



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

Summer 2026 - Section OL1



Dr. Antonio Cardentey

By appointment only via Zoom...
but feel free to message me any time - I'm always around!

Swann 233

alevin9@gatech.edu

(404) 894-7327

This course will be conducted online and asynchronously, that is, without an official class schedule. Students are expected to be independent learners and have/develop time management skills.

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 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+. To succeed in this class, students must be able to at least articulate **short series of complete, simple sentences** in Spanish with ease. This is an intermediate high class. **No native or bilingual speakers.**

REQUIRED MATERIALS

- *Más que hablar: Cortometrajes para la comunicación* (LingroLearning, 2019) by Paloma Lapuerta. Online program.
- Laptop or computer and reliable Internet access.

Need help?

(1) Click HELP in the left menu for brief FAQ videos.

(2) Use the chat that opens when you click HELP on the menu:

8:00 AM to 11:00 PM EST Monday-Friday

(3) Contact Hub Support at the following:

www.lingrolearning.com/support OR hubsupport@lingrolearning.com

8:00 AM to 11:00 PM EST Daily.

* No printed materials are required.

* You have a 7-day grace period, after which time you will have to purchase full access for \$65. Create an account using your Georgia Tech email and use this code: **37c6b9**

* TalkAbroad sessions: Join our section by using this code: **Carde2026-530856**. Buy 3 conversations (1 per each 30-minute conversation) for \$40.

* For Zoom calls, access through Canvas using your Georgia Tech credentials.

COURSE OBJECTIVES AND LEARNING OUTCOMES

- √ 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.

HOW TO SUCCEED IN THIS CLASS

Key points to do well in this course are:

- √ **Preparation:** You need to study the preparation notes included in "Para empezar," and complete the activities before viewing the short films. Make a list of new words and expressions. Use the worksheet provided on Canvas to write down essential ideas and bring your notes to your conversations.
 - √ **Homework:** Make sure to complete the assignments after each short film. These are designed to provide opportunities to interact with your classmates, and expand and reinforce what you have learned.
 - √ **Participation:** You should frequently contribute to discussions and debates that take place in your groups. 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.
- The professor will use **Canvas announcements** for communication. Make sure to read these messages to avoid missing important course information that may impact your grades.
 - Class activities **due dates are every day from Monday to Friday**. I'll be posting frequent reminders on Canvas, but it is your responsibility to **regularly check the calendar** included at the end of this syllabus to know in advance what activities are due each day.
 - All activities assigned on *Más que hablar* in preparation for conversations in pairs are computer graded. You are expected to spend around **40 minutes** on these activities, more or less depending on your language skills and number of attempts. All activities are untimed and 3 attempts allowed.
 - You should be willing to **actively engage** in every conversation and **respectfully interact** with your classmates.
 - Spanish is the language of conversations, and you are expected to **communicate in Spanish** from the time you arrive to the time you leave your Zoom call.

- The use of dictionaries, such as *WordReference* and *SpanishDict*, is fine and expected throughout the course. However, the use of any automatic translators or editors is not allowed as these disrupt the learning process.
- 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.

MAKE-UPS

A maximum of **three (3) late assignments** will be accepted in the entire semester. No late work will be accepted thereafter. Exceptions to this rule apply only in the case of official [Georgia Tech events](#), [illness](#), and [personal emergencies](#). The student must **submit relevant documentation** to the [Office of the Dean of Students](#) within one week and email the excuse letter to the instructor.

GRADED COMPONENTS

→ Preparation and Homework

You need to complete the preparation activities assigned on *Más que hablar*, including the vocabulary and grammar exercises, before each assignment on the following day. Activities are untimed, but **limited to three (3) attempts**, with the highest score recorded. Undone activities, or activities submitted after **11:59 pm** on the designated due dates, will automatically receive a zero (0).

→ Conversations in Pairs (5)

Once a week, you will meet with a classmate to discuss the assigned short films for at least **30 minutes**. Speaking less will be penalized. It's your responsibility to get in touch with your partner to agree on the meeting times. All conversations must be recorded, and everyone should **submit the link to the recording** in Canvas by the designated due dates **before 11:59 pm**. Make sure to adjust the privacy settings for the instructor to be able to view your conversations. **Access Zoom using your GT credentials**.

→ Foros de discusión (3)

For at least 3 minutes, you will record a **short video** about a question or situation that the instructor will pose as a prompt about the short films. Likewise, you will be required to **post at least two comments** about your classmates' views and stories in the discussion thread by the designated due dates. See rubrics in Canvas.

→ Video Podcast (2)

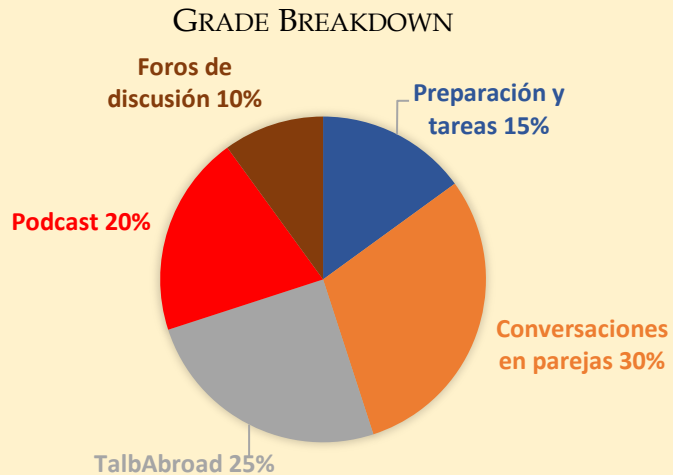
You will individually create **two episodes** for a **video Podcast** related to the topics of the short films. Each episode should be a **6-8-minute oral presentation**, using visuals

only with VoiceThread as a digital tool. This **must be a video**, not just an audio, entirely recorded in **one take** and no long pauses. You **should not read** from a script, but **spontaneously present** your ideas. You must **submit the link to your presentations** before the designated due dates in Canvas.

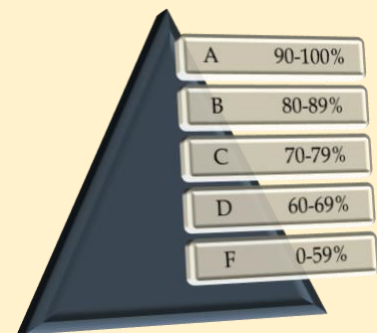
→ **TalkAbroad Sessions (3)**

To enrich your communicative and cultural experience, three times in the semester you will chat for 30 minutes **with a native speaker** about the short films' topics on [TalkAbroad](#). All three sessions will take place online with Hispanic people of different backgrounds. Each time you will turn in a preparation document prior to your conversation and a reflection about your experience after. **For technical support**, click "How can we help?" at the bottom right on TalkAbroad home page. Students are required to schedule their conversations no later than 36 hours prior to the due date.

* There is no final exam or project.



LETTER GRADES



CLASS NORMS

CELL PHONES AND RELATED TECHNOLOGY

Please mute your phone and leave it in your bag during conversations. 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.

MAKE-UP POLICY

Any work or assessment missed due to **valid, documented excuse** will be handled on a case-by-case basis. As a freebie, a maximum of **three (3) late assignments** can be accepted in the entire semester. No late work will be accepted thereafter.

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 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.

GENERAL NORMS

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 | CORTOMETRAJE | ACTIVIDADES |
|------------|---|--|
| 18 de mayo | | - Leer el programa del curso (<i>syllabus</i>) - Subir una foto de perfil en Canvas - Grabar un video en Canvas para presentarse a la clase - Publicar al menos dos comentarios sobre los videos de sus compañeros/as |
| 19 de mayo | <i>Casitas</i> (España) TEMAS: relaciones familiares, problemas sociales VOCABULARIO: objetos y tareas domésticos, comida, trabajo, juegos FUNCIONES: describir, opinar, comparar, comentar | LingroHub: - Para empezar: Notas de léxico y cultura - Antes de la clase: <ul style="list-style-type: none"> • 1.1 - 1.6 |
| 20 de mayo | | Zoom: Conversación en parejas 1 <ul style="list-style-type: none"> • 1.8 - 1.13 Enviar el enlace a la grabación en Canvas. Ajustar la privacidad. |
| 21 de mayo | <i>La ventana abierta</i> (Argentina) TEMAS: recuerdos familiares, misterio, tragedia, terror VOCABULARIO: fantasmas, pesadillas, historias de terror, crímenes FORMAS: tener + que, deber, mandatos, imperfecto/pretérito FUNCIONES: narrar, describir | LingroHub: - Para empezar: Notas de léxico y cultura - Antes de la clase: <ul style="list-style-type: none"> • 7.1 - 7.6 |

| | | |
|------------|--|---|
| 22 de mayo | | Canvas: - Foro de discusión 1 |
| 25 de mayo | No hay actividades | <i>Memorial Day</i> |
| 26 de mayo | <i>Leidi</i> (Colombia) TEMAS: relaciones personales, problemas juveniles VOCABULARIO: preguntas, tareas domésticas, diversiones, mandatos FUNCIONES: averiguar, localizar, ordenar, hablar de obligaciones | LingroHub: - Para empezar: Notas de léxico y cultura - Antes de la clase: <ul style="list-style-type: none"> • 3.1 - 3.6 |
| 27 de mayo | | Zoom: Conversación en parejas 2 <ul style="list-style-type: none"> • 3.8 - 3.13 Enviar el enlace a la grabación en Canvas. Ajustar la privacidad. |
| 28 de mayo | <i>112</i> (España) TEMAS: relaciones familiares, problemas sociales, fiestas navideñas VOCABULARIO: llamadas de teléfono, comida, fiestas FUNCIONES: describir, hablar por teléfono, dar direcciones | LingroHub: - Para empezar: Notas de léxico y cultura - Antes de la clase: <ul style="list-style-type: none"> • 2.1 - 2.6 |
| 29 de mayo | | Canvas: Video podcast: Episodio 1 |
| 1 de junio | | TalkAbroad: Sesión 1 |
| 2 de junio | <i>El día de la familia</i> (Uruguay) | LingroHub - Para empezar: Notas de léxico y cultura - Antes de la clase: |

| | | |
|------------|--|--|
| | <p>TEMAS: enfermedad, relaciones familiares, fiestas navideñas</p> <p>VOCABULARIO: el tiempo, los estados físicos y los estados de ánimo, la Navidad</p> <p>FUNCIONES: analizar, interpretar, resumir, explicar, describir, narrar</p> | <ul style="list-style-type: none"> • 4.1 – 4.6 |
| 3 de junio | | <p>Zoom:</p> <ul style="list-style-type: none"> - Conversación en parejas 3 <ul style="list-style-type: none"> • 4.8 – 4.13 <p>Enviar el enlace a la grabación en Canvas</p> |
| 4 de junio | <p><i>Camino del agua</i> (Colombia)</p> <p>TEMAS: recursos ecológicos, naturaleza</p> <p>VOCABULARIO: medioambiente, naturaleza, ecología, geografía</p> <p>FORMAS: expresiones con tener, tener + que + infinitivo, mandatos, ir + a + infinitivo</p> <p>FUNCIONES: expresar obligación y deseos, hacer planes</p> | <p>LingroHub:</p> <ul style="list-style-type: none"> - Para empezar: Notas de léxico y cultura - Antes de la clase: <ul style="list-style-type: none"> • 10.1 – 10.6 |
| 5 de junio | | <p>Canvas:</p> <ul style="list-style-type: none"> - Foro de discusión 2 |
| 8 de junio | | <p>Canvas:</p> <ul style="list-style-type: none"> - Video podcast: Episodio 2 |
| 9 de junio | <p><i>Los aviones que se caen</i> (Cuba)</p> <p>TEMAS: deportes, aspiraciones personales, relaciones familiares, cambios sociales</p> | <p>LingroHub:</p> <ul style="list-style-type: none"> - Para empezar: Notas de léxico y cultura - Antes de la clase: <ul style="list-style-type: none"> • 5.1 – 5.6 |

| | | |
|-------------|--|--|
| | <p>VOCABULARIO: lugares, deportes, sociedad</p> <p>FUNCIONES: describir, comparar, comentar</p> | |
| 10 de junio | | <p>Zoom</p> <p>- Conversación en parejas 4</p> <ul style="list-style-type: none"> • 10.8 – 10.13 <p>Enviar el enlace a la grabación en Canvas. Ajustar la privacidad.</p> |
| 11 de junio | <p><i>El trastero</i> (España)</p> <p>TEMAS: infancia, recuerdos, relaciones familiares</p> <p>VOCABULARIO: muebles, objetos, relaciones familiares, sentimientos</p> <p>FORMAS: expresiones con infinitivo, lenguaje indirecto</p> <p>FUNCIONES: explicar lo que dicen otros, describir, contar una anécdota, analizar un poema, escribir un texto creativo</p> | <p>LingroHub:</p> <p>- Para empezar: Notas de léxico y cultura</p> <p>- Antes de la clase:</p> <ul style="list-style-type: none"> • 11.1 – 11.6 |
| 12 de junio | | <p>Canvas:</p> <p>- Foro de discusión 3</p> |
| 15 de junio | | <p>TalkAbroad:</p> <p>- Sesión 2</p> |
| 16 de junio | <p><i>Matilde</i> (México)</p> <p>TEMAS: relaciones de amistad, enfermedad, vejez</p> <p>VOCABULARIO: el aspecto físico, la salud, los sentimientos</p> | <p>LingroHub:</p> <p>- Para empezar: Notas de léxico y cultura</p> <p>- Antes de la clase:</p> <ul style="list-style-type: none"> • 8.1 – 8.6 |

| | | |
|-------------|--|---|
| | <p>FORMAS: ser/estar; tú/usted, deber + infinitivo, pretérito/imperfecto</p> <p>FUNCIONES: presentar, invitar, describir</p> | |
| 17 de junio | | <p>Zoom:</p> <ul style="list-style-type: none"> - Conversación en parejas 5 <ul style="list-style-type: none"> • 8.8 – 8.13 <p>Enviar el enlace a la grabación en Canvas. Ajustar la privacidad.</p> |
| 18 de junio | <p><i>En las nubes</i> (Argentina)</p> <p>TEMAS: las relaciones de pareja, las tradiciones, los estereotipos, los malentendidos</p> <p>VOCABULARIO: los sentimientos, las tradiciones</p> <p>FORMAS: oraciones de relativo, pretérito, imperfecto</p> <p>FUNCIONES: preguntar, describir, narrar</p> | <p>LingroHub:</p> <ul style="list-style-type: none"> - Para empezar: Notas de léxico y cultura - Antes de la clase: <ul style="list-style-type: none"> • 9.1 – 9.6 |
| 19 de junio | | <p>TalkAbroad:</p> <ul style="list-style-type: none"> - Sesión 3 |