

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.



SPAN200

Course Summary

Course : SPAN200 **Title :**

Length of Course : 8 **Faculty :**

Prerequisites : N/A **Credit Hours :**

Description

Course Description:

Course Scope:

Standards for Foreign Language Learning in the 21st Century (1999) "Language and communication are at the heart of the human experience. The United States must educate students who are linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad. This imperative envisions a future in which ALL students will develop and maintain proficiency in English and at least one other language..."

Standards for Foreign Language Learning in the 21st Century (1999)

Our major focus is on learning to communicate appropriately in practical, culturally authentic contexts. Students are asked, to a limited extent, to use their Spanish to engage in simple dialog and talk about themselves and create with the language in practical ways. Students also correct peer work and in doing so, students solve problems (and thus engage in analysis, synthesis, and evaluation).

In these courses, students gradually add to their vocabulary and communication skills, practice question-and-answer techniques, and apply what they learn in order to communicate and solve problems in practical situations.

Objectives

CO1: Home and health while using lexicon about spatial relationships, household chores, sports and exercise, and injuries and health in context.

CO2: Home and health while using the following syntax: variety of verbal tenses, imperative, opposites, and expressing health needs in context.

CO3: Life and world while using lexicon about needs and possibilities, life events, geography and climate, description and possession in context.

CO4: Life and world while using the following syntax: relative pronouns, present perfect continuous and direct and indirect object pronouns in context.

CO5: Everyday things while using lexicon about beliefs and opinion and measurements and fractions in context.

CO6: Everyday things while using the following syntax: conditional tense, subjunctive mood, interrogative, and units of measuring in context.

CO7: Places and events while using lexicon politics in media, languages and businesses, learning and memory and celebrating holidays in context.

CO8: Places and events while using the following syntax: future tense, passive voice, adverbs, expressions of frequency in context.

CO9: People, traditions and cultures of Spanish speaking countries and the Hispanic/Latino communities in the United States.

Outline

Week 1: Home & Health

Learning Outcomes

CO1: Discuss home and health while using lexicon about spatial relationships, household chores, sports and exercise, and injuries and health in context.

CO2: Discuss home and health while using the following syntax: variety of verbal tenses, imperative, opposites, and expressing health needs in context.

CO9: Compare and contrast people, traditions and cultures of Spanish speaking countries and the Hispanic/Latino communities in the United States.

Required Readings

Week 1 Rosetta Stone

Week 1 Lesson

Assignments

Semana Uno: ¿Quién soy yo?

Semana Uno: Mi hogar

Week 1: Quiz

Week 2: Home & Health

Learning Outcomes

CO1: Discuss home and health while using lexicon about spatial relationships, household chores, sports and exercise, and injuries and health in context.

CO2: Discuss home and health while using the following syntax: variety of verbal tenses, imperative, opposites, and expressing health needs in context.

CO9: Compare and contrast people, traditions and cultures of Spanish speaking countries and the Hispanic/Latino communities in the United States.

Required Readings

Week 2 Rosetta Stone

Week 2 Lesson

Assignments

Week 2 : RS: Unit 9

Semana Dos: Danza, música y vestimenta

Week 2: Expresión oral: Me siento fatal

Week 3: Life & World

Learning Outcomes

CO3: Discuss life and world while using lexicon about needs and possibilities, life events, geography and climate, description and possession in context.

CO4: Discuss life and world while using the following syntax: relative pronouns, present perfect continuous and direct and indirect object pronouns in context.

CO9: Compare and contrast people, traditions and cultures of Spanish speaking countries and the Hispanic/Latino communities in the United States.

Required Readings

Week 3 Rosetta Stone

Week 3 Lesson

Assignments

Semana Tres: Una vida ideal

Semana Tres: La geografía

Week 3: Quiz

Week 3: Expresión oral: ¿Qué ha pasado?

Week 4: Life & World

Learning Outcomes

CO3: Discuss life and world while using lexicon about needs and possibilities, life events, geography and climate, description and possession in context.

CO4: Discuss life and world while using the following syntax: relative pronouns, present perfect continuous and direct and indirect object pronouns in context.

CO9: Compare and contrast people, traditions and cultures of Spanish speaking countries and the Hispanic/Latino communities in the United States.

Required Readings

Week 4 Rosetta Stone

Week 4 Lesson

Assignments

Week 4: RS Units 9 - 10

Semana Cuatro: Malinche: traidora o heroína

Week 4: Expresión oral: Poesía

Week 5: Everyday Things

Learning Outcomes

CO5: Discuss everyday things while using lexicon about beliefs and opinion and measurements and fractions in context.

CO6: Discuss everyday things while using the following syntax: conditional tense, subjunctive mood, interrogative, and units of measuring in context.

CO9: Compare and contrast people, traditions and cultures of Spanish-speaking countries and the Hispanic/Latino communities in the United States.

Required Readings

Week 5 Rosetta Stone

Week 5 Lesson

Assignments

Semana Cinco: La historia de la comida

Week 5: Quiz

Week 5: Expresión oral: Una fiesta

Week 6: Everyday Things

Learning Outcomes

CO5: Discuss everyday things while using lexicon about beliefs and opinion and measurements and fractions in context.

CO6: Discuss everyday things while using the following syntax: conditional tense, subjunctive mood, interrogative, and units of measuring in context.

CO9: Compare and contrast people, traditions and cultures of Spanish-speaking countries and the Hispanic/Latino communities in the United States.

Required Readings

Week 6 Rosetta Stone

Week 6 Lesson

Assignments

Week 6: RS Units 9,10 & 11

Semana Seis: La cultura via podcast

Week 6: Expresión oral: ¿Qué harías si...?

Week 7: Places & Events

Learning Outcomes

CO7: Discuss places and events while using lexicon politics in media, languages and businesses, learning and memory and celebrating holidays in context.

CO8: Discuss places and events while using the following syntax: future tense, passive voice, adverbs, expressions of frequency in context.

CO9: Compare and contrast people, traditions and cultures of Spanish-speaking countries and the Hispanic/Latino communities in the United States.

Required Readings

Week 7 Rosetta Stone

Week 7 Lesson

Assignments

Semana Siete: Las noticias mundiales

Week 7: Quiz

Week 7: Expresión oral: En el futuro...

Week 8: Places & Events

Learning Outcomes

CO7: Discuss places and events while using lexicon politics in media, languages and businesses, learning and memory and celebrating holidays in context.

CO8: Discuss places and events while using the following syntax: future tense, passive voice, adverbs, expressions of frequency in context.

CO9: Compare and contrast people, traditions and cultures of Spanish-speaking countries and the

Required Readings

Week 8 Rosetta Stone

Week 8 Lesson

Assignments

Week 8: RS Unit 9, 10, 11 & 12

Semana Ocho: La cultura & su gente

Week 8: Cumulative Review

Evaluation

Grading:

Name	Grade %
Rosetta Stone	20.00 %
W2 : RS: Unit 9	5.00 %
W4: RS Units 9-10	5.00 %
W6: RS Units 9 10 & 11	5.00 %
W8: RS Unit 9 10 11 & 12	5.00 %
Quizzes	20.00 %
W1: Quiz	4.00 %
W3: Quiz	4.00 %
W5: Quiz	4.00 %
W7: Quiz	4.00 %
W8: Cumulative Review	4.00 %
Discussions	30.00 %
Semana Uno: ¿Quién soy yo?	3.00 %
Semana Uno: Mi hogar	3.00 %
Semana Dos: Danza música y vestimenta	3.00 %
Semana Tres: Una vida ideal	3.00 %
Semana Tres: La geografía	3.00 %
Semana Cuatro: Malinche: traidora o heroína	3.00 %
Semana Cinco: La historia de la comida	3.00 %
Semana Seis: La cultura via podcast	3.00 %
Semana Siete: Las noticias mundiales	3.00 %
Semana Ocho: La cultura & su gente	3.00 %
Assignments	30.00 %
W1: Expresión Escrita: Una vida sana	4.29 %
W3: Expresión oral: ¿Qué ha pasado?	4.29 %
W5: Expresión oral: Una fiesta	4.29 %
W7: Expresión oral: En el futuro	4.29 %
W2: Expresión oral: Me siento fatal	4.29 %
W4: Expresión oral: Poesía	4.29 %
W6: Expresión oral: ¿Qué harías si...?	4.29 %

Materials

Course Guidelines

Citation and Reference Style

Students will follow MLA format as the sole citation and reference style used in written assignments submitted as part of coursework to the Humanities Department.

Please note that no formal citation style is graded on Discussion assignments in the School of Arts & Humanities—only attribution of sources (please see details regarding Discussion communication below).

Tutoring

[Tutor.com](https://www.tutor.com) offers online homework help and learning resources by connecting students to certified tutors for one-on-one help. AMU and APU students are eligible for 10 free hours of tutoring provided by APUS. Tutors are available 24/7 unless otherwise noted. Tutor.com also has a SkillCenter Resource Library offering educational resources, worksheets, videos, websites and career help. Accessing these resources does not count against tutoring hours and is also available 24/7. Please visit the APUS Library and search for 'Tutor' to create an account.

School of Arts & Humanities Late Policy

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution.

Work posted or submitted after the assignment due date will be reduced by 10% of the potential total score possible for each day late up to a total of five days, including Discussion posts/replies, quizzes, and assignments. ***Beginning on the sixth day late through the end of the course, late work, including Discussion posts/replies, quizzes, and assignments, will be accepted with a grade reduction of 50% of the potential total score earned.***

Turnitin

Assignments are automatically submitted to Turnitin.com within the course. Turnitin.com will analyze an assignment submission and report a similarity score. Your assignment submission is automatically processed through the assignments area of the course when you submit your work.

Academic Dishonesty

Academic Dishonesty incorporates more than plagiarism, which is using the work of others without citation. Academic dishonesty includes any use of content purchased or retrieved from web services such as CourseHero.com or Scribd. Additionally, allowing your work to be placed on such web services is academic dishonesty, as it is enabling the dishonesty of others. The copy and pasting of content from any web page, without citation as a direct quote, is academic dishonesty. When in doubt, do not copy/paste, and always cite.

Submission Guidelines

Some assignments may have very specific requirements for formatting (such as font, margins, etc) and submission file type (such as .docx, .pdf, etc). See the assignment instructions for details. In general, standard file types such as those associated with Microsoft Office are preferred, unless otherwise specified.

It is the student's responsibility to ensure the all submitted work can be accessed and opened by the instructor.

Disclaimer Statement

Course content may vary from the outline to meet the needs of a particular group or class.

Communicating on the Discussions

Discussions are the heart of the interaction in this course. The more engaged and lively the exchanges, the more interesting and fun the course will be. Only substantive comments will receive credit. Although there is a final posting day/time after which the instructor will grade and provide feedback, it is not sufficient to wait until the last day to contribute your comments/questions on the Discussion. The purpose of the Discussions is to actively participate in an on-going discussion about the assigned content.

“Substantive” means comments that contribute something new and important to the discussion. Thus a message that simply says “I agree” is not substantive. A substantive comment contributes a new idea or perspective, a good follow-up question to a point made, offers a response to a question, provides an example or illustration of a key point, points out an inconsistency in an argument, etc.

As a class, if we run into conflicting view points, we must respect each individual's own opinion. Hateful and hurtful comments towards other individuals, students, groups, peoples, and/or societies will not be tolerated.

Students must post a response to the weekly Discussion prompt and post the required number of replies to other students – refer to the grading rubric and/or Discussion instructions for specific expectations on number of replies and word count requirements.

The main response to the Discussion is due mid-week – refer to the grading rubric and/or Discussion instructions for specific expectations. Late main response posts to a Discussion may not be accepted without prior instructor approval.

Replies must be posted in the week due and replies after the end of the each week may not be graded.

Quizzes and Exams

Quizzes and exams may consist of true/false, multiple choice, and short essay questions. Weekly quizzes must be submitted by midnight Eastern Time, Day 7 of the assigned week.

University Policies

[Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

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