



Department of World Languages and Literatures

College of Liberal Arts

SPAN 111 - First Year Spanish I Fall 2025

Instructor: Sandra Cohen

Classroom: Room 328

Class Days: MTWThF

Office Hours: Tuesdays @ 1:15 or by appointment

Email: cohensb@nv.cccsd.net

Time: Period 1: 7:00- 7:52

Period 2: 7:57 - 8:53

Period 5: 10:52 - 11:44

Phone: 702-799-6800 (Ext. 3328)

Overview

¡Bienvenidos a nuestra clase! Welcome to First Year Spanish I, the first semester in UNR's Basic Spanish Language Program! In this course, we will cover Chapters 1-5 of the text *Puntos de Partida*, 11th edition. In this syllabus, you will find basic information about the course; you should understand this information thoroughly, so we encourage you to read everything carefully.

This is a college course offered at Coronado High School by UNR.

Course Description

Introduction to basic Spanish language structures and cultural topics with a focus on development of communicative proficiency in listening, speaking, reading, and writing.

Class Materials

- Textbook: *Puntos de Partida*, 11th edition.
- **Inclusive Access to Connect***
- **Course fee: \$100 per semester.** (Students can request an application for reduced fees/waiver from Mrs. Davenport) **First semester payments are due by September 2, 2025.**
- *EnVivo* conversation partner sessions (7 sessions per semester). These are coaching sessions where you will practice Spanish with a native Spanish speaker coach. (<https://www.linguameeting.com>). We will start on week 4. Students are able to make up only one session.
- Course and additional materials are available through our online learning system CANVAS.
- Webcam/Microphone for *En Vivo* sessions, proctored chapter tests and online homework.

***Inclusive Access:** Your Connect access for this course is already available to you through your course fees. In Canvas, you will find the links to the eBook as well as the homework, activities and chapter tests.

Material recomendado:

- Spanish-English Dictionary

- Spanish 501 Verbs
- *English Grammar for Students of Spanish*, Spinelli – The Olivia and Hill Press
- A notebook for daily use as well as writing tools

HOMEWORK: Within Canvas, you will complete online exercises in **MH Connect**, where you will practice the material covered in class. Your instructor will provide you with instructions for accessing Connect Spanish through Canvas. **PLEASE CHECK CANVAS FOR DUE DATES.**

Class Procedures/Structures

This course will be delivered in person via mandatory face-to-face classroom meetings.

Grading Scale

Letter	A	B	C	D	F
Percentage	90–100	80–89	70–79	60–69	50-59

Grade Breakdown

Exámenes: Cap. 1, 2, 3 & 4	Examen Final: Cap. 5+	Oral Use of Spanish: ● Proyecto Cultural ● En Vivo sessions ● Charlas	Tarea (homework): ● Connect Spanish ● Adaptive Learning ● Composiciones	Participación (classroom activities) y asistencia
25%	15%	30%	24%	6%

Class Components

Exámenes: (25%)

We will have **four**-chapter tests that will cover the content of chapters 1-4. Although these tests will have a strong focus on the chapter at hand, language is cumulative by nature, which means that each test will necessarily assume some familiarity with the grammar and vocabulary of previous chapters. Each exam is composed of a listening activity, grammar and vocabulary, a short reading, and a possible short-written activity. Tests are completed online, through Connect. These tests will be proctored via McGraw-Hill Connect. You will have 60 minutes to complete each test.

Proyecto cultural: (8%)

Class goals include acquiring knowledge of the geography and culture of the Spanish-speaking world.

You will complete one (1) class project during the semester. You will receive a list of possible topics during the second week of the semester. In this task, you will work with a group of classmates (2-3) which must demonstrate equal participation in the research and presentation of the selected topic. Once you decide on your topic, you will select from the two possible dates to present (see class schedule below). Details to follow on Canvas over the course of the semester.

En Vivo sessions: (12%)

We will partner up with a third-party service (<https://www.linguameeting.com>) so that you can have real conversations with a Spanish native speaker coach and use the skills you acquire in class! The main purpose of language is to communicate, after all, so that is the aim of these sessions. You will also be asked to reflect on your coaching sessions periodically. Coaching sessions will occur once per week for 7 weeks, shaded in green on the course schedule. More information will be available on Canvas.

Examen Final: (15%)

The final exam will be cumulative in nature, but it will have a heavy concentration of the chapter 5 material. The main focus will be on grammar and vocabulary concepts from the 1-5 chapters. The final exam will be proctored in person.

Charlas: (10%)

At **two** points during the semester, you will engage in paired conversations where your instructor will assess your ability to communicate in Spanish. You will not know the specific topic of the conversation, but you will be given a list of potential conversation topics with which to practice.

Tarea en línea: (12%)

Homework will be completed online, through McGraw Hill Connect. These assignments will be due periodically and can be completed in advance but should be completed by the deadline (always at 11:59 pm on the due date). Online homework is especially important because you can practice at your own pace and, very often, receive immediate feedback. Once the deadline has passed, the assignment is late, it receives a zero, and it cannot be made up; there are no **exceptions**. Please be aware of this policy and plan accordingly. Credit is given based on performance. This includes the McGraw-Hill Adaptive Learning Assignments (ALAs) (2%) and Connect chapter activities (10%).

Composiciones: (12%)

Because written expression is important for language learning, you will write **two** short compositions. These two compositions will be turned in for a grade and then re-written for a second grade (after instructor feedback). Both first and second drafts are calculated in the *composiciones* grade.

Participación (classroom activities) y Asistencia: (6%)

Attendance is *mandatory* (just like it would be at a job!). If you know in advance that you must miss class, notify your instructor ahead of time—again, just like you would at a job. To succeed in class, you must be *present*—physically, verbally, and socially. Language needs to be *used in communication* and *experienced* first-hand, which means that class time is crucial to your success. If you must miss a class, it is your responsibility to find and complete all in-class work and assignments. Attendance will be monitored for in-person (and zoom meeting sessions, should that be permitted for special cases).

Missed in-class work may not be made up unless you have an excused absence. Also, please note that incurring more than the allotted number of unexcused absences (a week's worth of classes) will seriously affect your final grade for the course, not only the participation/attendance percentage, lowering it by a whole point per subsequent absence—no exceptions. **If you miss more than three weeks' worth of classes, you will earn an F in the course automatically.** Please keep your instructor informed in case of an emergency (medical or otherwise). It is not acceptable to turn in documentation for excused absences during the last week of class.

All class participants start every participation period with an 84% for participation (equivalent to a B), provided that you engage in group activities. To raise your grade, you should do more than the average and actively participate in class. If you fail to engage in the class or in group work, your grade will be lower than a B. Effort and enthusiasm are crucial factors, so even if you struggle to speak Spanish, you can still receive a good participation grade if you demonstrate motivation and willingness to communicate. Participation will be assessed at several points during the semester, so make sure to communicate with your instructor to be clear regarding expectations.

Late work and make-up exam policy:

Work that is not received by the deadline will not be graded and given a “0” for the assignment. Exams that are not taken when scheduled will also receive a zero. Students with extenuating circumstances must discuss their situation with the instructor to co-create accommodations and solutions in their support prior to the deadline. Please review UNR’s absence policy.

Course Goals

A main goal in this class is to develop basic communicative skills in Spanish as a second language. These include, but are not limited to, the following sample abilities:

- describing yourself and your extended and immediate family
- talking about time, days of the week, seasons of the year, and the weather
- describing university life and shopping experiences
- talking about events in the present and planned future events
- discussing likes and dislikes

A second objective is to acquire basic knowledge about cultural differences between the U.S. and the Spanish-speaking world. Examples include:

- geography and culture of the U.S., and various Latin American countries.
- differences in daily schedules, shopping, and dressing, living accommodations, student life, and family activities/roles.

Student Learning Outcomes (SLOs)

As a means of assessing for success in this course, the student will focus upon the following objectives:

1. **describe** yourself and your extended and immediate family.
2. **talk** about time, days of the week, seasons of the year, the weather, likes and dislikes
3. **describe** university life and shopping experiences.
produce written and spoken dialogue in the present and planned future.
4. **articulate in writing** your understanding of significant dialectical variants of the Spanish language.
5. **identify** the geography and culture of selected Spanish-speaking countries.
6. **compare** U.S. and Hispanic/Latin cultures with regard to daily schedules, shopping and dressing, living accommodations, student life, and family activities/roles.

Course Calendar

Semana (week)	Cap.	Actividades en clase	Páginas	Tarea (due)
Semana 1: 8/11/25-8/17/25				Green shading = weeks when you will meet once with your <i>En Vivo</i> Coach
	1	Presentación del curso Saludos y expresiones de cortesía Las vocales El alfabeto Uses of SER - ¿Cómo es usted? Los cognados Spanish in the U.S. and World	pp. 2-9 pp. 9-13	Download and print the syllabus; register with Connect Thursday: <i>Connect Homework</i> 8/21/25
Semana 2: 8/18/25 - 8/24/25				
	1	Los números y “hay” Los gustos y preferencias ¿Qué hora es? Salu2 & Mundo Hispano	pp. 14-15 pp. 16-17 pp. 18-20 pp. 21-25	Saturday: <i>Connect Homework</i> 8/23/25
Semana 3: 8/25/25 - 8/31/25				Log into linguameeting and schedule your <i>En Vivo</i> sessions for the semester
	2	En el salón de clase Las materias Exam 1: 8/27/25 Gramática 1: Nouns and articles (singular forms) Gramática 2: Nouns and articles (plural forms) Pronunciación Exam1 Listening & Speaking : 8/29/25	pp. 28-31 pp. 32-34 pp. 37-40 p40	Saturday: <i>Connect Homework</i> 8/30/25
Semana 4: 9/1/25-9/7/25				
	2	Gramática 3: Present Tense of –AR verbs; Negation Notas comunicativas Gramática 4: Asking Yes/No questions Composición 1	p 43 Pp 48-49 p. 50 P 60	Saturday: <i>Connect Homework</i> 9/6/25 En Vivo Session 1
Semana 5: 9/8/5-9/14/25				
	2	Todo junto & Repaso gramatical Mundo Hispano: Los Estados Unidos Salu2 (segmento 1 & 2) Lectura Textos orales Rewrite Composition 1 Exam 2: 9/12/25	pp. 54-55 p. 58 pp. 35, 57 p. 59 pp. 60-61 p 61	Saturday: <i>Connect Homework</i> 9/13/25
Semana 6: 9/15/25 - 9/21/25				
	3	Exam 2 Listening & Speaking: 9/16/25 La Familia y los parientes Los números 30-100 & los adjetivos Gramática 5: Adjectives Gramática 6: <i>SER</i> & Summary of Uses	pp. 64-68 pp. 68-70 pp. 73-78 pp. 79-84	Saturday: <i>Connect Homework</i> 9/20/25 En Vivo Session 2
Semana 7: 9/22/25 - 9/28/25				

	3	Pronunciación / repaso Gramática 7: Possessive Adjectives Gramática 8: Present Tense -er & -ir verbs Todo junto Mundo Hispano: México Lectura & Textos orales Salu2 (segmento 1 & 2 Exam 3 Listening & Speaking	p. 72 pp. 84-87 pp. 88-93 p. 96 pp. 93-94 pp. 97-98 pp.71, 95	Saturday: <i>Connect Homework</i> 9/27/25 En Vivo Session 3
Semana 8: 9/29/25 - 10/5/25		Exam 3 (in class) Group work for Presentación cultural Charlas en parejas con la profesora		En Vivo Session 4
Semana 9: 10/6/5 - 10/12/25				
	3/4	Finish Charlas con la profesora/Work on Cultural Presentation Composición 2 en clase De compras: La ropa Los colores: ¿De qué color es? Los números a partir del 100	pp. 102-108 pp. 110-111	Saturday: 10/11/25 <i>Connect Homework</i> <i>En Vivo Reflection 1</i> En Vivo Session 5
Semana 10: 10/13/25 - 10/19/25				
	4	Pronunciation Gramática 9: Demonstrative adjectives Gramática 10: Present Tense of Stem-change verbs Changing Verbs (Part 1) Guatemala - Cultural information (video)	Pa.112 pp. 114-117	Saturday: <i>Connect Homework</i> 10/18/25 <i>Due: Cultural Reflection</i> En Vivo Session 6 Wednesday 10/15
Semana 11: 10/20/25 - 10/26/25				
	4	Cultural Presentation Gramática 10 Some idioms with tener Gramática 11: Ir (to go); and It+a+ infinitive	pp. 118-122 pp. 123-125	Saturday: <i>Connect Homework</i> 10/25/25 En Vivo Session 7
Semana 12: 10/27/25 - 11/2/25				
	4	Repaso Todo junto Salu2 (segmento 1 & 2) Mundo Hispano: Guatemala y Honduras Lectura Textos orales Composición 2 Rewrite	pp. 125-126 pp. 111, 127pp. 128-129 pp. 131	Saturday: <i>Connect Homework</i> 11/01/25 Sunday 11/2/25 Exam 4 Listening & Speaking
Semana 13: 11/3/25 - 11/9/25				
	5	Exam 4: 11/3/25 En casa ¿Qué día es hoy? Las preposiciones Gramática 12: Hacer, oír, poner, salir, traer, ver	pp. 134-140 pp. 140-141 pp. 143-148	Saturday: <i>Connect Homework</i> 11/8/25 En Vivo Reflection 2 due on Saturday
Semana 14: 11/10/25 - 11/16/25				
	5	Gramática 13: Present Tense of Stem-Changing Verbs (Part Mundo Hispano: El Salvador & Nicaragua	pp. 148-152 P 161	Saturday: <i>Connect Homework</i> 11/15/25

Semana 15: 11/17/25- 11/23/25				
	5	Gramática 14: Reflexive pronouns (Part 1) Todo junto & Textos orales Salu2 (segmento 1 & 2) Lectura Game	pp. 142, 161 p. 158 / 163 p. 162	Saturday: <i>Connect Homework</i> 11/22/25
Semana 16: 11/24/25 - 11/30/25				
		Prepare Charlas II Repaso		
Semana 17: 12/01/25-12/07/25				
		Charlas en parejas con la profesora Adaptive Learning Assignments Chapter 5 Part 1&2 Repaso para el examen final		Saturday: <i>Homework</i> 12/06/25
Semana 18: 12/08/25- 12/14/25				
		Repaso para el examen final Final Exam: Chapter 5 Section in class (Vocabulary-Grammar-Reading-writing- Culture) Final Exam: Vocabulario y Gramatical Ch 1-4 Final Exam Listening & Speaking (online)		<i>Thursday 12/11</i> <i>Friday 12/12</i> <i>Sunday 12/14</i>
Semana 19: 12/15/25-12/19/25				
		Participation & Attendance		

University & Department Policies

Ground Rules for Discussions and General Classroom Participation

In this classroom, students will be asked to regularly engage in respectful discussions on a variety of topics. In order to maximize the effectiveness of these discussions and enhance the learning experience for all students, the following ground rules for discussions and general classroom participation will be adopted:

- Listen respectfully, without interrupting.
- Listen actively and with a genuine desire to understand other points of view.
- Critique ideas, not people.
- Speak with care and respect and understand that your words impact others.
- Do not monopolize discussions.
- Support your positions with reliable evidence.
- Commit to learning and sharing information.
- Be open and willing to change your perspectives based on what you learn from others.
- Recognize that each person comes to a discussion with experiences that are different from your own.
- Recognize that there are different approaches and ideas for solving problems.
- Avoid blame, speculation, and inflammatory language.
- Avoid generalizations about social groups and assumptions about any member in the class.

Communications via email: You may contact me via email @ cohensb@nv.ccsd.net. Please indicate to me your course in the SUBJECT line of the email. This means that every single email you send me needs to have the subject header: "SPAN 111: (insert reason for emailing)." Every email should also contain your full name somewhere in the body. Every email should start with dear profe, **Estimado/a** profe, just a matter of good practice. Please sign off using "Atentamente" "Cordialmente" or any other such closer. I have a 24-hour rule when it comes to answering emails during the week and weekend, meaning that if you send me an email and you do not hear back within 24 hours, you may send another email.

Statement of [Disability Services](#): "Any student with a disability needing academic adjustments or accommodations is requested to speak with the Disability Resource Center (Pennington Student Achievement Center, Suite 230) as soon as possible to arrange for appropriate accommodations." Disability Resource Center 775 784 -600

Statement on Academic Dishonesty: "Cheating, plagiarism or otherwise obtaining grades under false pretenses constitute academic dishonesty according to the code of this university. Academic dishonesty will not be tolerated, and penalties can include filing a final grade of "F"; reducing the student's final course grade one or two full grade points; awarding a failing mark on the coursework in question; or requiring the student to retake or resubmit the coursework. For more details, see the University of Nevada, Reno General Catalog." Please refer to UNRs Academic Standards policy, to which we adhere.

For your compositions, cultural project, and exams (chapter and final), **make sure to not consult outside sources (e.g., translation tools such as Google Translate, Spanishdict.com) nor have someone else assist you in this process (i.e., family member, friend, tutor) since these constitute plagiarism and an instance of Academic Dishonesty.** If you are having problems understanding the material, ask your instructor for clarification. Use of outside sources for work in this course is considered cheating and will result in an academic dishonesty charge and an F in the course. This includes assignments previously completed by another student (in such a situation, you and the other student could both be charged). Please remember that receiving a zero for not completing the assignment is a much better outcome than receiving an **F** for the course.

Statement on Audio and Video Recording: "Surreptitious or covert video-taping of class or unauthorized audio recording of class is prohibited by law and by Board of Regents policy. This class may be videotaped, or audio recorded only with the written permission of the instructor. In order to accommodate students with disabilities, some students may be given permission to record class lectures and discussions. Therefore, students should understand that their comments during class may be recorded." You may refer to NSHE's policy statements for more information.

Statement of content accessibility: "This course may leverage 3rd party web/multimedia content, if you experience any issues accessing this content, please notify your instructor." Please refer to UNRs Academic Manual's Accessibility Policy (UAM 2,665) and Teaching and Learning Technologies for assistance.

Equal opportunity and Title IX: “The University of Nevada, Reno is committed to providing a safe learning and work environment for all. If you believe you have experienced discrimination, sexual harassment, sexual assault, domestic/dating violence, or stalking, whether on or off campus, or need information related to immigration concerns, please contact the University's Equal Opportunity & Title IX office at 775-784-1547. Resources and interim measures are available to assist you. For more information, please visit the website for the Title IX office.”

As the instructor of this course, I am committed to teaching equitably and inclusively, addressing the needs, concerns, and interests of each and every student, regardless of age, gender, race/ethnicity, nationality, class, sexual orientation, English language experience, religion or disability. As such, I expect all students to treat each other with respect. Please let me know if you would like me to call you by nickname or that I use a certain pronoun to address you.

Statement for Academic Success Services: “Your student fees cover usage of the Math Center (775) 784-4433, Tutoring Center (775) 784-6801, and University Writing Center (775) 784-6030. These centers support your classroom learning; it is your responsibility to take advantage of their services. Keep in mind that seeking help outside of class is the sign of a responsible and successful student.”

Mission Statement of the University of Nevada, Reno

Inspired by its land-grant foundation, the University of Nevada, Reno provides outstanding learning, discovery, and engagement programs that serve the economic, social, environmental, and cultural needs of the citizens of Nevada, the nation, and the world. The University recognizes and embraces the crucial importance of diversity in preparing students for global citizenship and is committed to a culture of excellence, inclusion, and accessibility.

Mission Statement of the College of Liberal Arts

The College of Liberal Arts educates and inspires students to be engaged, flexible, and critically literate global citizens. Our students learn to evaluate, synthesize, communicate, experiment, and create in order to produce solutions to a range of known and future problems. Our ambitious, innovative, and community-engaged research and creative work in and across the Creative Arts, Humanities, and Social Sciences focuses on the varied contexts and expressions of the human condition and seeks to contribute to the betterment of society and the elevation of humanity. We aim to create a community of diverse and agile thinkers, makers, and doers who thrive in a challenging, changing world.

On Online Course Evaluations: "Your chance to evaluate this course will appear two weeks before the last day of classes in the form of a new course on your Canvas home page. This new course contains only the evaluation survey. These online course evaluations are extremely important to your instructor and to the Department of WLL, so please take a few minutes to complete your course evaluation when it becomes available. The evaluation is completely anonymous, and your comments can never be connected with your name. Instructors cannot see the evaluation course on Canvas and will not have access to the contents of these evaluations until after final grades have been posted.”

Dual Enrollment courses do not have the same restrictions in IC on grading weights, etc as CCSD courses. Each UNR course may have a different grading system based on what the UNR Course Coordinator requires.

Your student has requested dual enrollment (aka concurrent enrollment) courses with Coronado High School's Early College Program. College courses are considered to be more difficult and may require more work than regular/honors courses. Final grades from college courses in high school may also appear on college transcripts, making it even more important to understand the commitment. We ask that you review the following information with your child prior to dual enrollment.

By enrolling in these dual enrollment classes, it is expected that students maintain a "C" average, exhibit academic honesty, and spend at least three-six hours a week (per course) outside of class studying and/or working on assignments. Students are expected to communicate directly with their dual enrollment instructor and to pay the following required costs: \$100/semester for each course (\$200 for the entire year). **Students can request an application for reduced fees/waivers from Ms. Davenport.**

If a student does not earn a "C" or higher in a course, the student may be removed from the second semester offering of the course, money will not be refunded, and the student may not be able to get another honors course (for ENG 101/102; HIST 102; MATH 126/127 only). Also, students receiving lower than a "C" will no longer be eligible to take dual enrollment courses through Coronado High School's Early College Program.**CCSD grade reform is not valid for college courses.

If a student is found guilty of academic dishonesty, the student will no longer be eligible to take dual enrollment courses through Coronado High School's dual enrollment program and the student will not be refunded.

Signature Page