

Spanish 240 II: A Listening Comprehension Course in Spanish

Spanish Individualized Instruction

I.I. is a self-paced, mastery-based program of learning the language that is designed to mirror the courses offered in the classroom. The course offered is Spanish 240. The individualized and the classroom tracks have the same goals: to help the student achieve a certain degree of proficiency in listening, speaking, reading, and writing. However, Spanish I.I. differs from classroom courses in the following:

Mastery-based learning: Because of the highly independent nature of language learning in the I.I. program, we require that students perform at the level of 80% or better.

Variable pacing: In I.I. you set your own pace of learning. Each unit will guide you step by step through the program, but **you must work regularly!** Self-motivated students do better in this type of program than those who need "exterior" encouragement (from a teacher or a deadline, for example).

Flexible credit: One full course is worth five credit hours. In the classroom, these 5 hours would be completed over a 10-week quarter. In the Individualized Instruction program, you can spread those credits hours over more than one quarter (or, conversely, you can finish one course and start another in the same quarter). The number of credit hours earned depends on your learning pace. You may earn anywhere between two and twenty credit hours per quarter. Only students finishing a course or those enrolled through Program 60 (or other special programs) may register for one credit per quarter. In Spanish II one credit hour is equivalent to one module; each complete course comprises a total of 4 modules.

Flexible meeting times: All work in I.I. is done on an appointment basis. **You set deadlines for finishing each module and make the required appointments when you are ready.** You need to set your deadlines for each module with an instructor. How often you come in to see an instructor depends on how quickly you are working and how much additional help you need. It will also depend on available appointment times.

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 II 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

- 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.
- 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 may need to upload a different web browser ([Internet Explorer](#), [Firefox](#), or [Safari](#)) because certain browsers may display 240 Carmen content differently.
- For extra listening practice see "*Canciones/240 & 240 videos*" on the [Digital Language Lab](#).

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 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 appointments or conversation tables by completing all assignments in advance and be ready to participate.

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.)

Incompletes

An Incomplete "I" indicates that the student has completed a major portion of the work in the course in a satisfactory manner, but for reasons judged by the Language Studies Committee to be legitimate, a portion of the course requirements remains to be completed.

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: 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 and plagiarism. Plagiarism is the representation of another's works or ideas as one's own: it includes the unacknowledged word for word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas. Plagiarism via the internet is not only dishonest, it's also liable to be caught. Paper assignments, if they are clear and course-specific, don't match well with what's available on the net, and search engines on the net make detection of plagiarism as easy as plagiarism itself. For example for a written or oral report you should use the vocabulary, grammar structures, and strategies you've learned. Paraphrase your information and **do not** "cut and paste" whole paragraphs from the web. For more on university policies concerning plagiarism, including information on the formal hearing process by the Committee on Academic Misconduct visit the [COAM FAQ page](#).

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.