

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 five heritage languages (Cantonese, Filipino, Hindi, Persian, and Vietnamese), and in over 60 other languages in our independent study program.

Find more information about the LLP at <https://llp.ucsd.edu/> and about the Spanish program in particular at <https://llp.ucsd.edu/languages/spanish/index.html>.

Course goals

Conversation and **Analysis** 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 personal interaction, vocabulary and culture.
- **Analysis (TuTh)** is a larger class, with special attention to comprehension and learning how to analyze the language and the culture.

Your instructors

You will have one instructor for Conversation and another instructor for Analysis. Both are supervised by the Academic Coordinator for Spanish. You can find contact information for all these people at the Canvas site for this course.

Course expectations

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.
- **A supportive, welcoming and inclusive classroom:** Learning a language should be fun, and we strive to make our classes an enjoyable place to learn for all our students.
- **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.

Course learning outcomes

At the end of this course, you will be able to use sentences with detailed descriptions to perform communicative tasks in straightforward social situations. This includes:

- exchanging basic information about yourself and others
- discussing daily activities, interests, and personal preferences
- satisfying physical and social needs regarding food, making purchases, travel, housing, etc.

Your ability to comprehend will generally be greater than your ability to produce. You will be able to comprehend the main ideas and some supporting details related to basic needs and everyday life.

This level of ability in the language corresponds roughly to **Intermediate Mid** in the proficiency guidelines of the American Council on the Teaching of Foreign Languages or to **A2** in the Common European Framework of Reference for Languages.

Beyond the above proficiency outcomes, this course will increase your ability to:

- **Use the language in its cultural context**, taking into account relevant historical, political, economic and social information.
- **Understand the structural properties of the language**, how these compare to English, and how these are reflective of properties of human language in general.
- **Observe yourself as you acquire the language**, reflect on this experience, and make the experience as fruitful as possible.
- **Observe and analyze your own culture** from the perspective of the other culture.

Enrollment and Placement

If you have had any previous experience in Spanish, (such as previous coursework in high school or college, exposure at home, or residence or study abroad), you are required to take the Language Placement Exam at <https://llp.ucsd.edu/language-program/placement.html>. If you have any questions about placement, please see the staff in the Language Office, AP&M 3101.

A student who receives an F or NP in either Conversation or Analysis must retake that component before continuing to the next level of the sequence.

Materials

- **Textbook:** Goodall, Grant and Darcy Lear. *Conéctate*. New Release. New York: McGraw-Hill Education, 2025
- **Online Workbook:** 'Connect' to accompany *Conéctate* New Release.

Grading

- **Conversation:**
 - 35% Conversation final
 - 15% Conversation midterm
 - 20% Class participation
 - 12% Vocabulary quizzes
 - 10% Writing assignments
 - 8% Projects (x2)

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
 - 20% Midterm I
 - 20% Midterm II
 - 20% Connect Homework
 - 3% Canvas Homework
 - 7% Participation

Your grades will be posted in the class Canvas site <https://canvas.ucsd.edu>

Students who require **special accommodations** such as 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.

Grading scale:

A+	A	A-	B+	B	B-	C+	C	C-	D	F
≥98%	≥93.5%	≥89.5%	≥86.5%	≥82.5%	≥79.5%	≥76.5%	≥72.5%	≥69.5%	≥59.5%	<59.5%

Extra credit: You may receive additional points by attending an approved extra credit event.

Attendance

As a human, you are built to learn language(s), but you need lots of exposure and interaction with the language in order to learn. For this reason, attendance is mandatory in all LLP classes.

You may miss up to one week of classes without any effect on your grade. This allows you to miss class because of illness or for other personal reasons. Beyond one week, your final grade will be reduced by 2 percentage points for each absence. The overall effect of attendance on your final grade is summarized below.

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. |

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. During a written or online exam/quiz, using books, notes or online resources (such as Google Translate or ChatGPT), copying from another student or receiving unauthorized help from another person.
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 an AI program or by someone other than the student.

Moreover, students are expected to show proper respect for instructors and fellow students in class discussions and compositions. For more information, see the Academic Integrity Office (<https://academicintegrity.ucsd.edu/>) and UC San Diego's Principles of Community (<https://ucsd.edu/about/principles.html>).

Schedule

	LISP1C Conversation			LISP1CX Analysis	
Week	Textbook	Conversation topics	Homework and tests	Analysis topics	Homework and tests
	Ch. 11 ¡Estás en tu casa! Objetivos	Welcome people Make polite invitations Describe homes and furnishings		Talk about what you have done and what you are currently doing Discuss housing in the Spanish-speaking world	
1	Ch. 11 ¡Estás en tu casa!	Comunicación: ¡Bienvenido!, Pasa		11.1 The present perfect 11.2 Commands with object pronouns	Getting started with Conéctate' Connect
2	Ch. 11 ¡Estás en tu casa!	Vocabulario: La casa y los cuartos, los muebles y los electrodomésticos		11.3 The present progressive	Connect
	Ch. 11 Final task	Describe a typical day at home in your childhood Ask and respond to questions in your search for an apartment.			
	Project 1	Una casa ideal			
	Ch. 12 El deporte y el bienestar	Wish someone well Say what needs to be done Talk about sports, wellness, and injuries		Say what you would like to happen Talk about sports and health in the Spanish-speaking world	
3	Ch. 12 El deporte y el bienestar	Comunicación: ¡Suerte!, Para mantenerse sano/a, hay que ...	Prueba vocab	12.1 The present perfect with object pronouns 12.2 The present progressive with object pronouns	
4	Ch. 12 El deporte y el bienestar	Vocabulario: Los deportes y cómo mantenerse en forma, La salud y el bienestar	Tarea escritura pág. 379	12.3 The subjunctive: Volition with regular verbs Review	Connect Midterm I
	Ch. 12 Final task	Describe what needs to be done to practice a sport Provide health advice to someone who needs it			

Week	Textbook	Conversation topics	Homework and tests	Analysis topics	Homework and tests
	Ch. 13 La naturaleza y el medio ambiente	Say what you think should happen Say how long something has been going on Talk about nature and the environment Express what someone wants to happen Express what someone thinks may not be true Discuss nature and the environment in the Spanish-speaking world			
5	Ch. 13 La naturaleza y el medio ambiente	Comunicación: Debería, ¿Cuánto tiempo hace que ...?	Parcial conversación Prueba vocab Prueba escritura	13.1 The subjunctive: Irregular verbs 13.2 The subjunctive: Disbelief and uncertainty	Linguistics Topic: Attrition
6	Ch. 13 La naturaleza y el medio ambiente	Vocabulario: La naturaleza y el medio ambiente		13.3 The subjunctive: Purpose and contingency	Connect
	Ch. 13 Final task	Present your opinion about an environmental issue Plan an outdoor trip with someone. Prepare what you will need and the activities you will do			
	Ch. 14 La cultura y la diversión Objetivos	Express uncertainty Say what you and others would like or hope to do Talk about what cultural activities you enjoy Express desires in the past, future plans and speculation Discuss cultural activities and entertainment in the Spanish speaking world			
7	Ch. 14 La cultura y la diversión	Comunicación: No sé. Tal vez ..., Quisiera	Prueba vocab	14.1 The past subjunctive 14.2 The future	
8	Ch. 14 La cultura y la diversión	Vocabulario: El cine, el teatro, el museo	Prueba lectura pág. 451	9.3 Impersonal se Midterm review	Connect Midterm II
	Ch. 14 Final task	Present information about two famous places that one can visit in your country Talk about your musical preferences and your opinions about the music industry and its future			

	Project 2	Emigrar a otro país (ch 5)			
Week	Textbook	Conversation topics	Homework and tests	Analysis topics	Homework and tests
	Ch. 15 Si la vida fuera diferente ...	Express your opinions and beliefs Talk about what you and others know and don't know Discuss important social issues		Describe hypothetical situations Explore social issues from Latin American and Spanish perspectives	
9	Ch. 15 Si la vida fuera diferente ...	Comunicación: En mi opinion ..., ¿Qué se yo?	Prueba vocab Tarea escritura p. 484	15.1 The conditional 15.2 Si clauses	
10	Ch. 15 Si la vida fuera diferente ...	Vocabulario: Los problemas sociales, económicos y políticos	Prueba escritura Prueba vocab	16.4 Review: The present subjunctive Final Review	Connect Final exam Sat June 6, 7-10pm
	Ch. 15 Final task	Present what you would like to do for your community if you had the resources Discuss whether some proposed changes at your university are a good idea			

***Note:** Schedule subject to change

LISP 1C – Conversation details

- **Vocabulary:** You are responsible for learning both the vocabulary introduced in class and in the textbook. The vocabulary highlighted in class and at the end of the chapter will be the basis for biweekly vocabulary quizzes. Each vocabulary quiz consists of five words.
- **Reading:** The purpose of the assignments is to increase your ability to read in Spanish without translating to English, and to participate in class discussion. There will be homework or a quiz for each assignment.
- **Writing:** We will have in-class writing exercises at the end of each chapter. There will be two graded writing exercises on weeks 5 and 10.
- **Projects:** We will work collaboratively as a class on two projects that will require to interview a Spanish speaker in class. Each student should submit their own final product after the interview.
- **Conversation midterm:** Your instructor will evaluate your conversational skills while you have a conversation with one of your classmates on Zoom. 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 which will be recorded. Sign up in class in week 10 for an appointment during finals week. The final cannot be taken earlier. Your instructor will judge the conversation final for comprehension, content, vocabulary, fluency, grammar, and pronunciation. **Note:** Your Conversation final will 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.

LISP1CX – Analysis details

- **Midterms:** Midterms will be completed during class time Thursday of weeks 4 and week 8. They include grammar, culture, reading and listening comprehension questions.
- **Homework:** Every two weeks you will be expected to turn in the homework through *Connect*. Check Canvas for the link to your section's homework. Make sure you work on the activities related to the topics covered in class every week so that you have plenty of time to complete your homework. You can redo your homework activities up to 3 times.
- **Práctica opcional:** You can find vocabulary and grammar practice activities in Connect. These activities are not part of your grade. They are meant to be used for review or extra practice.
- **Final exam:** The final exam contains grammar, culture, reading and listening comprehension questions about all the material covered in class.

Resources for support and learning

Learning and Academic Support	
<u>Ask a Librarian: Library Support</u> <i>Chat or make an appointment with a librarian to focus on your research needs</i> <u>Course Reserves, Connecting from Off-Campus and Research Support</u> <i>Find supplemental course materials</i> <u>First Gen Student Success Coaching Program</u> <i>Peer mentor program that provides students with information, resources, and support in meeting their goals</i> <u>Office of Academic Support & Instructional Services (OASIS)</u> <i>Intellectual and personal development support</i>	<u>Writing Hub Services in the Teaching + Learning Commons</u> <i>One-on-one online writing tutoring and workshops on key writing topics</i> <u>Supplemental Instruction</u> <i>Peer-assisted study sessions through the Academic Achievement Hub to improve success in historically challenging courses</i> <u>Tutoring – Content</u> <i>Drop-in and online tutoring through the Academic Achievement Hub</i> <u>Tutoring – Learning Strategies</u> <i>Address learning challenges with a metacognitive approach</i>
Support for Well-being and Inclusion	
<u>Basic Needs at UCSD</u> <i>Any student who has difficulty accessing sufficient food to eat every day, or who lacks a safe and stable place to live is encouraged to contact: foodpantry@ucsd.edu basicneeds@ucsd.edu (858) 246-2632</i> <u>Counseling and Psychological Services</u> <i>Confidential counseling and consultations for psychiatric service and mental health programming</i> <u>Triton Concern Line</u> <i>Supporting students in distress: (858) 246-1111</i> <u>Office for Students with Disabilities (OSD)</u> <i>Supports students with disabilities and accessibility across campus</i>	<u>Community and Resource Centers Office of Equity, Diversity, and Inclusion</u> <i>As part of the Office of Equity, Diversity, and Inclusion the campus community centers provide programs and resources for students and contribute toward the evolution of a socially just campus. (858).822-.3542 diversity@ucsd.edu</i> <u>Get Involved</u> <i>Student organizations, clubs, service opportunities, and many other ways to connect with others on campus</i> <u>Undocumented Student Services</u> <i>Programs and services are designed to help students overcome obstacles that arise from their immigration status and support them through personal and academic excellence</i>