>EVALUATED ACTIVITIES</b>
1	Spanish 101 Review	Vocabulary Quiz, Grammar Quiz, Oral Assignment, and Writing Activity
2	Parties & celebrations, the beach & countryside, interrogative words, the preterite vs. the imperfect, affirmative & negative expressions	Vocabulary Quiz, Grammar Quiz, eTextbook exercise completion, Oral Assignment, and Writing Activity
3	Airline travel, hotels, indirect object pronouns, double object pronoun, prepositions of location, adverbs, formal commands and negative tú commands	Vocabulary Quiz, Grammar Quiz, eTextbook exercise completion, Oral Assignment, and Writing Activity
4	The cycle of life, receptions, adverbs and adverbial expressions of time & sequencing events, the present perfect tense, past participles as adjectives, reciprocal constructions with se, nos, and os, relative pronouns	Vocabulary Quiz, Grammar Quiz, eTextbook exercise completion, Oral Assignment, and Writing Activity
5	Professions and trades, the office, work, and the job hunt, the subjunctive mood, por vs. para, the present subjunctive with statements of volition	Vocabulary Quiz, Grammar Quiz, eTextbook exercise completion, Oral Assignment, and Writing Activity
Midcourse Review		Vocabulary Quiz, Grammar Quiz, Oral Assignment, and Writing Activity
Reading Exam 1		
6	Rural & urban geography, conservation & exploitation, subjunctive tense following and with verbs	Vocabulary Quiz, Grammar Quiz, eTextbook exercise completion, Oral Assignment, and Writing Activity
7	Television programs and movies, the arts, subjunctive with purpose and time clauses, no-fault se-construction	Vocabulary Quiz, Grammar Quiz, eTextbook exercise completion, Oral Assignment, and Writing Activity
8	Politics & voting, political issues & the media, the future tense, the conditional tense, the present perfect subjunctive	Vocabulary Quiz, Grammar Quiz, eTextbook exercise completion, Oral Assignment, and Writing Activity
9	Technological advancements, the computer, past (imperfect) subjunctive, if-clauses	Vocabulary Quiz, Grammar Quiz, eTextbook exercise completion, Oral Assignment, and Writing Activity
End of Course Review		Vocabulary Quiz, Grammar Quiz, Oral Assignment, and Writing Activity



Reading Exam 2	
Portfolio	One writing activity and one oral assignment

**Evaluation Methods**

Your final grade will be based on your performance on the following:

- 1) Modules (80%)
- 2) Reading Exams (10%)
- 3) Portfolio (10%)

*Modules (80%)*

There are eleven modules in the course. Each module is worth 7.27% of the course grade, and each module contains assessments such as the following: vocabulary quizzes, grammar quizzes, written assignments, oral assignments, and completion of eTextbook exercises in the online textbook, *Plazas*. Written assignments and oral assignments in some of the modules build toward the Portfolio Project.

*Reading Exams (10%)*

There are two reading exams: the first Reading Exam happens after module 4 and the second Reading Exam happens after module 7. Both follow this format: a passage in Spanish is presented and true/false, multiple choice, and short answer questions are asked about the passage so that students can demonstrate comprehension.

*Portfolio (10%)*

Students will produce one writing product and one oral recording in Spanish. The portfolio work is due at the end of the course and there are assignments in the course that help students make progress towards completing the portfolio assignment.

**Grading Scale**

The following grading scale is used to evaluate all course requirements and determine your final grade:

A = 93–100	B = 83–87.9	C = 70–77.9	D = 60–69.9
AB = 88–92.9	BC = 78–82.9		F = Below 60

*Pass/Fail Option*

Students who enroll in an Independent Learning (IL) course under the pass/fail option will receive a final grade of S in place of a final grade equivalent to an A, AB, B, BC, or C and a final grade of U in place of a final grade equivalent to a D or F.

**Program Policies and Statements**

**Course Faculty Statement:** The IL program enlists qualified UW faculty to develop and facilitate IL courses within their content area of expertise. There are two categories of IL faculty: Course Authors lead course development, and Course Facilitators support students enrolled in IL courses. Similar to course instructors, Course Facilitators evaluate and provide feedback on submitted coursework and respond to student inquiries regarding course content or evaluation.



Please note that, while typically occurring during summer months, Course Facilitator transitions can occur at any time even when students are in the process of completing an IL course. Students will be notified of any Course Facilitator changes via email and communication embedded in their online course. Our goal is to make Course Facilitator transitions as smooth as possible to avoid disrupting students in the process of completing a course.

**Evaluation of Student Work Statement:** Course Facilitators are committed to providing students with timely feedback of submitted work. Students should expect to receive feedback within 3 business days, exclusive of holidays. For example, if a student submits an assignment on Thursday, that student should expect to receive feedback on the assignment from a Course Facilitator by midnight on Tuesday of the following week. On occasion, a Course Facilitator may experience higher-than-usual volumes of submitted work from students enrolled in the course and may need additional time for evaluation. Course Facilitators will notify students of any anticipated delays via email and communication embedded in their online course. Students should reach out to our Student Services team at [il@uwex.edu](mailto:il@uwex.edu) with any concerns regarding the timeliness of Course Facilitator feedback.

**Student Work Submission Policy:** Students are strongly encouraged to wait for Course Facilitator feedback on submitted work before proceeding in the course to ensure that their work aligns with expectations and to allow time for revisions, if needed. We therefore discourage students from submitting multiple items for feedback at once. Students who submit multiple items in the same day can expect to receive feedback on the first submission within 3 business days, exclusive of holidays. Remaining work will be evaluated in order of submission with an adjusted timeline. For example, if a student submits 3 written assignments on Tuesday, the student should expect to receive feedback on the first assignment on or before midnight on Friday, on the second assignment 3 business days after that, and on the third assignment 3 business days after that. Please note that opportunities for revision are at the discretion of the Course Facilitator.

**Grade Appeals Policy:** Students who wish to appeal an assignment, quiz, exam, or any other grade should follow the IL grade appeals policy:

1. Email a written statement, outlining your appeal and addressed to your Course Facilitator who assigned the grade, to our Student Services team at [il@uwex.edu](mailto:il@uwex.edu). If a disputed grade is the result of a clerical or computational error, the Program Manager of IL at UW-Extension may adjust the grade under appeal after consultation with the Academic Coordinator of the department responsible for facilitating your course. If the appeal falls outside of clerical or computational error, your Course Facilitator will respond to your appeal in writing (attached to an email) within 3 business days, exclusive of holidays.
2. If you are not satisfied with your Course Facilitator's response to your appeal, you may email a written statement of appeal to the Program Manager of IL at UW-Extension at [il@uwex.edu](mailto:il@uwex.edu). The Program Manager will refer the matter to a hearing committee, appointed by UW-Extension's Dean of Continuing Education, Outreach and E-Learning, as well as the academic dean of the UW institution having major responsibility for the IL course in question.
3. The hearing committee will request relevant information from the Course Facilitator in response to your appeal, including the grading criteria used. The hearing committee will then forward its decision, which will be final, to UW-Extension's Dean of Continuing Education, Outreach and E-Learning (or designee), who will share the decision with the Program Manager of IL and the Academic Coordinator of the department responsible for facilitation of your course. The Program Manager of IL will notify you of the final decision.



**Course Pacing Statement:** All IL courses offered by UW-Extension follow an asynchronous, self-paced model that affords students flexibility to enroll in courses at any time outside of traditional academic calendars and set their own learning schedule upon enrollment. Students have 12 months\* from their course registration processing date to complete their course, with an option to extend in 3-month intervals up to a total of 18 months with approval and associated fees.

*\*Concurrently enrolled high school students who are taking an IL course to both meet a high school requirement and gain college credit or who are enrolled through Wisconsin's Youth Options program have a set deadline for course completion (typically 3 months).*

**Course Pacing Recommendations:** This course includes a pacing guide to support course completion within 3 months. Similar to a traditional on-campus course, each credit hour of an IL course correlates with class hours. Students are expected to put in 2 to 3 hours of work on the course per week for every class hour. For example, a 3-credit IL course would correspond to 9 to 12 hours per week over a 3-month period (3 hours of class time plus 6 to 9 hours of additional study time per week). Similarly, a 4-credit IL course would correspond to 12 to 16 hours per week over a 3-month period (4 hours of class time plus 8 to 12 hours of additional study time per week). Students aiming to complete this course at a slower pace can adjust the pacing guide accordingly (e.g., adjusting the weekly effort from 9 hours per week to 6 hours per week). Students aiming to complete this course at a quicker pace than the minimum course pace listed below must seek prior approval by submitting a written request to our Student Services team at [il@uwex.edu](mailto:il@uwex.edu). The Student Services team will collaborate with your Course Facilitator and respond to you within 3 business days with an approval or denial of your request, including next steps for you to follow.

- Minimum Course Pace: 3 months
- Maximum Course Pace: 18 months (includes two approved extensions and associated fees)

**Course Sequence Policy:** The Course Author(s) strategically designed this course to maximize student learning in alignment with course objectives. As such, students are strongly encouraged to proceed through the course and complete all requirements following the sequence in which they are presented. Course Facilitators will evaluate only those course requirements completed and submitted by the student.



Any skipped course requirement will earn a point value of 0 unless the student secures pre-approval from the Course Facilitator to complete the course requirement out of sequence.

For example, if a student skips a required course assignment from Module 4 and moves on to submit the next required course assignment from Module 5, the student earns a grade on the Module 5 assignment and earns a 0 on the Module 4 assignment.

**Exam Policy:** This course requires all students to complete exams online. Students receive two attempts on each exam. If you elect to take a second attempt, the average score of both exams will be recorded.



**Final Grade Policy:** Students may request and, upon approval, pay for extensions in 3-month intervals up to a total of 18 months from their original date of registration to secure additional time to complete outstanding course requirements. When an extension is granted, Course Facilitators will calculate final grades for these students upon expiration of the 15- or 18-month window or upon completion of the course, whichever happens first.



All students who enroll in an IL course and who do *not* submit a formal request for withdrawal or transfer to another IL course during their initial 12-month period after registration will earn a final course grade based on all submitted course requirements. The process for submitting the formal request is located on the [Policies](#) page of the IL website.

**Cultural Content Disclaimer Statement:** Along with its focus on Spanish language, this course promotes learning and activities that lead to a deeper understanding of culture in Spanish-speaking communities. Some of the cultural content (articles, videos, images, or suggested films) may contain elements that differ from the norms of mainstream culture in the United States. Some students may find these elements objectionable or disturbing; this is not the intent of the cultural content, and you should communicate with the Course Facilitator if you have questions or concerns about the cultural content of the course.

**Accessibility Statement:** Students with documented disabilities have the right to request information and necessary accommodations from the University as stipulated in Section 504 of the Rehabilitation Act and in the Americans with Disabilities Act. Students interested in requesting academic accommodations must contact our Student Services team at [il@uwex.edu](mailto:il@uwex.edu) or 1-877-UW-LEARN (895-3276) to begin the application process. Please be advised that the eligibility determination process and, upon approval, implementation of accommodations could take several weeks. It is important for students to be proactive and initiate the process early in order to ensure that accommodations are in place by the time they will be needed.

**Academic Integrity Statement:** Academic integrity is critical to the mission of the UW-Extension and the IL program. Students are expected to be independently familiar with [University of Wisconsin System's Student Academic Disciplinary Procedures](#) and to recognize that their work in the course is to be their own original work that truthfully represents the time and effort applied. Violations are most serious and will be handled in a manner that fully represents the extent of the law and that suits the seriousness of its violation.