College of Charleston  
Department of Hispanic Studies  
SPAN 313.01: Spanish Composition (3 cr.)

ONLINE  
Summer II 2019 (July 8-August 2)

Instructor: Silvia Rodriguez Sabater, Ph.D.  
Office hours: via Zoom (Email me to set up an appointment)  
Email: rodriguezsabaters@cofc.edu  
Phone: 843-953-5882

PREREQUISITES: SPAN 275 or placement by the Department of Hispanic Studies.

REQUIRED COURSE MATERIALS:
1. Readings and materials available on OAKS, the College of Charleston online learning management system.
2. A good dictionary such as wordreference.com, Collins English-Spanish Dictionary, or Cambridge Spanish-English Dictionary.
3. You MUST have regular and reliable access to the Internet and a working computer that includes a videocam and microphone. Technical problems will not be an excuse for missed work or for turning in assignments late in this course.

COURSE DESCRIPTION
¡Bienvenido/a a SPAN 313! In this course, your writing and reading skills will be challenged and your written communication skills will improve. You will work hard and learn a lot! You should prepare thoroughly for each activity before you move to the next topic. Upon satisfactory completion of this course you should be able to write, read, and discuss about social issues. You will read authentic cultural texts. Upon satisfactory completion of the course you should be able to appreciate the writing process, understand the organization of a piece of writing, increase your thematic vocabulary, and improve your grammar in context.

STUDENT LEARNING OUTCOMES
Upon satisfactory completion of the course, students should be able to reach or approach the following NCSSFL-ACTFL Global Can-Do Benchmarks (adapted):

<table>
<thead>
<tr>
<th>Presentational writing</th>
<th>Write on a variety of familiar topics using paragraphs of connected sentences.</th>
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<tr>
<td>Interpretive reading</td>
<td>Understand the main idea and supporting ideas of authentic texts related a variety of social issues.</td>
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BEYOND THE CLASSROOM
This class is part of the minor and major in Spanish! Our department strongly encourages you to plan a study abroad experience, as immersing yourself in another culture and becoming a global citizen is the ultimate goal of this program. Check this link to see the many options we offer at the College: [http://international.cofc.edu/study-abroad/cofcprograms.php](http://international.cofc.edu/study-abroad/cofcprograms.php).

You should also consider a minor or major in Spanish (if you still have not declared it yet), as every single field of study is improved by the ability to practice it in a second language. Consider signing up for another Spanish class next semester to continue your studies. Email me for more information.
DELIVERY FORMAT
The course will be administered through OAKS, the College of Charleston’s learning management system. (Log on to MyCharleston, click the OAKS icon on the upper right side, and then click SPAN 313). You should check in a minimum of 4 times a week.

The course is designed to have an asynchronous online format to allow self-motivated, task-driven students the flexibility to complete coursework over the Internet. Students must have access to a computer with high-speed Internet throughout the semester. Computer failure or unavailability DOES NOT constitute an excuse for not completing assignments by the due date.

ATTENDANCE
As this course is taught online, you do not need to be present in a classroom at a specific time. However, you are responsible for reading and viewing all assigned materials, and adhering to all course and assignment deadlines. Because you work at your own pace, late submissions will not be accepted. You should check in a minimum of 4 times a week. If you have documentation for a major absence, however, take it to the Absence Memo Office at Lightsey Center, Suite 101. You can get more information at: http://victimservices.cofc.edu/absence-memo/index.php

COMMUNICATION
Communication is an essential part of learning and especially important in an online course. For general course questions, please post them in the Salón de preguntas Discussion Board. For grammar and vocabulary questions, please post them in the Taller de la lengua. If you can answer another student’s question, go ahead. Only for more personal questions, email me. I check the Discussion Boards and my email frequently and will respond to your messages within 24 hours if not sooner.

ASSIGNMENTS
All assignments will be due by 11:59pm (EST) on the assigned date.

EXPECTATIONS
I expect you to check the course site on OAKS and your email at least 4 times a week to stay on top of the course. I expect you to contact me via the Salón de preguntas if you have any questions about the course or via email if you have a personal matter or an emergency that may interfere with your coursework. I expect you to complete the readings and course activities on time.

ACADEMIC INTEGRITY
As a student at the College of Charleston, you have signed the Honor Code, and you are expected to follow the College of Charleston Honor Code and Student Code of Conduct in the Student Handbook. Any suspected violations will be referred to the Judicial Board. Honor code violations include cheating on tests, copying other students’ homework, using on-line translating sites, and presenting others’ work as your own. For more information, please visit http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php and http://studentaffairs.cofc.edu/honor-system/. The introductory Module 0 will address academic integrity and plagiarism.

ACCOMMODATIONS
Students with a documented disability requesting accommodations in this course must be registered with the Center for Disability Services located on Lightsey Center 104. Students must discuss needed accommodations with the instructor the first day of the session and provide the instructor with the appropriate documentation. For more information please visit http://disabilityservices.cofc.edu/index.php

NETIQUETTE
You are expected to behave respectfully online! Netiquette is a combination of the term "Network Etiquette”. Because online communication generally lacks visual cues common to face-to-face
interactions, you are expected to follow these netiquette rules when communicating with your instructor and peers in this class:

- Be sensitive and reflective to what others are saying.
- Use appropriate capitalization. Using all capital letters is the equivalent of yelling.
- Be mindful of "flames" - These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can't take it back!
- Use appropriate language. Be cautious of offensive language.
- Use clear subject lines.
- Use abbreviations or acronyms only if the entire class knows them or define them for others to know.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.
- Stay positive in all communication to enhance the learning community.

### COURSE COMPONENTS AND GRADING SCALE

| Component                  | Percentage | Grade       
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Writing activities (3)</td>
<td>30%</td>
<td>A: 93-100</td>
</tr>
<tr>
<td>Reading activities (3)</td>
<td>20%</td>
<td>A-: 90-92</td>
</tr>
<tr>
<td>Group activities (3)</td>
<td>15%</td>
<td>B+: 87-89</td>
</tr>
<tr>
<td>Video discussions (5)</td>
<td>15%</td>
<td>B: 83-86</td>
</tr>
<tr>
<td>Vocabulary diary (3)</td>
<td>10%</td>
<td>B-: 80-82</td>
</tr>
<tr>
<td>Grammar reviews (3)</td>
<td>10%</td>
<td>C+: 77-79</td>
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**Writing activities:** There will be three (3) writing activities (first and final drafts). All writing activities need to be double spaced and submitted on your Google Drive folder for SPAN 313 I share with you. See instructions and rubric on OAKS.

**Reading activities:** There will be three (3) reading activities to help you develop your thematic vocabulary. All reading activities need to be double spaced and submitted on your Google Drive folder for SPAN 313. See instructions and rubric on OAKS.

**Group activities:** There will be three (3) group reading activities. Group activities will be shared with the instructor with a Google link. See instructions and rubric on OAKS.

**Video discussions:** There will be five (5) asynchronous individual video posts on OAKS and responses to a classmate. Check OAKS for instructions and rubric.

**Vocabulary diary:** You will keep a vocabulary diary with three (3) submissions. Each submission needs to have a minimum of 10 new words or expressions you have learned in the Module, use each word or expression in context in a sentence, and will be submitted on your Google Drive folder for SPAN 313. Check OAKS for instructions and rubric.

**Grammar reviews:** You will review grammar points and complete review sheets, which will be submitted on your Google folder for SPAN 313 on three (3) occasions. Check OAKS for instructions and rubric.

### HOW DO I SUCCEED IN THIS COURSE?

**Prepare!**
Active preparation is essential to both your personal success in learning and in everyone’s success in having a rewarding online classroom experience. You are expected to be prepared with the writing activities, readings, group activities, grammar review slides, and any other material assigned. The course and its materials have been structured for you to complete as sequential modules online. All course
materials will be provided on our OAKS page. Sign up for notifications on OAKS, check the course news, and your email.

Participate!
An online course requires the active participation of every student. The materials will be available online and you should plan to allow time to spend about 8-10 hours per week on this course. There will be assignments to read, discussion board questions to respond to, group work, and assignments to confirm your mastery of the content. All students will be expected to log in to the course a minimum of 4 times per week. A new module will open on the dates assigned and assignments will be due as indicated on the syllabus. Do not wait until the last minute to complete your assignments! You will not have time! Plan to complete the assignments as stated on the syllabus. It is essential that you stay on top!

Allow plenty of time!
While preparing for class, it is important that you read the assigned materials carefully. It is possible that some of the texts may require more than one reading to fully understand and engage the material; if that is the case, you should dedicate enough time to reread the selection and look up unfamiliar vocabulary words with a dictionary so that you may participate in the manner expected of you.

Keep up!
The syllabus contains the due dates and you need to make sure that you don't get behind, especially in a class that doesn’t have a weekly physical meeting space. Remember, you are expected to log in a minimum of 4 times each week. Technical problems will not be an acceptable excuse for failing to complete assignments.

Know the deadlines!
Deadlines for this online course are firm: no late assignments will be accepted. If you know that you have a conflict that will impede your ability to carry out the activities in one of the modules, please email me beforehand to discuss alternative arrangements.

Ask questions!
For general questions use the Salón de preguntas on the OAKS Discussion Board. For grammar and vocabulary questions, please post them in the Taller de la lengua (also on OAKS Discussion Board). If you can answer another student’s question, go ahead. I will also post common grammar and vocabulary issues found in your work. For more personal questions, email me. I check the Discussion Boards and my email frequently and will respond to your messages within 24 hours if not sooner. Office hours will be on Zoom by appointment. Please email me to set up an appointment at rodriguezsabaters@cofc.edu.

TECHNOLOGY TOOLS
Please confirm that your computer, Internet connection, webcam, and microphone are reliable before we start the course.

- **Required hardware:** Computer with high-speed Internet access, sound card, microphone, external speakers, headphones, and webcam. It is not recommended to access class materials with a mobile device such as a phone or an iPad.
- **Required software:** Chrome, Firefox, Safari, or Internet Explorer browser, Word, Google Drive apps, Adobe Reader, Adobe Flash Player, Quick Time, and VoiceThread (https://goo.gl/KKr7Kk).
- **Google Drive:** The instructor will create a folder for each student for this course. Students will submit their writing assignments and other activities in this folder.

If you have technical problems please contact the Student Support Desk at 843-953-8000 or email studentcomputingsupport@cofc.edu. Check for computing downloads and tutorials at blogs.cofc/scs/Resolve technical issues promptly. Computer failure or unavailability IS NOT an excuse for not completing assignments by the due date.
## IMPORTANT DATES

**Drop/Add:** Mon July 8, 2019. **Last day to withdraw with a grade of “W”:** Wed July 24, 2019.

## COURSE SCHEDULE

The following schedule lists the topic, tasks, and materials for each Module available on OAKS. Minor changes may be made and will be announced via email and the news feature on OAKS. It is the student’s responsibility to be aware of any changes.

<table>
<thead>
<tr>
<th>Module and dates</th>
<th>PREPARE and LEARN</th>
<th>SHARE, APPLY, and DEMONSTRATE</th>
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</table>
| **Module 0:** Course introduction and academic integrity  
**July 8-10** | 1. Watch and read: Syllabus; Introduction by the instructor; Message by the instructor;  
2. Read: Honor code student contract;  
3. Read: Rubrics.  
4. Read: Técnicas de composición: El proceso de escribir y componentes del curso; ¿Cómo empezar?; Los conectores; El uso de los diccionarios. | 1. Share: Video discussion 1. **DUE July 9.**  
2. Share: Respond to a classmate.  **DUE July 10.**  
3. Demonstrate: Honor code student contract. **DUE July 10.** |
| **Module 1:** The university  
**July 11-17** | 1. Read: *La selectividad del 2000* por Nance y Rivera; *Escándalo en EE.UU. por los sobornos para acceder a universidades de elite* por Yolanda Monge.  
2. Read: Técnicas de composición: introducción y conclusión; escribir una tesis.  
3. Grammar review 1: Present tense; *Ser* and *estar*; Progressive forms; object pronouns; *Gustar* and similar verbs; Reflexive verbs; Preterite and imperfect. | 1. Share: Video discussion 2.  **DUE July 12.**  
2. Share: Respond to a classmate.  **DUE July 13.**  
3. Apply: *La selectividad del 2000* (Group Activity 1).  **DUE July 14.**  
4. Apply: *Escándalo universidades* (Reading Activity 1) **DUE July 15.**  
5. Demonstrate: Diario de vocabulario 1. **DUE July 15.**  
6. Demonstrate: Writing activity 1 (1st draft). **DUE July 16.**  
7. Demonstrate: Grammar Review 1 **DUE July 16.**  
8. Demonstrate: Writing activity 1 (Final version).  **DUE July 17.** |
| **Module 2:** Beyond music and sports  
**July 18-24** | 1. Read: *Shakira se une al Barça para ayudar a jóvenes sin recursos de Miami* por Toni Belchí; *Pau Gasol muestra su lado más solidario* por Europapress.  
2. Read: Técnicas de composición: expresar ideas en oraciones compuestas; transiciones; títulos; transiciones cronológicas.  
3. Grammar review 2: Subjunctive in noun clauses; Commands; *Por* and *para*; Comparatives and superlatives. | 1. Share: Video discussion 3. **DUE July 19.**  
2. Share: Respond to a classmate.  **DUE July 20.**  
3. Apply: *Shakira y el Barça* (Group Activity 2). **DUE July 21.**  
4. Apply: *Gasol solidario* (Reading Activity 2). **DUE July 22.**  
5. Demonstrate: Diario de vocabulario 2. **DUE July 22.**  
6. Demonstrate: Writing activity 2 (1st draft). **DUE July 23.**  
7. Demonstrate: Grammar Review 2 **DUE July 23.**  
8. Demonstrate: Writing activity 2 (Final version). **DUE July 24.** |
### Module 3: Food and sustainability  
**July 25-31**

1. **Read:** *Chocolate justo y ecológico* por Terra Ecología; *¿Cuántos árboles caen en Argentina por la carne que se come en Europa?* Por Mar Centena.
2. **Read:** Técnicas de composición: introducir lo que dicen los demás.
3. **Grammar review 3:** Subjunctive in adjective clauses; Subjunctive in adverbial clauses; Present perfect; Future and conditional; *Si* clauses.

### Module 4: Conclusion and wrap up  
**Aug 1-2**

1. **Conclusion and wrap up.**
2. **Reflect** on reading and writing, and learning Spanish.

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1. **Share:** Video discussion 4. **DUE July 26.**
2. **Share:** Respond to a classmate. **DUE July 27.**
3. **Apply:** Chocolate justo y ecológico (Group Activity 3). **DUE July 28.**
4. **Apply:** Deforestación (Reading Activity 3). **DUE July 29.**
5. **Demonstrate:** Diario de vocabulario 3. **DUE July 29.**
6. **Demonstrate:** Writing activity 3 (1st draft). **DUE July 30.**
7. **Demonstrate:** Grammar Review 3 **DUE July 30.**
8. **Demonstrate:** Writing activity 3 (Final version). **DUE July 31.**

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1. **Share:** Video discussion 5. **DUE Aug 1.**
2. **Share:** Respond to a classmate. **DUE Aug 2.**
3. **Reflect:** Course Evaluations. **DUE Aug 2.**