



Georgia Tech · Ivan Allen College of Liberal Arts  
**School of Modern Languages**

SPAN 3101

Spanish Conversation: Issues and Strategies I

Syllabus

“La comunicación humana es la clave del éxito personal y profesional”. - Paul J. Meyer

Spring 2026 – Section A



Tuesdays & Thursdays



2:00-3:15 p.m.



Manufacture Rel  
Discip Complex 2405



Dr. Antonio Cardentey



Tuesdays & Thursdays

12:45-1:45 pm

Or by appointment via Zoom



Swann 233



[alevin9@gatech.edu](mailto:alevin9@gatech.edu)



(404) 894-7327

**This is a Core IMPACTS course that is part of the Humanities area.**

Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course will help students master course content, and support students' broad academic and career goals.

This course should direct students toward a broad Orienting Question:

- How do I interpret the human experience through creative, linguistic, and philosophical works?

Completion of this course should enable students to meet the following Learning Outcome:

- Students will effectively analyze and interpret the meaning, cultural significance, and ethical implications of literary/philosophical texts or of works in the visual/performing arts.

Course content, activities and exercises in this course should help students develop the following Career-Ready Competencies:

- Ethical Reasoning
- Information Literacy
- Intercultural Competence

## DESCRIPTION

This course is designed to advance **oral communication skills** in Spanish and develop **intercultural competence** by discussing a variety of current issues in the Hispanic and contemporary world. Through **interpretive, interpersonal, and presentational activities**, students will collaborate with their peers to effectively convey **ideas and opinions** based on **authentic materials**, i.e., short films and texts created by and for native speakers of the target language.

## PREREQUISITES

SPAN 2002, or the equivalent at another college or university / AP 4+ / IB HL 5+ / IB SL 6+ / Placement Test 451+. **No native or bilingual speakers are allowed.** This class is taught in Spanish at an **intermediate high** level.

\* Students should ensure that they are prepared to take a 3000-level course –even if they meet the prerequisite requirements– in order to succeed in this class. To assess your readiness, please answer **yes** or **no** to the following questions:

- Can you produce short, simple sentences in Spanish with ease?
- Can you hold a brief conversation in Spanish with confidence?
- Can you communicate effectively about familiar, everyday topics?
- Can you understand basic spoken Spanish without major difficulty?

If you answered **yes** to all of these questions, you are likely prepared to perform at the expected level. If not, you may want to consider taking a grammar course (SPAN 3040) or a composition course (SPAN 3111) to further strengthen your Spanish skills before enrolling in this class.

That said, you are still welcome to remain in the course, provided you are willing to put in extra effort, actively participate in class activities, and engage with your classmates despite any language limitations.

## REQUIRED MATERIALS

- *Revista: Conversación sin barreras* (6th. Edition) by Vista Higher Learning. (Digital access only: \$135)
- Supersite Plus (vText). Register [here](#). For student support, click [here](#).
- Laptop or computer and reliable Internet access.

**Recommended:** [Tal como Suena](#), a free program that explains the **most problematic aspects of Spanish pronunciation** for English speakers.

## COURSE OBJECTIVES

- √ Master basic idiomatic expressions, acquire a more sophisticated vocabulary and reinforce the use of certain grammar structures.
- √ Better understand speeches in different accents, linguistic registers, and cultural contexts of Spanish.
- √ Identify and interpret the basic elements of visual, audiovisual, and written texts, and critically discuss competing views on a subject.
- √ Formulate similarities and differences between Spanish-speaking products, practices, and perspectives, and those of students' own cultures.
- √ Express, support, explain and defend or contradict an opinion with respect.
- √ Survey, interview, consult different sources of information and present findings either orally or in writing.

## IN-CLASS ACTIVITIES

The class will be conducted **entirely in Spanish** to ensure a complete **linguistic immersion**. Rather than focusing on knowledge of isolated words and grammar concepts, activities will **require active engagement with contents and ideas** to promote fluency, not linguistic accuracy. However, the instructor will make occasional corrections to help students improve and grow in a safe place. We will steadily move away from familiar topics toward **more complex issues**, so that you can take your communicative abilities to the next level.

## HOW TO SUCCEED IN THIS CLASS

Key points to do well in this course are:

- √ **Preparation:** You need to study the assigned pages from the textbook and view the short film or read the assigned text before class. Make a list of new words and expressions. Use the worksheets provided in Canvas to write down essential ideas and bring your notes to class.
- √ **Homework:** You are required to complete the homework assigned online before class. These activities cover essential vocabulary and refresh foundational grammar concepts learned at the elementary and intermediate levels.
- √ **Participation:** You should frequently contribute to discussions and debates that take place in the classroom. Make sure to elaborate your ideas, provide examples, and always keep a professional attitude.
- √ **Communication:** You should openly and immediately communicate your instructor anything that prevents you from attending, participating, and

succeeding in class. Feel free to stop by my office during my consultation hours or email me anytime as needed. I'm always around!

- There are detailed **rubrics** on Canvas for every assignment in this course. The professor will strictly follow these rubrics to grade your work and will provide feedback to help you identify areas of improvement in your Spanish speaking and your overall performance in this class.
- All activities assigned on the Supersite in preparation for class meetings are computer graded. You are expected to spend around **50 minutes** on your homework every class day (Tuesdays & Thursdays), more or less depending on your language skills and number of attempts. All activities are **untimed** and up to **three (3)** attempts allowed (some exceptions apply by default).
- It is your responsibility to **regularly check the calendar** included at the end of this syllabus to know in advance what pages of *Revista* you need to study and what activities are due on the Supersite before class time.
- The use of electronic devices in the classroom is **restricted** to activities that require a computer and Internet access. **Inappropriate use of technology** will impact your participation grade.
- **Tardies**, including **early departures**, will be marked right after the class has started. If you have any regular conflicts that impede you from being punctual to class, or being present for the entire class period, you should speak with your instructor to discuss some arrangements.
- Spanish is the language of the classroom, and you are expected to **communicate in Spanish** from the time you arrive to the time you leave. You should be willing to **actively engage** in every activity and **respectfully interact** with your classmates and your professor. Check participation rubrics in Canvas.
- The professor will use **Canvas announcements and inbox** for communication. Make sure to read these messages to avoid missing important course information.

## GRADED COMPONENTS

### → Attendance and Participation

Because conversation is essential to this course, class attendance is mandatory and will be monitored in Canvas. Students are allowed up to **three (3) unexcused absences without penalty**. Beginning with the fourth unexcused absence, **one (1) point per absence** will be deducted from the final grade.

Exceptions to this policy apply only in the case of official [Georgia Tech events](#), [illness](#), and [personal emergencies](#). Students must submit appropriate documentation to the [Office of the Dean of Students](#) within one week of the absence. **Three (3) tardies or early departures** are equivalent to one (1) unexcused absence.

Active class **participation will be assessed six (6) times** during the semester, at the end of each lesson. Please refer to the participation rubrics posted in Canvas.

→ **Preparation and Homework**

You need to complete the preparation activities assigned on Supersite before coming to class. The **deadline** to do these activities will always be the class days (**Tuesdays & Thursdays**) at **1:00 PM**. After this time, undone activities will automatically receive a zero (0), except in the case of excused and documented absences. These activities are **untimed** but limited to **three (3) attempts**.

→ **Oral Exams**

After Lesson 2, a **Tertulia** (8%) will be held in class. In pairs or groups of three, you will spontaneously speak about the topics covered in class up to that point. The teacher will evaluate the conversations by walking around the classroom, occasionally listening to each student. After Lesson 5, you will have in class a **Personal Interview** (8%) with the instructor to assess your progress in your Spanish communication skills. See rubrics for both exams in Canvas.

→ **TalkAbroad Conversations**

To enrich your communicative and cultural experience, three times in the semester you will chat for 30 minutes (pack of 3 conversations X \$40) **with a native speaker** about the course topics (3 sessions X 4%) on [TalkAbroad](#). All three sessions will take place online with Hispanic people of different backgrounds. See how to register and rubrics in Canvas. Section Code: **Carde2026-171120**

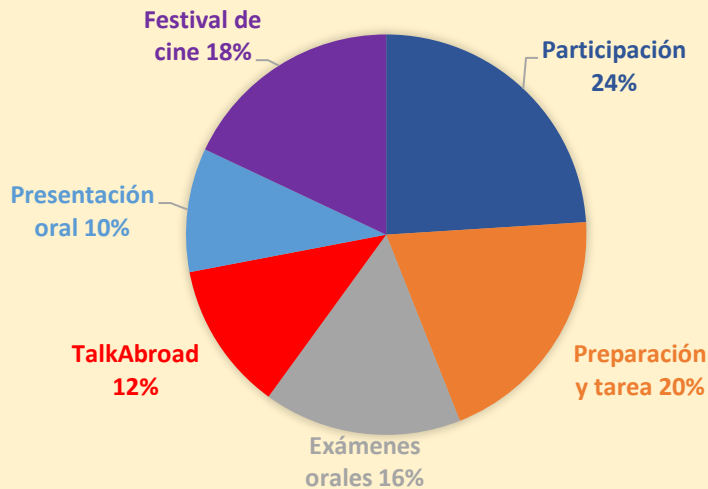
→ **Oral Presentation**

You will choose a **social issue related to your professional goals** or interests and do some research on that topic in one or more Hispanic countries. You will need to search for and read sources of information in both languages, collect data in infographics, select appropriate images, draw your own conclusions, and **create a poster** with your findings. On the assigned day you will **present your poster geared to a non-expert audience** for 5 minutes. Everyone should **listen carefully** to their classmates' presentations **to ask questions**. See instructions and rubrics in Canvas.

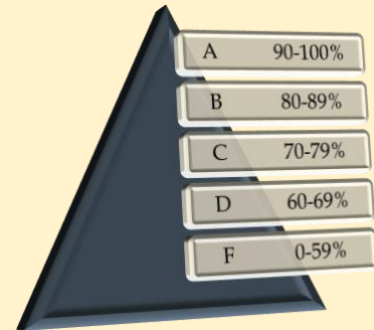
→ **Film Festival**

To wrap up the course, you will work with two or three classmates to **create a short film** based on a topic, a storyline, a character, a scene, or the creative combination of these elements taken from the class materials. I am going to help you write the script in class. You will have a couple of free days to record and edit your short film (a minimum of **3 minutes** and a maximum of **4 per student**). Then you need to upload your recording to YouTube (unlisted) or Google Drive and submit the link in Canvas. On the final day of class, we will have a sort of film festival where you and your classmates will present your final product. See instructions and rubrics in Canvas.

## GRADE BREAKDOWN



## LETTER GRADES



## CLASS NORMS

### CELL PHONES, LAPTOPS, AND RELATED TECHNOLOGY

Use of portable technology during class time is **not permitted** unless specified by the instructor. Please leave your laptop in your bag and mute your cell phone. Such devices not only tend to disrupt the conversational process, but they can also be distracting to other learners who are trying to listen, converse, and take notes in a foreign language in real time.

### FOOD AND DRINKS IN THE CLASSROOM

Food is **not allowed** in the classroom except for special events prior arrangement made with the course instructor. Upon approval for food use, it is your responsibility to assure that the food material is disposed of properly. Drinks must be in a **covered**, twist off top container.

### MAKE-UP POLICY

Any work or assessments missed due to **excused absences** will be handled on a case-by-case basis. Assignments may **not** be made up due to unexcused absences, and late work is not accepted except as outlined below.

Students are required to complete any missed work **within one week** of the Office of the Dean of Students providing an **official excuse letter** in order to receive full credit. Work submitted **after one week but no later than two weeks** may receive partial credit (50%). If the work is not submitted within two weeks, no credit will be awarded, and a new excuse letter will be required.

Once classes have ended, **no late work will be accepted** during the final exam period under any circumstances.

### **WITHDRAWAL**

Disappearing without formally dropping a course or withdrawing from the University, will result in a 0 on each assignment or test you miss thereafter and will ultimately result in you receiving a grade of F at the end of the semester. As long as you are on the roster, you will be receiving grades for assignments and conversations that you miss. Questions about refund deadlines and policies should be directed to the Office of the Registrar.

### **USE OF GENERATIVE AI**

Generative AI tools (e.g., ChatGPT, image generators) may be used as learning aids, similar to a grammar reference or tutor, but not as a replacement for your own thinking or language production.

Permitted uses include:

- Clarifying grammar concepts and reviewing examples
- Brainstorming vocabulary and idioms
- Creating images or visuals for projects (with proper credit)
- Cultural or contextual questions related to course content

Prohibited uses include:

- Submitting AI-generated text as your own
- Completing graded assignments with AI unless explicitly allowed
- Translating full assignments instead of producing original Spanish

### **USE OF AUTOMATIC TRANSLATORS**

The School of Modern Languages considers it a breach of academic integrity for the student to use automatic translators of any kind, including generative AI, to complete an assignment. Furthermore, no work should be written or edited for the student by a native speaker of the target language or another student on a higher level. See “Academic Integrity” below.

### **ACADEMIC INTEGRITY**

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. For information on Georgia Tech's Academic [Honor Code](#). Any student suspected of cheating or plagiarizing on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

### **ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

If you are a student with learning needs that require special accommodation, contact the [Office of Disability Services](#) at (404)894-2563 as soon as possible to make an appointment to discuss your special needs and to obtain an accommodations letter. Please, also e-mail me as soon as possible to discuss your learning needs.

### **STUDENT-FACULTY EXPECTATIONS AGREEMENT**

At Georgia Tech we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. See for an articulation of some [basic expectation](#) that you can have of me and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.



### **GRIEVANCE PROCEDURES**

These [procedures](#) are intended to provide students at Georgia Tech a means for setting forth grievances relating to academic matters, intellectual diversity, and grade disputes when they believe that an instructor has acted unfairly or improperly in assignment of grades.

### **CAMPUS RESOURCES FOR STUDENTS**

There are a number of campus [resources](#) that help students succeed in their classes and ensure a positive college experience (e.g. The Center for Academic Success, The Counseling Center, Women's Resource Center, LGBTQIA Resource Center, and etc.)

CALENDARIO  
(\*Subject to change)

FECHA	ESTUDIAR: CONTENIDO EN 	HACER: ACTIVIDADES EN 	VER: NOTAS PARA LA CLASE/ EVALUACIONES
13 de enero	<ul style="list-style-type: none"> <li>- Vamos a presentarnos y conocernos en clase</li> <li>- Discutir el programa del curso (<i>syllabus</i>)</li> </ul>	<ul style="list-style-type: none"> <li>- Registrarse en <b>Supersite</b></li> <li>- Ver consejos en <a href="#">Support Center</a></li> </ul>	<ul style="list-style-type: none"> <li>- Leer el programa del curso (<i>syllabus</i>)</li> <li>- Traer preguntas o comentarios</li> </ul>
15 de enero <b>LECCIÓN 1</b> <b>¿Realidad o fantasía?</b>	<ul style="list-style-type: none"> <li>- Vocabulario / Expresiones p. 4 (<b>vText</b>)</li> <li>- Cortometraje: <i>Viaje a Marte</i> (en Supersite)</li> </ul>	Cortometraje: <ul style="list-style-type: none"> <li>- Definiciones</li> <li>- Video interactivo</li> <li>- Emparejar</li> <li>- Comprensión</li> </ul>	<i>* Make sure to carefully review the indicated textbook page(s). Some of the activities are based on the vocabulary listed there.</i>
20 de enero	<ul style="list-style-type: none"> <li>- Los verbos <b>ser</b> y <b>estar</b> pp. 10-11</li> <li>- Sobre el autor / Vocabulario p. 14</li> <li>- Ensayo: "Celebración de la fantasía" p. 15</li> </ul>	Estructuras 1.1: <ul style="list-style-type: none"> <li>- Un viaje a Marte</li> </ul> Lecturas: <ul style="list-style-type: none"> <li>- ¿Un encuentro real?</li> <li>- Comprensión</li> </ul>	<b>Elige un día para tu presentación oral (ver mi anuncio en Canvas)</b>
22 de enero	<ul style="list-style-type: none"> <li>- Las preposiciones pp. 12-13</li> <li>- Vocabulario p. 25</li> <li>- Experiencias: "Los suyos" p. 27</li> </ul>	Estructuras 1.2: <ul style="list-style-type: none"> <li>- El programa de Antonio</li> </ul> Lecturas: <ul style="list-style-type: none"> <li>- Definiciones</li> <li>- Comprensión</li> </ul>	
27 de enero <b>LECCIÓN 2:</b> <b>Una cuestión de personalidad</b>	<ul style="list-style-type: none"> <li>- Vocabulario / Expresiones p. 36 (<b>vText</b>)</li> <li>- Cortometraje: <i>Diez minutos</i> (en Supersite)</li> </ul>	Cortometraje: <ul style="list-style-type: none"> <li>- Vocabulario</li> <li>- Video interactivo</li> <li>- Escoger</li> </ul>	<b>Presentación oral 1</b>
29 de enero	<ul style="list-style-type: none"> <li>- Narración en el pasado I pp. 42-43</li> <li>- Vocabulario p. 46</li> <li>- Artículo: "Las cuatro fórmulas científicas de la felicidad" pp. 47-48</li> </ul>	Estructuras 2.1: <ul style="list-style-type: none"> <li>- Un final feliz</li> </ul> Lecturas: <ul style="list-style-type: none"> <li>- No pertenece</li> <li>- ¿Cierto o falso?</li> </ul>	<b>Presentación oral 2</b>  <b>Sign up for Tertulia!</b>

3 de febrero	- Narración en el pasado II pp. 44-45 - Sobre el autor / Vocabulario p. 55 - Poema: "La intrusa" p. 57	Estructuras 2.2: - Nota de despedida Lecturas: - Antónimos - Escoger	<b>Presentación oral 3</b>
5 de febrero	<b>Repaso y aclaración de dudas</b>		<b>Presentación oral 4</b> <b>Presentación oral 5</b>
10 de febrero			<b>Tertulia: Grupo 1</b>
12 de febrero			<b>Tertulia: Grupo 2</b> <b>TalkAbroad 1</b>
17 de febrero <b>LECCIÓN 3: La influencia de los medios</b>	- Vocabulario / Expresiones p. 66 - Cortometraje: <i>Namnala</i> (en Supersite)	Cortometraje: - Vocabulario - Video interactivo - ¿Quién es?	<b>Presentación oral 6</b>
19 de febrero	- Pronombres de objeto directo e indirecto pp. 72-73 - Vocabulario p. 76 - Opinión: "Roma: las claves del cine social de Alfonso Cuarón que debe imitar la industria marketera" p. 77-78	Estructuras 3.1: - Oraciones Lecturas: - Antónimos - Escoger	<b>Presentación oral 7</b>
24 de febrero	- Adjetivos pp. 74-75 - Sobre el autor / Vocabulario p. 86 - Cuento: "¿Me agregás como amiga?" pp. 87-89	Estructuras 3.2: - Escoger Lecturas: - Sinónimos - Comprensión	<b>Presentación oral 8</b>
26 de febrero <b>LECCIÓN 4: Las garras del poder</b>	- Vocabulario / Expresiones p. 98 - Cortometraje: <i>Forastero</i> (en Supersite)	Cortometraje: - Vocabulario - Video interactivo - Así sucedió	<b>Presentación oral 9</b>
3 de marzo	- El subjuntivo I pp. 104-105 - Sobre el autor / Vocabulario p. 108 - Opinión: "La tortilla" p. 109	Estructuras 4.1: - Completar Lecturas: - Elegir - ¿Cierto o falso?	<b>Presentación oral 10</b>

5 de marzo	- Pronombres relativos pp. 106-107 - Sobre el autor / Sobre la carta / Vocabulario p. 112 - Experiencias: "Carta abierta a mi nieto o nieta" pp. 113-114	Estructuras 4.2: - ¿Qué pronombre? Lecturas: - Completar - Comprensión	<b>Presentación oral 11</b>
10 de marzo <b>LECCIÓN 5: Misterios del amor</b>	- Vocabulario / Expresiones p. 128 - Cortometraje: <i>Porsiemprejamón</i> (en Supersite)	Cortometraje: - Vocabulario - Video interactivo - ¿Quién?	<b>Presentación oral 12</b>
12 de marzo	- El subjuntivo II pp. 134-135 - Sobre el autor / Vocabulario p. 142 - Opinión: "Lo que dure el amor" pp. 143-144	Estructuras 5.1: - Por siempre Lecturas: - Diálogo a medias - Completar	<b>Presentación oral 13</b>
17 de marzo	- Usos de <b>se</b> I pp. 136-137 - Sobre la autora / Vocabulario p. 147 - Cuento: "Soufflé de castañas" p. 149	Estructuras 5.2: - Escoger - Vocabulario	<b>Presentación oral 14</b>
19 de marzo	<b>Repaso y aclaración de dudas</b>		<b>Presentación oral 15</b> <b>Presentación oral 16</b>  <b>TalkAbroad 2</b> <b>Sign up for Entrevista!</b>
24 de marzo	No hay clase	Receso de primavera	<i>Spring Break</i>
26 de marzo	No hay clase	Receso de primavera	<i>Spring Break</i>
31 de marzo			<b>Entrevista: Grupo 1</b>
2 de abril			<b>Entrevista: Grupo 2</b>
7 de abril <b>LECCIÓN 6: Modos de vivir</b>	- Vocabulario / Expresiones p. 158 - Cortometraje: <i>Ayúdame a recordar</i> (en Supersite)	Cortometraje: - Vocabulario - Video interactivo - Completar	<b>Presentación oral 17</b>
9 de abril	- Oraciones condicionales con <b>si</b> pp. 164-165 - Sobre el autor / Vocabulario p. 173	Estructuras 6.1: - Diálogo Lecturas: - Definiciones	<b>Presentación oral 18</b>

	- Artículo: "Padre, papá, papi" p. 175	- Escoger	
14 de abril	- Usos de <b>se</b> II pp. 166-167 - Sobre el autor / Vocabulario p. 178 - Tira cómica: "Teléfono, una enfermedad celular" p. 184	Estructuras 6.2: - Otra vez Tira cómica: - Emparejar	<b>Presentación oral 19</b>
16 de abril	Empezar a hacer el <b>guion para el corto</b> con la ayuda del profesor	- Hacer y traer una lluvia de ideas para determinar el tema del <b>proyecto final</b> con sus compañeros.	<b>Presentación oral 20</b>
21 de abril	<b>No hay clase</b>		<b>Filmación del corto con sus compañeros TalkAbroad 3</b>
23 de abril	<b>No hay clase</b>		<b>Edición del corto con sus compañeros</b>
28 de abril	- <b>Presentación de los cortos:</b> "Festival de cine 3101"		<b>Evaluación del curso en CIOS</b>