

UCSD LINGUISTICS LANGUAGE PROGRAM

Welcome!

Welcome to the Linguistics Language Program, a unit of the Department of Linguistics at UCSD. We offer basic instruction in American Sign Language, Arabic, French, German, Italian, Portuguese, and Spanish, in six heritage languages (Arabic, Filipino, Korean, Persian, and Vietnamese), and in over 60 other languages in our independent study program.

What you can expect from us

- **A rich language-learning environment:** Learning a language requires lots of meaningful input and interaction. Our courses are designed to give you exactly that, during both in-class and out-of-class activities.
- **An enjoyable and supportive classroom atmosphere:** Learning a language should be fun, and you will find our classes to be a pleasure to attend.
- **A committed and dedicated staff:** We have one main goal: giving you the most effective language-learning experience possible. Your success is our success, and we do everything possible to make sure you finish your course sequence with a practical ability in the language that you will be able to use for the rest of your life.

What we expect from you

- **Dedication:** We give you the best language-learning environment possible and the means to make use of that environment. The rest is up to you. The more time you put in, the more you will learn.
- **Enthusiasm:** Many of our classes are small and personal, and you will get to know your teachers and classmates well. You owe it to them to show up ready and eager to participate.
- **Honesty:** We take academic integrity very seriously. Please read our policy below and make sure you understand it.

Academic Integrity

All students are expected to do their own work. The following acts constitute *academic dishonesty* and will result in any or all of the following sanctions: a grade of F, expulsion from the course, and/or disciplinary measures by the Dean of Students of the student's college. Academic dishonesty includes but is not limited to:

1. Using books, notes or on-line resources, copying from another student or receiving help during any exam/quiz where these have not been explicitly authorized. This applies regardless of whether the exam is on paper or via computer, written or spoken/signed, or in-person or remote.
2. Turning in a written composition that has been copied from a book or some other printed source, from the Internet or that has been written in whole or in part by someone other than the student.

Moreover, students are expected to show proper respect for instructors and fellow students in class discussions and compositions. Improper and indecent language use will not be tolerated. See also the appropriate section of the *UCSD General Catalog* entitled "UCSD Policy on Integrity of Scholarship."

Course goals

The Conversation and Grammar sections are two halves of one course and need to be taken together. Both are designed to immerse you in the language and give you a practical ability as quickly as possible. The two halves are together worth **5 units**, so you should expect a heavier workload than a typical 4-unit class.

- **Conversation (MWF)** is a smaller class, with special attention to vocabulary development and cultural knowledge. The teacher is known as a *Conversation Instructor*.
- **Analysis (TuTh)** is a larger class, with special attention to listening, reading, and learning how to analyze the language and the culture. The teacher is known as *Analysis Instructor*.

Attendance

Your course grade is determined by several categories (tests, homework, etc.) that are listed in the syllabus. Attendance is not one of these categories. As long as you attend a reasonable number of class meetings, any absences will have no effect on your course grade.

You may miss up to one week of class with no questions asked. Beyond that, your final grade will be reduced by 2 percentage points for each absence, as summarized here:

Conversation	
# of absences	Effect on grade (in percentage points)
0-3	0
4	-2
5	-4
6	-6
7	-8
8	-10
-2 for each additional absence	

Analysis	
# of absences	Effect on grade (in percentage points)
0-2	0
3	-2
4	-4
5	-6
6	-8
7	-10
-2 for each additional absence	

Why do we care about your attendance? Because everyday exposure and live interaction with your instructor and classmates are necessary for attaining a practical ability in the language, and that is one of the main goals of the course.

If factors beyond your control (such as a serious illness) force you to be absent for more than one week, please contact your instructor. We know that the world is a complex place now, so if you find yourself in a difficult situation, we want to help you work through it.

If you are absent and miss a quiz, exam, or other assignment, contact your instructor immediately. Any approved make-up must be completed within one week.

Participation

Being in class is important, but what you do in class is also important. You will learn more language if you are actively engaged and interacting. For this reason, your instructor will be giving you a participation grade periodically to encourage you to:

- arrive in class prepared, with any assigned activities completed and any needed materials at hand.
- use the target language exclusively.
- be attentive and interested in what your fellow students and your instructor have to say.
- participate in class activities willingly, enthusiastically and voluntarily, with the goal of creating a lively and engaging learning environment for everyone in class.

The extent to which you do these things will determine your participation grade for that period:

A	=	You always do the above, in every class and for the entire period.
B	=	You mostly do the above.
C	=	You sometimes do the above.
D	=	You usually do not do the above.

Enrollment and Placement

If you have had any previous experience in the language you intend to study in our program, (such as previous course work in high school or college, exposure at home, or residence or study abroad), you are required to:

ASL	Consult Peggy Lott, Academic Coordinator for ASL (plott@ling.ucsd.edu)
Arabic	Consult instructor
Portuguese	Consult instructor
All other languages	Take Language Placement Exam at https://lang.ucsd.edu/llp

If you have any questions about placement, please see the staff in the Language Office, AP&M 3016.

A student who fails one half of the course must retake that half before continuing on to the next level of the sequence. In order to enroll in the next level, you must have completed the Conversation component of the previous level with a grade of "C-" or better and the Analysis component of the previous level with a grade of "D" or better. A student who receives a Conversation grade of "C-" or better but who receives a "D" in Analysis may do one of two things: Either 1) retake Analysis before going on to the next level, or 2) go on to the next level. However, a student may not complete the next level and subsequently retake a "D" grade. (A student who receives a "P" grade in the Conversation component and "NP" in the Analysis component may not continue to the next level.)

Other useful information

LLP web site: <http://ling.ucsd.edu/Language/llp.htm>

Happy language learning!

Grant Goodall

Professor of Linguistics

Director, Linguistics Language Program

Spanish 1D/1DX

Materials

- **Open-source textbook:** Acceso <http://acceso.ku.edu/index.shtml>
- **Unit worksheets:** accessible from Canvas <https://canvas.ucsd.edu>

We have made a big effort to find and create high quality materials that are of no cost to students. We only ask that you print the worksheets before you come to class to facilitate the discussion.

Grading

- **Conversation:** 30% Conversation final
10% Conversation midterm
20% Class participation
10% Vocabulary quizzes
15% ePortfolio assignments (writing and speaking)
15% Reading and listening assignments

NOTE: If you receive a D or F on the conversation final, this will be your grade for Conversation, regardless of your scores in other components of the course.

- **Analysis:** 30% Final exam
30% Midterms
20% Homework
10% Tarea cultural
10% Participation

Students with **special accommodations** need to present their OSD letter to their instructor and the Academic Coordinator (Alicia Muñoz Sánchez, amunoz@ucsd.edu). Students who require additional time or separate testing for their tests (quizzes, midterms or finals) should arrange this with their instructor early in the quarter to avoid scheduling conflicts.

Class rules

Please show respect for your instructors and your fellow students by adhering to a few simple rules. Please arrive to class on time and use Spanish only. Turn off your phone and other devices that may distract you from paying attention during class.

Proficiency Outcome

At the end of the course, we expect you will be able to communicate approximately at the intermediate high level of proficiency according to the [ACTFL proficiency scale](#). This means that you will be able to:

- understand the main idea and flow of events expressed in various time frames in conversations and discussions about identity, politics, history, health and the environment (listening).
- follow the main message in various time frames in paragraph length informational and fictional texts about politics, history, identity, health and the environment (reading).
- exchange information and interact with others (explain preferences, opinions and emotions and provide advice) on a variety of familiar and some concrete topics that I have researched using connected sentences that may combine to form paragraphs, and asking a variety of questions, often across various time frames (speaking and writing).
- Interact with others to meet my needs in a variety of situations, sometimes involving a complication (speaking).
- tell stories about personal experiences and state my viewpoint on familiar or researched topics providing reasons to support it, using a few short paragraphs, often across various time frames (speaking and writing).
- recognize differences in behaviors and perspectives among cultures in topics such as identity, health, politics and the environment (culture).
- show interest and understanding of cultural similarities and differences that leads to culturally appropriate interactions (culture).

Schedule

		LISP1D Conversation		LISP1DX Analysis	
Week	Textbook	Conversation topics	Homework and tests	Analysis topics	Homework and tests
	Unidad 1 Objetivos	<ul style="list-style-type: none"> <input type="checkbox"/> Presentarme y presentar a alguien <input type="checkbox"/> Hacer preguntas para conocer mejor a alguien <input type="checkbox"/> Hablar de mi generación y compararla con otras <input type="checkbox"/> Hablar de mi identidad cultural, de género y/o sexual <input type="checkbox"/> Describir datos 		<ul style="list-style-type: none"> <input type="checkbox"/> Comparar los diferentes grupos de latinos en EE.UU. y relatar parte de su historia <input type="checkbox"/> Dar tu opinión sobre la inmigración en EE.UU. 	
0,1	Unidad 1 <i>Identidad, cambios generacionales y latinxs en EE.UU.</i>	Presentaciones, conoce a tus compañeros, ¿Cómo eres? Tu generación, Entrevistas con generación Z, Nuestra identidad de género y sexual, el lenguaje inclusivo	Diccionario de la diversidad sexual (W)	Números y preguntas, comparativos y superlativos, el presente de indicativo	
2	Unidad 1 <i>Identidad, cambios generacionales y latinxs en EE.UU.</i>	El Spanglish, la inmigración, el cliente latino, debates	Voces (W) Sucesos (F)	ser/estar Verbos como gustar, el imperfecto (Unidad 2)	Tarea Unidad 1
	Unidad 2 Objetivos	<ul style="list-style-type: none"> <input type="checkbox"/> Hablar sobre lo que te preocupa <input type="checkbox"/> Relatar algo que ocurrió en tu vida <input type="checkbox"/> Describir cómo era un lugar de tu infancia <input type="checkbox"/> Describir a algún lugar que conoces o te gustaría conocer 		<ul style="list-style-type: none"> <input type="checkbox"/> Dar tu opinión sobre una película o noticia <input type="checkbox"/> Argumentar sobre las ventajas y desventajas de: tener una lengua oficial, usar símbolos religiosos en las escuelas 	
3	Unidad 2 <i>El pasado y España</i>	Las comunidades autónomas, la lengua oficial, el independentismo, 'Volver'	Prueba Vocab (M) Película: 'Volver'(W) Sucesos (F)	El pretérito, el pretérito en contraste con el imperfecto, El subjuntivo con cláusulas adjetivas	Silbo gomero

Week	Textbook	Conversation topics	Homework and tests	Analysis topics	Homework and tests
4	Unidad 2 <i>El pasado y España</i>	La historia de España y EE.UU., Hiyab y el uso de símbolos religiosos, libros de niños 'Manolito el Gafotas', debates, historias divertidas	Cortometraje 'Hiyab' (W) Un paso más: 'Cómo molo' (F)	El subjuntivo con incertidumbre, preferencias y deseos	Tarea Unidad 2 Parcial I
	Unidad 3 Objetivos	<ul style="list-style-type: none"> <input type="checkbox"/> Comparar datos sobre cómo se vive en el Caribe <input type="checkbox"/> Describir y dar tu opinión sobre el sistema de salud de EE.UU. <input type="checkbox"/> Describir los síntomas y tratamiento de una enfermedad, qué harías si la padecieras y ofrecer consejos <input type="checkbox"/> Responder preguntas sobre tu historial médico 		<ul style="list-style-type: none"> <input type="checkbox"/> Contrastar diferentes puntos de vista sobre las relaciones cubano-estadounidense <input type="checkbox"/> Hablar de la lepra y enfermedades rechazadas por la sociedad <input type="checkbox"/> Especular sobre lo que le pasará a alguien con alguna dolencia 	
5	Unidad 3 <i>La salud y el Caribe</i>	Datos del Caribe, la diáspora del Caribe, el sistema sanitario, 'Juan de los Muertos'	Parcial de conversación (M) Prueba vocab y Escritura 1 (W) Voces y Sucesos (F)	Usos del se, presente perfecto Pronombres objeto, pluscuamperfecto	
6	Unidad 3 <i>La salud y el Caribe</i>	El Sistema sanitario en EEUU y en Cuba, el historial médico, la salud en el cine: 'Diarios de Motocicleta', el turismo médico y el COVID	Segmentos de 'Diarios de motocicleta' (W) Perspectivas: La relación cubano-estadounidense (F)	Condicional, subjuntivo y futuro	
	Unidad 4 Objetivos	<ul style="list-style-type: none"> <input type="checkbox"/> Comparar el sistema político de EE.UU. y México <input type="checkbox"/> Opinar sobre la política en tu país y explicar tus ideas políticas a otra persona <input type="checkbox"/> Hablar de los problemas de desigualdad en tu país como el racismo y la violencia contra las mujeres 		<ul style="list-style-type: none"> <input type="checkbox"/> Presentar los diferentes puntos de vista de la situación de seguridad pública en México <input type="checkbox"/> Explicar qué harías en una situación <input type="checkbox"/> Relatar una escena de una película <input type="checkbox"/> Hablar de la historia de México 	

Week	Textbook	Conversation topics	Homework and tests	Analysis topics	Homework and tests
7	Unidad 4 <i>Política, sociedad y México</i>	La enseñanza de la historia, la diversidad lingüística en México, política, ideología y partidos políticos, un cuento sobre la revolución, corridos	Prueba vocab y Escritura 2 (M) Segmento de 'El violín' (W) Sucesos (F)	Por y para, imperfecto de subjuntivo	Tarea Unidad 3 Chicano Park
8	Unidad 4 <i>Política, sociedad y México</i>	el racismo en México #Pigmentocracia, un youtuber enamorado de México, seguridad pública en México	Youtuber (W) Perspectivas: La seguridad pública en México (F)	Cláusulas si	Tarea Unidad 4 Parcial II
	Unidad 5 Objetivos	<ul style="list-style-type: none"> <input type="checkbox"/> Hablar de cómo prepararse para un desastre natural <input type="checkbox"/> Describir y opinar sobre los problemas medioambientales en tu país, universidad o personales <input type="checkbox"/> Hablar de las practicas sostenibles para reducir la huella de carbono 		<ul style="list-style-type: none"> <input type="checkbox"/> Opinar sobre los problemas sociales que genera la explotación de recursos naturales en Sudamérica <input type="checkbox"/> Diseñar un proyecto para recuperar o mejorar algún lugar en tu comunidad 	
9	Unidad 5 <i>Medioambiente y Sudamérica</i>	Recursos naturales, la huella de carbono, los derechos de Pacha Mama, 'También la lluvia' y los derechos de agua	Película: 'También la lluvia' (W) Presentación oral (S)	Mandatos formales e informales	Linguistics topic: Language Variation
10	Unidad 5 <i>Medioambiente y Sudamérica</i>	La dieta y el impacto medioambiental, un proyecto de recuperación del medio ambiente, Latinoamérica, el efecto Greta	Canción: 'Latinoamérica' (W) Noticias actuales y Prueba vocab (F)	Cláusulas adverbiales y temporales	Tarea Unidad 5

⌵ Schedule subject to change

Conversation details – LISP 1D

The schedule indicates the due date of each of the homework assignments Monday (M), Wednesday (W), Friday (F) and Sunday (S). Use Canvas as a reference too for due dates. We recommend students complete the small homework assignments for the week during the weekend.

- **Vocabulary:** You are responsible for learning both the vocabulary introduced in class and in the activities. The vocabulary lists at the end of the chapter will be the basis for the vocabulary quizzes together with other vocabulary highlighted in class. Each vocabulary quiz consists of five words.
- **Video and reading assignments:** These assignments are designed to increase your ability to understand spoken and written Spanish. You are expected to watch videos (short movies, songs, movies and interviews) or read small segments from *Acceso* before you get to class on Wednesday and Friday. This is essential to work on your reading and listening comprehension, but also be able to participate in class discussions. Most video assignments are short except for the movies on week 3 and 9. Plan to watch these movies ahead of time and complete the movie guides while you are watching the movies.
- **Conversation midterm:** The conversation midterm will be a short conversation with one of your classmates that will be recorded. During the conversation you may not use any external resources. You will record and upload the conversation to Canvas. Your camera must be on and we must be able to see your face (check the lighting beforehand). External resources (e.g., notes, word lists, etc.) are not allowed, whether on your desk or on your screen.
- **Conversation final:** An individual 15-minute conversation with your instructor that will be recorded. Sign up in class in week 10 for an appointment during finals week. The oral cannot be taken earlier. Your instructor will judge the final oral for comprehension, content, vocabulary, fluency, grammar, and pronunciation. No external resources such as notes or translators may be used during the final. **Note:** Your Conversation final may take place on Zoom. Your camera must be on and we must be able to see your face (check the lighting beforehand). External resources (e.g., notes, word lists, etc.) are not allowed, whether on your desk or on your screen.
- **ePortfolio:** You will be expected to post some of your written and spoken assignments in a portfolio webpage. This portfolio will highlight some of the work that you will do in class.
 - **Written assignments:** There will be two different writing assignments. Your instructor will provide specific instructions for each composition as well as a grading rubric. In grading your composition, your instructor will take into consideration use of vocabulary and grammar covered in class, organization and creativity.
 - **Video presentation:** You will be expected to record yourself talking in Spanish about a topic of your interest. More information about this assignment will be given in class.

Analysis Details – LISP1DX

- **Unidades:** Downloadable from Canvas, they are the main text for the Analysis section of the course. You should also read and understand the grammar explanations in the on-line book *Acceso* under the tab '[Gramática](#)'. Remember, if you do not have the *Unidad* open during class you cannot be part of the class discussion and your participation grade will be affected. We recommend printing them so that you can easily complete the activities and take notes.
- **Grammar topics:** You are expected to be familiar with some grammar topics before you go to class. These topics are listed on page 7 and contain a reference to the unit under the tab '[Gramática](#)' in *Acceso*. If you do not remember them from previous courses, please read the sections carefully before you go to class.
- **Midterm exams:** You will be taking *two midterm exams* in class on Thursday of week 4 and 8. The exams will contain a reading portion with multiple choice reading comprehension questions and short answer questions where you will be expected to use the grammar you learned in context. The midterms will be taken in the language lab computers.
- **Homework:** Your Analysis Instructor will assign some exercises at the end of each unit. The exercises will be available on Canvas. No late homework will be accepted unless there is a documented medical excuse.
- **Cultural homework:** During the quarter you will complete two different cultural assignments.
- **Final exam:** The final exam contains multiple choice questions and short answer questions. You will be expected to complete a reading comprehension section with grammar questions, listening comprehension section and class content (culture and linguistic topics).