

SPAN 1002 Syllabus

Elementary Spanish II, Section OL & SF, 3 credits
Summer 2026

Instructor Information

Instructor

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Email

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General Course Information

Description

SPAN 1002, Elementary Spanish II, aims to build oral and written communication skills in Spanish at the elementary level and improve cultural awareness and literacy of the Spanish-speaking world. SPAN 1002 contributes to students' education in the humanities by introducing both the Spanish language and the humanistic cultures of the Spanish-speaking world.

Course Learning Outcomes

Upon successful completion of this course student will be able to:

1. Use Spanish to communicate with peers and instructor both orally and in writing to create a shared community experience.
2. Employ strategies to comprehend texts (in written, aural, and video form) written by and for Spanish speakers.
3. Employ strategies to express ideas orally and in writing related to familiar topics in presentational contexts.
4. Employ strategies to express ideas in interpersonal contexts in culturally appropriate ways, including identifying and signaling comprehension breakdown, asking and answering questions, and requesting information.
5. Understand and communicate the basics of Hispanic/Spanish-speaking cultures, modes of life, and customs.
6. Develop intercultural awareness through the study of the similarities and differences among and the relationships between language and culture systems.
7. Be prepared to continue developing Spanish language skills and cultural understanding in SPAN 2001.

Course Materials

Course Text: *Contraseña*

Information on how to purchase *Contraseña* is available on our Canvas site.

All course materials (discussions, assignments, grades etc.) will be hosted in Canvas.

Grading Policy:

- Preparation 30%
- Conversations 40%
- Projects 30%

Description of Graded Components

Since this is a 3 credit class, we will follow the GT scheduling grid that is the equivalent of “meeting” four times a week. **This means you will have deadlines 4 times each week: Monday, Tuesday, Thursday and Friday at 11:59pm.** No late work will be accepted.

Preparation (30%)

Since this is an asynchronous class, on most days preparation will consist of watching instructional videos or reading brief explanations (Preparar) and then working your way through a series of activities (Aplicar) that were carefully designed to help you acquire the vocabulary and grammatical structures in focus. After each series, you will complete a culminating activity (Comprobar) that will allow you to demonstrate what you have learned. The Aplicar activities are the equivalent of practice exercises with an unlimited number of attempts, and the Comprobar activities are the equivalent of quizzes. The concentrated time and effort you put into preparing for class will constitute 30% of your overall course grade.

Conversations (40%)

At the end of each unit, you will complete a series of conversational prompts with a partner or small group where you apply the information learned through the Preparar and Aplicar activities. These conversational prompts will be completed via Zoom.

Unit Projects (30%)

Each of the Contraseña units that we will cover culminates in a written, oral or video-based project that allows you to demonstrate your learning. You will begin by learning about and practicing useful production strategies (Estrategias de producción) and then complete clearly explained steps (Preparar) to create your project. When it is complete you post it (Publicar) to the Lingrofolio network. Your instructor will evaluate your projects using criteria that are provided so that you understand the expectations and how your grade is calculated. This step of the process is private. Your classmates will not be able to see your grade or the feedback your instructor provides you each week.

Grading Scale

Your final grade will be assigned as a letter grade according to the following scale:

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	0-59%

At Georgia Tech, final course grades are awarded on a scale of A-F with no +/- grades permitted.

Attendance and/or Participation

Although an online course offers greater flexibility, please remember that your timely participation and online engagement is key to your success in this course, as well as that of your classmates. Late assignments will not be accepted.

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. Review [Georgia Tech's Honor Code](#) and the student [Code of Conduct](#).

Any student suspected of cheating or plagiarism 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.

Core IMPACTS

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

Accommodations for Students with Disabilities

If you are a student with learning needs that require special accommodation, [contact the Office of Disability Services](#) (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 in order to set up a time 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. [The Student-](#)

[Faculty Expectations](#) articulate some basic expectations 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.

Collaboration, Group Work, and Use of Generative AI

Language learning occurs in a community of people. However, the following forms of assistance are not allowed for doing any of the work in this course: copying (from someone else's assignments or from another source [a reading in a textbook, the Internet, etc.]) without clear attribution of the source; having another student, a tutor, or a friend suggest changes or correct the work you are to turn in; completing assignments in consultation with other students ("working together") unless specified by your instructor; translating directly from another source; and especially **using electronic translation programs or generative AI unless instructed by the professor**. These restrictions apply to any work turned in for this course, even daily homework assignments.

Extensions, Late Assignments, & Re-Scheduled/Missed Exams

No late assignments or extensions will be granted. Please plan accordingly. Contact your instructor in the case of extenuating circumstances.

Campus Resources for Students

Student Well-Being

At Georgia Tech, we are concerned about your overall physical, social, and mental well-being. A [comprehensive list](#) of wellness related resources has been compiled and maintained by the Office of the Vice President for Student Engagement and Well-being ([student-resource-guide \(gatech.edu\)](https://student-resource-guide.gatech.edu))

More resources on supporting student well-being on the syllabus and beyond are available through the [Learning Well Initiative](#).