



May 28, 2008

Kathleen Hallihan  
Director,  
Arts and Sciences Curriculum and Assessment Office  
4132 Smith Laboratory  
174 W. 18<sup>th</sup> Ave.  
The Ohio State University  
CAMPUS

Dear Kathleen:

Enclosed is a Course Change Request for Spanish 240 with accompanying syllabi (existing and new) and an explanation of the change from our elementary language program director, Jan Macián. The request is to increase the credit hours of the course from three to four. This proposal has been unanimously passed by the Undergraduate Studies Committee of the Department of Spanish & Portuguese.

We are aware that this request is unlikely to be considered during the present academic year, but we hope it can be taken up in early Autumn Quarter, 2008.

Sincerely,

A handwritten signature in blue ink, appearing to read "S. Summerhill", with a stylized flourish at the end.

Stephen J. Summerhill,  
Director, Undergraduate Studies

May 19, 2008

To: Undergraduate Studies Committee

From: Language Studies Committee

Re: Request to change Credit Hours for Spanish 240 from three to four hours

In 1994 Spanish 240, comprehension: A Listening Course in Spanish was approved as a basic skills course in listening comprehension that was intended to help students become better prepared for more advanced courses of the major program at the 400-, 500-, and 600-levels.

Both Spanish 240 [three hours] and the reading comprehension course, Spanish 250 [four hours], were designed to bridge the passage of students from the intermediate language courses. Originally the assignments for the three-credit Spanish 240 course were in-class. Out-of-class assignments were sporadic because of the resources available in the community and lack of technology. At that time Carmen, The Crane Café, and YouTube did not exist. Internet resources appropriate for language instruction were scarce. There was no homework grade.

Originally the out-of-class practice was described as follows:

*Because of the rather small Spanish-speaking population living in the Columbus area, Spanish language television and radio broadcasts are not offered on a regular basis. When appropriate broadcasts are scheduled, students will be informed of dates and times, and encouraged to listen and watch. Students will also be encouraged to take advantage of music clubs, religious services, and cultural events as well as university activities such as the Spanish and Portuguese club, Special colloquia, and conversation groups.*

The current Spanish 240 class sessions continued to meet for 192 minutes, but the out-of class assignments have increased substantially. Students are now required to take 13 on-line quizzes via Carmen, complete worksheets and submit them via drop box on Carmen for each class, interview a native speaker and transcribe the interview, and prepare a video group project that includes a PowerPoint presentation, a worksheet with activities and a vocabulary list, and also transcribe the two minute video segment.

Because of the increased amount of out-of-class work (45% of the total grade), we respectfully request a credit hour change from three to four hours. This adjustment would also make it parallel to its companion 250 course that also has the same grade distribution for exams, homework, participation and exams.

J. Macián



**The Ohio State University**  
**Colleges of the Arts and Sciences Course Change Request**

**Department of Spanish and Portuguese**

Academic Unit

**Spanish**

**240**

Book 3 Listing (e.g., Portuguese)

Course Number

Summer      Autumn  Winter      Spring      Year 2008

**Proposed effective date:** choose one quarter and put an "X" after it; and fill in the year. See the OAA curriculum manual for deadlines.

**A. Course Offerings Bulletin Information.** Follow instructions in the OAA curriculum manual. Before you fill out the "Present Course" information, be sure to check the latest edition of the *Course Offerings Bulletin* and subsequent Circulating Forms. You may find that the changes you need have already been made or that additional changes are needed. If the course offered is less than quarter or term, please also complete the Flexibly Scheduled/OffCampus/Workshop Request form.

**COMPLETE ALL ITEMS THIS COLUMN**

**Present Course**

1. Book 3 Listing: **Spanish**

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2. Number: **240**

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3. Full Title: **240 Comprehension: A Listening Course in Spanish**

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4. 18-Char. Transcript Title  
**COMPREHENSN:LISTEN:**

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5. Level and Credit Hours   **U 3**

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6. Description: **Listening strategies and practice for development of literal, evaluative, and critical listening skills in Spanish; a variety of comprehension strategies and their application to authentic audio and video texts**

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7. Qtrs. Offered : **SU, AU, WI, SP**

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8. Distribution of Contact Time: **4 cl or 2 1.5-hr. cl.**  
(e.g., 3 cl, 1 3-hr lab)

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9. Prerequisite(s): **104, 111, or equiv.**

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10. Exclusion:  
(Not open to....)

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11. Repeatable to a maximum of \_\_\_\_\_ credits.

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12. Off-Campus Field Experience:

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13. Cross-listed with:

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14. Is this a GEC course?
15. Grade option (circle):   **Ltr**    S/U    P
- If P graded, what is the last course in the series?
16. Is an honors version of this course available? Y  N

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- Is an Embedded Honors version of this course available?    Y  N

17. Other general course information:

**COMPLETE ONLY THOSE ITEMS THAT CHANGE**  
**Changes Requested**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. **U4**
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_

**B. General Information**

1. Do you want the prerequisites enforced electronically (see the OAA manual for what can be enforced)?  
YES

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2. Does this course currently satisfy any GEC requirement, if so indicate which category?  
NO

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3. What other units require this course? Have these changes been discussed with those units?  
NA

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4. Have these changes been discussed with academic units that might have a jurisdictional interest in the subject matter? Attach relevant letters.  
NA

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5. Is the request contingent upon other requests, if so, list the requests?  
NO

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6. Purpose of the proposed change. (If the proposed change affects the content of the course, attach a revised syllabus and course objectives and e-mail to [ascurofc@osu.edu](mailto:ascurofc@osu.edu).)  
SEE ACCOMPANYING LETTER



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7. Please list Majors/Minors affected by the proposed change. Attach revisions of all affected programs. This course is (check one):  
 Required on major(s)/minor(s)       A choice on major(s)/minors(s)  
 An elective within major(s)/minor(s)       A general elective:

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8. Describe any changes in library, equipment or other teaching aids needed as a result of the proposed change or if the proposed change involves budgetary adjustments, describe the method of funding:  
NO BUDGETARY OR OTHER IMPLICATIONS

**Approval Process** The signatures on the lines in ALL CAPS ( e.g. ACADEMIC UNIT) are required.

- |  |                                    |                   |
|--|------------------------------------|-------------------|
| <br>1. Academic Unit Undergraduate Studies Committee Chair  | STEPHEN SUMMERHILL<br>Printed Name | May 28/08<br>Date |
| <br>2. Academic Unit Graduate Studies Committee Chair   | FERNANDO UNZUETA<br>Printed Name   | 5/28/08<br>Date   |
| 3. ACADEMIC UNIT CHAIR/DIRECTOR  | Printed Name                       | Date              |
| 4. After the Academic Unit Chair/Director signs the request, forward the form to the ASC Curriculum Office, 105 Brown Hall, 190 West 17 <sup>th</sup> Ave. or fax it to 688-5678. Attach the syllabus and any supporting documentation in an e-mail to <a href="mailto:ascurofc@osu.edu">ascurofc@osu.edu</a> . The ASC Curriculum Office will forward the request to the appropriate committee. |                                    |                   |
| 5. COLLEGE CURRICULUM COMMITTEE  | Printed Name                       | Date              |
| 6. ARTS AND SCIENCES EXECUTIVE DEAN  | Printed Name                       | Date              |
| 7. Graduate School (if appropriate)  | Printed Name                       | Date              |
| 8. University Honors Center (if appropriate)   | Printed Name                       | Date              |
| 9. Office of International Affairs (study tours only)  | Printed Name                       | Date              |
| 10. ACADEMIC AFFAIRS   | Printed Name                       | Date              |

## Syllabus

### Spanish 240/Comprehension: A Listening Course in Spanish

#### Course description

Spanish 240 is a developmental listening course designed to teach learners appropriate strategies for comprehending Spanish as a second language and to provide them with intensive and extensive directed listening practice on a variety of authentic listening texts, ranging from short public service announcements to dramatizations of Hispanic literary works and feature-length films. Cognitive and metacognitive listening strategies presented in the course will develop learners' abilities to understand main ideas, note specific details, detect sequencing, follow directions, make inferences, predict outcomes, and evaluate listening input. Spanish 240 is designed to prepare undergraduate learners for the reading demands of 400 and 600-level courses in Hispanic literatures, cultures, and linguistics. The level of listening proficiency actually achieved by individual learners will depend on the learner's motivation, previous experience, and degree of engagement in course activities. The course will be conducted in Spanish.

#### Course objectives

In Spanish 240, learners will:

1. Learn effective listening strategies and apply them to authentic Spanish-language texts.
2. Participate in a variety of intensive and extensive listening comprehension and analysis activities.
3. Develop listening skills for academic purposes as well as personal enjoyment.
4. Extend critical listening skills by commenting and elaborating on content of listening texts through discussion activities.

#### Textbooks and materials

At the present time, there are no suitable textbooks for developing listening comprehension skills in adult learners of Spanish as a second language. Therefore, a packet of materials explaining listening strategies will be developed by the instructor. The packet will cover the following listening strategies:

##### Cognitive strategies

- |   |                            |                          |
|---|----------------------------|--------------------------|
| • main idea                             | • details                  | • focus on facts         |
| • irrelevancies                         | • visual imagery           | • making inferences      |
| • predicting outcomes                   | • following instructions   | • remembering sequence   |
| • evaluating                            | • interpreting             | • point of view          |
| • ascertaining speaker's qualifications | • intonation, pauses       | • phrases, sentences     |
| • transferring one's native language    | • taking notes             | • using resources        |
| • using world knowledge                 | • using personal knowledge | • focusing on redundancy |

##### Metacognitive strategies

- |                               |                       |                               |
|-------------------------------|-----------------------|-------------------------------|
| • directing attention to task | • motivating oneself  | • applying advance organizers |
| • devising a plan             | • managing oneself    | • evaluating oneself          |
| • monitoring comprehension    | • expressing interest | • previewing a text           |

In-class materials will be selected from the Department of Spanish and Portuguese's audiovisual materials bank, as well as from the instructor's personal collection of audiovisual materials.

##### Course materials will include:

- public service announcements from the U.S. Department of Agriculture
- an audiotape newsletter from Spain
- videotaped lectures of cooperating professors in the Department of Spanish and Portuguese
- commercial videotapes from the collection of the Department of Spanish and Portuguese
- guest speakers on a variety of academic topics

Week 4	Transferring native language Intonation, pauses Phrases, sentences	<i>Buenos días/con tu cuerpo</i> <i>Puerta del sol</i>
Week 5	Attending to the text Focusing on redundancy Monitoring comprehension	<i>Puerta del sol</i> <i>¡Exacto!</i>
Week 6	Detecting irrelevancies Evaluating Evaluating oneself	guest speaker <i>Mosaico cultural</i> <i>Puerta del sol</i>
Week 7	Ascertaining speaker's qualifications Point of view Tone	<i>Puerta del sol</i> 2 guest speakers
Week 8	Focus on facts Using resources Following instructions/remembering sequence	public service announcements <i>Buenos días/Con tu cuerpo</i> <i>Cómo preparar una paella</i>
Week 9	Predicting outcomes Interpreting Making inferences	<i>Tristes querellas en la vieja</i> <i>quinta</i> <i>La llorona</i>
Week 10	Visual imagery Expressing interest Review: predicting outcomes, interpreting, making inferences	<i>Como agua para chocolate</i>



Department of  
**Spanish & Portuguese**

**Language Program**

**Academic Year Course  
Schedule**

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**Course Descriptions**

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[Portuguese Courses](#)  
[Romance Linguistics Courses](#)  
[OSU Master Schedule](#)  
[Final Exam Schedule](#)

**Technology Enhanced  
Courses**

[Portuguese Individualized  
Instruction](#)  
[Spanish 104 Distance Learning](#)

**Syllabi**

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[Portuguese Syllabi](#)  
[Romance Linguistics Syllabi](#)

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[Audit & Program 60 - Spanish](#)  
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Portuguese](#)  
[Closed Courses](#)  
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**Teaching & Learning  
Centers**

**Study Abroad**

**Thank a Prof.**

**Thank a Colleague**

**Achievements**

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## Spanish 240: A Listening Comprehension Course in Spanish

[Requirements](#) || [Resources](#) || [Calendar](#)

### Prerequisite

The prerequisite for this course is Spanish 104, 111, or the equivalent. You may take 240 and 250 concurrently. Students who have taken 400-level courses and above are not eligible to enroll.

### Course description

Spanish 240 is a developmental listening course designed to teach learners appropriate strategies for comprehending Spanish as a second language and to provide them with intensive and extensive directed listening practice. Cognitive and metacognitive listening strategies presented in the course will develop learners' abilities to understand main ideas, note specific details, detect sequencing, follow directions, make inferences, predict outcomes, and evaluate listening input. Spanish 240 is designed to prepare undergraduate learners for the demands of 400 and 600-level courses in Hispanic literatures, cultures, and linguistics and also for the *Spanish Listening and Reading Proficiency Exam (SLRPE)*. Successful completion of this exam, indicated by a score of 80% or better on each portion of the test, is one of the prerequisites for entry into our major/minor program. While 240 will help prepare for the listening portion of the SLRPE, students should also plan to view television, DVDs, etc. and listen to audio materials from other sources (see the [Resources](#) page) in order to further strengthen vocabulary and comprehension in preparation for the exam. The level of listening proficiency actually achieved by individual learners will depend on the learner's motivation, previous experience, and degree of engagement in course activities. This course will be conducted in Spanish.

### Texts, Materials, and Computer Access

- "[Canciones/240 & 240 videos](#)." for the current quarter are available on the [Digital Language Lab](#).
- Access to [Carmen.osu.edu](#). You will also need to upload [Real Player](#) and [Quicktime](#) on your computer to view the video selections for the course.
- You must upload [iTunes](#) to view and listen to Spanish 240 Podcasts. You may need to upload a different web browser ([Internet Explorer](#), [Firefox](#), or [Safari](#)) because certain browsers may display 240 Carmen content differently.
- Please note, Spanish 240 requires a computer to use **Carmen**. If your personal computer is not able to access the 240 Carmen Web site to view audio, video, or complete the on-line quizzes, etc., you should plan to use the [OIT Student Computing Centers](#) to complete assignments.

### Course Objectives

In Spanish 240, learners will:

- Learn effective listening strategies and apply them to authentic Spanish-language texts.
- Participate in a variety of intensive and extensive listening comprehension and analysis activities.
- Develop listening skills for academic purposes as well as personal enjoyment.
- Extend critical listening skills by commenting and elaborating on content of listening texts through discussion activities.
- Listen to and interview guest speakers.

- Interview one native Spanish speaker.

## Attendance and Class Participation

Regular attendance and participation in class activities are essential to be a successful language learner. In order for students to progress in understanding and speaking Spanish, they must hear and speak it on a daily basis. Therefore, students must prepare carefully for class by completing all assignments in advance and be ready to participate in class. Every day students will be graded on individual, pair, and group activities. The dates for all exams are clearly marked on your syllabus under "Calendar".

**Makeup work** will be permitted only when the instructor is presented with acceptable documentation. Legitimate excused absences include the following: participation in a scheduled activity of an official University organization, verifiable confining illness, serious verifiable family emergencies, subpoenas, jury duty, and military service. It is the student's responsibility to notify his/her instructor of any excused absence as far in advance as possible. Work must be made up in a timely manner (e.g. before the next scheduled evaluation). Documentation for excused absences must be presented as soon as possible. No documentation will be accepted after the last day of regularly scheduled classes.

NOTE: The following message appears on the "**Advice Nurse**" page. *Did you miss a class due to an illness? Do you need to provide an excuse? If you had a visit with a health care provider they can provide you with a visit verification form. If you didn't see a health care provider but still need to document your illness you can use the Absence Excuse Form. This is NOT an acceptable excuse. You should use your four "grace days" to cover these and any other unexcused absences (work, family vacations, long weekends, undocumented illness, transportation problems, etc.)*

- **Grace Days.** You are given two grace days (4 hours of class). After you have used your "grace days" each additional hour of undocumented absence will result in a 1 point reduction of your final grade per absence, i.e., 5 unexcused hours/absences will reduce your final grade by 5 points. For example if your overall average is 95% and you have five unexcused hours/absences your final grade will be a 90%. Absences are counted from the first day of the quarter. Chronic lateness to class will also reduce your grade. Repeated unexcused absences will result in the filing of a "Student Absence Form" with your college office.

## Academic Misconduct

Academic misconduct is defined as any activity which tends to compromise the academic integrity of the institution, or subvert the educational process. All suspected cases of academic misconduct will be reported to the Committee on Academic Misconduct as required by University rules. Such instances include, but are not limited to: plagiarism (representing as one's own work anything done by another), cheating on assignments or examinations, collusion, falsification of excuses, submitting work from a previous quarter without explicit permission of the current instructor, violation of course rules contained in the syllabus or provided in class. Note: your in-class presentation will be graded as a group. All other assignments must be completed individually and all work must be your own.

For example for a written or oral report you should use the vocabulary, grammar structures, and strategies you have learned. Paraphrase your information and DO NOT "cut and paste" whole paragraphs from the web. Work submitted must be in your own words. "Borrowing" materials without citing sources is plagiarism.

## Disability Services

Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office for Disability Services at 614-292-3307 in room 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities.



People  Language Program  Undergraduate Studies  Graduate Studies  News & Outreach

## Department of Spanish & Portuguese

### Language Program

## Spanish 240 Requirements

#### Academic Year Course Schedule

Spanish  
Portuguese

#### Course Descriptions

GEC & Other Offerings  
Spanish Course Desc.  
Portuguese Course Desc.  
Romance Linguistics Course Desc.

#### Current Courses

Spanish Courses  
Portuguese Courses  
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OSU Master Schedule  
Final Exam Schedule

#### Technology Enhanced Courses

Portuguese Individualized Instruction  
Spanish 104 Distance Learning

#### Syllabi

Spanish Syllabi  
Portuguese Syllabi  
Romance Linguistics Syllabi

#### Enrollment Policies

AP Credit  
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Audit & Program 60 - Portuguese  
Closed Courses  
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#### Teaching & Learning Centers

#### Study Abroad

#### Thank a Prof.

#### Thank a Colleague

#### Achievements

#### Home

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### Weekly activities

Class sessions will meet twice a week, and there will be required weekly laboratory activities. Daily evaluations of the quantity and quality of learners' class participation will be made by the instructor. Learners will study listening strategies and practice applying them to the audiovisual and "live" presentations. Practice in note-taking and group discussions based on the listening texts will also be incorporated into class activities. Required laboratory assignments will be based on audio and videotaped materials. Additional listening activities will be assigned from Internet sources, films, CD's etc. Use a good Spanish/English dictionary (mini dictionaries are not recommended) or access an [online dictionary](#) to complete coursework.

### Out of class practice

Spanish television broadcasts are offered at the Crane Cafe in Hagerty Hall. When appropriate broadcasts are scheduled, students will be informed of the dates and times and encouraged to watch. The *Department of Spanish and Portuguese* also invites you to participate in volunteer and job opportunities with organizations that are dedicated to the Hispanic/Latino community. Visit the [Resources](#) page for more information. If you would like to practice speaking Spanish in a small group setting, visit our Conversation Tables in the [Teaching and Learning Centers](#) (TLC).

### Course Evaluation

#### Homework

**20%**

- **10%: On-line quizzes.** Quizzes are administered on-line through Carmen. Each of them takes about 5 to 20 minutes. Please note that for each quiz you will only be permitted to log on once. After the deadline for taking the quiz has elapsed, it's automatically switched off. Do not put it off to the last minute! Note: I will not remind you when you have a quiz due. It is your responsibility to keep up with the syllabus/calendar of the course and submit your work on time.
- **10%: Hojas de actividades** (Antes de ver, ¿Qué has entendido? ¿Qué dices ahora?, Después de ver); preguntas, etc. Homework will be assigned on a daily basis, and must be completed individually. Group homework submissions will not be accepted. Written assignments will be evaluated for accuracy, appropriate vocabulary, sentence structure, etc.

#### Three Exams

**30%**

Examinations will be hybrid in nature. Learners will listen and respond to unfamiliar texts, applying strategies previously studied in class. Response formats will include completion of information grids, objective responses, short answers, and short essays. Although the emphasis in Spanish 240 is listening comprehension, the grammar concepts presented in 101.01 - 104 will also be evaluated. Written exams will be evaluated for accuracy, appropriate vocabulary, sentence structure, etc.

#### Video Group Presentation

**10%**

Each student will select or be assigned a specific topic to present to the class as an oral presentation (10 - 15 minutes). The group will research online a Spanish-language video that coincides with one of the five topics covered in class. The video should be

approximately 2 minutes in length. It can be any type of video: news brief, sports commentary, music industry interview, etc. but must be suitable for a classroom presentation. R-rated material and/or music videos will not be approved.

**Interview with Native Speaker**

**15%**

In order to improve your speaking as well as listening skills, there will be a required interview with a native Spanish speaker. If the interviewee is **not** a native speaker, no credit will be given for the interview. We will brain-storm and practice interviewing techniques during the in-class session. Students will then construct their own interview questions and tape a 10 minute interview with a Spanish-speaker about a topic of your choice. While you may share your questions with the interviewee, his/her responses and your additional comments or questions must be unscripted. This taped interview will be the basis of individual speaking exams. Check the Interview Appointments page to verify your report date/time. If you miss your scheduled appointment, you must provide documentation as per the syllabus in order to reschedule.

**Final Exam**

**25%**

The final exam will cover themes 4 and 5. Response formats will include completion of information grids, objective responses, short answers, and short essays. Although the emphasis in Spanish 240 is listening comprehension, the grammar concepts presented in 101.01 – 104 will also be evaluated. Exams will be evaluated for accuracy, appropriate vocabulary, sentence structure, etc.

<b>Grading Scale</b>	
<b>Letter Grade</b>	<b>Numerical Equivalent</b>
A	93 - 100
A-	90 - 92
B+	88 - 89
B	83 - 87
B-	80 - 82
C+	78 - 79
C	73 - 77
C-	70 - 72
D+	68 - 69
D	65 - 67
E	0 - 64.9

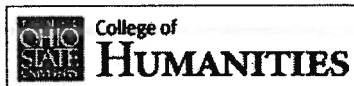
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Latin American Literatures and Cultures Program - Literatures and Cultures of Spain Program - Portuguese Program - Hispanic Linguistics Program  
 People - Language Program - Undergraduate Studies - Graduate Studies - News & Outreach

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Spanish and Portuguese, 298 Hagerty Hall, 1775 College Rd. Phone: 614-292-4958 Fax: 614-292-7726

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 230 North Oval Mall  
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 Fax: 614-292-8666  
 Email: [humanities@osu.edu](mailto:humanities@osu.edu)

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## CALENDARIO DE 240 (TENTATIVO)

### Para entregar antes de clase:

1. **Quizzes [Q]**. No habrá reposiciones (make-ups).
2. **Tarea escrita [TD]**. Escribe en computadora toda la tarea y entrégala vía "Dropbox" en Carmen. El estudiante recibirá un cero si no la entrega antes de clase. En caso de no poder colocarla en el "Dropbox", favor enviarla por correo electrónico a **macian.1@osu.edu**. La tarea debe incluir los acentos y símbolos necesarios, favor ver la página con los códigos para la acentuación que se encuentra bajo "Resources". Importante: *Favor traer a la clase una copia impresa de la tarea previamente entregada vía "Dropbox". La copia impresa no reemplaza la enviada electrónicamente.*

**Nomenclatura clave:**[Q] Quizzes    [TD] Tarea a entregar vía Dropbox    [P] Presentación en grupo

FECHA	ANTES DE CLASE	EN CLASE
<b>Primera semana</b>		
24 de marzo		<b>Introducción al curso y a Carmen</b> <ul style="list-style-type: none"> <li>• Completar y entregar el formulario de registro.</li> <li>• Proyectos de 240</li> <li>• Cómo hacer símbolos en el teclado de una computadora</li> </ul> <b>Introducción al Tema I: Tradiciones populares</b> <ul style="list-style-type: none"> <li>• Presentar Estrategias #1 – 3</li> <li>• Ver CNN 5.3 <i>La celebración de la Purísima</i></li> <li>• Introducción a los Audios 1 – 3</li> </ul>
26 de marzo	<ul style="list-style-type: none"> <li>• [Q] #1 CNN 5.3 <i>La Celebración de la Purísima</i></li> <li>• Escuchar Audios 1 – 3</li> <li>• [TD] Hoja de ejercicios Audios 1 – 3: Antes de escuchar, Preguntas de comprensión Hablantes 1 – 3, Después de escuchar</li> <li>• Repasar SLRPE en Internet <a href="http://sppo.osu.edu/studentinfo/undergraduates/advising/spanish/testing/slrpe/slrpe.cfm">http://sppo.osu.edu/studentinfo/undergraduates/advising/spanish/testing/slrpe/slrpe.cfm</a></li> </ul>	<b>Tema I: Tradiciones populares</b> <ul style="list-style-type: none"> <li>• Repasar Audios 1-3</li> <li>• Presentar Estrategia #4</li> <li>• Explicar presentación en grupo—video y guía de estudio; proceso de investigación</li> <li>• Introducción al Tema II El ámbito profesional y CNN 4.3</li> <li>• Escuchar Audio 10 <i>El papel de la mujer</i></li> </ul>
28 de marzo	<i>Last day to add a course through Web or advisor without permission of SPPO.</i>	
<b>Segunda semana</b>		
31 de marzo	<ul style="list-style-type: none"> <li>• [Q] #2 Audios 1 – 3</li> <li>• Ver CNN 4.3 <i>La lucha del micro-empresario</i></li> <li>• [TD] CNN 4.3 Antes de ver, ¿Qué has entendido?, ¿Qué dices ahora?, Después de ver</li> </ul>	<b>Tema II: El ámbito profesional</b> <ul style="list-style-type: none"> <li>• Repasar CNN 4.3</li> <li>• Presentar Estrategias #5 y #6</li> <li>• Introducción a <i>Ebay.es: Las mujeres...</i></li> <li>• Leer "Ebay.es"</li> </ul>
2 de abril	<ul style="list-style-type: none"> <li>• [Q] #3 CNN 4.3</li> <li>• Ver <i>Ebay.es: Las mujeres venden a través de ebay.es</i></li> <li>• [TD] Hoja de ejercicios <i>Ebay.es: Las mujeres...</i>: Antes de ver, ¿Qué has entendido?, ¿Qué dices ahora?, Después de ver</li> </ul>	<b>Tema II: El ámbito profesional</b> <ul style="list-style-type: none"> <li>• Repaso de <i>Ebay.es</i></li> <li>• Presentar Estrategia #7 &amp; #8</li> <li>• Introducción al cortometraje <i>Nada que perder</i></li> </ul>

Tercera semana		
7 de abril	<ul style="list-style-type: none"> <li>• [Q] #4 <i>Ebay.es</i></li> <li>• Ver primera mitad del cortometraje <i>Nada que perder</i> (39:00 – 48:30)</li> <li>• [TD] Hoja de ejercicios <i>Nada que perder 1</i>: Antes de ver, ¿Qué has entendido?, Después de ver</li> </ul>	<b>Tema II: El ámbito profesional</b> <ul style="list-style-type: none"> <li>• Repasar Primera mitad <i>Nada que perder</i></li> <li>• Ver segunda mitad del cortometraje <i>Nada que perder</i> (39:00 – 48:30)</li> <li>• Repasar para el Examen I</li> </ul>
9 de abril	<ul style="list-style-type: none"> <li>• Estudiar para el Examen I</li> </ul>	<b>Tema III: Las relaciones interpersonales</b> <ul style="list-style-type: none"> <li>• Examen I</li> <li>• Introducción al Tema III ya CNN 2.2</li> </ul>
11 de abril	<i>Last day to drop without a "W" on your record.</i>	
Cuarta semana		
14 de abril	<ul style="list-style-type: none"> <li>• Ver CNN 2.2 <i>El arte urbano</i></li> <li>• [TD] Hoja de ejercicios CNN 2.2: Antes de ver, ¿Qué has entendido?, ¿Qué dices ahora?, Después de ver</li> </ul>	<b>Tema III: Las relaciones interpersonales</b> <ul style="list-style-type: none"> <li>• Repasar CNN 2.2</li> <li>• [P] Los micro-empresarios hispanos</li> <li>• Introducción a CNN 4.2</li> </ul>
16 de abril	<ul style="list-style-type: none"> <li>• [Q] #5 CNN 2.2</li> <li>• Ver CNN 4.2 <i>La escuela al campo</i></li> <li>• [TD] CNN 4.2 Antes de ver, ¿Qué has entendido?, ¿Qué dices ahora?, Después de ver</li> <li>• [TD] Formular 10 a 15 preguntas para la entrevista con el hispanohablante</li> </ul>	<b>Tema III: Las relaciones interpersonales</b> <ul style="list-style-type: none"> <li>• Repasar CNN 4.2</li> <li>• [P] El sistema de educación en el mundo hispano</li> <li>• [P] Servicio comunitario en el mundo hispano</li> <li>• Introducción a la vida de los ancianos en el mundo hispano y al reportaje CNN 3.3</li> <li>• Practicar cómo se hace una entrevista</li> </ul>
Quinta semana		
21 de abril	<ul style="list-style-type: none"> <li>• [Q] #6 CNN 4.2</li> <li>• Ver CNN 3.3 Amor en la tercera edad</li> <li>• [TD] Hoja de ejercicios CNN 3.3 Antes de ver, ¿Qué has entendido?, ¿Qué dices ahora?, Después de ver</li> </ul>	<b>Tema III: Las relaciones interpersonales</b> <ul style="list-style-type: none"> <li>• Repasar CNN 3.3</li> <li>• [P] Los adultos mayores en el mundo hispano</li> <li>• Introducción al cortometraje <i>La milpa</i></li> </ul>
23 de abril	<ul style="list-style-type: none"> <li>• [Q] #7 CNN 3.3</li> <li>• Ver la primera mitad del cortometraje <i>La Milpa</i> (10:19 – 25:48)</li> <li>• [TD] Hoja de ejercicios <i>La milpa 1</i>: Antes de ver, ¿Qué has entendido?, ¿Qué dices ahora?, Después de ver</li> </ul>	<b>Tema III: Las relaciones interpersonales</b> <ul style="list-style-type: none"> <li>• Repasar primera mitad de <i>La milpa</i></li> <li>• Repasar secciones importantes de la primera mitad del cortometraje</li> <li>• [P] La industria del cine, televisión o radio en el mundo hispano</li> <li>• Introducción a la segunda mitad de <i>La milpa</i></li> </ul>
Sexta semana		
28 de abril	<ul style="list-style-type: none"> <li>• [Q] #8 <i>La milpa</i> (1ª &amp; 2ª mitades)</li> <li>• Ver la segunda mitad del cortometraje <i>La milpa</i> (25:48 – 36:17)</li> <li>• [TD] Hoja de ejercicios <i>La milpa 2</i>: Antes de ver, ¿Qué has entendido?, ¿Qué dices ahora?, Después de ver</li> </ul>	<b>Tema III: Las relaciones interpersonales</b> <ul style="list-style-type: none"> <li>• Repasar secciones importantes de la segunda mitad del cortometraje</li> <li>• [P] La mujer hispana actual</li> <li>• Repasar para Examen II</li> </ul>
30 de abril	<ul style="list-style-type: none"> <li>• Repasar para el Examen II</li> </ul>	<b>Tema III: Las relaciones interpersonales</b> <ul style="list-style-type: none"> <li>• Examen II</li> <li>• Introducción al Tema IV y a CNN 6.1 <i>Sin mi carro en Bogotá</i></li> </ul>

**Séptima semana**

5 de mayo

- Ver CNN 6.1 *Sin mi carro en Bogotá*
- **[TD]** Hojas de ejercicios CNN 6.1: Antes de ver, ¿Qué has entendido?, ¿Qué dices ahora?, Después de ver

**Tema IV: El medio ambiente y la tecnología**

- Repasar CNN 6.1
- **[P]** El medio ambiente
- Introducción al Tema V, *Sólo le pido*
- Introducción a la música de protesta

**Nota:** Exámenes orales fuera de clase

7 de mayo

- **[Q]** #9 CNN 6.1
- Escuchar "Sólo le pido a Dios"
- **[TD]** Hoja de ejercicios *Sólo le pido a Dios*: Antes de ver, ¿Qué has entendido?, ¿Qué dices ahora?, Después de ver

**Tema V: El español y su gente**

- Repasar "Sólo le pido a Dios"
- Leer "Los mejor calzados"
- Introducción a *Drama de los inmigrantes*
- **[P]** Los inmigrantes indocumentados en EE.UU.

**Nota:** Exámenes orales fuera de clase

9 de mayo

*Last day to drop a course without petitioning.***Octava semana**

12 de mayo

- **[Q]** #10 La guerra sucia
- **[TD]** Hoja de ejercicios *Drama de los inmigrantes*: Antes de ver, ¿Qué has entendido?, ¿Qué dices ahora?, Después de ver

**Tema V: El español y su gente**

- Repasar *Drama de los inmigrantes*
- **[P]** Los inmigrantes indocumentados en países hispanos
- Repaso para Examen III

**Nota:** Exámenes orales fuera de clase

14 de mayo

- Estudiar para el Examen III

**Tema V: El español y su gente**

- Examen III
- Introducción a *El norte*

**Nota:** Exámenes orales fuera de clase**Novena semana**

19 de mayo

- Ver película *El norte* Escenas 1-8
- **[TD]** Hojas de ejercicios *El norte* Escenas 1-8: Antes de ver, ¿Qué has entendido?, ¿Qué dices ahora?, Después de ver

**Tema V: El español y su gente**

- Repasar Escenas 1-8 *El norte*
- Repasar secciones importantes del largometraje (Escenas 1-8)
- Introducción a las escenas 9-14 de *El norte*

**Nota:** Exámenes orales fuera de clase

21 de mayo

- **[Q]** #11 El norte (Escenas 1-8)
- Ver película *El norte* Escenas 9-14
- **[TD]** Hojas de ejercicios *El norte* Escenas 9-14: Antes de ver, ¿Qué has entendido?, ¿Qué dices ahora?, Después de ver

**Tema V: El español y su gente**

- Repasar Escenas 9-14 *El norte*
- Repasar secciones importantes del largometraje (Escenas 9-14)
- Introducción a las escenas 15-17 de *El norte*

**Nota:** Exámenes orales fuera de clase**Décima semana**

26 de mayo

- **DÍA FESTIVO**

28 de mayo

- **[Q]** #12 El norte (Escenas 9-14)
- Ver película *El norte* Escenas 15-17
- **[TD]** Hojas de ejercicios *El norte* Escenas 15-17: Antes de ver, ¿Qué has entendido?, ¿Qué dices ahora?, Después de ver

**Tema V: El español y su gente**

- Repasar la película *El norte*
- Repasar para el examen final

**Nota:** Exámenes orales fuera de clase**Semana de exámenes finales**

2 de junio

- Examen final \_\_\_\_\_