

Term Information

Effective Term Summer 2018
[Previous Value](#) [Spring 2013](#)

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Title and description of the course

What is the rationale for the proposed change(s)?

Under the previous Language Studies Director the course was geared toward reading skills in Spanish for majors and minors. Resulting from faculty review and approval, the course now concentrates on all 4 skills (reading, writing, speaking and listening).

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

n/a

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Spanish
Fiscal Unit/Academic Org	Spanish & Portuguese - D0596
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2202.01
Course Title	Spanish IV
Previous Value	Reading Comprehension: Classroom
Transcript Abbreviation	Spa IV
Previous Value	Reading Comp
Course Description	Ongoing development of listening, reading, speaking, and writing skills and knowledge of Hispanic cultures. Taught in Spanish. A grade of C- or above is required to move on to Spanish 3000-level.
Previous Value	Reading strategies and practice based on authentic Spanish texts, both journalistic and literary. Not open to native speakers of this language through regular course enrollment or EM credit.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Previous Value	14 Week, 12 Week, 8 Week, 7 Week, 6 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	Yes

Admission Condition	Foreign Language - Level
Off Campus	Never
Campus of Offering	Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: 1103.01, or equiv.
Previous Value	Prereq: 1103.01 (103.01 and 104, or 111), or equiv.
Exclusions	Not open to native speakers of this language through regular course enrollment or EM credit. Not open to students with credit for 2202.51.
Previous Value	Not open to students with credit for 2202.51 (250.51).
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	16.0905
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none">• Learn strategies that will help comprehension of the texts studied and of written Spanish in general, thus preparing for more advanced readings in the 3000 (400) level courses and above• Broaden vocabulary and practice spoken and written Spanish through communicative activities• Developing reading comprehension and analysis in Spanish and practice other linguistic skills
Content Topic List	<ul style="list-style-type: none">• Spanish language and culture• Listen to and view authentic media• Read authentic texts• Sustain conversations about selected topics• Write compositions using selected vocabulary and grammar• Demonstrate understanding of basic cultural elements of Spanish-speaking world• Taught in Spanish• Demonstrate increased understanding of your own culture• Demonstrate increased understanding of how language works• Develop literal, evaluative, and critical reading skills in Spanish
Sought Concurrence	No

COURSE CHANGE REQUEST
2202.01 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
11/30/2017

Attachments

- OLD-SPAN 2202 WF AU14-Syllabus.pdf: old syllabus
(Syllabus. Owner: Sanabria, Rachel A.)
- OLD-Spanish 2202 Overview.pdf: old overview
(Syllabus. Owner: Sanabria, Rachel A.)
- OLD-Spanish 2202 Requirements.pdf: old requirements
(Syllabus. Owner: Sanabria, Rachel A.)
- SPAN 2202.01_Syllabus_AU17_v9-Final.docx: new syllabus
(Syllabus. Owner: Sanabria, Rachel A.)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Sanabria, Rachel A.	10/26/2015 11:46 AM	Submitted for Approval
Approved	Sanabria, Rachel A.	11/17/2017 10:52 AM	Unit Approval
Approved	Heyssel, Garrett Robert	11/30/2017 12:05 PM	College Approval
Pending Approval	Nolen, Dawn Vankeerbergen, Bernadette Chantal Oldroyd, Shelby Quinn Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler	11/30/2017 12:05 PM	ASCCAO Approval

Spanish 2202.01: Autumn 2014
Wednesday & Friday

Fecha	En clase	Después de clase
Primera semana		
27 de agosto	<ul style="list-style-type: none"> Introducción al curso: <u>Repasar estrategias y términos literarios</u> Tema I: La identidad <ul style="list-style-type: none"> Practicar estrategias: Cómo relacionar las nuevas ideas con lo que ya sabes Presentar: Imágenes Photoshop C/112 – 119 	<ul style="list-style-type: none"> Repasar: <u>SLRPE en Internet</u> Escuchar audio: “La belleza, los medios de comunicación y la imagen corporal” y escribir un resumen corto en inglés Repaso de gramática: Ser vs. Estar (en Carmen) Preparar: Imágenes Photoshop C/112 – 119
29	<ul style="list-style-type: none"> Discutir: Imágenes Photoshop C/112 – 119 Práctica de comprensión auditiva: “Las referencias a la apariencia física no son tabú” Practicar estrategias: Cómo revisar un texto (skimming and scanning) Presentar: Borges y yo C/161 – 166 	<ul style="list-style-type: none"> Preparar: Borges y yo C/161 – 166 Entregar práctica de SLRPE: Borges y yo Repaso de gramática: Pretérito vs. Imperfecto (en Carmen)
29	<i>Last day to add a full semester without Departmental permission. Instructors are not authorized to sign permission to add slips.</i>	
Segunda semana		
3 de septiembre	<ul style="list-style-type: none"> Discutir: Borges y yo C/161 – 166 Practicar estrategias: Cómo buscar detalles importantes Presentar: El hallazgo C/167 – 178 	<ul style="list-style-type: none"> Preparar: El hallazgo C/167 – 178 Entregar práctica de SLRPE: El crimen perfecto (en Carmen)
5	<ul style="list-style-type: none"> Discutir: El hallazgo C/167 – 178 	<ul style="list-style-type: none"> Preparar: El hallazgo C/167 – 178 Quiz #1 Términos Literarios (en Carmen)
5	<i>Last day to add a full semester course without a petition.</i>	
Tercera semana		
10 de septiembre	<ul style="list-style-type: none"> Discutir: El hallazgo C/167 – 178 Repaso 	<ul style="list-style-type: none"> Estudiar para el Examen 1
12	<ul style="list-style-type: none"> Examen 1: Imágenes Photoshop; Borges y yo; El hallazgo 	<ul style="list-style-type: none"> Preparar: El amigo de Él y Ella C/11 – 19 Entregar práctica de SLRPE: El amigo de Él y Ella
Cuarta semana		
17 de septiembre	Tema II: Relaciones interpersonales <ul style="list-style-type: none"> Presentar: El amigo de Él y Ella C/11 – 19 Practicar estrategias: Cómo identificar la función de un texto 	<ul style="list-style-type: none"> Preparar: El amigo de Él y Ella C/11 – 19 Repaso de gramática: Gustar (en Carmen)
19	<ul style="list-style-type: none"> Discutir: El amigo de Él y Ella C/11 – 19 Practicar estrategias: Cómo identificar la idea principal Presentar: Kinsey Report No. 6 C/80 – 84 	<ul style="list-style-type: none"> Escuchar audio: “Los títulos en español” y preparar hoja de actividades (en Carmen) Preparar: Kinsey Report No. 6 C/80 – 84
19	<i>Last day to drop a full semester course without receiving a “W” on your record.</i>	
Quinta semana		
24 de septiembre	<ul style="list-style-type: none"> Discutir: Kinsey Report No. 6 C/80 – 84 Presentar: ¿Por qué me odias tú? C/193 – 203 	<ul style="list-style-type: none"> Preparar: ¿Por qué me odias tú? C/193 – 203 Escuchar audio: “Domitila Barrios de Chungara” y escribir un resumen corto en inglés
26	<ul style="list-style-type: none"> Discutir: ¿Por qué me odias tú? C/193 – 203 	<ul style="list-style-type: none"> Quiz #2 Términos literarios

Sexta semana		
1 de octubre	<ul style="list-style-type: none"> Repaso 	<ul style="list-style-type: none"> Estudiar para el Examen 2
3	<ul style="list-style-type: none"> Examen 2: El amigo de Él y Ella; Kinsey Report No. 6; ¿Por qué me odias tú? 	<ul style="list-style-type: none"> Preparar: Espuma y nada más C/255 – 262 y entregar hoja de actividades (en Carmen)
Séptima semana		
8 de octubre	Tema III: La trama social <ul style="list-style-type: none"> Presentar: Espuma y nada más C/255 – 262 	<ul style="list-style-type: none"> Preparar: Espuma y nada más C/255 – 262 Repaso de gramática: Por vs. Para (en Carmen)
10	<ul style="list-style-type: none"> Discutir: Espuma y nada más C/255 – 262 Presentar: El prócer C/264 – 274 	<ul style="list-style-type: none"> Preparar: El prócer C/264 – 274 y entregar hoja de actividades (en Carmen)
Octava semana		
15 de octubre	<ul style="list-style-type: none"> Discutir: El prócer C/264 – 274 	<ul style="list-style-type: none"> Preparar: El prócer C/264 – 274
17	<ul style="list-style-type: none"> Discutir: El prócer C/264 – 274 	<ul style="list-style-type: none"> Entregar práctica de SLRPE: “El eclipse” (en Carmen)
Novena semana		
22 de octubre	<ul style="list-style-type: none"> Taller de SLRPE en clase (Práctica con textos y audios nuevos) Presentar: Diarios de Motocicleta 	<ul style="list-style-type: none"> Ver Diarios de Motocicleta y Preparar actividad 1 (en Carmen) Quiz #3 Términos literarios (en Carmen)
24	<ul style="list-style-type: none"> Discutir: Diarios de Motocicleta (Primera mitad) 	<ul style="list-style-type: none"> Ver Diarios de Motocicleta y Preparar actividad 2 (en Carmen)
Décima semana		
29 de octubre	<ul style="list-style-type: none"> Discutir: Diarios de Motocicleta (Segunda mitad) Repaso 	<ul style="list-style-type: none"> Estudiar para el Examen 3
31	<ul style="list-style-type: none"> Entregar SLRPE de tu texto literario: Ver bajo Requirements, Análisis oral de un texto Examen 3: Espuma y nada más; El prócer; Diarios de Motocicleta 	
31	<i>Last day to drop a full semester course without petitioning.</i>	
Undécima semana		
5 de noviembre	<ul style="list-style-type: none"> SLRPE en clase 	
7	<ul style="list-style-type: none"> SLRPE en clase 	<ul style="list-style-type: none"> Preparar: <i>Aura</i>, Capítulo 1 A/11 – 20 Escribir resumen
Duodécima semana		
12 de noviembre	Tema IV: Aura <ul style="list-style-type: none"> Discutir y hacer actividades: <i>Aura</i>, Capítulo 1 Práctica de comprensión auditiva: “Carlos Fuentes: Entrevista” 	<ul style="list-style-type: none"> Preparar: <i>Aura</i>, Capítulo 2 A/21 – 29 Escribir resumen
14	<ul style="list-style-type: none"> Discutir y hacer actividades: <i>Aura</i>, Capítulo 2 	<ul style="list-style-type: none"> Preparar: <i>Aura</i>, Capítulo 3 A/30 – 41 Escribir resumen
Decimotercera semana		
19 de noviembre	<ul style="list-style-type: none"> Discutir y hacer actividades: <i>Aura</i>, Capítulo 3 	<ul style="list-style-type: none"> Preparar: <i>Aura</i>, Capítulo 4 A/42 – 50 Escribir resumen
21	<ul style="list-style-type: none"> Discutir y hacer actividades: <i>Aura</i>, Capítulo 4 	
Decimocuarta semana		
26 de noviembre	DÍA FESTIVO	
28	DÍA FESTIVO	

Decimoquinta semana

3 de diciembre	<ul style="list-style-type: none">• Presentaciones orales	<ul style="list-style-type: none">• Preparar: <i>Aura</i>, Capítulo 5 A/51 – 62• Escribir resumen
5	<ul style="list-style-type: none">• Discutir y hacer actividades: <i>Aura</i>, Capítulo 5• Repaso	

Examen final

11 de diciembre	The Language Program gives Common Final Exams. Your final exam is on Thursday from 6:00-7:45pm. Consult your instructor for the confirmed date, time, and location of your final examination.
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Spanish 2202.01: A Reading Course in Spanish

General Overview

Prerequisite

The prerequisite for Spanish 2202.01 is Spanish 1103.01/1103.51 or (104 or 111) earned through regular course enrollment, MultiCAT Placement Test, or Transfer Credit. Spanish 2202.01 is not open to:

- native speakers of Spanish
- students with credit for Honors Spanish: 2200H or 104H

Note: Students with scores of AP Score (4 or 5), IB Advanced Score (6 or 7) in Spanish are exempt from Spanish 2202.01 and the SLRPE, and are eligible for enrollment in Spanish 33401 or 3403. Contact SPPO Departmental Advisor for additional information.

Placement Tests

All students who studied Spanish for two years or more in high school and have used Spanish to fulfill the admissions requirement, but have not received any previous Spanish credit at The Ohio State University or another university/college must take MultiCAT (Multimedia Computer Adaptive Test). Students usually take the placement test during Orientation. If for some reason, you were unable to take the test during Orientation, you should contact the Foreign Language Center for information about dates and times at flc@osu.edu or call 614-292-4361.

Texts and Materials

- Halty, Raquel and Angela Labarca. *Convocación de palabras: Lectura y redacción*. USA. Thomson/Heinle, 2006. ISBN 1-4130-0666-3. You may also rent the book.
- Fuentes, Carlos. *Aura*. México: Ediciones Era, 2003. ISBN 978-968-411-181-3. **NOTE:** *This is the edition that will be referred to and used in class. Students who acquire a different edition will be responsible for finding text that is alluded to in class.*
- Spanish/English Dictionary (your choice). See the [Language Program Resource](#) page for suggested on-line dictionaries
- Use CARMEN to access materials related to your language program

Course Description

Spanish 2202.01 provides students with the necessary strategies for reading original texts in Spanish, as well as opportunities to read, understand, and analyze short stories, poems, novels, and journalistic texts.

Objectives

In Spanish 2202.01, students will learn strategies that will help comprehension of the texts studied and of written Spanish in general, thus preparing for more advanced readings in the 3000-level courses and above. Students will also broaden their vocabulary and practice spoken and written Spanish through communicative activities. The course aims at developing reading comprehension and analysis in Spanish, while also practicing other linguistic skills.

Students enrolled in Spanish 2202.01, who wish to register for Spanish 3000 level courses, must take 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 2202.01 will help prepare for the reading portion of the SLRPE, students should also plan to read material from other sources (see the Resources page)

Attendance

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. The following message appears on the "Student Health Services" page. *If you had a visit with a health care provider he/she can provide you with a visit verification form. If the provided visit verification form, stop by Administrative Services and Credentialing in room 264, directly across from the elevator. They can provide you with a medical excuse that should be accepted by your professor. If you did not see a health care provider but still need to document your illness you can use the [Absence Excuse Form \(PDF\)](#).* This "Explanatory Statement for Absence from Class" is NOT acceptable documentation. You should use your four "grace days" to cover these and any other unexcused absences (work, family vacations, long weekends, undocumented illness, transportation problems, weddings, etc.)

- **After two unexcused absences**, each additional undocumented absence will result in a 2-point reduction of your final grade per absence, i.e., 5 unexcused absences (beyond the two absences will reduce your final grade by 10 points. For example if your overall average is 95% and you have five unexcused absences your final grade will be an 85%.
- **Repeated unexcused absences** will result in the filing of a "Student Absence Form" with your college office.
- **Chronic tardiness** to class will also reduce your grade. Three tardies of 15 minutes or more/ or leaving class early equal an absence. Absences are counted from the first day of the semester.

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

"It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the [Code of Student Conduct](#).

Academic misconduct is defined as any activity that tends to compromise the academic integrity of the institution, or subvert the educational process. Such instances include, but are not limited to: cheating on assignments or examinations, collusion, falsification of excuses, submitting work from a previous semester 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 is also liable to be caught. Paper assignments, if they are clear and course-specific, do not 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. Using online or electronic translators can also be a form of plagiarism when used in order to form structures longer than a couple of words, and when these structures do not reflect a student's other work in the course. 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](#).

Disruptive Behavior

According to the [Code of Student Conduct](#) disorderly or disruptive behavior that unreasonably interferes with university activities or with the legitimate activities of a member of the university community is prohibited. The program does not permit the use of cell phones or other electronic devices in class. Exceptions will be made for assistive technologies for the vision-or hearing-impaired in consultation with ODS.

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. Students with disabilities that have been diagnosed with a disability will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The [Office of Disability Services](#) (ODS) no longer provides diagnostic testing for OSU students who suspect that they have an undiagnosed learning disability (LD) or need updated LD testing. Students may contact ODS concerning LD testing and speak to a disability counselor, who will make referrals to other resources within and outside of the OSU community. The [Office for Disability Services](#) is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901.

Spanish 2202.01: A Reading Course in Spanish

Requirements

Class activities

Classes will focus on comprehension, analysis, and discussion of the assigned texts, through activities that require active participation from students. Students must be in class in order to obtain participation credit. Class activities cannot be made up.

Homework

Students must complete their assigned homework before class. The instructor may go over homework in class, or s/he may collect homework for grading.

Exams

There are four exams during the semester, three midterms and a final, that will evaluate comprehension and analysis of assigned readings, as well as of new readings. In order to prepare for these exams, review *En términos generales*, *Los personajes y sus papeles*, and *Más allá del texto* at the end of each selection.

Análisis oral de un texto

Each student will give a fifteen-minute presentation on a literary text. Select one literary text from the following list: **Convocación de palabras**: *La familia* (pp.23-28), *Tú me quieres blanca* (pp.91-93), *El amante* (pp.123-128); *La guerra y la paz* (pp.136-138), *La United Fruit Co.* (pp. 241-242). In preparation for the presentation, read your chosen text and develop your own textual analysis in the form of an oral presentation and a power point.

The presentation should include the following elements: general information about the author of the text, relevant cultural context, presentation of the main themes presented in the text, personal analysis and/or connection of the text with other readings from the class, and a bibliography. In this respect, the presentation should follow broadly the model of the instructor's introduction of literary texts during the semester. In preparation for your presentation, you will also hand in a SLRPE (short summary in English of main ideas) of your chosen text on a date specified in the class calendar. This SLRPE should be typewritten and written in English, and it should present all main ideas clearly and eloquently.

Our textbook, **Convocación de palabras**, includes useful information about the authors and cultural contexts; but it is essential that you research the texts and authors. The bibliography for your presentation should list three outside references, not including **Convocación de palabras**. Only one of these references can be taken from the internet.

During a previously scheduled appointment, you will present your analysis to the instructor. Remember that you are not allowed to read from your notes. The presentation will be evaluated based on its content and the correct use of language. Be prepared to expand or clarify responses as required.

SLRPE	Textual Analysis	Power Point Presentation	Oral Presentation	Total Value
SLRPE turned in on time. The SLRPE is typewritten and includes all main ideas. Ideas are expressed eloquently.	Textual analysis well developed with extensive supporting details. Leaves no doubt that the student possesses a superior understanding of the text. Exceeds all requirements.	Superior product that exceeds expectations. Visuals complement the presentation and show originality.	Complete. Clear and fully comprehensible. Highly effective and well-developed. Presentation flows. Enthusiastic. Exceeds expectations.	90-95-100 A
SLRPE turned in on time. The SLRPE is typewritten and includes most main ideas. Ideas are expressed adequately.	Textual analysis appropriately developed with adequate supporting details. Analysis outweighs plot summary. Meets all requirements.	Neat, clear and appropriate visual that meets expectations. Product reinforces theme and details.	Content comprehensible. Appropriate. Pronunciation does not interfere with communication. Little hesitation.	80-85 B
SLRPE turned in on time. The SLRPE is typewritten and includes most ideas. There is some confusion in the expression of the ideas.	Analysis is not well focused. Includes some supporting details but does not show an in-depth understanding of the reading and/or its context. Meets most requirements.	Meets most expectations. Neat. Sufficient for task.	Content mostly comprehensible. Control over basic language structures. Some hesitation.	70-75 C
SLRPE is turned in after the deadline. The SLRPE is handwritten and includes some ideas. Ideas are not clearly expressed.	Attempt at analysis; with sketchy focus. Irrelevant details presented. Listener must make inferences.	Meets some expectations. Visuals may not reflect or reinforce the presentation. Viewer must make inferences.	Content barely comprehensible; poor pronunciation interferes with communication. Hesitation.	65 D
SLRPE is turned in after the deadline. The SLRPE is handwritten and includes few ideas. More confusion than clarity in the expression of ideas.	No analysis. No context. Simple plot summary. Leaves listener with certainty that student has a very superficial understanding of text.	Visually inadequate (or non-existent). Appears to have been rushed or done at the last minute. Does not meet expectations.	Content hardly comprehensible. Underdeveloped speech with little or no preparation. Impression that the student did not prepare for presentation.	0 - 30-60 E

Course evaluation

- Three exams: 30%
- Activities and class participation: 10%
- Homework: 20%
- Análisis oral: 15%
- Final exam: 25%

Grading Scale										
A	A-	B+	B	B-	C+	C	C-	D+	D	E
93-100	90- 92	88-89	83-87	80-82	78-79	73-77	70-72	68-69	65-67	0-64.9



**THE OHIO STATE
UNIVERSITY**

SPAN 2202.01
Spanish IV (Lecture, 3 Credit Hours)
Course Description, Policies, Grading Procedures, and Syllabus
Autumn 2017

Course Contact Information

Section: XXXXX, TWR, X:00-X:00 AM/PM, XXX Hagerty Hall

Instructor: XXXX

E-mail: <XXXX.XX@osu.edu>

Office: XXX Hagerty Hall | Office Phone: (614) 292-XXXX

Office Hour(s): XXXX, or by appt.

Dept. Tutoring Hour(s): See <sppo.osu.edu/undergraduate/tlc/spanish-schedule>

Language Program Director: Dr. Holly Nibert

E-mail: nibert.3@osu.edu

Office: 240 Hagerty Hall; Office Phone: (614) 292-7125

Office Hours: MW 10-4, or by appt.

Assistant Language Program Director: Megan Lobert, M.Ed.

E-mail: lobert.3@osu.edu

Office: 249 Hagerty Hall; Office Phone: (614) 688-5434

Office Hours: MTF 10-4, or by appt.

Assistant Language Program Director: Dr. Richard Henricksen

E-mail: henricksen.6@osu.edu

Office: 266 Hagerty Hall

Office Hours: TR 8:30-4, W 8:30-11 & 1-4, or by appt.

A. COURSE DESCRIPTION AND OBJECTIVES

1. Overview

As the continuation of Spanish 1103.01/.51, Spanish 2202.01 presupposes advanced-beginner to intermediate-level knowledge of the Spanish language and the cultures that speak it. As a gateway to a Spanish major or minor, this course aims to prepare learners for more advanced coursework at the 3000 level. Thus, Spanish 2202.01 employs a multifaceted, communicative approach to adult second language acquisition that foment the continued development of the four skills of listening, speaking, reading, and writing. Learners will read complex, authentic texts and view audiovisual materials in Spanish, including authentic short films (“cortometrajes”) from the Spanish-speaking world. Such materials further a vital understanding of the perspectives, practices, and products of Spanish-speaking cultures. Additionally, beyond a personal focus, emphasis will be placed on professions in the U.S. where skills in Spanish are critical and represent an invaluable asset. By the semester’s end, students will be able to comprehend, speak, read, and write the language at a solid intermediate level by using complex vocabulary and grammar to carry out essential communicative functions in context and in culturally appropriate ways. These goals are best achieved through using Spanish as the primary language of communication in the classroom, consistent attendance, daily pre-class preparation, and active in-class participation (i.e., *in order to acquire Spanish, you must be engaged intensively in its use!*).

B. COURSE MATERIALS

Required:

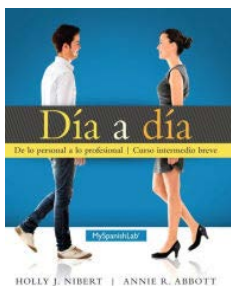
1. Pearson’s **MyLab Student Access Code** for *Día a día* (1st ed.), 2015, by Nibert & Abbott, sold in the OSU bookstore package or directly online at www.myspanishlab.com
 - a. The **MyLab Course ID** for this specific section of SPAN 2202.01, provided by your instructor: XXXXX00-00000
2. Pearson’s **MyLab Student Access Code** for *Cortos en curso* (1st ed.), 2016, by Lapuerta
 - a. The **MyLab Course ID** for this specific section of SPAN 2202.01, provided by your instructor: XXXXX00-00000
3. Two (2) thirty-minute conversations purchased through TalkAbroad www.talkabroad.com; You will need to create a free TalkAbroad account and purchase two (2) conversations at the cost of \$15 per conversation (2 conversations x

\$15 each = \$30 total). [¡OJO! If you are taking two semesters or more of Spanish language courses (i.e., SPAN 1101.01-2202.01), it is recommended that you purchase at least the five (5) minimum sessions required to receive the discounted price of \$10.00 per conversation (5 sessions x \$10.00 = \$50); with two (2) required TalkAbroad assignments per course level, any unused sessions purchased will remain available indefinitely.]

a. The **TalkAbroad Section Code** for this specific class section, provided by your instructor: **Niber2017-XXXXXX**

Optional:

4. **Print textbook** *Día a día* (1st ed.), 2015, by Nibert & Abbott
5. Spanish-English/English-Spanish **Dictionary** (See <sppo.osu.edu/syllabi/language-program-policies/resources> for suggested online dictionaries. There is also a free digital dictionary within MyLab.)
6. Access to the free **Companion Website** at www.pearsonhighered.com/diaadia/



The OSU bookstores sell a shrink-wrapped package that includes items 1 (with 5-month access), 2 (with 5-month access), and 4 (print textbook) above. If you prefer to work solely digitally, you may purchase MyLab directly online, since it contains a digital eText and more— however, if you choose the digital-only option, please read over Section C.6 below carefully. When purchased directly online, the MyLab Student Access Code for *Día a día* sells for \$95.95 (for one-semester, 5-month access), and the MyLab Student Access Code for *Cortos en curso* sells for \$24.20. As an independent consumer, you are free to purchase your course materials in the place and manner of your choosing. However, you



must have required items 1-3. Explore your options carefully before buying.

C. COURSE POLICIES

1. Course Prerequisite

Spanish 2202.01 is for students who have earned regular course credit or Transfer Credit for Spanish 1103.01/.51, or who have placed into the level via the Spanish placement test (i.e., the Multimedia Computer Adaptive Test, or MultiCAT). Spanish 2202.01 is **not** open to native speakers of Spanish, to students who have OSU EM (Examination Mark) test credit or transfer credit for 2202.01, or to students with credit for Honors Spanish 2200H (or 104H).

2. Course Sequence

Spanish 2202.01 is the next course after 1103.01/.51, the latter of which is the final course in the three-semester sequence (1101.01, 1102.01, 1103.01/.51) that fulfills the foreign language requirement of the College of Arts and Sciences. After successful completion of Spanish 2202.01, students are eligible to enroll in Spanish 3401(H), 3403(H)/3413, or 3404, all of which count toward a Spanish major or minor.

3. More on Placement Testing and the MultiCAT

All students who have studied Spanish for more than one year in middle or high school and who have used Spanish to fulfill the OSU admissions requirement, but who have not received any previous Spanish credit at OSU or any college or university, must take the MultiCAT (see <sppo.osu.edu/undergraduate/spanish/departamental-exams/multicat>). Students usually take this placement test during Orientation. If, however, for some reason you were unable to take it, please see <cllc.osu.edu/undergraduate/testing> and contact the Center for Languages, Literatures, and Cultures (CLLC) at <cllc@osu.edu> or (614) 292-4361, for details about test administration dates and times.

4. Academic Misconduct

“It is the responsibility of the Committee on Academic Misconduct (COAM) to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term ‘academic misconduct’ includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct at <studentlife.osu.edu/csc>.”

Academic misconduct is defined as any activity that tends to compromise the academic integrity of the institution, or subvert the educational process. Such instances include, but are not limited to: cheating on assignments or exams, collusion, falsification of excuses, submitting work from a previous semester without explicit permission of the current

instructor, violation of course rules contained in the syllabus or provided in class, or 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 is also likely to be caught. Composition assignments, if they are clear and course-specific, do not match well content available on the Internet, and search engines make the detection of plagiarism as easy as plagiarism itself. For a written piece or oral report, for example, aim to use the vocabulary, grammatical structures, and strategies that you have learned in this course. Paraphrase information; do not "cut and paste" entire paragraphs from the Internet. Using online or electronic translators can also be a form of plagiarism when used to form phrases longer than a few words. 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.

5. Student Life Disability Services

“Students with disabilities that have been certified by the Office of Student Life Disability Services (SLDS) will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of SLDS is located in 098 Baker Hall, 113 W. 12th Ave.; telephone 292-3307, TDD 292-0901; <<http://www.ods.ohio-state.edu/>>.”

6. In-class Use of Electronic Devices

Students (especially those with documentation from SLDS) may use electronic devices (such as a laptop computer) during class, *but only to access course materials*. For example, students may access the eText or glossary within MyLab as an alternative to bringing print materials to class. However, *personal use* of these devices during class (such as texting, accessing email or social networks, not silencing ring tones, etc.) *will not be permitted or tolerated*. After two warnings, and upon the third violation by an individual, or if electronic devices become a distraction during class in general, your instructor reserves the right to revoke this privilege from that individual or from the entire class, and/or dismiss that individual from the class session. A dismissal for this reason will result in an unexcused absence. In short, please be respectful and cognizant of these guidelines when using electronic devices!

D. GRADING PROCEDURES

1. Grading Scale

		B+	88-89	C+	78-79	D+	68-69
A	93-100	B	83-87	C	73-77	D	65-67
A-	90-92	B-	80-82	C-	70-72	E	0-64

2. Key to Grade Percentages for Compositions (see Appendix 2 for Evaluation Criteria for Compositions)

50/50= 100% A	45/50= 90% A-	40/50= 80% B-	35/50= 70% C-
49/50= 98% A	44/50= 88% B+	39/50= 78% C+	34/50= 68% D+
48/50= 96% A	43/50= 86% B	38/50= 76% C	33/50= 66% D
47/50= 94% A	42/50= 84% B	37/50= 74% C	32/50= 64% E
46/50= 92% A-	41/50= 82% B-	36/50= 72% C-	31 & below E

3. Final Grade: Components and Weighting

Grade Components	Weighting
A. Homework	
1. MyLab (ML) <i>Día a día</i> activities	12% ; (3% per chapter x 4 = 12% total)
2. MyLab (ML) <i>Cortos en curso</i> activities	6% ; (2% each x 3 = 6% total)
3. Daily written assignments	6% ; (2% per chapter x 3 = 6% total)
4. TalkAbroad conversations (2 total)	10% ; ([3% each conversation + 2% each reflection] x 2) = 10% total)
B. Class Participation	10% ; (2.5% per 4-week grading period x 4 = 10%)
C. Composition (1 total)	8% ; (5% first draft = 3% final draft = 8% total)
D. Formal Assessments	
1. Oral Exam (1 total)	10%
2. Chapter 4 Test	12%
3. Chapter 5 Test	12%
4. Final Written Exam	14%

TOTAL	100%
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4. Final Grade: Computation (for use by the student)

Homework:

- **MyLab for *Día a día*** (each chapter grade is the average score derived from all scores on *assigned* chapter activities only, indicated by a clock icon in MyLab and on the weekly syllabus in Section F):

Chapter 3	_____ x .03	= _____
Chapter 4	_____ x .03	= _____
Chapter 5	_____ x .03	= _____
Chapter 6	_____ x .03	= _____

- **MyLab for *Cortos en curso*** (each chapter grade is the average score derived from all scores on *assigned* chapter activities only, indicated by a clock icon in MyLab and on the weekly syllabus in Section F):

"La boda" (Chapter 3)	_____ x .02	= _____
"Amador y Caridad" (Chapter 2)	_____ x .02	= _____
"Cuesta abajo" (Chapter 5)	_____ x .02	= _____

- **Daily homework** assigned by your instructor (1 point per activity, scored on a credit/no-credit basis)

_____ x .06	= _____
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- **TalkAbroad:**

Conversation 1	_____ x .03	= _____
Reflection 1	_____ x .02	= _____
Conversation 2	_____ x .03	= _____
Reflection 2	_____ x .02	= _____

Class Participation:

Weeks 1-4	_____ x .025	= _____
Weeks 5-8	_____ x .025	= _____
Weeks 9-12	_____ x .025	= _____
Weeks 13-16	_____ x .025	= _____

Composition:

Composition: First draft	_____ x .05	= _____
Composition: Final draft	_____ x .03	= _____

Formal assessments:

• Oral Exam: Chapters 4, 5 & 6	_____ x .10	= _____
• Chapter 4 Test	_____ x .12	= _____
• Chapter 5 Test	_____ x .12	= _____
• Final Written Exam: Chapters 4, 5 & 6	_____ x .14	= _____

PRELIMINARY TOTAL = _____

of 80-minute, unexcused absences _____ x -2% = _____

FINAL TOTAL = _____ (Out of 100%)

E. GRADE COMPONENTS & POLICIES

1. Policy on Attendance and Chronic Tardiness

Daily class attendance is crucial for the development of your language skills and therefore for success in this course. Regular attendance is expected. Absences will be closely monitored and fall into three categories: "grace sessions", excused absences, and unexcused absences. **Any unexcused absences will negatively affect your final course grade at the**

end of the semester, as explained below. Please keep a personal record of your absences and tardies, and when possible, obtain and keep any documentation that verifies your reason for missing class (e.g., an email informing your Spanish instructor about staying home due to a migraine, etc.). A chart for recording such information is provided in Appendix 4 for your convenience.

Over the course of the semester, you will be allowed *two (2) "grace sessions" of 80 minutes* (equivalent to *one (1) week of class*) without the need for official documentation. These days should *not* be interpreted as *free days!* **Use them wisely!** *They should be reserved* for foreseeable or unforeseeable events and emergencies, *including illness for which medical attention is not sought.* [;O]O! Should you be absent the day of a quiz or an exam, you must present *official, documented proof* of illness or of some other calamity in order to be able to make it up. Otherwise, you will *receive a zero!* See the following paragraph for more information on how to document an absence.]

Any additional absences (beyond the two "grace sessions" of 80 minutes) can be *excused, if* you have an acceptable, verifiable reason. In this context, "acceptable" means an illness, a death in the family (or some other significant family event, such as a wedding), a subpoena, jury duty, military service, performance in a university-sponsored athletic competition, a job interview, etc. "Verifiable" means that you can provide official, original documentation to account for the reason. Such documentation typically provides a phone number that can be called for verification. [;O]O! The falsification of official documents is a serious offense that will be reported to COAM.] Examples include a doctor's note (on original letterhead paper; in general, photocopies and faxes will not be accepted), a dated container of medication, an original program from a funeral or wedding, an obituary, a written call to service from a court of law or other government institution, a note from a university athletic division, etc. Personal notes from friends or relatives will not be accepted as official documentation. Documentation intended to excuse an absence should be presented to your instructor (and, if necessary, to the Language Program Director, Dr. Holly Nibert(.3), and/or to the Assistant Language Program Directors, Megan Lobert(.3) and/or Dr. Richard Henriksen(.6), *as soon as possible.* **No documentation will be accepted after Reading Day, which for Autumn 2017 is Thursday, December 7.**

Any additional absences (beyond the two "grace sessions" of 80 minutes and any absences excused through official documentation) will be considered *unexcused.* Furthermore, *extreme tardiness* can accumulate into unexcused absences. A late arrival to class of 15 minutes or more on three (3) different class days will be counted as one (1) *unexcused absence* from class.

Each unexcused absence of 80 minutes will result in the lowering of your final course grade by 2% at the end of the semester. For example, if your overall grade is 92% (A-) and you have three (3) *unexcused* absences of 80 minutes (beyond the "grace sessions" and any excused absences), your final assigned course grade will be 86% (B) [i.e., 92% - 6% = 86%]. *In sum, make sure that you clearly understand the attendance and tardiness policies for this course, that you keep track of your own attendance and tardiness records [see Appendix 4], and that you make wise decisions regarding if and when you miss class.*

[NOTE: The following message appears on the "Student Health Services" page: "If you had a visit with a health care provider, he/she can provide you with a visit verification form. If your professor will not accept the visit verification form, stop by Administrative Services and Credentialing in room 264, directly across from the elevator. They can provide you with a medical excuse that should be accepted by your professor. If you did not see a health care provider but still need to document your illness, you can use the Absence Excuse Form (PDF)." Please know that the Absence Excuse Form will not be accepted as official documentation for this course. You are expected to reserve and use your two "grace sessions" of 80 minutes to cover this and any other type of absence that cannot be officially documented.]

2. Class Participation

As stated earlier, daily class attendance is crucial for the development of your language skills and therefore for success in this course. Absences in this course fall into three categories: "grace sessions", excused absences, and unexcused absences. **All absences, except those that are excused, will negatively affect your participation grade** (quite simply, you cannot participate if you are not present in class).

Your overall class participation will be evaluated according to the seven criteria specified on the "Class Participation Self-Assessment Sheet," shown in Appendix 1. Since you cannot participate if you are absent, regular class attendance is an important component of your participation grade (Criteria 1 in Appendix 1). Note also in Criteria 2 that arriving more than 5 minutes late to class (or leaving early or frequently during class) will result in a loss of points from your participation grade for that period. [See also Section E.1 above regarding *extreme tardiness*, which is defined as 15 or more minutes late.]

At the end of each fourth week of the semester (Week 4, 8, 12, 16), you will be asked to complete the self-assessment for your instructor either in class or online through Carmen. To complete it, choose one point value on the horizontal scale given for each of the seven evaluation criteria. You must choose from among the point values given; for example, '18' points is not an option for the "Class attendance" component. The low, mid, and high points of each scale are defined. Choose the point value on each scale that most accurately describes your performance in that area for that grading period. Then, add up the points and write the resulting total score in the space provided at the end. Your instructor may accept or alter your self-assessment, may offer comments, and then will record the total number of points earned for that chapter or "grading period." [NOTE 1: If you do not understand or if you disagree with a change made to your self-assessment, you should discuss the matter with your instructor immediately. Office hours are the most appropriate time for this.] By the end of the semester, you will have received four (4) class participation grades. [NOTE 2: If your instructor prefers the online submission of participation grades through Carmen, and you do not submit a self-assessment by the due date indicated, your instructor reserves the right to simply *assign you* a participation grade for that period.]

3. Homework

For each chapter, **homework assignments will come from four sources:** **a)** pre-assigned individual activities for *Día a día* in MyLab; **b)** pre-assigned individual activities for *Cortos en curso* in MyLab; **c)** daily written assignments made by your individual instructor (for example, additional activities from MyLab (written out on paper or completed online, as preferred by your instructor), extra handouts, etc.); and **d)** synchronous TalkAbroad conversations and reflection assignments.

a. *Día a día* MyLab activities: First, regarding the pre-assigned activities in MyLab, various assignments (e.g., SAM, videos, games, etc.) and their due dates appear in the weekly syllabus in Section F. MyLab assignments and their due dates also are indicated within the MyLab system, by means of a clock icon on an electronic calendar. Be sure to check this electronic calendar weekly. All MyLab assignments are due *by 11:59 PM* on the date indicated, regardless of your particular class section's meeting days and time. The MyLab system will automatically score and offer feedback on these pre-assigned activities, since they are machine-gradable. To encourage practice, MyLab will allow you to repeat an activity up to 100 times and will display and use only the highest score achieved in order to calculate chapter averages. The system will indicate the correct responses for an activity only after it has come due at 11:59 PM, so you can return to the activity later to check answers. Furthermore, any *unassigned* activities attempted or completed by you will not affect your chapter averages positively or negatively, so feel free to experiment!

b. *Cortos en curso* MyLab activities: Second, similar to above, the pre-assigned activities in MyLab for *Cortos en curso* and their due dates appear in the weekly syllabus in Section F. They are also indicated in the MyLab system through the clock icon and are due at 11:59 PM on the day assigned. However, the *Día a día* and the *Cortos en curso* activities are not linked together in the same calendar system. The assigned activities for the two textbooks used in this course are accessed through the textbooks' individual portals. You will need to access the *Cortos en curso* MyLab separately when assignments are due. While the instructor will try his/her best to remind students to complete *Cortos en curso* activities, it is your responsibility to follow the course calendar to complete these activities on time.

c. Daily written assignments: Third, your instructor will make brief daily homework assignments (1-3 activities), to closely gauge your progress. Each activity assigned will be worth one (1) point, awarded on a credit/no-credit basis. [NOTE: 1 point= complete and well done; 0 points = partially complete or not well done or missing (i.e., not completed).] These assignments will be due in class *at the beginning of the class hour* of the due date given by your instructor. ***No late homework will be accepted.*** If you are absent from class when an assignment is due, you should try to submit it to your instructor's mailbox or as an email attachment that same day. If that is not possible, the assignment will only be accepted if submitted the *next session you are present in class*. You also are responsible for finding out from your instructor (or from another classmate) what assignments were given during your absence(s), in order to have all of the work ready to submit upon your return to class. In short, "I wasn't in class yesterday" is **not** an acceptable excuse for incomplete homework.

d. TalkAbroad: Last, you will be required to participate in two (2) conversations through TalkAbroad and complete a reflection assignment about each experience. Each conversation will be 30 minutes in duration and take place through www.talkabroad.com at the cost of \$15 per conversation (2 conversations x \$15 each= \$30 total). You first will need to create a free TalkAbroad account (if you do not already have one), join the specific class section shown at the beginning of this syllabus (Section B.3.a), and purchase the two (2) conversations, by Week 3 of the semester. The first conversation *and* reflection are due during Week 5, and the second conversation *and* reflection are due during Week 10. For each

conversation, you will need to choose a TalkAbroad conversation partner through the company and select a date and time from his/her online schedule. [NOTE: In order to ensure a full 30 minutes to complete your conversation, it is critical that you are set up and ready to begin your scheduled appointment *on time*. Partners have appointments every 30 minutes and need to begin and end conversations on time, even if a student arrives late.] Each conversation will be recorded and photographed automatically, and the audio file will be available to you for review in your TalkAbroad account. Your instructor will access your recording, photograph, and time log through TalkAbroad. **You will need to complete and submit to your instructor a reflection assignment on language and culture after each conversation.** This assignment consists of questions and answers in English, to help you process your experience conversing with a native speaker in Spanish. As per grading, each conversation [3% x 2 = 6%] and each reflection assignment [2% x 2 = 4%] represents its own grade [for a total of 10% for TalkAbroad], according to the following criteria:

Grading of Each Conversation	Grading of Each Reflection Assignment
• 25:00-30:00 minutes= 100% credit	• All sections answered thoroughly= 100% credit
• 20:00-24:59 minutes= 75% credit	• All sections answered but not thoroughly= 75% credit
• 15:00-19:59 minutes= 50% credit	• Only some sections answered= 50% credit
• 0:00-14:59 minutes= 0% credit	• No questions answered, or no submission= 0% credit

4. Composition

One composition will be assigned over the course of the semester. It will entail an outline, a first draft, and a final draft. Each draft needs to contain **250-275** varied words **in Spanish** and incorporate the vocabulary and grammar from the textbook chapter(s). A topic will be assigned to guide your writing. *Any prior draft(s) must be resubmitted on due dates* to facilitate comparison. See the weekly syllabus in Section F for due dates. Both first and final drafts will be evaluated according to the six criteria specified in Appendix 2. For your final course grade, the *first draft* will be worth 5% and the *final draft* 3%, for a total of 8%.

Each draft must be submitted on the date and by the time specified by your instructor. For each day (up to a maximum of three) that a draft is late beyond its due date, 5% will be subtracted from the assessed final grade percentage, up to a total of 15% off for lateness. On the fourth day and beyond (including the two days of the weekend), a draft will no longer be accepted for credit. For example, if your class section meets on TR from 2:20-3:40 PM and your work is due at 2:20 PM on Tuesday, the last possible time when you can submit it for credit (albeit with a loss of 15%) is 2:20 PM on Friday (by email or through Carmen). In such a case, let's imagine that the instructor deems the 3-day late draft to be worth a score of 45 points, or 90% (A-). After the loss of 15% [3 days late x -5%], the student will receive a final grade percentage of 75% (C) on the draft [i.e., 90% - 15% = 75%]. After 3 days, the draft will receive a zero.

It should be noted that *each draft must reflect a student's own work*, in terms of both content and language. Translations carried out through the use of a computer are unacceptable and will receive the grade of 0%, with no possibility of a resubmission. Furthermore, *if you solicit the help of a tutor in your writing, you must simultaneously submit both a marked-up draft and the draft due, in order to receive credit and a grade* (whether the first or final draft is involved). *You must produce all drafts, on your own, in Spanish, before soliciting any help from others.* This requirement is very important, since you will be expected to write compositions directly in Spanish on exams. A tutor may indicate any errors made on a draft by circling (although *not* correcting) them in an ink color different from your original copy. It is the student's job to then edit and correct his/her own draft. It is obvious to an instructor when a student has received help with writing. If you receive help and the above procedure is not followed (i.e., a marked-up draft reflecting any feedback from others is not submitted with the draft due), you will receive a 0% on that assignment, with no possibility of a resubmission. If you do not receive help on a given draft, you only need to submit your own work.

5. Formal assessments

a. Oral Exam: An oral exam of approximately 7 minutes will be given sometime during weeks 12-13 of the semester. The oral exam will be evaluated according to the criteria in Appendix 3. You will take the oral exam individually with your instructor during class time in your regular classroom, on the date and time specified by your instructor at a later point in the semester. The format of the exam will involve spontaneous speaking (i.e., not read or memorized material) for a total of four (4) minutes (two minutes about two different topics). Thus, the best way to prepare for it is to be present in class on a regular basis and actively participate during class *in Spanish*, not English, as much as possible. Further details about the oral exam will be provided by your instructor at a later date in the semester.

b. Chapter Tests and Final Written Exam: There will be three written exams in this course: two chapter tests given at

the end of Chapters 4 and 5, and a final exam given during finals week. Each chapter test is worth 12% of the final course grade (24% total). The final exam is worth 14% of the final course grade. The Chapter 4 Test will be given during the second 80-minute class session of Week 5, and it will cover Chapter 4 from *Día a día*, along with elements from Chapter 3 and a video from *Cortos en curso*, as indicated in the calendar below. The Chapter 5 Test will be given during the second 80-minute class session of Week 9, and it will cover Chapter 5 along with a video from *Cortos en curso*, as indicated on the calendar. The final exam will be given during the one-hour, 45-minute time slot of final exam week specified for your class section by the University. The final exam will be cumulative but will focus most heavily on Chapter 6 and the final video assigned from *Cortos en curso*.

F. WEEKLY SYLLABUS

Key to abbreviations used in syllabus	
DAD = <i>Día a día</i>	ML = MyLab
AmbPer = <i>Ámbito personal</i> = Part 1 of DAD chapter	AT = ¡Ahora tú! DAD eText Activities in MyLab
AmbPro = <i>Ámbito profesional</i> = Part 2 of DAD chapter	→ = homework “corresponds to” topic listed on same line in previous column
VC = <i>Video cultural</i>	

WEEK 1 (August 21-25)	
• Tuesday, August 22: SEMESTER CLASSES BEGIN	
• Friday, August 25: LAST DAY TO ADD A COURSE (without instructor's written permission)	
Textbook pages & topics:	ML homework
<ul style="list-style-type: none"> • Course Introduction & Syllabus Quiz • Introduction to TalkAbroad • DAD Chapter 4: pp. 142-151 <ul style="list-style-type: none"> • pp. 142-143: Explorando el tema → ML (4-1) • pp. 144-146: Parte 1: Vocabulario (AmbPer) → ML (4-2, 4-3) • pp. 147-151: El modo subjuntivo (influencia, duda y emoción) → ML (4-5, 4-6) 	<ul style="list-style-type: none"> • The following review activities are due Sun., Sept. 3: • The following preview activities are due Sun., Sept. 3: AT (4-1, 4-2, 4-3, 4-4, 4-5); AT (4-6)
Additional assignments:	
• Syllabus Quiz (during 2 nd 80-minute session)	
Additional ML Practice (Optional): Go to: ML Course > Course Materials > Chapter 4 > Additional Practice	

WEEK 2 (August 28-September 1)	
• Friday, September 1: LAST DAY TO ADD A COURSE (with instructor's written permission)	
Textbook pages & topics:	ML homework
<ul style="list-style-type: none"> • DAD Chapter 4: pp. 152-155 <ul style="list-style-type: none"> • pp. 152-155: Los mandatos de <i>nosotros</i> • DAD Chapter 3: pp. 104-108 <ul style="list-style-type: none"> • pp. 104-108: REPASO: Los pronombres de objeto directo y de objeto doble • DAD Chapter 4: pp. 155-159, 162 <ul style="list-style-type: none"> • pp. 155-159: Lectura: Artículo periodístico: “La fotografía puede ayudar a cambiar el mundo” (España y Bolivia) • p. 162: Video Cultural: “Un luchador en todos los sentidos” (México) 	<ul style="list-style-type: none"> • The following review activities are due Sun., Sept. 3: → ML (4-8, 4-9) → Tutorials for Chapter 3 (see path given below for 3 of these) → ML (3-8, 3-9) → Extra Practice: Order and Placement of Direct and Indirect Object Pronouns Used Together → ML VC (do 4-14; (re)view video; then complete 4-15) • The following preview activities are due Sun., Sept. 3: AT (4-7)
Additional assignments:	
• None	
Additional ML Practice (Optional): Go to: ML Course > Course Materials > Chapter 4 > Additional Practice; Go to: ML Course > Active icons in upper right corner > Tutorials > Chapter 3: Order and Placement of Direct and Indirect Object Pronouns ; Go to: ML Course > Active icons in upper right corner > Tutorials > Spanish Language Tutorials: Direct Object Pronouns ; Indirect Object Pronouns .	

WEEK 3 (September 4-8)	
<ul style="list-style-type: none"> Monday, September 4: Labor Day --- NO CLASSES 	
Textbook pages & topics:	ML homework
<ul style="list-style-type: none"> DAD Chapter 4: pp. 163-172 <ul style="list-style-type: none"> pp. 163-165: Parte 2: Vocabulario (AmbPro) pp. 166-168: Los mandatos de <i>usted/ustedes</i> (formales) pp. 169-172: El modo subjuntivo (lo desconocido y lo interdependiente) DAD Chapter 4: pp. 183-184: Un mini ensayo persuasivo <ul style="list-style-type: none"> Pre-Writing Workshop: Composition: <i>Outline for first draft</i> 	<ul style="list-style-type: none"> The following <i>review</i> activities are due Sun., Sept. 10: <ul style="list-style-type: none"> → ML (4-16, 4-17) → ML (4-19, 4-20) → ML (4-22, 4-23)
Additional assignments:	
<ul style="list-style-type: none"> Begin First Draft of Composition (Due Week 4) 	
Additional ML Practice (Optional): Go to: <i>ML Course > Course Materials > Chapter 4 > Additional Practice</i>	

WEEK 4 (September 11-15)	
<ul style="list-style-type: none"> Friday, September 15: LAST DAY TO DROP A COURSE (without receiving a "W" on record) 	
Textbook pages & topics:	ML homework
<ul style="list-style-type: none"> DAD Chapter 4: pp. 180-181, 185, 188 <ul style="list-style-type: none"> pp. 180-181: Podcast: "El proyecto de 333" p. 185: El habla interpersonal: <i>Intercambios</i> Cortos en curso Chapter 3: "La boda" (España y Cuba) <ul style="list-style-type: none"> En clase: <i>Cortos</i> e-Text in ML (3-3, 3-6, 3-9) 	<ul style="list-style-type: none"> The following <i>review</i> activities are due Sun., Sept. 17: <ul style="list-style-type: none"> → ML (4-27, 4-28) → ML REVIEW: Flashcards Ch04 → <i>Cortos</i> ML (do 3-1, 3-2; (re)view video; then complete 3-4, 3-5, 3-8)
Additional assignments:	
<ul style="list-style-type: none"> FIRST DRAFT OF COMPOSITION DUE (exact date to be determined by instructor) Submit Participation Grade for Weeks 1-4 (exact date to be determined by instructor) 	
Additional ML Practice (Optional): Go to: <i>ML Course > Course Materials > Chapter 4 > Additional Practice</i>	

WEEK 5 (September 18-22)	
Textbook pages & topics:	ML homework
<ul style="list-style-type: none"> 1st 80-minute session: Review for Chapter 4 Test: DAD Chapter 4, pp. 142-188; Chapter 3, pp. 104-108; CC Chapter 3 "La boda" 2nd 80-minute session: Chapter 4 Test 	<ul style="list-style-type: none"> The following <i>preview</i> activities are due Sun., Sept. 24: <ul style="list-style-type: none"> AT (5-1, 5-2, 5-3); (5-4, 5-5, 5-6, 5-7)
Additional assignments:	
<ul style="list-style-type: none"> None 	
Additional ML Practice (Optional): Go to: <i>ML Course > Course Materials > Chapter 5 > Additional Practice</i>	

WEEK 6 (September 25-29)	
Textbook pages & topics:	ML homework
<ul style="list-style-type: none"> • DAD Chapter 5: pp. 190-203, 210 <ul style="list-style-type: none"> • pp. 190-191: Explorando el tema • pp. 192-195: Parte 1: Vocabulario (AmbPer) • pp. 195-199: Los mandatos de <i>tú</i> • pp. 199-203: El tiempo futuro, el tiempo condicional y la expresión de probabilidad • p. 210: Video cultural: “El arte callejero convierte a la ciudad en galería” 	<p>The following <i>review</i> activities are due Sun., Oct. 1:</p> <ul style="list-style-type: none"> → ML (5-1) → ML (5-2, 5-3) → ML (5-5, 5-6) → ML (5-8, 5-9) → ML VC (do 5-14; (re)view video; then complete 5-15) <p>• The following <i>preview</i> activities are due Sun., Oct. 1:</p> <ul style="list-style-type: none"> AT (5-8, 5-9, 5-10)
Additional assignments:	
<ul style="list-style-type: none"> • TalkAbroad Conversation & Reflection 1 due (exact date to be determined by instructor) 	
Additional ML Practice (Optional): Go to: <i>ML Course</i> > <i>Course Materials</i> > <i>Capítulo 5</i> > <i>Additional Practice</i>	

WEEK 7 (October 2-6)	
Textbook pages & topics:	ML homework
<ul style="list-style-type: none"> • DAD Chapter 5: pp. 211-223, 231 <ul style="list-style-type: none"> • pp. 211-213: Parte 2: Vocabulario (AmbPro) • pp. 214-218: El imperfecto de subjuntivo y la secuencia de tiempos • pp. 218-220: Las cláusulas <i>si</i> para expresar situaciones habituales, probable o hipotéticas • pp. 221-223: Lectura literaria: <i>Niebla</i> (fragmento) • p. 231: El habla interpersonal: <i>Intercambios</i> 	<p>• The following <i>review</i> activities are due Sun., Oct. 8:</p> <ul style="list-style-type: none"> → ML (5-16, 5-17) → ML (5-19, 5-20) → ML (5-22, 5-23) → ML (5-25) → ML REVIEW: Flashcards Ch05
Additional assignments:	
<ul style="list-style-type: none"> • None 	
Additional ML Practice (Optional): None	

WEEK 8 (October 9-13)	
<ul style="list-style-type: none"> • Thursday, October 12 - Friday, October 13: AUTUMN BREAK --- NO CLASSES 	
Textbook pages & topics:	ML homework
<ul style="list-style-type: none"> • DAD Chapter 4: pp. 183-184: Un mini ensayo persuasivo <ul style="list-style-type: none"> • Post-Writing Workshop: Composition: Practice with transition words for final draft • Cortos en curso: Chapter 2 “Amador y Caridad” (Colombia) <ul style="list-style-type: none"> • En clase: <i>Cortos</i> e-Text in ML (2-2, 2-9, 2-10) 	<p>• The following <i>review</i> activities are due Sun., Oct. 15:</p> <ul style="list-style-type: none"> → <i>Cortos</i> ML (do 2-1, 2-3; (re)view video; then complete 2-4, 2-5, 2-7, 2-8)
Additional assignments:	
<ul style="list-style-type: none"> • Submit Participation Grade for Weeks 5-8 (exact date to be determined by instructor) 	

WEEK 9 (October 16-20)	
Textbook pages & topics:	ML homework
<ul style="list-style-type: none"> • 1st 80-minute session: Review for Chapter 5 Test: DAD Chapter 5, pp. 190-203, 210-223, 231; CC Chapter 2 "Amador y Caridad" • 2nd 80-minute session: Chapter 5 Test 	<ul style="list-style-type: none"> • <i>The following preview activities are due Sun., Oct. 22:</i> AT (6-1)
Additional assignments:	
<ul style="list-style-type: none"> • None 	
Additional ML Practice (Optional): Go to: <i>ML Course > Course Materials > Chapter 6 > Additional Practice</i>	

WEEK 10 (October 23-27)	
Friday, October 27: LAST DAY TO DROP A COURSE (without petitioning)	
Textbook pages & topics:	ML homework
<ul style="list-style-type: none"> • DAD Chapter 6: pp. 236-244 <ul style="list-style-type: none"> • pp. 236-237: Explorando el tema • pp. 238-240: Parte 1: Vocabulario (AmbPer) • pp. 240-244: Los participios pasados con <i>ser</i> (la voz pasiva) y <i>estar</i> (una condición resultante) • DAD Chapter 3: pp. 120-121 <ul style="list-style-type: none"> • pp. 120-121: REPASO: El <i>se</i> pasivo y <i>se</i> impersonal 	<ul style="list-style-type: none"> • <i>The following review activities are due Sun., Oct. 29:</i> → ML (6-1) → ML (6-2, 6-3) → ML (6-5, 6-6) → ML (3-19, 3-20) → <i>Tutorials</i> for Chapter 3 (see path given below for 3 of these) • <i>The following preview activities are due Sun., Oct. 29:</i> AT (6-2, 6-3)
Additional assignments:	
<ul style="list-style-type: none"> • FINAL DRAFT OF COMPOSITION DUE (<i>exact date to be determined by instructor</i>) 	
Additional ML Practice (Optional): Go to: <i>ML Course > Course Materials > Chapter 6 > Additional Practice</i> ; Go to: <i>ML Course > Active icons in upper right corner > Tutorials > Chapter 3: Passive Voice with se; Impersonal se; Se: Uses.</i>	

WEEK 11 (October 30-November 3)	
Textbook pages & topics:	ML homework
<p>Overview & Practice for Oral Exams</p> <ul style="list-style-type: none"> • DAD Chapter 3: pp. 123-125 <ul style="list-style-type: none"> • pp. 123-125: REPASO: El <i>se</i> para expresar 	<ul style="list-style-type: none"> • <i>The following review activities are due Sun., Nov. 5:</i> → ML (3-22, 3-23)

acontecimientos no planificados	→ <i>Extra Practice</i> : Passive Voice with <i>se</i> , Impersonal <i>se</i> , <i>Se</i> : Uses
<ul style="list-style-type: none"> • DAD Chapter 6: pp. 245-248, 254 <ul style="list-style-type: none"> • pp. 245-248: El presente perfecto de indicativo y de subjuntivo • p. 254: Video Cultural: “Ser bilingüe te abre muchas puertas” 	→ ML (6-8, 6-9) → ML VC do (6-14); review video; then complete 6-15) <ul style="list-style-type: none"> • The following <i>preview</i> activities are due Sun., Nov. 5: AT (6-4, 6-5)
Additional assignments:	
<ul style="list-style-type: none"> • None 	
Additional ML Practice (Optional): Go to: <i>ML Course</i> > <i>Course Materials</i> > <i>Chapter 6</i> > <i>Additional Practice</i>	

WEEK 12 (November 6-10)	
• <i>Friday, November 10: Veterans Day --- NO CLASSES</i>	
<i>Textbook pages & topics:</i>	<i>ML homework</i>
<ul style="list-style-type: none"> • DAD Chapter 6: pp. 255-260 <ul style="list-style-type: none"> • pp. 255-257: Parte 2: Vocabulario (AmbPro) • pp. 257-260: El pasado perfecto (pluscuamperfecto) de indicativo y de subjuntivo) 	<ul style="list-style-type: none"> • The following <i>review</i> activities are due Sun., Nov. 12: → ML (6-16, 6-17) → ML (6-19, 6-20) • The following <i>preview</i> activities are due Sun., Nov. 12: AT (6-6, 6-7)
Additional assignments:	
<ul style="list-style-type: none"> • TalkAbroad Conversation & Reflection 2 due (<i>exact date to be determined by instructor</i>) • Submit Participation Grade for Weeks 9-12 (<i>exact date to be determined by instructor</i>) • EXÁMENES ORALES (<i>exact dates to be determined by instructor</i>) 	
Additional ML Practice (Optional): Go to: <i>ML Course</i> > <i>Course Materials</i> > <i>Chapter 4</i> > <i>Additional Practice</i>	

WEEK 13 (November 13-17)	
<i>Textbook pages & topics:</i>	<i>ML homework</i>
<ul style="list-style-type: none"> • DAD Chapter 6: pp. 257-264 <ul style="list-style-type: none"> • pp. 261-264: El futuro perfecto, el condicional perfecto y más sobre las cláusulas con <i>si</i> 	<ul style="list-style-type: none"> • The following <i>review</i> activities are due Sun., Nov. 19: → ML (6-22, 6-23)
Additional assignments:	
<ul style="list-style-type: none"> • EXÁMENES ORALES (<i>exact dates to be determined by instructor</i>) 	
Additional ML Practice (Optional): Go to: <i>ML Course</i> > <i>Course Materials</i> > <i>Chapter 6</i> > <i>Additional Practice</i>	

WEEK 14 (November 20-24)	
• <i>Wednesday, November 22-Friday, November 24: Thanksgiving Break - NO CLASSES</i>	
<i>Textbook pages & topics:</i>	<i>ML homework</i>
<ul style="list-style-type: none"> • DAD Chapter 5: pp. 204-207 <ul style="list-style-type: none"> • pp. 204-207: Lectura: Autobiografía • DAD Chapter 6: pp. 252-253 <ul style="list-style-type: none"> • pp. 252-253: Competencia Cultural (AmbPer) 	
Additional assignments:	

<ul style="list-style-type: none"> • None
Additional ML Practice (Optional): Go to: <i>ML Course > Course Materials > Chapter 5 > Additional Practice</i>

WEEK 15 (November 27-December 1)	
<i>Textbook pages & topics:</i>	<i>ML homework</i>
<ul style="list-style-type: none"> • Cortos en curso: Chapter 5 “Cuesta abajo” (Colombia) <ul style="list-style-type: none"> • En clase: <i>Cortos</i> e-Text in ML (5-2, 5-6, 5-8, 5-9, 5-10) • DAD Chapter 6: pp. 275, 278 <ul style="list-style-type: none"> • p. 275: El habla interpersonal: <i>Intercambios</i> 	<ul style="list-style-type: none"> • The following <i>review</i> activities are due Sun., Dec. 3: <ul style="list-style-type: none"> → <i>Cortos</i> ML (do 5-1, 5-3; (re)view video; then complete 5-4, 5-5, 5-7) → ML REVIEW: Flashcards Ch06
Additional assignments:	
<ul style="list-style-type: none"> • Required Departmental Writing Assessment (<i>exact date to be determined by instructor</i>) 	
Additional ML Practice (Optional): Go to: <i>ML Course > Course Materials > Chapter 6 > Additional Practice</i>	

WEEK 16 (December 4-8)	
<ul style="list-style-type: none"> • <i>Wednesday, December 6: LAST DAY OF REGULARLY SCHEDULED SEMESTER CLASSES</i> • <i>Thursday, December 7: READING DAY</i> 	
<i>Textbook pages & topics:</i>	<i>ML homework</i>
<ul style="list-style-type: none"> • Remaining class time: REVIEW 	
Additional assignments:	
<ul style="list-style-type: none"> • Submit Participation Grade for Weeks 13-16 (<i>exact date to be determined by instructor</i>) 	

Final Examinations: Friday, December 8 - Thursday, December 14 (<i>excluding Saturday & Sunday</i>)
<ul style="list-style-type: none"> • FINAL EXAM: X day, December XX, from XX:XX-XX:XX AM/PM

SUMMARY of Dates of Composition, TalkAbroad reflections, Quizzes, and Exams

ASSIGNMENT	DUE DATE
Composition: First draft	Week 4; exact date to be determined by instructor
Chapter 4 Test (written)	Week 5; 2nd 80-min session.
TalkAbroad Conversation & Reflection 1	Week 6; exact date to be determined by instructor
Chapter 5 Test (written)	Week 9; 2nd 80-min session.
Composition: Final draft	Week 10; exact date to be determined by instructor
TalkAbroad Conversation & Reflection 2	Week 12; exact date to be determined by instructor
Final Oral Exam: Chapters 4, 5, 6	Weeks 12-13; exact dates to be determined by instructor
Final Written Exam: Chapters 4, 5 & 6	To be announced (TBA)

G. APPENDIX 1

CLASS PARTICIPATION SELF-ASSESSMENT SHEET

Weeks (circle one): 1-4 5-8 9-12 13-16

1. Class attendance

0	5	10	15	20
I missed <i>four (4) or more</i> 80-min. of sessions this grading period.	I missed <i>three (3)</i> 80-min. sessions this grading period.	I missed <i>two (2)</i> 80-min. session this grading period.	I missed <i>one (1)</i> 80-min. session this grading period.	I attended <i>all</i> of the 80-min. sessions this grading period.

2. Arriving late and/or leaving class early, frequently, or excessively (arriving late= more than 5 minutes late; leaving early= before the instructor officially dismisses class; leaving frequently or excessively= leaving and returning to classroom more than once per class day or for more than 5 minutes)

0	2	4	6	8	10	12	14	16	18	20
I arrived late and/or left early, frequently, or excessively from every 80-min. session of this grading period.					I arrived late and/or left early, frequently, or excessively from about half of the 80-min. sessions of this grading period.					I did not arrive late or leave early, frequently, or excessively from any of the 80-min. sessions of this grading period.

3. Pre-class preparation (i.e., studying, completing all homework assignments in MyLab, completing textbook reading assignments, etc.)

0	1	2	3	4	5	6	7	8	9	10
I did not prepare any of the assigned out-of-class work before coming to class during this grading period.					I prepared about half of the assigned out-of-class work before coming to class during this grading period.					I prepared all of the assigned out-of-class work before coming to class during this grading period.

4. In-class participation at the whole-class level (i.e., degree/amount of attention, participation, and volunteering during instructor presentations/lectures, or during whole-class activities fronted/lead by the instructor)

0	1	3	5	6	7	8	9	11	13	15
I was consistently inattentive, distracted, disinterested, and/or passive during this grading period.					I was only somewhat attentive and interested, and did not actively contribute on a consistent basis during this grading period.					I was consistently attentive, interested, and active during this grading period.

5. In-class participation at the small-group level (i.e., degree/amount of attention, participation, and effort during activities carried out in pairs or small groups of students)

0	1	3	5	6	7	8	9	11	13	15
I was consistently inattentive, distracted, disinterested, and/or					I was only somewhat attentive and interested, and did not					I was consistently attentive, interested, and active during

or passive during this grading period.

actively contribute on a consistent basis during this grading period.

this grading period.

6. **In-class use of spoken Spanish** (i.e., amount of effort put forth and attitude toward using Spanish to communicate with instructor *and* student peers during all in-class activities)

0	1	2	3	4	5	6	7	8	9	10
I made no or little effort to communicate in Spanish and used English very frequently.				I made only a partial effort to communicate in Spanish and used English on various occasions.			I made a full, 100% effort to communicate in Spanish spoke as little English as possible.			

7. **Behavior** (i.e., overall respect shown for instructor and student peers, including tolerance for the opinions of others, behavior that is neither disruptive nor distracting to others, using a respectful tone of voice, leaving negativity at the door, *not texting, not using a cell phone nor allowing it to ring during class*, not reading the newspaper, not doing work for other classes, not napping during class, etc.)

0	1	2	3	4	5	6	7	8	9	10
I frequently displayed disrespectful, intolerant, or negative behavior during this positive during this grading				I occasionally displayed behavior that was distracting to others, or not entirely constructive or during this grading period.			I consistently displayed respectful, tolerant, positive behavior grading period.			

TOTAL POINTS EARNED FOR GRADING PERIOD = _____ / 100 POINTS POSSIBLE

POSSIBLE INSTRUCTOR COMMENTS:

H. APPENDIX 2

EVALUATION CRITERIA FOR COMPOSITIONS

LOGISTICS										
<i>For first draft only:</i> Your composition is accompanied by your outline (<i>bosquejo</i>) [2 pts.] from class, is cleanly and legibly handwritten [1 pt.] on every other line [1 pt.], and includes a word count (WC) [1 pt.].										
<i>For final draft only:</i> Your composition is accompanied by your first draft [2 pts.], is typed [1 pt.], double-										
Poor										Excellent
	1	2	3	4	5					
LENGTH										
Your composition complies with length specifications. [1= 234 or fewer words; 2= 235-239; 3= 240-244; 4= 245-249 words; 5= 250-275 words]										
Poor										Excellent
	1	2	3	4	5					
CONTENT & DEVELOPMENT										
The main ideas are related to the topics studied in the course, are conveyed clearly and succinctly, and are sufficiently developed and supported by details.										
Poor										Excellent
1	2	3	4	5	6	7	8	9	10	
ORGANIZATION										
Your composition includes a brief title, an introductory statement, a clear body, and a concluding statement. The body of the composition is separated logically into coherent paragraphs. The sentences of each paragraph flow together to develop ideas and are not disjointed. There are transitions present to connect ideas between sentences and/or paragraphs.										
Poor										Excellent
1	2	3	4	5	6	7	8	9	10	
VOCABULARY										
Your composition includes target vocabulary studied in the course. There is a variety of words and expressions, without excessive repetition. Words and expressions are used appropriately according to context and are spelled correctly. There is no use of English vocabulary.										

Poor	1	2	3	4	5	6	7	8	9	Excellent	10
GRAMMAR											
Your composition integrates target grammatical structures covered in the course. Said structures are used with a reasonable degree of accuracy. Although some errors may be present, they are not excessive and do not interfere with the basic comprehension of the text.											
Poor	1	2	3	4	5	6	7	8	9	Excellent	10
TOTAL= _____ /50 pts.= _____ %, Letter Grade _____											

I. APPENDIX 3

GRADING CRITERIA FOR ORAL EXAM

1. Comprehensibility / Pronunciation / Clarity of speech

0	1	2	3	4	5	6	7	8	9	10
Very little speech is comprehensible; pronunciation is inaccurate for a second-year learner and greatly impedes comprehension.						All speech is comprehensible; pronunciation is accurate for a second-year learner and does not impede comprehension.				

2. Vocabulary

0	1	2	3	4	5	6	7	8	9	10
Very inadequate and/or inaccurate; erroneous use of numerous words; unable to recall the vocabulary used during the semester.						Very rich, varied and accurate; reflective of words, expressions, and topics covered during the semester.				

3. Grammar

0	1	2	3	4	5	6	7	8	9	10
Consistently inaccurate use of the structures covered during the semester.						Consistently accurate use of the structures covered during the semester.				

4. Content

0	1	2	3	4	5	6	7	8	9	10
Ideas not well developed or interconnected; there is little content, or content given is irrelevant to the						Ideas very well developed and interconnected; content given is completely relevant to the topic at				

topic at hand.

hand.

5. Fluency

0 1 2 3 4 5 6 7 8 9 10

Numerous, frequent pauses in speech; slow speech; needs frequent prompting by instructor.

Speech flows smoothly for a second-year learner; an absence of excessive pausing; requires no prompting.

TOTAL POINTS EARNED = _____ / 50 POINTS POSSIBLE = _____ %

Total Absences:

Grace Days: _____

Excused: _____

Unexcused: _____