

INSTRUCTOR GUIDE: TAREA LIBRE-FIRST- YEAR SPANISH



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OERI

Instructor Guide: Tarea Libre I

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About the Team

Our team comprises of experienced Spanish instructors with extensive language teaching experience in language, linguistics, literature, and culture at public and private institutions. Our diverse learning and teaching styles and our different areas of expertise will all contribute to the success of this collaboration. All team members are united in our goal to create a comprehensive and accessible Spanish homework system that will showcase diverse linguistic and ethnic populations in ways that are equitable and accessible and provide a high high-quality zero-cost homework platform for students. At the core of our collaboration is a commitment to learning from each other and integrating our diverse experiences and methodologies into the project.

Dr. Cristina Moon



Dr. Cristina Moon is Professor of Spanish at Chabot College. She joined the college in 2006. She earned a B. A. in Spanish from UC Berkeley, and a M. A. and Ph.D. in Hispanic Languages and Literatures from UCLA. She has developed online courses for first and second-year Spanish, which have undergone the CVC-OEI review process. Cristina is the Spanish Lead, H5P Lead, and the OER Liaison for the ASCCC OERI. She co-authored [Entrada Libre](#), an OER for second-year Spanish, as part of RFP I. She is the OER/ZTC Coordinator at Chabot College and World Languages Coordinator. Dr. Moon speaks several languages and is a heritage speaker of Korean. She straddles several worlds, having grown up in Guam, Buenos Aires, and California. As project lead Dr. Moon coordinated the overall grant and project development and schedule. As the technical lead she led the content creation in LibreStudio with H5P and content integration in ADAPT.

Dr. Alejandro Lee



Alejandro Lee is a professor of Spanish at Santa Monica College, where he has been teaching second-year Spanish and Heritage Spanish course since 2016. Professor Lee holds B. A. degrees in French and Spanish from Pitzer College, a Ph.D. in Hispanic Languages and Literatures, and a master in library and information science from UCLA. In addition, he has taken courses in Portuguese, Italian, and Latin. A heritage speaker of Chinese, Professor Lee studied Mandarin in Taiwan and the United States. From 2010 to 2021 he worked as summer faculty for the StarTalk Heritage Teacher Workshop at UCLA, and is a co-founder of [Heritage Language Exchange](#) with María Carreira and Sybil Alexandrov. He served as the chair of the College-Level Examination Program (CLEP) Spanish Developing Test Committee (College Board) and was the Community College representative of the American Association of Teachers of Spanish and Portuguese (AATSP) from 2020 to 2022. He is co-author of [Entrada Libre](#) with Cristina Moon, Nancy Meléndez-Ballesteros, and Nicolás Crisosto.

Dr. Sarah Harmon



Dr. Sarah Harmon is Adjunct Professor of Spanish and Linguistics and OER/ZTC Coordinator at Cañada College, where she has taught most of her courses since 2006. She earned a BA in Spanish and , ann Linguistics at UC Davis, and a Ph.D. in Romance Linguistics at the University of Texas at Austin. She has developed online and in-person courses in Spanish and Linguistics at the collegiate level since 2006, all of which have undergone the CVC-OEI review process. She also sits as the Faculty Chair of the SMCCCD District Academic Senate Standing Committee on Teaching and Learning, allowing her to lead discussions on pedagogy/andragogy, distance education, and other areas of classroom practices. Additionally, she is the current Academic Coordinator of Lake Tahoe Community College's [Intensive Spanish Summer Institute](#) (ISSI). Dr. Harmon is co-leading a Spanish for Health Professions OER project through LibreTexts with Prof. Meléndez-Ballesteros, a project that also includes Dr. Lee. Dr. Harmon also runs a YouTube channel, [Lengua Franca](#), which focuses on grammar explanations for Spanish and other linguistic phenomena. She is a heritage speaker of Italian and has studied several other languages. As the linguistic co-lead for this project she wrote grammar exercises, and revised content, and proofread all sections.

Prof. Nancy Meléndez-Ballesteros



Professor Nancy Meléndez-Ballesteros is Assistant Professor and Interim Chair of the Language and Culture Department at Mount Saint Mary's University - LA. She holds a BA in Spanish from Montclair University in New Jersey, and a MA in Spanish Linguistics from UCLA. In 2015, she was conferred the degree of Candidate in Philosophy in Hispanic Languages and Literature at UCLA, where she co-founded the Centro de Estudios del Español de los Estados Unidos (CEEEUS). She is a Spanish instructor at College of the Canyons and Santa Monica College. Professor Meléndez-Ballesteros has been teaching online since 2004, and has developed a variety of courses, among them: first and second-year Spanish, Spanish courses for professions, Introduction to Linguistics, Sociolinguistics, Phonetics, and Applied Linguistics. Moreover, she has given numerous workshops on online teaching, and has done interdisciplinary work on Project Based Learning (PBL) . Currently, Professor Meléndez-Ballesteros is co-leading a Spanish for Health Professions OER project through LibreTexts with Dr. Harmon, a project that also includes Dr. Lee. As the linguistic co-lead for this project she led the writing of the grammar exercises and revised content and proofread all sections.

Licensing

A detailed breakdown of this resource's licensing can be found in [Back Matter/Detailed Licensing](#).

1: Introducing Tarea Libre

Introduction to Tarea Libre

This is an instructor guide to **Tarea Libre**. The **Tarea Libre** project is a comprehensive and accessible Open Educational Resources question bank of 1,400 interactive activities created in [LibreStudio](#) and [ADAPT](#) for first-year Spanish courses for California Community Colleges [CCC] that can be used via ADAPT or linked to a campus Learning Management System via LTI [Learning Tools Interoperability]. This LTI integration seamlessly connects the assigned activities to the grade book streamlining the assigning and grading of homework.

The project aims to create the foundation for a cohesive OER Spanish language homework set equivalent to what is available through paid-subscriptions licenses provided by commercial publishers. This homework ancillary fills an existing gap in OER and increases the likelihood of OER adoption in first-year Spanish courses.

Tarea Libre aligns with California's C-ID [SPAN 100](#) and [SPAN 110](#), the curriculum standard for higher education disciplines. Additionally, the project aligns with existing Spanish OER text materials already identified on the ASCCC OERI [Spanish Discipline page](#). It includes a variety of formative and summative assessments that cover a range of skills. Each module has multiple levels of engagement, allowing instructors to create homework assignments that address different skill levels. Additionally, it will enable students to practice speaking, listening, reading, and writing skills.

The Academic Senate for California Community Colleges (ASCCC) IDEAA framework of inclusion, diversity, equity, anti-racism, and accessibility is at the foundation of this project. All 14 modules have been designed to address them through various readings that underscore the cultural practices of minoritized groups in the Spanish-speaking world, including the United States.

About the Project

Tarea Libre covers 57 grammar topics typically taught in first-year Spanish courses. To increase adaptability and flexibility for instructors, the project has 7 modules for [SPAN 100](#) and seven modules for [SPAN 110](#), based on California's C-ID curriculum model.

Each module comprises of 4 to 5 grammar topics and listening, speaking, and reading comprehension activities. As found on most homework (workbook and lab activities), each grammar topic has a vocabulary page and four levels of mastering steps:

- Paso Preliminar
- Paso 1 "Empecemos"
- Paso 2 "Continuemos"
- Paso 3 "Practiquemos"
- Paso 4 "Avancemos"

Each grammar module has an average of 20 auto-graded activities.

In addition to these auto-graded activities, **Tarea Libre** includes three sections of instructor-graded and auto-graded activities that target oral, speaking, and reading skills:

- Hablemos: Using the ADAPT recorder, students answer the prompt questions.
- Escuchemos: 48 short thematic videos were created in Powtoon. Using the ADAPT recorder, students provide their answers after watching these videos.
- Leamos: 47 cultural readings with narration and auto-graded comprehension questions were created on various topics.

About the Integration of IDEAA Principles and Culturally Responsive Pedagogy

IDEAA principles and culturally responsive pedagogy (CRP) are integral to our project. The project's fourteen modules contain different cultural themes and vocabulary.

We have included people, places, traditions, history, geography, music, and other elements from the Spanish-speaking world that are traditionally not found in commercial textbooks for first-year Spanish courses.

We wish to underscore minoritized cultural groups and regions, including but not limited to Equatorial Guinea and the Philippines, and a variety of people of African, Asian, and Indigenous descent, in addition to voices of queer and disabled communities. For example, we discuss the multicultural origins of musicians such as Buika (singer of Ecuatoguinean roots born in Mallorca, Spain), Jorge Drexler (Uruguayan of Catholic and Jewish roots), and Peruvian artists (Mimy Tayrako Succar), concepts lost in translation (false cognates), people with disabilities (Isabella Springmühl Tejada), and health resources for Latinos and the queer community. (“Un libro recomendado: **Building Confianza** by Dalia Magaña”) and “Clínicas gratuitas o de bajo costo en Los Ángeles”).

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2: Suggestions for using Tarea Libre

OER Textbook Remixes for First-year Spanish

To help with the adoption of **Tarea Libre**, we have created 3 possible remixes of Spanish OERs for first-year Spanish courses. You can take any of the already created remixes and use them as-is or re-remix them by adding, deleting, or moving content as needed. Remember, this is your opportunity to create your free customized Spanish OER.

Below we show examples of first-semester and second-semester textbook remixes with the sources and a list of content and activities by chapter.

Example of First-Semester Textbook Remix

- [Spanish 1A: Beginning Spanish](#) (Chabot College) and an [example](#) of content and activities breakdown by weekly modules, which is a remix of the following materials:
 - [Chévere, volume 1](#), by Erica Brown, Alejandra Esucdero, María Cristina Montoya, and Elizabeth Small, all of SUNY Oneonta;
 - [¡Naveguemos juntos!](#) by María Barrio de Mendoza, Karla Gutiérrez, Hsing Ho, Ching Ping D. Lin, and Anaid Stere Lugo and their project from the Academic Senate of the California Community Colleges (ASCCC), Open Educational Resources Initiative (OERI); and,
 - [Libro Libre](#) by Erin Huebener, Spokane Community College.

Examples of Second-Semester Textbook Remixes

- [Spanish 120: Advanced Beginning Spanish](#) (Cañada College) and an example of [content and activities breakdown](#) by chapter modules, which is a remix of the following materials:
 - [Chévere, volume 2](#), by Erica Brown, Alejandra Esucdero, María Cristina Montoya, and Elizabeth Small, all of SUNY Oneonta;
 - [¡Naveguemos juntos!](#) by María Barrio de Mendoza, Karla Gutiérrez, Hsing Ho, Ching Ping D. Lin, and Anaid Stere Lugo and their project from the Academic Senate of the California Community Colleges (ASCCC), Open Educational Resources Initiative (OERI);
 - [Spanish Grammar Manual](#) by Enrique Yepes of Bowdoin College, Colegiatura Colombiana, and Universidad Pontificia Bolivariana; and,
 - [Beginning Spanish ¡Empecemos por aquí!](#) by Jenny Ceciliano and Lisa Notman of Portland State University.
- [Spanish 1B: Elementary Spanish](#) (Chabot College) and an [example](#) of content and activities breakdown by chapter module, which is a remix of the following materials:
 - [Chévere, volume 2](#), by Erica Brown, Alejandra Esucdero, María Cristina Montoya, and Elizabeth Small, all of SUNY Oneonta;
 - [¡Naveguemos juntos!](#) by María Barrio de Mendoza, Karla Gutiérrez, Hsing Ho, Ching Ping D. Lin, and Anaid Stere Lugo and their project from the Academic Senate of the California Community Colleges (ASCCC), Open Educational Resources Initiative (OERI); and,
 - [Spanish Grammar Manual](#) by Enrique Yepes of Bowdoin College, Colegiatura Colombiana, and Universidad Pontificia Bolivariana.

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3: Overview of Reading Content

Lecturas

To accompany **Tarea Libre**, 47 cultural readings with recorded narration and auto-graded comprehension questions have been created. There are between 3-5 readings per module on various topics. We have included people, traditions, history, geography, music, and other elements from the Spanish-speaking world that are traditionally not found on commercial textbooks for first-year Spanish courses. Below you will find a list of titles by modules and sections.

List of Titles

- 1.1 Voseo centroamericano
- 1.2 América Central
- 1.3 Centroamericanos famosos
- 2.1 El calendario maya
- 2.2 El hemisferio norte y el hemisferio sur
- 2.3 Los meses del año
- 2.4 Martes 13
- 3.1 Las celebraciones católicas
- 3.2 Carmen Lomas Garza
- 3.3 La Cuaresma y la Semana Santa
- 4.1 El Parque Nacional Tortuguero en Costa Rica
- 4.2 ¿Qué es el ecoturismo?
- 4.3 La familia hispana
- 4.4 Las vacaciones en España
- 5.1 La rica cocina hispana
- 5.2 Los chifas peruanos
- 5.3 La comida en el refranero
- 5.4 La papa peruana
- 5.5 El plátano
- 6.1 Breve historia del Caribe
- 6.2 El idioma taíno
- 6.3 El béisbol
- 7.1 El silbo gomero
- 7.2 La moda
- 7.3 La Pulga
- 8.1 Perú Negro
- 8.2 El lago Titicaca y los uros
- 8.3 La quinceañera
- 9.1 El mate
- 9.2 Jorge Drexler
- 9.3 El guaraní
- 10.1 Concha Buika
- 10.2 Guinea Ecuatorial
- 10.3 Filipinas
- 11.1 La odontología de los maya ancianos
- 11.2 Día Mundial de la Salud
- 11.3 Clínicas gratuitas o de bajo costo en Los Ángeles
- 11.4 Enfermedades comunes
- 12.1 La coca
- 12.2 Un libro recomendado: **Building Confianza** by Dalia Magaña

- 12.3 Traducción equivocada
- 13.1 Música y basura, Cateura
- 13.2 La basura marina
- 13.3 El bioplástico de yuca
- 14.1 Tecnología en español
- 14.2 El primer satélite paraguayo
- 14.3 Nómadas

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4: Overview of the Grammar and Vocabulary Content

Grammar and Vocabulary Topics

Tarea Libre covers 57 grammar topics typically taught in first-year Spanish courses in California Community Colleges. The project aims to increase adaptability and flexibility for Spanish instructors. Based on California's [C-ID](#) curriculum model, the project has 7 modules for [SPAN 100](#) and 7 modules for [SPAN 110](#).

Each of the 57 modules is composed of the following:

- Four to five grammar topics. As found on most homework (workbook and lab activities), each grammar topic has a vocabulary page and 4 levels of mastering steps:
 - **Paso Preliminar:** Focus on vocabulary building, mostly multiple choice and select choice questions.
 - **Paso 1 Empecemos:** Focus on recognizing grammatical concepts, mostly multiple choice and select choice questions.
 - **Paso 2 Continuemos:** Focus on the initial application of grammatical topics, mostly fill-in-the-blank in shorter contexts.
 - **Paso 3 Practiquemos:** Focus on the expanded application of grammatical topics, mostly fill-in-the-blank and select choices in longer paragraphs.
 - **Paso 4 Avancemos:** Focus on the expanded application of grammatical topics in dialogues, mostly fill-in-the-blanks.
- Listening, speaking, and reading comprehension activities.

List of Topics covered in the Tarea Libre ADAPT Homework Modules

Section	Grammatical Topic	Vocabulary	Number of Activities
1.1	Greetings	Saludos y despedidas	24
1.2	Definite articles	En la universidad	25
1.3	Indefinite articles	El salón de clase	22
1.4	Pluralizing nouns	Las materias	21
2.1	Personal pronouns	Los pronombres personales	8
2.2	The verb 'ser'	Los números 0-100	21
2.3	Adjectives	Los días, los meses y los colores	41
2.4	The verbs 'tener' and 'estar'	Las estaciones y el tiempo	24
2.5	Adjectives with 'estar'	La hora	20
3.1	The verb 'ir' with places and to talk about the future ('ir a [infinitive]')	Los lugares adonde vamos	19
3.2	Forming questions	El arte	20
3.3	Regular -ar, -er and -ir verbs	Las tradiciones	20
3.4	Verbs with irregular 'yo' forms	Los verbos con formas irregulares de 'yo'	22
4.1	Stem-changing verbs	Los números 101-1,000,000	24
4.2	Possessive adjectives	La familia	26
4.3	Gustar	Los viajes y las vacaciones	20
4.4	Reflexive verbs	La rutina diaria y las partes del cuerpo	23
5.1	Direct object pronouns	La comida	25
5.2	Present progressive	La gastronomía	20
5.3	'Ser' versus 'estar'	Las profesiones y los oficios	25
6.1	'Saber' and 'conocer'	Las nacionalidades, los lenguajes y las etnias	20
6.2	Indirect object pronouns	El tiempo libre	20
6.3	Gustar-like verbs	Los deportes	20
6.4	Demonstrative adjectives	Los adverbios de ubicación	20
7.1	Preterit	La ropa y la moda	22
7.2	Preterite with spelling changes and time expressions for preterit	Las compras y los accesorios de ropa	20
7.3	Stem-changing preterit verbs	Los colores y los estilos	20
7.4	Irregular preterit verbs	Los verbos irregulares del pretérito	20
7.5	'Hacer' with time constructions	'Hacer' en construcciones de tiempo	12
8.1	Imperfect	La niñez y la adolescencia	20

Section	Grammatical Topic	Vocabulary	Number of Activities
8.2	Preterit versus imperfect	Las celebraciones y las leyendas	20
8.3	‘Por’ versus ‘para’	‘Por’ versus ‘para’	20
8.4	Comparatives and superlatives	La búsqueda para un trabajo	20
9.1	Double object pronouns	Los quehaceres domésticos	20
9.2	Formal commands	El transporte y los lugares	20
9.3	Informal commands	Las instrucciones culinarias	20
9.4	Adverbs	Los adverbios y las expresiones adverbiales	16
10.1	Present perfect indicative and past participles	Los participios pasados	26
10.2	Relative pronouns	La oficina	20
10.3	Uses of ‘se’	Las acciones recíprocas	20
10.4	Affirmative and negative words	Las finanzas	20
11.1	Introduction to the subjunctive mood and the present subjunctive	Las partes del cuerpo humano	20
11.2	Present subjunctive with influence	Los síntomas y las condiciones médicas	20
11.3	Present subjunctive with impersonal expressions, doubt and ‘ojalá’	La salud	20
11.4	Stress and written accents	Los tildes	21
12.1	Present subjunctive with emotion	Los remedios caseros	20
12.2	Present subjunctive with adjectival clauses	La nutrición	20
12.3	Adverbial clauses that require subjunctive (ESCAPAA)	La farmacia y los medicamentos	20
12.4	Adverbial clauses that sometimes require subjunctive (MATCHED CDS)	Las enfermedades y las condiciones	20
13.1	Future tense	La ecología y los problemas mundiales	21
13.2	Conditional	El medio ambiente	20
13.3	Present perfect subjunctive	Los problemas ecológicos y la conservación	20
13.4	Pluperfect indicative	La justicia social	20
14.1	Imperfect subjunctive	La tecnología	20
14.2	Possible if-clauses	El mundo digital, el comercio-e y e-learning	20
14.3	Hypothetical situations	La ciencia y el espacio	20
14.4	Sequence of time	El mundo virtual	20

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5: How to access Tarea Libre

How to access Tarea Libre

Tarea Libre is in ADAPT, a comprehensive online assessment and homework infrastructure that allows faculty to include auto-graded and non-auto-graded activities. ADAPT can be integrated into a Learning Management System [LMS] such as Canvas with full grade integration, or it could be run independently.

Preview Tarea Libre

If you would like to preview the activities in **Tarea Libre**:

1. Go to [LibreTexts Commons Homework](#)
2. Search for **Tarea Libre**
3. Click on View Assignments and then View Course.

Tarea Libre Demo

If you would like to see a short demo of Tarea Libre activities:

1. Go to this [link](#) or
2. Click on the QR code below



Ready to Use Tarea Libre

To start using **Tarea Libre**, you must create an ADAPT account.

Note: Use your school email when setting up ADAPT, especially if you plan to integrate with Canvas.

To create an account:

1. Go to [ADAPT](#)
2. Click on <Contact Us> and Request <Instructor Access Code>.
3. You will receive an email with the access code within 48 hours.

How to import an ADAPT course from Public Courses or Commons

You can find **Tarea Libre (First-Year Spanish)** in Commons or Public Courses

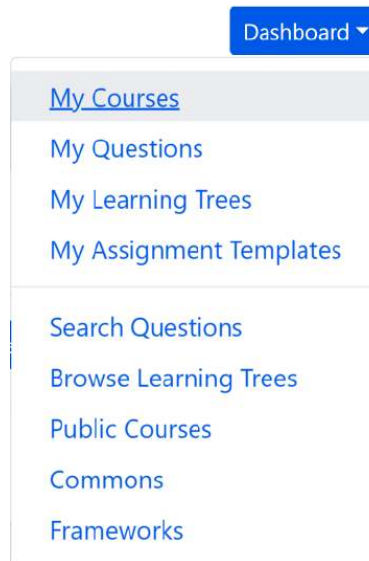


Figure 5.1: A screen shot of the Dashboard showing the following options: My Courses, My Questions, My Learning Trees, My Assignment Templates, Search Questions, Browse Learning Trees, Public Courses, Commons, Frameworks (Copyright; LibreTexts ADAPT in the Public Domain)

You can Import **Tarea Libre** to your account by clicking the down arrow icon.

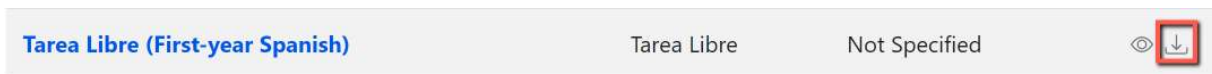


Figure 5.2: A screenshot of Tarea Libre (First-year Spanish) with the down arrow icon. (Copyright; LibreTexts ADAPT in the Public Domain)

How to link ADAPT to your institution's Learning Management System

LTI Instructions

- [Canvas via LTI](#)
- [Blackboard via LTI](#)

Training Webinars on integrating ADAPT to Canvas via LTI

- [Integrating ADAPT in Canvas](#) (Friday, September 8, 2023)
- [Introduction to H5P/ADAPT Part II](#) (Friday, August 18, 2023)
- [Introduction to H5P and LibreTexts Studio Part I](#) (Friday, August 11, 2023)
- [What's new in Spanish OER: Tarea Libre](#) (Friday, May 5, 2023)

Note: If LTI is not an option for your institution, you and your students can access [ADAPT](#) directly by creating an ADAPT account.

1. Students will need to create a student account.
2. The instructor will need to provide the Course Access Code. To find the code:
 - Go to the ADAPT course.
 - Click on Course Properties (the gear symbol).

- Then, click on Sections.
- You will find the Course Access Code here.

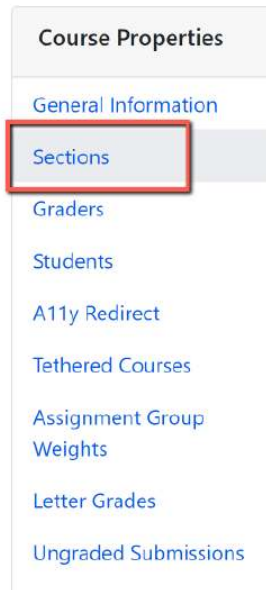


Figure 5.3: A screenshot of the Course Properties menu with General information, Sections, Graders, Students, A11y Redirect, Tethered Courses, Assignment Group Weights, Letter Grades, Ungraded Submissions. (Copyright; LibreTexts ADAPT in the Public Domain)

ADAPT Resources

- [ADAPT Construction guide](#)
- [ADAPT for Students Accessibility Conformance Report](#)
- LibreTexts [FERPA Statement](#)

Thumbnail Image: LibreTexts [ADAPT](#) Logo

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