Proposed Form For Addition And Revision Of Courses

1. Proposing College / School: College of Liberal Arts
   Department: Foreign Languages & Literatures Department

2. Course Prefix and Number: 1013

3. Effective Term: Summer 20

4. Course Title:
   Elementary Spanish I

5. Requested Action:
   - Renumber a Course
   - Add a Course
   - Revise a Course
   - Proposed Course Number:
   - Type of Revision: Distance

6. Course Credit:
<table>
<thead>
<tr>
<th>Contact/Group Hours</th>
<th>Scheduled Type</th>
<th>Weekly or Per Term</th>
<th>Credit Hours</th>
<th>Anticipated Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maximum Hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>(Repeatability):</td>
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</tbody>
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7. Grading Type:
   - Regular (ABCDF)
   - Satisfactory/Unsatisfactory (S/U)
   - Audit

8. Prerequisites/Corequisites:
   none

9. Restrictions: List specific restriction in space above.
   - College
   - Major
   - Standing
   - Degree

10. Course Description:
    Basic language skills stressed with progressive emphasis on conversation. Exposure to Hispanic culture. For students with less than 2 years of high

11. May Count Either: 1010 or
    (Indicate if this particular course cannot be counted for credit in addition to another)

12. Affected Program(s):
    (Respond "N/A" if not included in any program; attach memorandunm if more space is required)

13. Overlapping or Duplication of Other Units' Offerings:
    (If course is included in any other degree program, is used as an elective frequently by other unit(s), or is in an area similar to that covered by another college/school, attach correspondence with relevant unit)
    - Applicable
    - Not Applicable
14. Justification:
An elementary Spanish course online provides an alternative to highly motivated students who would like to work on their language skills at their own pace. It also offers a quality language online course alternative to students outside Auburn.

(Include a concise, yet adequate rationale for the addition/revision of the course, citing accreditation, assessments (faculty, graduate, and/or external) where applicable)

15. Resources:

AU student code of discipline: https://sites.auburn.edu/admin/universitypolicies/Policies/CodeofStudentDiscipline.pdf

Online netiquette: http://www.studygs.net/netiquette.htm

AU online Bookstore: http://www.aubookstore.com/pretextbooks.asp

AU digital library: http://diglib.auburn.edu/

AU library: http://www.lib.auburn.edu/

policies: https://sites.auburn.edu/admin/universitypolicies/default.aspx

Accessibility syllabus statement: https://fp.auburn.edu/disability/faculty/syllabus.asp

Accessibility Link: https://fp.auburn.edu/disability/index.asp

(Indicate whether existing resources such as library materials, classroom/laboratory space, and faculty appointments are adequate to support the proposed addition/revision; if additional resources are required, indicate how such needs will be met, referencing the appropriate level of authorization – i.e.: Dean – where necessary; if no additional resources or shifting of resources will be necessary, respond "Not Applicable")

16. Student Learning Outcomes:
After completing this course, students would be able to perform basic tasks using the four language skills, such as introducing themselves, talk about their families, describing people and places, discussing the weather, etc.

(State in measurable terms (reflective of course level) what students should be able to do when they have completed this course)

17. Course Content Outline:

Week 1
Introduction. Los nombres de los compañeros de clase; los colores y la ropa. Mandatos básicos; los saludos; y las cosas en el salón de clases.

Week 2
El cuerpo humano: descripción de las personas; la familia; ¿qué tenemos?; la edad
Fechas y cumpleaños: datos personales; la hora y actividades favoritas.
Composition 1

Week 3
Exam I
Los planes; las clases; preferencias y deseos; y el tiempo. La rutina diaria: las tres comidas, los lugares y orígenes.

Week 4
Composition 2
Los días feriados y las celebraciones; la rutina diaria; los estados físicos y anímicos.
Exam II

Week 5
Las actividades de los estudiantes y las habilidades; las carreras y las actividades de trabajo; las actividades futuras. El vecindario y la casa: actividades en casa y con los amigos.
Week 6
Oral interview
La familia, los parientes. La niñez y la juventud en el pasado,
Review
Examen final

(Provide a comprehensive, week-by-week breakdown of course content, including assignment due dates)

18. Assignments / Projects: Exams - (in class or proctored distance). Two partial exams to test students' progress in the course in terms of vocabulary and structures needed to communicate in Spanish. One comprehensive final exam. Quizzes - (electronically through Canvas) Each week there are two short multiple choice quizzes on vocabulary and grammar to reinforce the material that has been covered.
Homework - Daily homework assignments posted on Canvas are meant to reinforce the material presented in each lesson. They include vocabulary, grammar, pronunciation practices, listening comprehension exercises and cultural readings.
Compositions - (in class or electronically submitted through Canvas timed session) Students will write two compositions and the corresponding revisions. These writing assignments give students the opportunity to learn how to express themselves in the written form and help support the development of the other linguistic skills.
Oral interview - (in class or via online synchronous meeting) Students will be interview formally by their instructor on a prepared topic.
Daily recordings - Students will post oral assignments for each class. These will give students the opportunity to express themselves orally in the target language and receive feedback from their instructor before the formal oral interview.

(List all quizzes, projects, reports, activities and other components of the course grade - including a brief description of each assignment that clarifies its contribution to the course's learning objectives)

19. Rubric and Grading Scale: GRADING
Exams (3) 45%
Lab/Homework 20%
Compositions 10%
Interview 10%
Participation and preparation 10%
Quizzes 5%

A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = 0-59%

(List all components of the course grade - including attendance and/or participation if relevant - with point totals for each; indicate point totals and ranges or percentages for grading scale; for S/U grading, detail performance expectations for a passing grade)

20. Justification for Graduate Credit: N/A

(Include a brief statement explaining how the course meets graduate educational standards (i.e.: rigorous standards for evaluation, development of critical thinking and analytical skills, etc.))

(Include below are standard statements regarding course policies. If necessary, a statement may be altered to reflect the academic policies of individual faculty members and/or the academic unit or department, provided that there is no conflict with the Student Policy eHandbook, Faculty Handbook, or any existing university policy.)

POLICY STATEMENTS
Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the Instructor in advance of the absence to request permission. The instructor will weigh the merits of the request, and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please consult the Student Policy eHandbook for more information on excused absences.

Make-Up Policy: Arrangement to make up a missed major examination (e.g. hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Disability Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1229 Haley Center, 844-2996 (V/TT).
Supplemental Information For Addition Of Distance Education (DE) Course

1. Proposing College / School: College of Liberal Arts
   Department: Foreign Languages

2. Course Prefix and Number: FLSP 1013

3. Effective Term: SUMMER III

4. Course Title:
   Abbreviated Title (30 characters or less):
   ELEMENTARY SPANISH I
   SPANISH 1013

5. On-Campus Pre/Corequisites:
   (Indicate any applicable pre/corequisites for the on-campus version of the course. Use the space provided below to indicate how they will be adjusted to accommodate DE students.)
   Prerequisite(s): N/A
   Corequisite(s): N/A
   Pre/Corequisite(s): N/A
   DE Adjustment: N/A

6. Affected Program(s):
   (Respond "N/A" if not included in any program; attach memorandum if more space is required)

7. Justification for DE Delivery:
   Opportunity to accommodate AU and Distance students' need for an Elementary Spanish course delivered online.
   (Include a concise, yet adequate rationale for the addition of a distance education version of the course in question (e.g.: accreditation, as part of a proposed distance education program, expansion of opportunity for working professionals/students, etc.)

8. Access to Resources:
   All materials needed for the course will be posted online, including the required lab activities.
   (Indicate how distance education students will be given access to all necessary academic resources, such as library materials, laboratory facilities, and learning centers.)

9. Course Content Delivery:
   Lectures will be video recorded, powerpoints will be online, students will be required to record presentations [...] For additional information see attached.
   (Outline, in specific detail, what adjustments will be made to the existing course in order to accommodate learning via distance education. Include delivery of lecture material, discussion sessions, and submission of assignments/papers, as applicable.)

10. Course Interaction:
    Instructor online 3hrs/week, student course access monitored, 3 exams, 2 compositions, an interview via online video, [...] For additional information see attached document.
    (Provide specific information regarding the adjustments that will be made to the course, in order to accommodate interaction between the student and instructor and peers via distance education. Include such aspects as office hours, class participation, and -- if applicable -- any time that the student would be required to be on campus.)
9. Course Content Delivery

I. Course delivery. Course lectures will be video recorded to provide students the language input they need to have a comparable classroom experience. In addition, power points will be shown with the lectures, to replicate the use of the white board in the classroom. Finally, students would be prompted to record and submit speech samples in each of the lessons to give them the opportunity to practice language production like in a classroom setting.

II. Lab work. Students registered in this course will complete their lab work online like the traditional students on campus currently do.

III. Oral assignments. The course has one formal oral assignment and daily oral postings. On campus students will be required to come to class to complete the formal oral assignment. Distance students will complete this requirement using a synchronous online tool like Skype. Students will make an appointment with their instructor to complete this assignment. Daily oral postings would be submitted electronically.

IV. Exams. (in class or proctored distance). On campus students will come to class to complete the three exams, two partial and one comprehensive final examination. Distance students will coordinate with the Office of Distance Learning & Outreach Technology to set up a proctored exam.

V. Compositions. On campus students will come to class to write the first draft of their compositions. Distance students will write their compositions using the timed assignment tool in Canvas and then post them online.

10. Course interaction

1. Office hours. Instructor will be available online three hours per week to provide whatever support is necessary to facilitate student success in the course.

2. Class participation/preparation. Student access to the site will be regularly monitored and will correlate to the student participation grade in the class together with their actual performance in the assignments.

3. On campus required attendance.

On campus students will be required to meet for seven class sessions:

1. Three exams
2. Two compositions
3. One interview
4. Orientation

The following accommodations will be made for distance students:

Three exams: students will coordinate with the DLOT to have their exams proctored.

Two compositions: Students will submit their rough drafts of their compositions using an online timed writing program within Canvas.
Interview: students will be able to interface with their instructor via online video tools.
Orientation: This orientation will be recorded and be posted online for students unable to attend.
Required Materials: (All course materials available at the AU Bookstore, 1360 Haley Center)

Also available:
  ➢ Video on CD to accompany Dos Mundos.
  ➢ Online Interactive e-book to accompany Dos Mundos.

Course Description and Objectives:

FLSP 1013 is the first part of the Elementary Spanish course sequence, designed to provide students with elementary skills in the Spanish language. Students will develop all four-language skills—listening, speaking, reading, and writing—and are also introduced to the culture of the Spanish-speaking world. By the end of the course, students must be able to perform tasks using these skills at a minimum 60% accuracy level. In order to advance to a higher-level Spanish course, students should perform at a minimum level of 70% accuracy.

Guidelines and General Information:

1. Course Overview.

   This course is open for both on-campus and distance students and it is set up as a hybrid course with on campus meetings/live streaming (or readily accessible), synchronous online meetings, and asynchronous work for both student groups (on campus and distance). This first semester Spanish course is a skills course that will focus on speaking, listening, reading and writing in the target language. In this online Spanish course there are generally three lessons each week that should be viewed on the /Canvas site. Each lesson is approximately 30 minutes in length. While viewing each lesson the student should follow along in the Dos Mundos textbook. The textbook is divided into two parts. Communicative activities that can be found in the first half of each chapter followed by blue pages that break down and explain the grammar. The lesson that you view on Canvas will correspond to the communicative activities from the first half of each chapter so the student should first review the blue pages prior to viewing the lesson. At the conclusion of each lesson there will be corresponding exercises that the student must complete. Regular online attendance in the course is required and each set of online exercises has a due date posted on the calendar that will prevent the student from completing the assignments if the deadline has passed. University approved excuses are required in order to allow for the deadline time to be reset.

2. Course set-up

   While this is an online course and the majority of the work will be completed away from a traditional classroom setting there will be required in class face to face meeting times with all the students registered in the course (in the classroom with the on-campus students and live with the distance students/or electronically accessible). In addition students will complete five hours per week of asynchronous work including online postings, lab work and group discussions. The specific time and location of these meetings can be found on the Course Calendar. The following are required face to face meetings. Should some distance students not be able to attend the live/streamed class, the instructor will be available online for questions at a time pre-arranged.

First Day Orientation*
Composition 1
Exam 1 Review Day**
Exam 1
Composition 2
Interview 1
Exam 2 Review Day**
Exam 2
Final Exam Review Day**
Final Exam

*Failure to appear for the opening day orientation may result in the student being dropped from the course if the student fails to notify the instructor of a schedule conflict.
**Optional attendance

3. Elementary Spanish Program Canvas Sites.

Every Elementary Spanish course has a corresponding AU Access Canvas site where you will find the Syllabus, the Calendar, Recorded Lessons, Homework, helpful web link resources, and extra study materials. To access this site, go to the Auburn University web page (www.auburn.edu) and select “Students” from the links at the top of the page. Select “Canvas” and log in using your Auburn University user ID and password. The first time you log in to AU Access Canvas, you may need to activate your password by going to www.auburn.edu/password and following the instructions. If you experience any difficulties using the Canvas site, ask your instructor.

4. Online Exercises

To earn your online exercises credit (20% of the final grade), all students in the course will complete Vocabulary, Grammar, Written, Audio, and Video Activities, as well as Pronunciation Recordings for each chapter. These exercises correspond to the lessons that your instructor has recorded and are all located on the Canvas site. Please note that due dates for ALL online exercises are assigned on the Calendar.

Pronunciation Recordings (PR): Pronunciation Recordings are designed to improve your pronunciation skills in Spanish and to prepare you for the Oral Interviews. You will be assigned at least one PR exercise per chapter. To complete these exercises you will find a link under each chapter. Click on the PR link to the assigned chapter. Select the first activity to listen by clicking on it and pressing the green PLAY button. You can listen to the recordings as many times as you need. When you are ready to record, press REPLY button at the top of the voice board and then press the red RECORD button. Finally, to submit your answers to your instructor, you need to press the POST IT button located at the bottom of the voice board. Repeat these steps until you complete all the activities for the chapter. You will receive feedback on your progress. You can complete these activities at Multimedia Center or at home, provided you have a microphone.

5. Compositions.

On campus students will complete two in class compositions during the semester while distance students will write compositions through a timed session using Canvas. You may not write any portion of the composition before class (or before starting your assignment on Canvas) but it will be required to complete some research at home. Your instructor will go into more detail regarding this research before the first composition. If you miss class and have an excuse, you will be allowed to make up the assignment. However, you will need to schedule an appointment with your instructor outside of class to write the rough draft. The general topics can be found by going to the corresponding chapter link (capítulo 10 and capítulo 12) on the Canvas site, where one can find the page with the composition information. Each on campus student will need a folder with pockets in which to insert their successive compositions, rewrites, Correction Code and Grading Criteria. Distance students will post first composition draft using turnitin.com. All compositions must adhere to the following format: 1) typed, 2) double spaced on 8½ x 11 pages, 3) MLA heading, 4) one-inch margins on both left and right side of pages, 4) Times New Roman font, 12 points, and 5) a meaningful title. Compositions
will consist of a minimum of 10 sentences (between 70-150 words) for FLSP 1010/1013, and will be closely related to the text material. This length will increase as the semester progresses.

All compositions will be graded for accuracy and you will have the opportunity to rewrite them. Rewrites are mandatory and must be turned in one week after the original is returned to you, together with the original. There will be penalties if you choose not to turn in a rewrite. As many as 5 points can be deducted from your original grade on the 1st composition and 10 points from the 2nd composition. Your rewrite must be substantially improved from the original in order to improve your grade: not more than one grade level, for composition 2. For example, if you get a “B” on a composition, the highest you may get on the rewrite is a “B+.” *For Composition 1, you will have the opportunity to go more than one grade level, e.g., from a “B” to an “A-.” Due dates are indicated on the Calendar. Specific guidelines for the calculation of composition grades may be found on the Canvas site for this course under “Course Information and Resources.”

Students are encouraged to only use the “web links” provided on the Canvas site; for example, online dictionaries to look up individual vocabulary words, but keep in mind that using electronic translators is a form of academic dishonesty. Be aware that your instructor will give you a grade of 0 on any composition that is identical (in organization or vocabulary) to any other composition.

6. Oral Assignments.

Since oral communication is an integral element of learning a foreign language, 10% of your course grade one formal oral assignment conducted with your instructor outside of class. All students in the course will be accompanied by a classmate during the formal interview. On campus students and their classmates will meet with their instructor and answer questions made by their instructor. Distance students will be assigned a partner and will meet with their instructor via Skype to complete this assignment.

7. Exams.

During the semester you will have three exams that will concentrate primarily on material covered in specific chapters of the text. Keep in mind that due to the cumulative nature of the language-learning process, all exams have some comprehensive element. On campus students will meet with their instructor on campus to take the exams. Final exams are given at special examination times posted on the Calendar. The final exam date cannot be changed, except through a special petition approved by your Dean’s Office.

Distance learners will comply with the following policy regarding the three exams in order to comply with Auburn Distance Education requirements and also to ensure academic honesty during the exams. At the beginning of the course each distance learner will be required to recruit an official proctor, who will be confirmed by the Distance Learning service staff at Foy Union (334-844-3106). The proctor must be a school official or an education officer at a military installation who does not have a vested interest in the student’s success in the course. The proctor must have face-to-face access to student to oversee his/her examination, that is to say, the proctor must physically observe the whole examination process. No substitution for the designated proctor will be accepted. Students are expected to get the Examination Proctor Information form properly filled in and signed by the proctor, just before sending it to the Distance Learning office for verification. Once the proctored exam is over, the proctor signs the proctor form and sends it to the Distance Learning office. When the proctor form is received by the Distance Learning, the instructor will be informed and the exam will be graded. Copies of the completed grade report form are distributed to the faculty, the Distance Learning office, the Registrar and the student.


A departmental make-up exam will be scheduled approximately one week after each major exam on a Tuesday or Thursday afternoon (the specific date and time will be posted on Canvas). In order to receive permission to take this make-up exam, you must present a university approved excuse to your instructor within one week of the missed exam. If you miss the make-up exam, you must have another university approved excuse in order to reschedule.

The following grading criteria will be used to determine the final grades for this course:

- 90-100A
- 80-89B
- 70-79C
- 60-69D
- 0-59F

The individual course grade will be determined as follows:

<table>
<thead>
<tr>
<th>Compositions</th>
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<tbody>
<tr>
<td>Online Exercises</td>
<td>20%</td>
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<tr>
<td>Interview</td>
<td>10%</td>
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<tr>
<td>Quizzes</td>
<td>5%</td>
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<tr>
<td>Participation</td>
<td>10%</td>
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<tr>
<td>Exam I</td>
<td>15%</td>
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<td>Exam II</td>
<td>15%</td>
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<td>Final Exam</td>
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Learning a language is a cumulative process; therefore success in FLSP 1020 is dependent upon mastery of the material in FLSP 1010. Although a grade of D in 1010 is a passing grade, it is highly recommended that students repeat the course and earn at least a C before continuing their study of Spanish.


Students registered in this course agree to abide with Auburn University’s Academic Honesty Code. Upon registering in the course, students will receive a statement of our Honor Code Policy and explanation of what is considered an honor code violation for this particular course. All students must read and sign this policy on the first week of classes.

11. Special Accommodations.

Students needing accommodations should arrange a meeting the first week of class. Come during office hours or email for an alternate time. Provide the Accommodation Memo and Instructor Verification Form to the meeting. Discuss items needed in this class. If you do not have an Accommodation Memo but need special accommodations, make an appointment with the Office of Accessibility, 1244 Haley Center, 844-2096 (V/TT) or email: scw0005@auburn.edu.

12. Contact Information for Elementary Spanish Program Coordinator.

If you have any concerns that you are unable to resolve with your instructor, please feel free to contact the Coordinator or Assistant Coordinator.

Gilda M. Socarrás, Ph. D.  
Elementary Spanish Program, Coordinator  
6020 Haley Center  
(334) 844-6368  
socarrgm@auburn.edu

Ari S. Gutman, M.H.S.  
E.S.P., Assistant Coordinator  
6014 Haley Center  
(334) 844-4345  
gutmaas@auburn.edu

If circumstances require any modifications to this syllabus, you will be notified through your official Auburn University Tigermail account.