SPAN 1110-550

Dual Credit

University of Nuevo Mexico Valencia

General information

Instructor: Lorena Galván Ph.D.
Office Hours: T 10-11 Online.
Phone: 505-440-3116
Term: Fall 2026
Credit Hours: 3
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Course Descriptions

This course is the first part of a college level introduction to Spanish that promotes language learning in a cultural context. This course is designed for students with little exposure to Spanish. This course develops basic listening, speaking, reading, and writing skills and intercultural competence in interpretive, interpersonal, and presentational modes of communication at the Novice Level of proficiency based on ACTFL guidelines.

This course is comprised of free, open-educational resources which are available to anyone.

The course is divided into 16 modules with each module centering around specific themes and grammatical structures. Even though grammar is essential to learning any language, in this course, you will find that speaking the language, strategies for learning languages and culture are just as (or even more) important than extensive grammar drills.

Technology Skills and Requirements

***This class was designed for people who are comfortable with technology. We will be learning via various modes; videos, audio, visual presentations, and navigating the web. The class will be intense for those who are not comfortable with multimodal instruction that uses various sites to complete your assignments. Be aware that you will be responsible for becoming familiar with all the tools required to complete your assignments. Also be aware that help is always available through campus technology, website assistance, or the instructor. If you are computer and internet savvy, this class is for you.

REQUIRED MATERIALS:

- Computer and Webcam or mobile device with webcam *required

LEARNING OUTCOMES

- 1. Students can communicate on very familiar topics using a variety of words and phrases that they have practiced and memorized.
- 2. Students can present information about themselves and some other very familiar topics using a variety of words, phrases, and memorized expressions.
- 3. Students can write short messages and notes on familiar topics related to everyday life.
- 4. Students can often understand words, phrases, and simple sentences related to everyday life.
- 5. Students can recognize pieces of information and sometimes understand the main topic of what is being said.
- 6. Students can understand familiar words, phrases, and sentences within short and simple texts related to everyday life.

- 7. Students can sometimes understand the main idea of what they have read.
- 8. Students can demonstrate connections between beliefs, behaviors and cultural artifacts of the Spanish-speaking world and make informed cross-cultural comparisons to develop their sense of personal and social responsibility.

COURSE REQUIREMENTS/ATTENDANCE

Discussions: Some modules will have a discussion where you will be able to share thoughts/ideas/resources with classmates revolving around culture, lexical variations, family traditions ect. For full credit you will be required to respond to two classmate's posts. Because these are interactive assignments, meaning they are assignments that require a response to other classmate's posts, late assignments will not be accepted.

Grammar Assignments: Grammar assignments will be available in each week's learning module. The online grammar assignments provide practice of the material presented in the learning modules. All exercises should be submitted before or on the assigned due date. The reason for requiring that online exercises be completed by the scheduled due date is because this is not a self-paced course.

Presentations: In lieu of a midterm each student will be assigned a Spanish speaking country. In a **PowerPoint** presentation you will focus on some of the following topics: food, culture, traditions, history, languages, government ect. More information and a Rubric will be provided.

Lección Cultural: These assignments are designed to highlight the fascinating aspects of Latin@ and Hispanic cultures in various countries.

Final Exam: Final will cover the grammar content.

Grading:

25% Discussions

5% Lección Cultural

50% Grammer Assignments

10% Presentation

10% Final Exam

Credit-hour statement: This is a three-credit-hour course delivered in an entirely asynchronous online modality over fifteen weeks during the fall 2026 semester. Please plan for a minimum of 18 hours per week to learn course materials and complete assignments.

Attendance Policy: Learning a new language well requires consistent effort. In the online classroom attendance and participation are determined by your involvement and engagement with the weekly assignments. There are assignments that must be completed each week on Canvas.

The particular hour and day you "attend" aren't important, but you must show participation regularly and while logged on, e.g., posting on the discussion boards, submitting assignments, and completing other course work.

Students must actively participate during the first week of class through responses and/or assignment completion. A student who does not submit the required tasks/assignments for Week 1 and has not contacted the instructor may be dropped from the course. If you get access to Canvas after the beginning of the semester it is your responsibility to complete the missed assignments within two weeks. After two weeks they will not be accepted late. This is not a self-paced course, and late assignments will not be accepted.

Support: Center for Academic Program Support (CAPS) https://caps.unm.edu/. Many students have found that time management workshops can help them meet their goals (consult (CAPS) website under "services").

Withdrawal Policy: Participants are expected to comply with UNM regulations regarding withdrawal from a course as noted in the class schedule. Note: If you have not shown regular participation for the first full week of the course you may be dropped for non- attendance. Students should not assume they will be dropped automatically. Please drop the class if you no longer intend to attend.

Instructor Communication Policy: Emails and messages will be responded to within 24 hours Monday- Thursday, and within 48 hours Friday-Sunday. Contact me directly through lgalvan2@unm.edu. Provide your name and class section in the subject box.

Grades are generally released for all assignments and assessments within five days after the due date for the assignments has ended. Feedback will be provided.

Special Needs Accommodations (Americans with Disabilities Act-ADA):

Accommodations: UNM is committed to providing equitable access to learning opportunities for students with documented disabilities. As your instructor, it is my objective to facilitate an inclusive classroom setting, in which students have full access and opportunity to participate. To engage in a confidential conversation about the process for requesting reasonable accommodations for this class and/or program, please contact Accessibility Resource Center at arcsrvs@unm.edu or 505-277-3506

UAP 2720 and 2740. Our classroom and university should foster mutual respect, kindness, and support. If you have concerns about discrimination, harassment, or violence, please seek support and report incidents. Find confidential services at LoboRESPECT Advocacy Center, the Women's Resource Center, and the Arcoiris Center. UNM prohibits discrimination on the basis of sex (including gender, sex stereotyping, gender expression, and gender identity). All instructors are "responsible employees" who must communicate reports of sexual harassment, sexual misconduct and sexual violence to Compliance, Ethics and Equal Opportunity. For more information, please see UAP 2720 and UAP 2740

Title IX

Title IX: The University of New Mexico and its faculty are committed to supporting our students and providing an environment that is free of bias, discrimination, and harassment. The University's programs and activities, including the classroom, should always provide a space of mutual respect, kindness, and support without fear of harassment, violence, or discrimination. Discrimination on the basis of sex includes discrimination on the basis of assigned sex at birth, sex characteristics, pregnancy and pregnancy related conditions, sexual orientation and gender identity. 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. You can access the confidential resources available on campus at the LoboRESPECT Advocacy Center (https://loborespect.unm.edu), the

Women's Resource Center (https://women.unm.edu), and the LGBTQ Resource Center (https://lgbtqrc.unm.edu). If you speak with an instructor (including a TA or a GA) regarding an incident connected to discrimination on the basis of sex, they must notify UNM's Title IX Coordinator that you shared an experience relating to Title IX, even if you ask the instructor not to disclose it. The Title IX Coordinator is available to assist you in understanding your options and in connecting you with all possible resources on and off campus. For more information on the campus policy regarding sexual misconduct and reporting, please see https://policy.unm.edu/university-policies/2000/2740.html and CEEO's website.

If you are pregnant or experiencing a pregnancy-related condition, you may contact UNM's Office of Compliance, Ethics, and Equal Opportunity at ceeo@unm.edu. The CEEO staff will provide you with access to available resources and supportive measures and assist you in understanding your rights.

Resource: Division for Equity and Inclusion. https://diverse.unm.edu/

Citizenship and/or Immigration Status: All students are welcome in this class regardless of citizenship, residency, or immigration status. Your professor will respect your privacy if you choose to disclose your status. As for all students in the class, family emergency-related absences are normally excused with reasonable notice to the professor, as noted in the attendance guidelines above. UNM as an institution has made a core commitment to the success of all our students, including members of our undocumented community. The Administration's welcome is found on our website: http://undocumented.unm.edu/

Respectful and Responsible Learning: We all have shared responsibility for ensuring that learning occurs safely and equitably. UNM has important policies to preserve and protect the academic community, especially policies on student grievances (Faculty Handbook D175 and D176), academic dishonesty (FH D100), and respectful campus (FH CO9). These are in the Student Pathfinder (https://pathfinder.unm.edu) and the Faculty Handbook (https://handbook.unm.edu). Please ask for help in understanding and avoiding plagiarism or academic dishonesty, which can both have very serious consequences.

Land Acknowledgement: Founded in 1889, the University of New Mexico sits on the traditional homelands of the Pueblo of Sandia. The original peoples of New Mexico Pueblo, Navajo, and Apache since time immemorial, have deep connections to the land and have made significant contributions to the broader community statewide. We honor the land itself and those who remain stewards of this land throughout the generations and also acknowledge our committed relationship to Indigenous peoples. We gratefully recognize our history.

Spanish symbols on the computer: (This only works with numeric keypad) Alt 129=ü Alt 130=é Alt 144=É Alt 154=Ü Alt 160=á Alt 161=í Alt 162=ó Alt 163=ú Alt 164=ñ Alt 165=Ñ Alt 168=¿ Alt 173=¡

Email and messages:

*Please email the instructor via Loboweb email **lgalvan2@unm.edu** or contact the instructor via text or voicemail at the number indicated above on the syllabus. Do not email assignments to the instructor unless special arrangements have been made. Assignments must be posted to the appropriate link. Emailed assignments will not be accepted or graded unless prior arrangements have been made for emergency situations only. All resources and assignments must be registered or labeled with your full and legal name.* **PLEASE...indicate your course number /**

name in the subject heading in ALL email messages to me. This helps me respond more quickly to your message.

Week 1:

- ***Module*** 1: ¡Hola! ¿Cómo te llamas?

Section: Encantado

- Saludos y respuestas: Identify common greetings and goodbyes
- Escuchar: Saludos y respuestas: Identify appropriate responses to spoken greetings and goodbyes
- ¿Formal o informal?: Identify formal and informal greetings
- El alfabeto: Recognize the sounds of letters in Spanish

Section: En la clase

- En el salón de clases: Identify common objects in the classroom

Week 2:

Números 0-31: Form numbers up to 31

- Escuchar: Números 0-31: Recognize spoken numbers

Section: ¿Cuántos libros hay?

- Género de sustantivos: Identify the gender of nouns
- Número de sustantivos: Change nouns from singular to plural

Section: ¿Qué hay en la clase?

- Artículos indefinidos y definidos: Select the appropriate definite or indefinite article for the context
- ¿Qué hay?: Identify whether there is or there are different items based on spoken questions

Week 3:

- ***Module 2:*** ¿Eres estudiante?

Section: ¿Qué día es hoy?

- Días y meses: Identify months and days
- Section: ¿Cuál es la fecha hoy?
- La fecha: Tell the date
- Escuchar: La fecha: Understand spoken dates

Section: ¿El lápiz es de ella?

- Los pronombres de sujeto: Change personal nouns into subject pronouns
- El verbo ser: Identify the correct conjugations of the verb ser (to be)

- Ser + de: Recognize possession indicated by ser + de

Week 4:

Section: ¿El estudiante es inteligente?

- Colores: Identify the color of things
- Concordancia de adjetivos: Recognize the correct position, gender and number of adjectives
- Escuchar: Concordancia de adjetivos: Identify things based on spoken descriptions

Section: Cultura U2

- Cultura: Los hispanos en los Estados Unidos: Identify written information about Latino, Latina, and Latinx identity in the US
- ***Module 3:*** ¿Qué clases tomas?

Section: ¿Estudias en la biblioteca?

- Verbos -ar (2): Identify the meanings of common -ar verbs
- Números 30-100: Form numbers up to 100

Week 5:

Section: ¿Qué idiomas hablas tú?

- Conjugación (verbos -ar): Identify the correct conjugations of select verbs ending in -ar

Section: ¿Caminas a la universidad?

- Verbos regulares con –ar: Identify the correct conjugations of verbs ending in -ar
- Preguntas: Verbos regulares con –ar: Answer questions using -ar verbs
- Escuchar: Verbos regulares con –ar: Recognize the subject of a sentence (personal pronoun) based on verb conjugation (with -ar verbs)

Section: ¿A qué hora es tu primera clase?

- ¿Qué hora es?: Tell the time
- Escuchar: ¿Qué hora es?: Recognize and understand spoken time

Week 6:

- ***Module 4***: ¿Tienes prisa?

Section: ¿Descansas en la residencia estudiantil?

- Los lugares y cursos de la universidad: Recognize the vocabulary of locations and courses at the university

Section: ¿Tienes una clase por la noche?

- El verbo tener: Recognize the use of the irregular verb tener
- Escuchar: El verbo tener: Recognize the subject of a spoken sentence based on the conjugation of tener
- ¿qué/cuál?: Ask and answer questions with ¿qué/cuál?

Section: ¿Tienes que estudiar hoy?

- Expresiones con tener: Recognize and understand the common expressions with the verb tener
- Tener + que: Use tener + que + infinitive to describe things one has to do

Week 7:

Section: ¿Adónde vas?

- El verbo ir: Recognize the correct conjugations of the verb ir
- Section: Cultura U4
- Cultura: La universidad: Identify information from a written text about universities in the Spanish-speaking world
  - Module 5: ¿Quiénes son los miembros de una familia?

Section: El árbol de familia

- La familia: Recognize vocabulary of family relations
- Escuchar: La familia: Understand spoken information about the members of a family

Section: Mi casa es tu casa

- Los posesivos: Recognize possession indicated by possessive adjectives
- ¿Cuánto(s) y quién(es)?: Ask and answer questions with ¿cuántos y quién(es)

Week 8:

Section: ¿Qué aprendemos ahora?

- Verbos regulares de -er/-ir: Recognize the meaning of verbs in the present tense that end in -er & -ir
- Conjugación (verbos -er/-ir): Identify the correct conjugation of verbs in the present tense that end in -er & -ir
- Escuchar: Verbos regulares de -er/-ir: Recognize the subject of a sentence based on the conjugation of verbs ending in -er and -ir

Section: Mi perro es bonito y pequeño

- Adjetivos descriptivos: Recognize adjectives describing physical and mental traits
- Escuchar: Adjetivos descriptivos: Identify people based on spoken descriptions
- Los países, las nacionalidades y más: Recognize adjectives of nationality used to describe people

Week 9:

  - ***Module 6:*** ¿Necesito un sueter?

Section: ¿Qué ropa llevas?

- La ropa: Recognize the vocabulary of clothing
- Escuchar: La ropa: Identify articles of clothing based on spoken descriptions

Section: ¿Cómo contamos?

- Los números 101 +: Recognize numbers past 100

Section: ¿Qué tiempo hace hoy?

- El clima: Recognize the vocabulary of weather
- Escuchar: El clima: Understand spoken descriptions of the weather

Section: ¿Qué te gusta hacer?

- El verbo gustar + infinitivo: Recognize phrases using gustar+infinitive to express what someone likes to do

Week 10:

- Escuchar: El verbo gustar + infinitivo: Comprehend spoken sentences expressing what someone likes to do

Section: Cultura U6

- Cultura: Camino de Santiago : Identify information about the Catholic pilgrimage tradition through northern Spain to Santiago de Compostela
  - ***Module 7:*** ¿Dónde están mis llaves?

Section: En la casa

- La casa: Recognize the vocabulary of rooms and furniture in the home

Section: ¿Dónde está el gato?

- El verbo estar : Recognize the correct conjugations of the verb estar
- El verbo estar + preposiciones : Use the prepositions of location to describe where things and people are located in a house
- Escuchar: El verbo estar + preposiciones : Identify locations from spoken text
- Section: ¿Adónde vas a ir este fin de semana?
- Ir + a + infinitivo: Recognize statements about plans and future events which use the infinitive after ir + a
- Escuchar: Ir + a + infinitivo: Identify plans and future events from spoken
- Making Plans or Going Places?: Distinguish the use of ir with destinations and the use of ir with infinitives

Week 11:

Section: ¡Sí, podemos!

- Verbos con cambio de raíz (o-ue) : Recognize the correct conjugations of o-ue stem-changing verbs
- Escuchar: Verbos con cambio de raíz (o-ue) : Understand spoken statements using o-ue stem-changing verbs
  - ***Module 8:*** ¿Cómo pasas tu tiempo libre?

Section: ¿Cuál es tu pasatiempo favorito?

- Los pasatiempos: Identify verbs and nouns related to pastimes, sports and other activities

Week 12:

- Escuchar: Los pasatiempos: Understand spoken statements about pastimes, sports and other activities

Section: ¿Te gustan los deportes?

- El verbo gustar + sustantivos : Recognize the correct pronouns and correct forms of gustar to say what things you and others like and don't like
- Escuchar: El verbo gustar + sustantivos : Distinguish what things are pleasing to different people based on spoken text
- Querer and gustar: Use "querer" and "gustar" to explain your wants and likes

Section: ¿Prefieres patinar o esquiar?

- Verbos con cambio de raíz (e-ie) : Recognize the correct conjugation of e-ie stem-changing verbs
- Escuchar: Verbos con cambio de raíz (e-ie) : Understand spoken questions using e-ie stem-changing verbs

Week 13:

Latin America Presentation

Section: ¿Corres rápidamente?

- Adverbios de modo: Recognize adverbs of motion ending in -mente

Section: Cultura: U8

- Cultura: El fútbol y el dominó: Identify some important pastimes and sports in the Hispanic world

- ***Module 9:*** ¿Estás triste, por qué?

Section: ¿Estás contento hoy?

- Adjetivos de emoción y condición: Recognize adjectives of condition and emotion
- Algunas respuestas: Give an appropriate response to someone's condition or emotion

Section: ¿Cómo estás?

- Estar + emociones: Identify how estar is used with adjectives to describe conditions and emotions
- Escuchar: Emociones: Describe conditions and emotions based on spoken prompts

Section: ¿Cómo eres? ¿Cómo estás?

- Ser y Estar I: Recognize different uses of ser and estar

Section: ¿Estás cansada o enferma?

- Conjunciones coordinadas: Recognize coordinating conjunctions
- Porque & question word por qué: Recognize the difference between porque and ¿por qué?

Week 14:

- ***Module 10:*** ¿Cuál es tu comida favorita?

Section: ¿Qué te gusta comer?

- Food and eating: Recognize the vocabulary of foods, cooking, and eating

Section: ¿El restaurante sirve papas fritas?

- Verbos con cambio de raíz (e-i): Recognize the correct conjugations of e-i stem-changing verbs

Section: ¿Salgo con ustedes?

- Verbos irregulares en la forma de "yo": Recognize the correct conjugations of verbs that have irregularities in the yo form
  - Escuchar: Verbos irregulares en la forma de "yo": Understand spoken sentences using irregular verbs
  - Section: ¿Qué es esto?
- Todas las preguntas: Review and practice use of all question-words

Week 15:

Section: Cultura

- Cultura: Las comidas típicas y rápidas: Identify information about some typical dishes of the Hispanic World

- ***Module 11:*** ¿Traigo un mapa?

Section: ¿Dónde está el banco?

- Navegando la ciudad: Recognize the vocabulary of places in the community
- Escuchar: Navegando la ciudad: Identify where people are going based on spoken text

Section: ¿Estás caminando ahora?

- El presente progresivo : Recognize correct forms of the present progressive
- El presente y el presente progresivo: Distinguish present progressive from present tense

Section: ¿Conoces la ciudad?

- Saber y conocer: Recognize the appropriate uses of the verbs saber and conocer

Section: ¿Dónde estás? ¿De dónde eres?

- Ser y Estar II: Distinguish ser and estar in their unique uses (time, definition, origin, location, present progressive)

Week 16: Final Exam