http://www.slu.edu/1818

SPAN 2010 Connecting with the Hispanic World: Intermediate Spanish I
3 Credits – Lecture/Discussion

<<High School Name>>
<<High School Course Name and Number>>

Course Syllabus

Semester: <<TERM and YEAR>>

Instructor: <<Instructor Name>>

Contact Information: <<Office Address>>
<<E-mail Address>>
<<Phone>>
<<Availability/Office Hours>>

Text/Resources Information: <<Please insert here.>>

<<Instructional materials must be authentic and current, which should include either a textbook and/or primary and secondary sources. Please provide all publishing details. If the instructor provides all resources, a good sampling (at least 50%) must be provided during the syllabus submission process for the syllabus to be approved. In this case, please create a shared Google folder and grant viewing access to Dr. Kristina Knudsen-Galindo (Kristina.knudsengalindo@slu.edu) .>>

Course Descriptions:

SLU Course Description

<<**REQUIRED:** Available at: http:/ /www.slu.edu/1818/courses.php>>

This course invites you to collaborate in Spanish to connect with Hispanic communities. Prepares you to communicate in Spanish through writing, speech, and visual media. This is the first course in the Spanish major/minor sequence.
Prerequisite(s): (SPAN 1020, Spanish Waiver per Advisor with a minimum score of 1020, LP Spanish Placement with a minimum score of 3, or SPAN 1200)

Attributes: Foreign Languages BA Req (CAS)
Additional Description

<<**OPTIONAL:** Insert HS course description information/additional descriptive information.>>

Course Learning Outcomes:
SLU Course Learning Outcomes

<<**REQUIRED:** This information comes from your faculty liaison and is course specific.>>

Through this course (SPAN 2010) I invite you to:

1. **Develop Spanish language skills** that will enable you to listen, speak, read, and write in Spanish at the ACTFL Intermediate Proficiency level.
2. **Gain knowledge** of Spanish, Spanish-speaking cultures, and work to develop your analytical thinking skills.
3. **Practice cross-cultural competency** through an appreciation and acceptance of the similarities and differences between American (United States) and Hispanic (e.g., Spanish/Latin-American) cultures. One life-time goal is for you to be able to function adequately in a Spanish-speaking environment, culturally as well as linguistically.
4. **Realize that there is both pleasure and value** in being able to communicate in a second language with an intermediate level competency.

<<**OPTIONAL:** >>

1. By successfully completing this course, you will be able to communicate at an ACTFL intermediate level, including:

1A. **Interpersonal Communication:** Collaborate and negotiate meaning at the multiple-sentence level, to communicate interpersonally through writing, speech, and visual media in Spanish. (Addresses University SLOs 4 and 8)

1B. **Interpretive Communication:** Take knowledge from multiple disciplines to understand and interpret communicative messages, assess visual evidence, and draw conclusions in Spanish. (Addresses University SLOs 2 and 3)

1C. **Presentational Communication:** Publicly present basic information, concepts, and ideas to effectively communicate at the intermediate level (e.g., narrate in the past, present, and future, state opinion, and back it up with evidence) in writing, speech, and visual media adapting to various audiences in Spanish. (Addresses University SLO 4)

2. By successfully completing this course, you will gain knowledge of Spanish, Spanish-speaking cultures, and work to develop your analytical thinking skills by:

   2A. **Relating Cultural Practices to Perspectives:** Analyze and reflect on how cultural practices of the Spanish-speaking world influence diverse identities and worldviews. (Addresses University SLO 5)

   2B. **Relating Cultural Products to Perspectives:** Investigate and explain cultural products of the Spanish-speaking world to recognize transnational or global interdependencies. (Addresses University SLO 6)

3. By successfully completing this course, you will practice cross-cultural competency through:

   3A. **Making Connections:** Build, reinforce, and expand knowledge of other disciplines while using Spanish to develop critical thinking and solve problems creatively. (Addresses University SLO 2)

   3B. **Acquiring Information and Diverse Perspectives:** Evaluate information, diverse identities, and worldviews that are available through studying Spanish and Spanish-speaking cultures. (Addresses University SLO 5)

   3C. **Acquiring Information and Diverse Perspectives:** Examine your vocation in dialogue with SLU's Catholic, Jesuit tradition while engaging with the local Hispanic community and exploring local and global issues of diversity and identity. (Addresses University SLO 1)

3D. **Language Comparisons**: Integrate knowledge from multiple disciplines to reflect on the nature of language and cross-linguistic comparisons between Spanish, English and other world languages. (Addresses University SLO 2)

3E. **Cultural Comparisons:** Investigate and explain some concepts of Spanish-speaking cultures through comparisons of their own cultural perspectives and transnational or global interdependencies. (Addresses University SLO 6)

4. By successfully completing this course, I aim for you to realize that there is both pleasure and value in being able to communicate in a second language and continue your language learning journey throughout life by:

4A. **School and Global Communities:** Interact in Spanish, both within and beyond the classroom, to collaborate, acquire, and apply knowledge through engagement with local and global communities. (Addresses University SLOs 8 and 9)

4B. **Lifelong Learning:** Set goals and reflect on progress in using Spanish, in dialogue with the Catholic, Jesuit tradition, both within and beyond the classroom, for enjoyment, enrichment, and vocations. (Addresses University SLOs 1 and 9)

Additional [HIGH SCHOOL NAME HERE] Learning Outcomes

<<**OPTIONAL:** Please insert any high school, district, state or instructor-developed outcomes here.>>

Method for Determining Final Grade for Course:

<<**REQUIRED:** Insert here (e.g., Tests 500 points, Quizzes 250 points, etc. or Tests 30%, Quizzes 20%, etc.)>>

<<Just as a reminder, assessments should include both oral and written production of the language. A final assessment must be given to students. This does not have to be a traditional exam though and may be a project. If the method for determining the final grade for the course is categorized by formative and summative assignments/assessments, please list what types of assignments/assessments they are.>>

Attendance Policy and Grading:

<<**REQUIRED:** Please list the attendance policy for the class and any negative consequences for lack of attendance (e.g., automatic failure, grade reduction, etc.) and late work. NOTE: We recommend when addressing attendance to not delineate between excused or unexcused just define it as absences>>

<<**REQUIRED:** **High School Course Grading Scale:** Insert here.>>

<<**REQUIRED:** **SLU Grading Information:**

Saint Louis University's undergraduate grading system follows a 0 - 4.000 grade point scale. Grades are assigned to the SLU transcript as follows:

Grade	Grade Points	Interpretation
A	4.000	High achievement and intellectual initiative
A-	3.700	
B+	3.300	Above average, approaching high achievement
B	3.000	Above average achievement
B-	2.700	
C+	2.300	Midway between B and C
C	2.000	Average achievement
C-	1.700	
D	1.000	Inferior but passing achievement
F	0	Failure

Note on SLU Undergraduate Cumulative GPA:

The grades earned through the 1818 Advanced College Credit Program are Saint Louis University grades and will be part of each student's permanent undergraduate SLU academic record and transcript.
<<**REQUIRED:** **SLU Spanish Program Grading Scale:**

A (4.0); 93-100; High achievement and intellectual initiative

A- (3.7); 90-92; Approaching high achievement

B+ (3.3); 87-89; Slightly higher-than-above average achievement

B (3.0); 83-86; Above-average achievement

B- (2.7); 80-82; Approaching above-average achievement

C+ (2.3); 77-79; Slightly higher-than-average achievement

C (2.0); 73-76; Average achievement

C- (1.7); 70-72; Below-average achievement

D (1.0); 65-69; Inferior, but passing achievement

F (0); <65; Course failure

Significant Learning Activities / Evaluation Strategies and Approximate Deadlines and/or Calendar:

<<**REQUIRED:** Insert here. **Please note:** Calendars for the course may best be added to the end of the syllabus, and this section be a broad overview of topics that will be studied. ***If the calendar is at the end of the syllabus, please add a note to refer to the end of the document***. Calendar dates do not need to be specific but may be outlined as week by week or unit by unit.>>

<<**REQUIRED:** **Information Essential to Student Success in SLU Course:**

Academic Integrity Syllabus Statement

Academic integrity is the commitment to and demonstration of honest and moral behavior in an academic setting. Since the mission of the University is "the pursuit of truth for the greater glory of God and for the service of humanity," acts of integrity are essential to its very reason for existence. Thus, the University regards academic integrity as a matter of serious importance.

Academic integrity is the foundation of the academic assessment process, which in turn sustains the ability of the University to certify to the outside world the skills and attainments of its graduates. Adhering to the standards of academic integrity allows all members of the University to contribute to a just and equitable learning environment that cultivates moral character and self-respect. The full University-level Academic Integrity Policy can be found on the Provost's Office website at: https://www.slu.edu/provost/policies/academic-and-course/academic-integrity-policy.pdf.

<<**OPTIONAL:** Insert High School Academic Integrity Policy here.>>

<<**REQUIRED:** **SLU Disability Accommodations**
Students with a documented disability who wish to request academic accommodations must formally register their disability with the University. Once successfully registered, students also must notify their course instructor that they wish to use their approved accommodations in the course.

Please contact the Center for Accessibility and Disability Resources (CADR) to schedule an appointment to discuss accommodation requests and eligibility requirements. Most students on the St. Louis campus will contact CADR, located in the Student Success Center and available by email at accessibility_disability@slu.edu or by phone at 314.977.3484. Once approved, information about a student's eligibility for academic accommodations will be shared with course instructors by email from CADR and within the instructor's official course roster. Students who do not have a documented disability but who think they may have one also are encouraged to contact CADR. Confidentiality will be observed in all inquiries

<<**REQUIRED:** **Title IX Statement**

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of discrimination on the basis of sex, including sexual harassment, sexual assault, stalking, domestic or dating violence, we encourage you to report this to the University. If you speak with a faculty member about an incident that involves a Title IX matter, that faculty member must notify SLU's Title IX Coordinator that you shared an experience relating to Title IX. This is true even if you ask the faculty member not to disclose the incident. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you are pregnant or experiencing a pregnancy related condition, the Title IX Coordinator can assist you in understanding your rights and options as well as provide supportive measures.

Anna Kratky is the Title IX Coordinator at Saint Louis University (DuBourg Hall, room 36; anna.kratky@slu.edu; 314-977-3886). If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK or make an anonymous report through SLU's Integrity Hotline by calling 1-877-525-5669 or online at SLU.EDU/INTEGRITYHOTLINE. To view SLU's policies, and for resources, please visit the following web addresses: https://www.slu.edu/about/safety/sexual-assault-resources/index.php.

<<**REQUIRED:** **Generative AI**

YOU MUST INCLUDE ONE OF THE FOLLOWING AI STATEMENTS IN YOUR SYLLABUS. The following four statements regarding the allowance or disallowance of the use of generative AI may offer different templates for use in course syllabi. The italicized text within brackets is intended to be a place holder for contextual information specific to a given instructor and/or the course being taught. **The contextual information an instructor adds to the statement is crucial to making the statement specific to a particular course and/or instructor.**

Statement prohibiting the use of generative AI.

Generative AI, including but not limited to **[*ChatGPT, Gemini, Microsoft Copilot, Midjourney, DALL-E or Github Copilot*]** may not be used for work in this class. The use of such generative AI tools may compromise your learning by undermining your ability to **[*ideate, fully understand how to structure an argument or narrative or formulate/create nonderivative creative work*.]**

You may not use generative AI to ***[brainstorm, compose theses or arguments based on theses provided by generative AI.]*** You may not use generative AI to in any way **[*augment your original work.]*** *For example, asking an AI* ***[to polish a piece of work you have written, debug code you have written or change art you have created]*** is not allowed. You may not use generative AI to compose work as a whole or in part for any assignment in this course. Please review item three in the section labeled Plagiarism in the Saint Louis University Academic Integrity Policy.

Statement allowing the limited use of generative AI.

You are allowed to use generative AI in a limited capacity in this course. Tools such as **[*ChatGPT, Microsoft Copilot, Gemini, Midjourney, DALL-E or GitHub Copilot*]** can be used for specific assignments as directed in the assignment. I have thoughtfully chosen when to implement the use of generative AI for your assignments. Please note the assignments for which generative AI is allowed come after you have been introduced to foundational skills and concepts **[*such as…*]**. Tools that **[*perform readability analysis, detect tone and provide editing suggestions as well as those that paraphrase, summarize and outline*]** are allowed for general use on any assignment.

Using a generative AI tool may assist your learning by **[*simplifying texts, helping you brainstorm, providing choices of theses when writing, assisting you with forming arguments, providing grammar checks or feedback for structure, debugging code or creating works of art*]**. However, becoming dependent on generative AI could undermine your learning by **[*eroding your ability to ideate independently, participate fully and intentionally in the writing process, or critically problem solve by debugging your code*]**. The use of generative AI can **[*strip a writer of her/his voice diminishing a creative work*]**. Generative AI still produces inaccurate information and hallucinations are still common which if left unchecked can harm your grade on the assignment. Any work generated with AI should be fact-checked to ensure accuracy. You are responsible for the content of your work.

If you have a question regarding if you are allowed to use generative AI for an assignment or whether you are using it appropriately, please discuss your concerns with me at your earliest opportunity.

If you choose to use a generative AI tool to assist with an assignment, you need to document its use. The proper citation format can be found here **[*APA, MLA, etc*]**. Please append your assignment with how you used generative AI for your work, where in the assignment it is used and provide proper citation in **[*APA, MLA etc*]** format. Your original work and your AI assisted work should be clearly evident. In addition, use of generative AI should conform to academic integrity policies for the university and regulations put forward by **[*the college or school you are in.*]** Please review item three in the section labeled Plagiarism in the Saint Louis University Academic Integrity Policy.

Statement allowing the use of generative AI.

You may use generative AI for any work or assignment and at any stage in this course. The use of generative AI may help your learning by **[*simplifying texts, helping you brainstorm, providing choices of theses when writing, assisting you with forming arguments, providing grammar checks or feedback for structure, debugging code or creating works*

of art]. But the use of generative AI can also undermine learning by [***eroding your ability to ideate independently, participate fully and intentionally in the writing process, or critically problem solve by debugging your code***]. This can impact your work in future courses.
When using generative AI, please remember that these tools can still be inaccurate and produce hallucinations. You are responsible for the content of your work. [***Please remember to cite all resources including the use of generative AI using the proper citation format. I ask that you identify your original work in addition to the work aided by generative AI. Please include a brief narrative relating the ways you utilized generative AI in your work***].

Proper citation format for generative AI use can be found here [***APA, MLA, etc***]. Any work generated with AI should be fact checked to ensure accuracy. You are responsible for the content of your work.

More permissive allowance for generative AI use

You are invited to use generative AI for any work in this course. In that this work is generated based on prompts you provide; you are not required to cite or otherwise identify how or where you used generative AI for an assignment. However, generative AI still produces inaccurate information and can hallucinate. You are responsible for the content of your work.
The use of generative AI tools can have both beneficial and detrimental effects on your learning. Benefits may include [***simplifying texts, helping you brainstorm, providing choices of theses when writing, assisting you with forming arguments, providing grammar checks or feedback for structure, debugging code or creating works of art]***. *However* [***eroding your ability to ideate independently, participate fully and intentionally in the writing process, or critically problem solve by debugging your code***] can be detrimental to your learning.

<<**REQUIRED: Saint Louis University Accreditation:**

As an institution, Saint Louis University is fully accredited by the Higher Learning Commission (HLC). SLU has been continuously accredited since 1916.

<<**REQUIRED: Saint Louis University 1818 Program Academic Calendar Link –**
1818 Advanced College Credit Program Academic Calendar : SLU >> (We recommend you also post this link to your classroom management site.)

<<**REQUIRED: Course Calendar:** Please include an outline of grammar concepts (even if they are a review), vocabulary themes, & cultural content that you will cover in each unit. In addition,

please provide at least a general idea (weekly or monthly) as to how much time will be spent on each chapter/unit.>>