

Term Information

Effective Term Spring 2019
[Previous Value](#) Summer 2018

Course Change Information

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

Update course numbering and officially add ONLINE teaching mode

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

Eliminate "shell" based course numbering, officially add ONLINE teaching mode

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
Previous Value	2202.01
Course Title	Spanish IV
Transcript Abbreviation	Spa 4
Course Description	Ongoing development of listening, reading, speaking, and writing skills and knowledge of Hispanic cultures. Taught in Spanish. Both classroom-based and 100% online sections available each semester. A grade of C- or above is required to move on to Spanish 3000-level. Not open to native speakers of this language through regular course enrollment or EM credit.
Previous Value	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. 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
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
Previous Value	No, Greater or equal to 50% at a distance
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, or equivalent course.
Previous Value	Prereq: 1103.01, or equiv.
Exclusions	Not open to students with credit for 2202.01 or 2202.51.
Previous Value	Not open to students with credit for 2202.51.
Electronically Enforced	Yes

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 - Status: PENDING

Last Updated: Heysel,Garett Robert
10/07/2018

Attachments

- SPAN 2202-ONL-Syllabus-AU18.docx: ONLINE Syllabus
(Syllabus. Owner: Sanabria,Rachel A.)
- SPAN 2202-Syllabus-AU18.docx: F2F SYLLABUS
(Syllabus. Owner: Sanabria,Rachel A.)
- ASC Technical Feasibility Review-SPAN 2202 ONL-Lobert.pdf: ASC Tech Feasibility Review
(Other Supporting Documentation. Owner: Sanabria,Rachel A.)

Comments

- Spanish 2202.51 was previously withdrawn. *(by Sanabria,Rachel A. on 09/25/2018 11:49 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Sanabria,Rachel A.	09/25/2018 12:03 PM	Submitted for Approval
Approved	Sanabria,Rachel A.	09/25/2018 12:04 PM	Unit Approval
Approved	Heysel,Garett Robert	10/07/2018 08:59 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadete Chantal Oldroyd,Shelby Quinn Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler	10/07/2018 08:59 PM	ASCCAO Approval



THE OHIO STATE
UNIVERSITY

SPAN 2202 (Section XXXXX)
Spanish IV (Online Lecture, 3 Credit Hours)
Course Description, Policies, Grading Procedures, and Syllabus
Autumn 2018

Course Contact Information

Instructor: X
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 <https://sppo.osu.edu/undergraduate/tlc>

Spanish & Portuguese Language Program Administration

Language Program Director: Dr. Holly Nibert E-mail: nibert.3@osu.edu Office: 240 Hagerty Hall; Phone: (614) 292-7125 Office Hours: TR 2:30-5:30PM, or by appt.	Asst. Language Program Director: Megan Lobert, M.Ed. E-mail: lobert.3@osu.edu Office Hours: Available by email only
Asst. Language Program Dir.: Dr. Richard Henricksen E-mail: henricksen.6@osu.edu Office: 277 Hagerty Hall; Phone: (614) 688-1482	Acting Asst. Language Program Dir.: Kristin Hawkins, M.A. E-mail: hawkins.323@osu.edu Office: 265 Hagerty Hall

Tech Support

- Carmen and non-MyLab (ML) technology issues, questions, or requests:**
 - **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
 - **Phone:** 614-688-HELP (4357); **TDD:** 614-688-8743
 - **Email:** shelp@osu.edu
- MyLab (including LiveChat & Pearson-Duolingo) technology issues, questions, or requests:**
 - **Self-Service and Chat support:** <https://support.pearson.com/getsupport/s/>
- TalkAbroad technology issues, questions, or requests:**
 - **Self-Service and Chat support:** <https://talkabroad.com>

A. COURSE DESCRIPTION AND OBJECTIVES

Overview

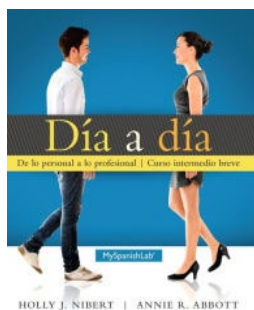
As the continuation of Spanish 1103, Spanish 2202 presupposes advanced-beginner to intermediate-level knowledge of the Spanish language and the cultures that speak it. As a gateway to a Spanish major or minor, this course aims to prepare learners for more advanced coursework at the 3000 level. Thus, Spanish 2202 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

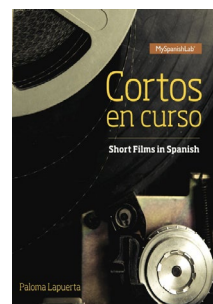
B.1. Required materials

REQUIRED TEXTBOOK & ONLINE SUBSCRIPTIONS
1. PEARON'S MYLAB STUDENT ACCESS CODE FOR <i>Día a día</i> (1st ed.)
Pearson's MyLab Student Access Code for <i>Día a día</i> (1st ed.) 2015, by Nibert & Abbott sold in the OSU bookstore package or directly online at https://www.myspanishlab.com .
a. The MyLab Course ID for this specific class section, provided by your instructor: XXXXXXXX
2. PEARON'S MYLAB STUDENT ACCESS CODE FOR <i>Cortos en curso</i> (1st ed.)
Pearson's MyLab Student Access Code for <i>Cortos en curso</i> (1st ed.), 2016, by Lapuerta sold directly online at https://www.myspanishlab.com .
a. The MyLab Course ID for this specific class section, provided by your instructor: XXXXXXXX
3. TALKABROAD
Two (2) thirty-minute conversations purchased through TalkAbroad https://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).
a. The TalkAbroad Section Code for this specific class section, provided by your instructor: Niber2018- XXXXXX

NOTE ON REQUIRED MATERIALS:



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 access to both titles directly online, since each contains a digital eText and more. 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 (for one-semester, 5-month access) (There are no hard copies of *Cortos* available). 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 and 2. Explore your options

B.2. Required equipment

REQUIRED HARDWARE
1. COMPUTER
Current Mac (OS X 10.6+) or PC (Windows 7+)*; <i>Mobile Devices</i> (optional): iPhone/iPad (iOS 7+) or Android (4.2+)
2. INTERNET
High-speed internet connection
3. WEBCAM
Built-in or external webcam, fully installed
4. MICROPHONE
Built-in laptop or tablet mic or external microphone

REQUIRED SOFTWARE
1. BROWSER
Google Chrome

B.3. Optional course materials & equipment

- Print textbook *Día a día* (1st ed.) 2015, by Nibert & Abbott. (No hard copies of *Cortos en curso* are available)
- *Canvas mobile app* available in Apple App Store & Google Play

- Spanish-English/English-Spanish **Dictionary** (See <https://sppo.osu.edu/syllabi/language-program-policies/resources> for suggested online dictionaries. There is also a free digital **glossary** within MyLab.)
- **Access to the free** Companion Website at www.pearsonhighered.com/diaadia/

C. COURSE POLICIES

1. Course Prerequisite

Spanish 2202 is for students who have earned regular course credit or Transfer Credit for Spanish 1103, or who have placed into the level via the Spanish placement test (i.e., the Multimedia Computer Adaptive Test, or MultiCAT). Spanish 2202 is **not** open to native speakers of Spanish, to students who have OSU EM (Examination Mark) test credit or transfer credit for 2202.

2. Course Sequence

Spanish 2202 is the next course after 1103, the latter of which is the final course in the three-semester sequence (1101, 1102, 1103) that fulfills the foreign language requirement of the College of Arts and Sciences. After successful completion of Spanish 2202, 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 <https://sppo.osu.edu/undergraduate/language-program/departmental-exams/multicat>). Students usually take this placement test during Orientation. If, however, for some reason you were unable to take it, please see <https://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. If your instructor suspects academic misconduct, they are obligated by University Rules to report any suspicions to COAM (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct at <https://studentlife.osu.edu/resources/>.

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. **Using online or electronic translators is a form of plagiarism when used to form phrases longer than a few words.** Plagiarism via the Internet is not only dishonest; it is also likely to be caught. Formal writing 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. 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 614-292-3307, TDD 614-292-0901; <http://slds.osu.edu/>

This online course requires use of a variety of technology such as Carmen (Ohio State’s learning management system) and other online communication and multimedia tools (e.g., streaming audio and video, synchronous and asynchronous

course tools, etc.). If you need additional services to use any of these technologies, please request accommodations with your instructor immediately.

6. Instructor Feedback & Response Time

6.a. E-mail:

You may expect a reply to email within **24-48 hours** during normal business days (i.e., Monday-Friday). For example, an email sent at 3:00 PM on Friday should receive a response by 3:00 PM the following Tuesday. For a quicker response, utilize the course *eClassroom* located within Carmen (carmen.osu.edu > SPAN 1103 > Modules> eClassroom) or contact a classmate directly. All correspondence should be professional and respectful in nature.

6.b. Grading/ Feedback:

For instructor-graded assignments (e.g., TalkAbroad reflections, Live Chat conversations, compositions, etc.), feedback should be provided within **7 business days**. If you wish to further discuss any aspect of an assignment, please do not hesitate to contact your instructor with additional questions, comments, or concerns.

7. Student Participation Requirements

7.a. Logging in:

Although the course assignments will require logging in to Carmen and/or MyLab multiple times per week, be sure you are consulting the course page in Carmen *at least once per week*; this includes weeks with holidays or weeks with minimal online course activity. If you have a situation that may cause you to miss an entire week of class, discuss it with your instructor *as soon as possible*.

7.b. Participating in online discussions:

The *eClassroom* within the *Discussion* tab in Carmen serves as a virtual space in which you can connect with both your instructor and classmates. It also represents a Q & A platform for all course-relevant questions and comments (e.g., *No contesté bien la segunda pregunta de ML 11-46. ¿Por qué se usa el subjuntivo?; ¿Cuándo se entrega la versión final de la composición?*, etc.).

7.c. Participating in group/partner activities:

In addition to the *eClassroom* (mentioned in 8b above), you will also communicate regularly with classmates via MyLab's Live Chat, **through Carmen Conferences**, and periodically with a conversation partner abroad via <talkabroad.com>. Your participation in partner/group activities is crucial in its successful completion; don't let your teammate(s) down by falling behind on these commitments!

Please note that all group/partner assignments are synchronous activities and require pre-planning with your partner(s) to establish a mutually convenient time to connect online. Once the activity is complete, each student will be evaluated based off his/her individual contribution (i.e., your grade cannot be affected by teammates' participation and/or performance.) Each partner/group activity will be evaluated on a credit/no-credit basis. [NOTE: 100%= complete and well done; 0% = partially complete or not well done or missing (i.e., not completed).] See Section G for further details.

8. Online Discussion & Communication Guidelines & Recommendations

8.a. Writing style:

While there is no need to participate in class activities as if you were writing a formal academic paper, you should remember to *write using good grammar, spelling and punctuation*. Informal writing (including an occasional emoticon) is fine for non-academic topics. All forms of communication (i.e., written, spoken, etc.) should avoid the use of vulgar, sexually suggestive, or otherwise inappropriate content. Failure to act in accordance with this policy may result in dismissal from the course.

8.b. Tone & Civility:

It is important to recognize the role we each play in maintaining a supportive online-learning community. Remember that certain informal styles (e.g., sarcasm, irony, etc.), which rely heavily on vocal inflections and/or nonverbal cues to accurately convey the intent, do not always directly transfer in online discourse. In order to cultivate and sustain a safe learning environment in which we can communicate freely, and be free to amicably disagree, it is crucial to be cognizant of our tone while participating in the online community.

D. COURSE TECHNOLOGY

1. Basic technical skills required

- Basic computer & web-browsing skills
- Navigating Carmen (Ohio State's learning management system, or LMS)
- Accent marks: Use keyboard codes to insert accents in Spanish. (Guide on inserting written accents: <http://www.spanishdict.com/guide/how-to-type-spanish-accents-and-letters#.V7dLJMrKV4>)

2. Basic technology skills required for the online SPAN 1103 course

- **Audio-Video Tools:** The course requires a basic understanding of specific audio & video tools (e.g., MyLab's LiveChat, TalkAbroad, etc.) in order to communicate in the online classroom and complete required course assignments.
- **MyLab (ML):** A student must be able to acquire the ability to access and navigate course materials located in MyLab (available at <https://mylabs.px.pearsoned.com/Pegasus/frmLogin.aspx?s=3>).

3. Accessibility Policy

For information regarding the Accessibility Policy for Pearson's MyLab, please consult the following website: **Pearson's MyLab:** <http://www.pearsoned.com/accessibility/>.

4. Privacy Policy

For information regarding Privacy Policy for TalkAbroad and Pearson's MyLab, please consult the following websites:

- a. **TalkAbroad:** <https://talkabroad.com/index/terms>.
- b. **Pearson's MyLab:** <https://register.pearsonmg.com/wsc/privacy.htm>.

E. ACADEMIC SUPPORT

a. Student Academic Services:

The Ohio State University reflects their commitment to excellence in teaching and learning, research, creative activity and outreach and engagement through an extensive inventory of academic services available to all students. For detailed information regarding university-sponsored academic programs and services, please call (614) 292-6961, visit the Student Academic Services Building located at 281 W. Lane Avenue, Columbus, OH. 43210, or go to <http://artsandsciences.osu.edu/academics/current-students>.

b. Student Services:

The Student Service Center provides each OSU student convenient access to all pertinent information regarding the payment of tuition and fees, financial aid, matters concerning course registration, grades and more. Students may visit the lobby of the Student Academic Services Building (located at 281 W. Lane Avenue, Columbus, OH. 43210), call (614) 292-0300, or toll-free at (800) 678-6440, or go to <http://ssc.osu.edu> for more information.

F. 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 Formal Writing Assignments & Oral Exam (see Appendices 1 & 2 for Evaluation Criteria)

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 (DAD)</i> activities	16%; (4% each x 4 units= 16% total)
2. MyLab (ML) <i>Cortos en curso</i> activities	3%; (1% each x 3 chapters= 3% total)
3. Written Blogs	6%;
4. Additional assignments	3%
B. Speaking Activities	
1. LiveChat Conversations (8 total)	8%; (1% each x 8 conversations= 8% total)
2. Charlas with the instructor	3%; (1% each assignments x 3 = 3% total)*
3. TalkAbroad	
3.1. Conversations (2 total)	6%; (3% each conversation x 2 = 6% total)*
3.2. Reflections (2 total)	4%; (2% each reflection x 2 = 4% total)*
D. Formal Writing Assignment (1 total)	8%; (5% first draft = 3% final draft = 8% total)
E. Formal Assessments	
1. Oral Exam (1 total)	10%
2. Chapter 4 Test	10%
3. Chapter 5 Test	10%
4. Final Exam	13%
TOTAL	100%

G. GRADE COMPONENTS & POLICIES

1. 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)** written blogs in Discussion boards **and d.)** additional activities as assigned by your instructor.

1.a. *Día a día* MyLab Activities:

First, regarding the pre-assigned activities in MyLab for *Día a día*, 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. 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!

1.b. *Cortos en curso* MyLab Activities:

Similar to section 1.a., 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.

1.c. Written Blogs:

Third, a minimum of twice each chapter your instructor will assign a writing assignment (blog) to be completed in pre-assigned groups of 5-7 students via the course discussion board on Carmen. Each blog assignment consists of two parts that are graded separately: 1.) an original post by *each* group member, and 2.) thoughtful, well-prepared responses to each blog submitted by your group members. Within your group, *each* member will read the assigned topic and write a blog *in Spanish* in which he/she shares his/her thoughts and/or opinions on the topic. Blogs should be five (5) or more sentences long, utilizing the vocab and grammar studied in class and using transition words that make the paragraphs cohesive and fluid. It is highly encouraged to include photos, images, maps, and/or other visuals in the presentation. After each member submits his/her blog by the established due date, within a few days each member will be required to log on to Carmen and respond directly to each blog written by the other group members.

The initial blogs will be graded on credit/no credit where 100% credit represents a well-developed paragraph (minimum of 5 sentences and flows) that engages with the topic in a meaningful way and incorporates the vocabulary and grammar studied in class. No credit will be given for blogs that do not meet the minimum requirements or do not engage with the topic in a meaningful way. You will not be evaluated on your grammar or spelling so feel free to experiment with new ways of saying things! The responses will also be graded on credit/no credit where 100% credit means that you have written a comment on each of your group's blogs in a direct and meaningful way. All due dates are available in the course calendar in section H. *No late work will be accepted.*

1.d. Additional Activities:

Fourth, throughout the semester, your instructor will assign additional activities for you to complete by dates specified by the instructor. These activities will include a brief quiz over the course syllabus, a quiz over the online proctoring software, Proctorio (*used to complete course quizzes and exams, see section 5*), *an activity on inserting special characters in Spanish, and any* additional miscellaneous readings, worksheets, and/or short videos. Due dates, evaluation criteria, and other pertinent information is detailed below.

- **c.1. Syllabus quiz:** First, each student is required to review the course syllabus and complete a brief quiz over its content. The quiz is available on Carmen and due by the end of the first week (by Sunday at 11:59PM). As the assignment is evaluated on a credit/no credit, a score of 100% must be earned in order to receive full credit (where ten (10) points will be awarded for completion and zero (0) points for an incomplete or missing submission). [NOTE: You have unlimited attempts to take the syllabus quiz.]
- **c.2. Using Proctorio in SPAN 2202 quiz:** Second, each student is required to complete a brief "quiz" on the terms and conditions of using Proctorio to complete formal assessments in SPAN 2202. A student must earn a score of 100% in order to be eligible to use Proctorio for course quizzes and exams. The "quiz" is graded on a credit/no-credit basis where 100% credit= a score of 100% is earned and 0%= less than a score of 100% is earned. [NOTE: You have unlimited attempts to take the Proctorio quiz.]
- **c.3. Inserting special characters in Spanish:** Third, each student will be expected to complete a brief assignment on inserting special characters in Spanish. This activity will help you use special characters as you complete various assignments and the formal assessments throughout the semester. Please note that you will not be required to memorize the codes for inserting special characters. Nonetheless, it is important that you practice inserting special characters before completing the first assessment. The assignment will be graded on a credit/no-credit basis where 100%= complete and well-done and 0%= partially complete and/or not well done.
- **c.4. Additional miscellaneous assignments (e.g., worksheets, readings, activities, etc.):** Fourth, your instructor reserves the right to assign miscellaneous assignments that s/he believes contributes to your growth in the field of Spanish language and/or culture. These assignments may include but are not limited to PowerPoints, handouts, readings, videos, songs, etc. Your instructor will provide additional information regarding assignment instructions, points, and deadlines for each additional assignment. If you ever have any questions or concerns, please contact your instructor immediately!

2. Speaking activities

Throughout the course, you will have opportunities to engage in authentic, meaningful conversations in Spanish in *three* ways: **a.)** synchronous LiveChat conversations with a classmate, **b.) charlas, or discussions, with instructors and other classmates, and, c.)** synchronous TalkAbroad conversations with native speakers living in a Spanish-speaking country. These activities are designed to encourage natural conversation in Spanish. You will *not* be evaluated on your grammar or pronunciation, so take advantage of these valuable opportunities to practice speaking in Spanish! As per grading, each of these activities are completed on a credit/no-credit basis. **If it appears that you are simply reading prepared answers (or scripts) during any of these conversations, you will be immediately awarded a zero for the assignment without an opportunity to resubmit the work.** Evaluation criteria and other pertinent information are detailed below.

2.a. LiveChat (via MyLab)

Throughout the course you will be expected to participate in **eight (8) 30-minute** LiveChat conversations with a classmate throughout the semester. These partner activities are synchronous video chats that are hosted in MyLab and will require scheduling a mutually convenient time between both students in order to complete the assignment. The first person to log in to the chat room is automatically designated by the system as the group “leader” and required to submit the file in ML at the end of the 30-minute conversation. **During LiveChat conversations, you may discuss topics related to the material studied in class or you may also discuss subjects or interests not covered in the course. Your instructor will provide additional information regarding suggested topics throughout the semester.** Similar to assigned eText and SAM activities, ML LiveChat assignments will also appear on the electronic weekly assignment calendar; however, unlike the eText and SAM activities, LiveChat conversations will be graded on credit/no credit where 100% credit represents active participation in the target language (i.e., Spanish) for the entire duration of the activity and 0% represents minimal or no participation. For your final course grade, each conversation is worth 1% for a total of 8% (1% x 8 conversations = 8%). **All due dates are available in the course calendar in section H.**

2.b. ¡Charla con el/la profesor/a! **Second,** throughout the semester your instructor will organize three small group virtual meetings via Carmen conferences. This is a great opportunity not only get to know your instructor and other classmates but get live feedback on your speaking! During each of these 30-minute “charlas” you will discuss topics directly related to the material studied during the course. In other words, topics you may include but are not limited to your daily routine and habits, food preferences, activities you like to do in your free time, and shopping. The conversations will be evaluated on a credit/no-credit basis. 100% credit= active participation during the entire conversation, whereas 0% credit= minimal or no participation. Please note that you are awarded full credit for simply *trying* to speak in Spanish; mistakes are expected and a natural part of the learning process! **For your final course grade, each conversation is worth 1% for a total of 3% (1% x 3 conversations = 3%). All due dates are available in the course calendar in section H.**

2.c. TalkAbroad (via TalkAbroad.com)

Lastly, you will be required to participate in two (2) conversations through TalkAbroad and complete a reflection assignment about each experience. The conversation will be 30 minutes in duration and will take place through www.talkabroad.com at the cost of \$15 per conversation (2 conversations x \$15= \$30 total). Both the conversation *and* the reflection **represent two separate grades.** **Additional details on the conversation and reflection assignments are given below.**

• **TalkAbroad Conversation:** In order to get started, you first will need to create a free TalkAbroad account, join the specific class section shown on page 2 of this syllabus (Section B.3.a), and purchase two (2) conversations. Then, you will choose a TalkAbroad conversation partner and select a date and time from his/her online schedule. Please note that, according to the rules of TalkAbroad as a company, ***all appointments must be booked at least 36 hours in advance.*** If, for whatever reason, you need to reschedule or cancel your appointment, all requests must be submitted at least ***12 hours in advance*** in order for the credit(s) to be refunded to your account. On the day of your appointment, it is **critical that you are set up and ready to begin your scheduled appointment on time to ensure a full 30 minutes to complete your conversation.** Partners have appointments every 30 minutes and need to begin and end conversations on time, even if a student arrives late. Your 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. The conversation is worth 3% of the overall course grade (3% x 1 conversation= 3%). **As per grading, the conversation will be evaluated according to its duration:**

Grading of Conversation
• 25:00-30:00 minutes= 100% credit
• 20:00-24:59 minutes= 75% credit

• 15:00-19:59 minutes= 50% credit
• 00:00-14:59 minutes= 0% credit

- **TalkAbroad Reflection:** *After* you complete your conversation, **you will need to submit a reflection assignment on language and culture.** This assignment consists of questions and answers in **Spanish and/or English**, to help you process your experience conversing with a native speaker in Spanish. The reflection must be submitted via Carmen on the date and time specified by your instructor. For each day (up to a maximum of three) that a reflection 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 reflection will no longer be accepted for credit. **The reflection is worth 4% of the overall course grade (2% x 2 reflections= 4%).** As per grading, the reflection will be evaluated according to the following parameters:

Grading of Reflection
• All sections answered thoroughly= 100% credit
• All sections answered but not thoroughly= 75% credit
• Only some sections answered= 50% credit
• No questions answered, or no submission= 0% credit

3. Formal Writing Assignment

One pre-established topic will be assigned over the course of the semester. The formal **writing assignments** together will be worth 8% of the final course grade and **will entail the following 4 separate assignments or steps:**

Week 3:	Formal Writing Assignment 1: Pre-writing activity [1% of final grade] Submit via Carmen pre-writing activity (handwritten or typed in Spanish; credit/no-credit); exact due date to be determined by instructor
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Week 4:	Formal Writing Assignment 2: First draft & peer review [1% of final grade] Submit via Carmen first draft (typed, in Spanish; double-spaced; use the special characters of Spanish; credit/no-credit); exact due date to be determined by instructor
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Week 7:	Formal Writing Assignment 3: Second draft [1% of final grade] Submit via Carmen a second draft of approximately 250-275 words in Spanish (typed; double-spaced; use the special characters of Spanish; include a word count (WC); submit also the first draft; credit/no-credit); exact due date to be determined by instructor
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Week 12:	Formal Writing Assignment 4: Final draft [5% of final grade] Submit via Carmen a final draft of approximately 250-275 words in Spanish (typed; double-spaced; use the special characters of Spanish; include a word count (WC); submit also the second draft; will be graded using the rubric in Appendix 2); exact due date to be determined by instructor
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- **Definition of "credit/no credit":** 100% credit= complete (including any prior assignment requested), well done (in earnest effort), and on time. 0% (no-credit)= partially complete or not well done or missing (i.e., not completed).

- **Policy on late submissions:** Assignments 1, 2 & 3 must be submitted on the due date and by the time specified by your instructor. *No late work will be accepted for credit* without acceptable, verifiable documentation. Regarding Assignment 4 (the final draft), for each day (up to a maximum of three) that it is late beyond the 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), Assignment 4 will no longer be accepted for credit. For example, if the due date is 11:59 PM on Wednesday, the last possible time when you can submit it for credit (albeit with a loss of 15%) is 11:59 PM on Saturday (by email or through Carmen). In such a case, let's imagine that the instructor deems

the 3-day-late final 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 grade percentage of 75% (C) on the final draft [i.e., 90% - 15% = 75%]. After 3 days, Assignment 4 will receive a zero.

• Policy on originality of work: It should be noted that *all 4 assignments 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 signed by the tutor and a clean copy of the draft due, in order to receive credit or a grade* (regardless of which of the 4 assignments 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 complete a formal writing assignment directly in Spanish on the final exam. 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 signed, marked-up draft reflecting any feedback from a tutor 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.

4. Formal Assessments

During the semester you will be required to three exams: one online midterm, one online final exam, and one oral exam. In addition, you will be required to complete *at least* two online quizzes. Further details on each formal assessment are available below. Please note that in order to complete online quizzes and exams, you are required to use the University's online proctoring software, Proctorio. Proctorio is designed to detect suspicious behavior so that you can be sure that your exam was proctored fairly and impartially. Additional pertinent information regarding the use of Proctorio in SPAN 2202 is available in section five below ("Proctoring of Chapter Exams and Final Exam").

4.a. Chapter tests ("Examen de capítulo"): There will be two (2) chapter tests, given during the semester. Each test will contain two 45 minute parts. Part 1 will cover listening comprehension, vocabulary, and reading and Part 2 will cover grammar and culture. Chapter 4 test will be available from 12:01 AM Thursday, Sept. 20 through Friday, Sept. 21 at 11:59 PM 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. Chapter 5 test will be available 12:01 AM Thursday, Oct. 18 through Friday, Oct. 19 at 11:59 PM and it will cover Chapter 5 along with a video from *Cortos en curso*, as indicated on the calendar. Please be aware that any *suspicion* of academic misconduct *will* be reported to COAM.

4.b. Final Exam: There will be a cumulative final exam (covering Chapters 4, 5, and 6, with an emphasis on Chapter 6, along with elements of Chapter 3). The final exam must be completed in two 60-minute sessions during Finals Week. You will have a window **between 12:01 AM Friday, Dec. 7th through Tuesday, Dec. 11th 11:59PM** to take the exam. Please be aware that any *suspicion* of academic misconduct *will* be reported to COAM.

4.c. Oral Exams

One oral exam will be administered during the semester through the Conference feature in Carmen. The oral exam will take place sometime during Weeks 13-14. You will take the oral exam individually with your instructor on a mutually convenient date and time. A sign-up sheet will be made available on Carmen. *Please select your day and time carefully as you will not be able to reschedule without acceptable documentation.* The format of the exam will be spontaneous in nature (i.e., not read or memorized material); thus, the best way to prepare for it is to complete all speaking assignments and actively participate throughout the semester *in Spanish*. The oral exam will be evaluated according to the criteria in Appendix 2. Further details about the oral exam will be provided by your instructor at a later date in the semester.

5. Proctoring of Formal Quizzes, Midterm and Final Exam

Throughout the semester you will be asked to complete at least four formal assessments via the University's learning management system, Carmen. In order to complete online quizzes and exams you will need Proctorio, the online proctoring software that is fully integrated into all Carmen course(s) at OSU. Before you will be allowed to use Proctorio, you will be required to read and agree to the following terms and conditions during a brief Carmen "quiz" titled "Using Proctorio in SPAN 2202." Please note that in order to be eligible to use the online proctoring software in this course you must earn 100% on the assignment.

Overview of Proctorio: Proctorio is an online proctoring software utilized by Ohio State University to administer online assessments. It is designed to track 20 types of suspicious behavior so that you can be sure that your exam was proctored fairly and impartially. Once you complete each quiz/exam, your instructor will automatically be sent a suspicion report for his/her review. The report will indicate any abnormal behavior detected during the session; abnormal behaviors include but are not limited to obstruction of any portion of your face, communication with someone on and/or off screen, activation of the copy and paste, print, and/or screen capture feature, and use of other electronic devices.

Terms and conditions for using Proctorio in SPAN 2202: In order to use the online proctoring software to complete course quizzes and exams, you *must* abide by the following requirements. **If at any point during a quiz/exam you choose to violate the terms listed below a zero will be awarded for the assessment.** Furthermore, if your instructor *suspects* academic misconduct a report *will* be submitted to the University's Committee on Academic Misconduct (COAM). Review the following requirements for using Proctorio to complete course quizzes and exams. If you have any questions or concerns, contact your instructor.

A student using Proctorio to complete a quiz and/or exam in SPAN 2202 must...

- keep his/her *entire* face visible during exam
- keep his/her eyes towards **the** screen
- take the exam alone in a private room/space
- turn off all sources of external sound such as but not limited to radio, tv, phones, etc.
- remove all phones, laptops, tablets, and/or other electronic devices from view
- remove all external resources (e.g., books, websites, notes, etc.)
- avoid the use of features such as copy and paste, screen capture, and print

NOTE: You must be 18 or older to use Proctorio. If you are under the age of 18 please notify your instructor *by the end of week 2* of the semester so that alternative accommodations may be arranged.

H. WEEKLY COURSE CALENDAR/SYLLABUS

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

“COMIENZA AQUÍ” MODULE

Due Sun., Aug. 26 by 11:59 PM:

- Watch “Bienvenidos al Español 2202” video
- Complete “Syllabus & Course Policies” quiz
- Complete “Using Proctorio in SPAN 2202” quiz
- Register for MyLab (*Día a día* and *Cortos en curso*)
- Register for TalkAbroad

WEEK 1

(August 20-24)

- Tuesday, August 21: SEMESTER CLASSES BEGIN
- Friday, August 24: LAST DAY TO ADD A COURSE (without instructor’s written permission)

LIBROS DE TEXTO (*Día a día* & *Cortos en curso*)

Textbook pages & topics:	ML homework
<ul style="list-style-type: none"> • Course Introduction • Introduction to TalkAbroad • DAD Chapter 4: pp. 142-151 <ul style="list-style-type: none"> • pp. 142-143: Explorando el tema • pp. 144-146: Parte 1: Vocabulario (AmbPer) • pp. 147-151: El modo subjuntivo (influencia, duda y emoción) 	<ul style="list-style-type: none"> • The following review activities are due Wed., Aug. 29 by 11:59PM: <ul style="list-style-type: none"> → ML TXT (4-1); ML SAM (4-1) → ML TXT (4-3); ML SAM (4-2, 4-3) → ML TUT (<i>Subjunctive in Noun Clauses with Verbs of Feelings & Emotions; Subjunctive in Noun Clauses with Verbs of Doubt & Denial</i>); ML TXT AT (4-1, 4-2, 4-3, 4-4, 4-5); ML TXT (4-7, 4-8); ML SAM (4-5, 4-6); ML EP (<i>Subjunctive in Noun Clauses with Verbs of Feelings & Emotions; Subjunctive in Noun Clauses with Verbs of Doubt & Denial</i>) → Other ML Tutorials Available (see icon next to eText): [On English > <i>Subjunctive Mood; Independent/Dependent Clause; Nouns; Noun Clause</i>] [On Spanish > <i>Regular Forms of Present Subjunctive; Spelling Changes in Present Subjunctive; Stem-Changes in Present Subjunctive; Irregular Present Subjunctive; Use of the Subjunctive in Noun Clauses</i>]

MÁS ALLÁ DE LOS LIBROS due Sun., Aug. 26 by 11:59 PM:

- “¡Charla con el/la profesor/a!” #1 (instructor will organize small group sessions on Carmen throughout the week)
- Sign up for LiveChat partner (sign-up sheet will be provided by your instructor)

WEEK 2
(August 27-31)

• Friday, **Aug. 31**: LAST DAY TO ADD A COURSE (with instructor's written permission)

LIBROS DE TEXTO (Día a día & Cortos en curso)

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: Comunidades nuevas y renovadas: pp. 104-108 <ul style="list-style-type: none"> • REPASO GRAMATICAL: pp. 104-108: 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 Wed., Aug. 29 by 11:59 PM: <ul style="list-style-type: none"> → ML TUT (Nosotros Commands); TXT AT (4-6); ML TXT (4-11); ML SAM (4-8, 4-9); ML EP (Nosotros Commands) → Other ML Tutorials Available (see icon next to eText): <ul style="list-style-type: none"> [On English > We Commands (Let's)] [On Spanish > Attaching Object and Reflexive Pronouns to Nosotros Commands] → ML TUT (Indirect Object Pronouns; Order and Placement of Direct and Indirect Object Pronouns Used Together); ML TXT AT (3-3, 3-4, 3-5); ML TXT (3-14); ML SAM (3-8, 3-9); ML EP (Order and Placement of Direct and Indirect Object Pronouns Used Together) → Other ML Tutorials Available (see icon next to eText): <ul style="list-style-type: none"> [On English > Direct Object Pronouns; Indirect Objects; Indirect Object Pronouns] [On Spanish > Direct Object Pronouns; Placement of Direct Object Pronouns; Indirect Object Pronouns; Placement of Indirect Object Pronouns]

MÁS ALLÁ DE LOS LIBROS due Sun., Sept. 2 by 11:59 PM:

- **Complete LiveChat #1 on MyLab** (topic to be announced by instructor)
- **Read & complete "How to insert special characters in Spanish"**
- **Complete Blog #1** (responses due by Sun., Sep. 9 by 11:59 PM)

WEEK 3
(September 3-7)

• Monday, **September 3**: Labor Day – NO CLASSES

LIBROS DE TEXTO (Día a día & Cortos en curso)

Textbook pages & topics:	ML homework
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<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) <p>[Continued on next page]</p> <ul style="list-style-type: none"> • pp. 169-172: El modo subjuntivo (lo desconocido y lo interdependiente) 	<ul style="list-style-type: none"> • The following review activities are due Wed., Sept. 5 by 11:59 PM: <ul style="list-style-type: none"> → ML TXT (4-25); ML SAM (4-16, 4-17) → ML TUT (<i>Formation of Formal Commands</i>); ML TXT AT (4-7); ML TXT (4-30, 4-31); ML SAM (4-19, 4-20); ML EP (<i>Formation of Formal Commands</i>) → Other ML Tutorials Available (see icon next to eText): <ul style="list-style-type: none"> [On English > <i>Commands</i>] [On Spanish > <i>Formal/Informal; Negative Formal Commands; Attaching Object and Reflexive Pronouns to Formal Commands</i>] • The following review activities are due Sun., Sept. 9 by 11:59 PM: <ul style="list-style-type: none"> → ML TXT (4-33, 4-36); ML SAM (4-22, 4-23) → Other ML Tutorials Available (see icon next to eText): <ul style="list-style-type: none"> [On English > <i>Adjectives; Adjective Clause; Adverbs; Adverbial Clause</i>] [On Spanish > <i>Use of Subjunctive in Adjective Clauses; Adverbial Conjunctions that May Require Indicative or Subjunctive; Adverbial Conjunctions that Always Require Subjunctive; Adverbial Conjunctions that Always Require Indicative</i>]
<p>MÁS ALLÁ DE LOS LIBROS due Sun., Sept. 9 by 11:59 PM:</p>	
<ul style="list-style-type: none"> • Complete LiveChat #2 on MyLab (topic to be announced by instructor) • Take "Inserting special characters in Spanish" quiz (evaluated on credit/no credit) • Formal Writing Assignment 1 (Pre-Writing Activity): Submit pre-writing activity to Carmen (handwritten or typed; credit/no credit) 	

<p style="text-align: center;">WEEK 4 (September 11-15)</p>	
<ul style="list-style-type: none"> • Friday, September 14: LAST DAY TO DROP A COURSE (without receiving a "W" on record) 	
<p>LIBROS DE TEXTO (Día a día & Cortos en curso)</p>	
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"> • Cortos e-Text in ML (3-3, 3-6, 3-9) 	<ul style="list-style-type: none"> • The following review activities are due Wed., Sept. 12 by 11:59 PM: <ul style="list-style-type: none"> → ML TXT (4-45); ML SAM (4-27, 4-28) → ML REVIEW: Flashcards Ch04 • The following review activities are due Sun., Sept. 16 by 11:59 PM: <ul style="list-style-type: none"> → Cortos ML (do 3-1, 3-2; (re)view video; then complete 3-4, 3-5, 3-8)
<p>MÁS ALLÁ DE LOS LIBROS due Sun., Sept. 16 by 11:59 PM:</p>	
<ul style="list-style-type: none"> • “;Charla con el/la profesor/a!” #2 (instructor will organize small group sessions on Carmen throughout the week) • Formal Writing Assignment 2: Submit first draft via Carmen for peer review (typed; credit/no credit). You have two weeks to perform 2 peer reviews. (The peer reviews are due Week 5). • Complete Blog #2 (responses due by Sun., Sept. 23 by 11:59 PM) 	

WEEK 5
(September 17-21)

LIBROS DE TEXTO (<i>Día a día & Cortos en curso</i>)	
Textbook pages & topics:	ML homework
<ul style="list-style-type: none"> • Review for Chapter 4 test: (DAD chapter 4 pp. 142-188, Chapter 3 pp. 104-108, CC Chapter 3 "La boda") • Chapter 4 Test (see next page for more information) 	
MÁS ALLÁ DE LOS LIBROS due Sun., Sept. 23 by 11:59 PM:	
<ul style="list-style-type: none"> • Complete two peer reviews on Formal Writing Assignment 2 on Carmen 	

WEEK 5: CHAPTER 4 TEST INFORMATION

ONLINE (<i>via Carmen's Proctorio</i>)	
Location:	https://carmen.osu.edu > SPAN 2202 > Modules > SPAN 2202 MIDTERM
Date(s) available to take the exam:	Thursday, Sept. 20 - Friday, Sept. 21, 2018
Duration of Exam:	Part 1: 45-minutes Part 2: 45-minutes
Exam Sections:	Part 1: Listening, Vocabulary, Reading Part 2: Grammar, Culture
Chapters:	<i>Día a día</i> Chapter 4 pp. 142-188; Chapter 3 pp. 104-108; Cultural focus on "Podcast: 'El Proyecto 333'", "La fotografía puede ayudar a cambiar el mundo" and "Video Cultural: "Un luchador en todos los sentidos") and <i>Cortos en curso</i> : "La boda"

WEEK 6
(September 24-28)

LIBROS DE TEXTO (<i>Día a día & Cortos en curso</i>)	
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 tú 	<ul style="list-style-type: none"> • The following review activities are due Wed., Sept. 26 by 11:59 PM: <ul style="list-style-type: none"> → ML TXT (5-1, 5-2); ML SAM (5-1) → ML SAM (5-2, 5-3) → ML TUT (<i>Formation of Regular Tú Commands; Formation of Irregular Tú Commands</i>); ML TXT AT (5-1, 5-2, 5-3); ML TXT (5-8); ML SAM (5-5, 5-6); ML EP (<i>Formation of Regular Tú Commands; Formation of Irregular Tú Commands</i>) → Other ML Tutorials Available (see icon next to eText): [On English > Commands] [On Spanish > Formal/Informal; Negative Tú Commands; Attaching

<ul style="list-style-type: none"> • 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><i>Object and Reflexive Pronouns to Tú Commands</i></p> <ul style="list-style-type: none"> • The following review activities are due Sun., Sept. 30 by 11:59 PM: → ML TUT (<i>Use of Future Tense; Use of Conditional</i>); ML TXT AT (5-4, 5-5, 5-6, 5-7); ML SAM (5-8, 5-9); ML EP (<i>Use of Future Tense; Use of Conditional</i>) → Other ML Tutorials Available (see icon next to eText): [On English > <i>Future Tense, Conditional (Mood)</i>] [On Spanish > <i>Formation of Regular Future Tense; Verbs with Irregular Stems in Future Tense; Formation of Regular Conditional; Verbs with Irregular Stems in Conditional</i>] → ML SAM VC (do 5-14; (re)view video; then complete 5-15)
<p>MÁS ALLÁ DE LOS LIBROS due Sun., Sept. 30 by 11:59 PM:</p>	
<ul style="list-style-type: none"> • Complete TalkAbroad conversation & submit reflection 1 • Complete LiveChat #3 on MyLab (<i>topic to be announced by instructor</i>) • Complete Blog #3 (responses due by Sun., Oct. 7 by 11:59 PM) 	

WEEK 7
(October 1-5)

LIBROS DE TEXTO (Día a día & Cortos en curso)	
Textbook pages & topics:	ML homework
<ul style="list-style-type: none"> • DAD Chapter 5: pp. 211-218 <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 • DAD Chapter 5: pp. 218-223, 231 <ul style="list-style-type: none"> • 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> 	<ul style="list-style-type: none"> • The following review activities are due Wed., Oct. 3 by 11:59 PM: <ul style="list-style-type: none"> → ML SAM (5-16, 5-17) → ML TUT (<i>Formation of Imperfect Subjunctive; Use of Imperfect Subjunctive</i>); ML TXT AT (5-8, 5-9); ML TXT (5-30, 5-31, 5-32); ML SAM (5-19, 5-20); ML EP (<i>Formation of Imperfect Subjunctive; Use of Imperfect Subjunctive</i>) → Other ML Tutorials Available (see icon next to eText): [On English > <i>Imperfect Subjunctive</i>] [On Spanish > <i>Sequence of Tenses with the Subjunctive</i>] • The following review activities are due Sun., Oct. 7 by 11:59 PM: <ul style="list-style-type: none"> → ML TUT (<i>If-Clauses with Present Indicative and Future</i>); ML TXT AT (5-10); ML TXT (5-35, 5-36); ML SAM (5-22, 5-23); ML EP (<i>If-Clauses with Present Indicative and Future</i>) → Other ML Tutorials Available (see icon next to eText): [On English > <i>If-Clauses; Hypothetical Situations</i>] [On Spanish > <i>If-Clauses with Imperfect Subjunctive and Conditional</i>] → ML TXT (5-38, 5-40); ML SAM (5-25) → ML REVIEW: Flashcards Ch05
MÁS ALLÁ DE LOS LIBROS due Sun., Oct. 7 by 11:59 PM: <ul style="list-style-type: none"> • Complete LiveChat #4 on MyLab (topic to be announced by instructor) • Formal Writing Assignment 3 (Second Draft): Submit second draft to instructor for feedback (<i>typed; double-spaced, use special characters of Spanish; include a word count; include second draft with submission; credit/no credit</i>) 	

WEEK 8
(October 8-12)

LIBROS DE TEXTO (Día a día & Cortos en curso)	
Textbook pages & topics:	ML homework
<ul style="list-style-type: none"> • Thursday, October 11 - Friday, October 12, AUTUMN BREAK – NO CLASSES 	
<ul style="list-style-type: none"> • Cortos en curso: "Amador y Caridad" (Colombia) <ul style="list-style-type: none"> • Cortos e-Text in ML (2-2, 2-9, 2-10) 	<ul style="list-style-type: none"> • The following review activities are due Wed., Oct. 10 by 11:59 PM: <ul style="list-style-type: none"> → Cortos ML TXT (do 2-1, 2-3; (re)view video; then complete 2-4, 2-5, 2-7, 2-8)
MÁS ALLÁ DE LOS LIBROS due Sun., Oct. 14 by 11:59 PM: <ul style="list-style-type: none"> • "Charla con e/la profesor/a" #3 (instructor will organize small group sessions on Carmen) • Complete Blog #4 (responses due by Sun., Oct. 21 by 11:59 PM) 	

WEEK 9 (October 15-19)	
LIBROS DE TEXTO (Día a día & Cortos en curso)	
Textbook pages & topics:	ML homework
<ul style="list-style-type: none"> • Review for Chapter 5 test: (DAD chapter 5 pp. 190-203, 210-223, 231; CC Chapter 2 "Amador y Caridad") • Chapter 5 Test (see below for more information) 	
MÁS ALLÁ DE LOS LIBROS due Sun., Oct. 21 by 11:59 PM:	
<ul style="list-style-type: none"> • Study for and take Chapter 5 test 	

WEEK 5: CHAPTER 5 TEST INFORMATION	
	ONLINE (via Carmen's Proctorio)
Location:	https://carmen.osu.edu > SPAN 2202 > Modules > SPAN 2202 MIDTERM
Date(s) available to take the exam:	Thursday, Oct. 18 - Friday, Oct. 19, 2018
Duration of Exam:	Part 1: 45-minutes Part 2: 45-minutes
Exam Sections:	Part 1: Listening, Vocabulary, Reading Part 2: Grammar, Culture
Chapters:	Día a día Chapter 5 (with cultural focus on "Video cultural: "El arte callejero convierte a la ciudad en galería", and Niebla, and Cortos en curso: "Amador y Caridad")

WEEK 10 (October 22-26)	
<ul style="list-style-type: none"> • Friday, October 26: LAST DAY TO DROP A COURSE (without petitioning) 	
LIBROS DE TEXTO (Día a día & Cortos en curso)	
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 ser 	<ul style="list-style-type: none"> • The following review activities are due Wed., Oct. 24 by 11:59 PM: <ul style="list-style-type: none"> → ML TXT (6-1); ML SAM (6-1) → ML SAM (6-2, 6-3) → ML TUT (Use of Passive Voice with Ser);

<p>(la voz pasiva) y <i>estar</i> (una condición resultante)</p> <p>[Continued on next page]</p> <ul style="list-style-type: none"> • DAD Chapter 3: pp. 120-121 <ul style="list-style-type: none"> • pp. 120-121: <i>REPASO</i>: El <i>se</i> pasivo y <i>se</i> impersonal • Formal Writing Assignment Workshop 3: Instructor returns second draft with feedback & provides overall observations and practice with editing (for example, error identification, organization, etc.) 	<p>ML TXT AT (6-1); ML TXT (6-8, 6-9); ML SAM (6-5, 6-6); ML EP (<i>Use of Passive Voice with Ser</i>)</p> <p>→ Other ML Tutorials Available (see icon next to eText): [On English > <i>Passive Voice; Past Participle; Past Participle Used as an Adjective</i>] [On Spanish > <i>Ser; Estar; Ser and Estar; Estar + Adjectives; Formation of Regular Past Participles; Spelling Changes and Irregular Past Participles; Past Participle Used as an Adjective</i>]</p> <ul style="list-style-type: none"> • The following review activities are due Sun., Oct. 28 by 11:59 PM: <p>→ ML TUT (<i>Passive Voice with Se; Impersonal Se</i>); ML TXT AT (3-6, 3-7); ML TXT (3-31); ML SAM (3-19, 3-20); ML EP (<i>Passive Voice with Se; Impersonal Se</i>)</p> <p>→ Other ML Tutorials Available (see icon next to eText): [On English > <i>Passive Voice</i>] [On Spanish > <i>None</i>]</p>
<p>MÁS ALLÁ DE LOS LIBROS due Sun., Oct. 28 by 11:59 PM:</p>	
<ul style="list-style-type: none"> • Complete LiveChat #5 on MyLab (topic to be announced by instructor) • Complete Blog #5 (responses due by Sun., Nov. 4 by 11:59 PM) 	

<p style="text-align: center;">WEEK 11 (October 29-November 2)</p>	
<p>LIBROS DE TEXTO (Día a día & Cortos en curso)</p>	
<p>Textbook pages & topics:</p>	<p>ML homework</p>
<ul style="list-style-type: none"> • DAD Chapter 3: pp. 123-125 <ul style="list-style-type: none"> • pp. 123-125: <i>REPASO</i>: El <i>se</i> para expresar acontecimientos no planificados • DAD Chapter 6: pp. 245-248, 254 <ul style="list-style-type: none"> • pp. 245-248: El presente perfecto de indicativo y de subjuntivo 	<ul style="list-style-type: none"> • The following review activities are due Wed., Oct. 31 by 11:59 PM: <p>→ ML TUT (<i>Se: Uses</i>); ML TXT AT (3-8, 3-9); ML TXT (3-35, 3-36); ML SAM (3-22, 3-23); ML EP (<i>Se: Uses</i>)</p> <p>→ Other ML Tutorials Available (see icon next to eText): [On English > <i>None</i>] [On Spanish > <i>Use of Se for Unplanned Occurrences</i>]</p> <ul style="list-style-type: none"> • The following review activities are due Sun., Nov. 4 by 11:59 PM: <p>→ ML TUT (<i>Formation of the Present Perfect Indicative; Formation of the Present Perfect Subjunctive; Use of Present Perfect Subjunctive</i>); ML TXT AT (6-2, 6-3); ML SAM (6-8, 6-9); ML EP (<i>Formation of the Present Perfect Indicative; Formation of the Present Perfect Subjunctive; Use of Present Perfect Subjunctive</i>)</p> <p>→ Other ML Tutorials Available (see icon next to eText): [On English > <i>Past Participle; Present Perfect Indicative</i>] [On Spanish > <i>Uses of Haber; Formation of Regular Past Participles; Spelling Changes and Irregular Past Participles</i>]</p>

<ul style="list-style-type: none"> p. 254: Video Cultural: "Ser bilingüe te abre muchas puertas" 	→ ML SAM VC do (6-14); review video; then complete 6-15)
MÁS ALLÁ DE LOS LIBROS due Sun., Nov. 4 by 11:59 PM:	
<ul style="list-style-type: none"> Complete LiveChat #6 on MyLab (topic to be announced by instructor) Complete TalkAbroad conversation & submit reflection 2 Sign up for Final Oral Exams (Signup sheet will be available on Carmen) 	

WEEK 12 (November 5-9)	
LIBROS DE TEXTO (Día a día & Cortos en curso)	
Textbook pages & topics:	ML homework
<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 review activities are due Sun., Nov. 11 by 11:59 PM: → ML SAM (6-16, 6-17) → ML TUT (Formation of the Pluperfect Indicative; Use of Pluperfect Indicative; Formation of the Pluperfect Subjunctive; Use of Pluperfect Subjunctive); ML TXT AT (6-4, 6-5); ML TXT (6-28); ML SAM (6-19, 6-20); ML EP (Formation of the Pluperfect Indicative; Use of the Pluperfect Indicative; Formation of the Pluperfect Subjunctive; Use of the Pluperfect Subjunctive) → Other ML Tutorials Available (see icon next to eText): [On English > Past Participle; Pluperfect Indicative; Pluperfect Subjunctive] [On Spanish > Uses of Haber; Formation of Regular Past Participles; Spelling Changes and Irregular Past Participles; Placement of Object Pronouns with Pluperfect Indicative]
MÁS ALLÁ DE LOS LIBROS Sun., Nov. 11 by 11:59 PM:	
<ul style="list-style-type: none"> Complete LiveChat #7 on MyLab (topic to be announced by instructor) Formal Writing Assignment 4 (Final Draft): Submit final draft to instructor (typed, double-spaced, use special characters of Spanish, include a word count; graded with rubric in Appendix 2) 	

WEEK 13 (November 12-16)	
<ul style="list-style-type: none"> Monday, November 12: Veterans Day – NO CLASSES 	
LIBROS DE TEXTO (Día a día & Cortos en curso)	
Textbook pages & topics:	ML homework

<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 review activities are due Sun., Nov. 18 by 11:59 PM: <ul style="list-style-type: none"> → ML TUT (Formation of the Future Perfect; Use of Future Perfect; Formation of the Conditional Perfect; Use of Conditional Perfect; Use of Pluperfect Subjunctive with Conditional Perfect and Ojalá); ML TXT AT (6-6, 6-7); ML TXT (6-31); ML SAM (6-22, 6-23); ML EP (Formation of the Future Perfect; Use of Future Perfect; Formation of the Conditional Perfect; Use of Conditional Perfect; Use of Pluperfect Subjunctive with Conditional Perfect and Ojalá) → Other ML Tutorials Available (see icon next to eText): <ul style="list-style-type: none"> [On English > Past Participle; Conditional Perfect; If-Clauses; Hypothetical Situations] [On Spanish > Uses of Haber; Formation of Regular Past Participles; Spelling Changes and Irregular Past Participles]
MÁS ALLÁ DE LOS LIBROS due Sun., Nov. 18 by 11:59 PM:	
<ul style="list-style-type: none"> • Complete ORAL EXAMS (exact dates and times to be determined by instructor) • Complete Blog #6 (responses due by Sun., Nov. 25 by 11:59 PM) 	

WEEK 14	
(November 19-23)	
<ul style="list-style-type: none"> • Wednesday, November 21-Friday, November 23: Thanksgiving Break – NO CLASSES 	
LIBROS DE TEXTO (Día a día & Cortos en curso)	
<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) 	<ul style="list-style-type: none"> • The following review activities are due Sun., Nov. 25 by 11:59 PM: <ul style="list-style-type: none"> → ML TXT (5-16, 5-17, 5-19)
MÁS ALLÁ DE LOS LIBROS due Sun., Nov. 25 by 11:59 PM:	
<ul style="list-style-type: none"> • Complete ORAL EXAMS (exact dates and times to be determined by instructor) 	

WEEK 15	
(November 26-31)	
LIBROS DE TEXTO (Día a día & Cortos en curso)	
<i>Textbook pages & topics:</i>	<i>ML homework</i>
<ul style="list-style-type: none"> • DAD Chapter 6: pp. 275, 278 <ul style="list-style-type: none"> • p. 275: El habla interpersonal: Intercambios • Cortos en curso Chapter 5: pp. 25-30 <ul style="list-style-type: none"> • “Cuesta abajo” (Colombia, 2014) 	<ul style="list-style-type: none"> • The following review activities are due Sun., Dec. 2 by 11:59 PM: <ul style="list-style-type: none"> → ML REVIEW: Flashcards Ch06 → Cortos ML TXT (do 5-1, 5-3; (re)view video; then complete 5-4, 5-5, 5-7)
MÁS ALLÁ DE LOS LIBROS due Sun., Dec. 2 by 11:59 PM:	
<ul style="list-style-type: none"> • Complete LiveChat #8 on MyLab (topic to be announced by instructor) 	

WEEK 16
(December 3-7)

- Wednesday, December 5: LAST DAY OF REGULARLY SCHEDULED SEMESTER CLASSES
- Thursday, December 6: READING DAY

LIBROS DE TEXTO (Día a día & Cortos en curso)

Textbook pages & topics:

ML homework

- Remaining time: **Review**

MÁS ALLÁ DE LOS LIBROS due Wed., Dec. 5 by 11:59 PM:

- **The following activities are due Wed., Dec. 5 by 11:59 PM:**
 - Complete Online Survey supplied by instructor
 - Complete **Student Evaluation of Instruction (SEI)** online

FINAL EXAM INFORMATION

ONLINE (via Carmen's Proctorio)

Location:	https://carmen.osu.edu > SPAN 2202 > Modules > SPAN 2202 FINAL EXAM
Date(s) available to take the exam:	Fri., Dec. 7- Tuesday., Dec. 11
Duration of Exam:	Part 1: 60-minutes Part 2: 60-minutes
Exam Sections:	Part 1: Listening, Vocabulary, Writing Part 2: Grammar, Culture, Reading
Chapters:	<i>Día a día</i> Chapters 4, 5 & 6 (with emphasis on Chapter 6), Portions of Chapter 3, and <i>Cortos en curso</i> "Cuesta abajo"

SUMMARY of Dates of Formal Writing Assignments, LiveChats, Video Logs, TalkAbroad reflections, Quizzes, and Exams

ASSIGNMENT	DUE DATE
Charla #1	Week 1; Sun., Aug. 26 by 11:59 PM
LiveChat Conversation #1	Week 2; Sun., Sept. 2 by 11:59 PM
Blog #1	Week 2; Sun., Sept. 2 by 11:59 PM (responses due Sept. 9 th)
LiveChat Conversation #2	Week 3; Sun., Sept. 9 by 11:59 PM
Formal Writing Assignment 1: Pre-writing activity	Week 3; Sun., Sept. 9 by 11:59 PM
Charla #2	Week 4; Sun., Sept. 16 by 11:59 PM
Blog #2	Week 4; Sun. Sept. 16 by 11:59 PM (responses due Sept. 23)
Formal Writing Assignment 2: First draft (Peer review)	Week 4; Sun. Sept. 16 by 11:59 PM; Week 5; Sun. Sep. 23 by 11:59 PM
Chapter 4 Exam	Week 5; Thur., Sept. 20 - Fri., Sept. 21 by 11:59 PM
LiveChat Conversation #3	Week 6; Sun., Sept. 31 by 11:59 PM
Blog #3	Week 6; Sun., Sept. 31 by 11:59 PM (responses due Oct. 7)
TalkAbroad Conversation & Reflection 1	Week 6; Sun., Sept. 31 by 11:59 PM
LiveChat Conversation #4	Week 7; Sun., Oct. 7 by 11:59 PM
Formal Writing Assignment 3: Second draft	Week 7; Sun., Oct. 7 by 11:59 PM
Charla #3	Week 8; Sun., Oct. 14 by 11:59 PM
Blog #4	Week 8; Sun., Oct. 14 by 11:59 PM (responses due Oct. 21)
Chapter 5 Exam	Week 9; Sun., Thur., Oct. 18 - Fri., Oct. 19 by 11:59 PM
LiveChat Conversation #5	Week 10; Sun., Oct. 28 by 11:59 PM
Blog #5	Week 10; Sun., Oct. 28 by 11:59 PM (responses due Nov. 4)
TalkAbroad Conversation & Reflection 2	Week 11; Sun., Nov. 4 by 11:59 PM
LiveChat Conversation #6	Week 11; Sun., Nov. 4 by 11:59 PM
LiveChat Conversation #7	Week 12; Sun., Nov. 11 by 11:59 PM
Formal Writing Assignment 4: Final draft	Week 12; Sun. Nov. 11 by 11:59 PM
Final Oral Exam: DAD Chapters 4, 5 & 6	Weeks 13-14; exact dates to be determined by instructor
Blog #6	Week 13; Sun. Nov. 18 by 11:59 PM (responses due Nov. 25)
LiveChat Conversation #8	Week 15; Sun. Dec. 2 by 11:59 PM
Final Exam: DAD Chapters 4, 5 & 6 (with emphasis on Chapter 6) and Cortos "Cuesta abajo"	Week 16; Fri. Dec., 7; Tues., Dec. 11

I. APPENDIX 1

EVALUATION CRITERIA FOR COMPOSITIONS

LOGISTICS									
The <i>final draft</i> of your composition is accompanied by your <i>second draft</i> (i.e., Assignment 3) [2 pts.], is typed <i>and</i> double-spaced [1 pt.], uses the special characters of the target language [1 pt.], and includes a word count (WC) [1 pt.].									
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 <i>formal writing assignment</i> 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 <i>formal writing assignment</i> 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									Excellent
1	2	3	4	5	6	7	8	9	10
GRAMMAR									
Your <i>formal writing assignment</i> 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									Excellent
1	2	3	4	5	6	7	8	9	10
TOTAL= _____/50 pts.= _____ %, Letter Grade _____									

J. APPENDIX 2

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 topic at hand.							Ideas very well developed and interconnected; content given is completely relevant to the topic at 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 = _____ %



**THE OHIO STATE
UNIVERSITY**

SPAN 2202
Spanish IV (Lecture, 3 Credit Hours)
Course Description, Policies, Grading Procedures, and Syllabus
Autumn 2018

Course Contact Information

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

Instructor: X

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 <https://sppo.osu.edu/undergraduate/tlc>

Spanish & Portuguese Language Program Administration

Language Program Director: Dr. Holly Nibert

E-mail: nibert.3@osu.edu

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

Office Hours: TR 2:30-5:30PM, or by appt.

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

E-mail: lobert.3@osu.edu

Office Hours: Available by email only

Asst. Language Program Dir.: Dr. Richard Henricksen

E-mail: henricksen.6@osu.edu

Office: 277 Hagerty Hall; Phone: (614) 688-1482

Acting Asst. Language Program Dir.: Kristin Hawkins, M.A.

E-mail: hawkins.323@osu.edu

Office: 265 Hagerty Hall

Tech Support

1. Carmen and non-MyLab (ML) technology issues, questions, or requests:

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357); **TDD:** 614-688-8743
- **Email:** 8help@osu.edu

2. MyLab technology issues, questions, or requests:

- **Self-Service and Chat support:** <https://support.pearson.com/getsupport/s/>

3. TalkAbroad technology issues, questions, or requests:

- **Self-Service and Chat support:** <https://talkabroad.com>

A. COURSE DESCRIPTION AND OBJECTIVES

1. Overview

As the continuation of Spanish 1103, Spanish 2202 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 employs a multifaceted, communicative approach to adult second language acquisition that foments 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!*).

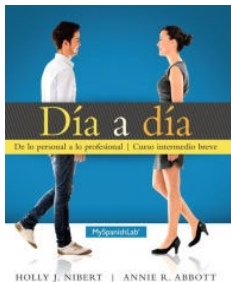
B. COURSE MATERIALS

Required:

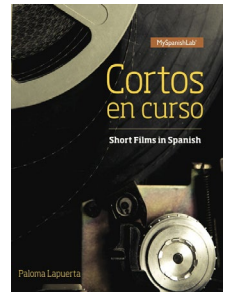
1. Pearson's **MyLab Student Access Code** for *Día a día* (1st ed.), 2015, by Nibert & Abbott, sold in the OSU bookstore package or directly online at www.myspanishlab.com
 - a. The **MyLab Course ID** for this specific section of SPAN 22022202, provided by your instructor: XXXXX00-00000
2. Pearson's **MyLab Student Access Code** for *Cortos en curso* (1st ed.), 2016, by Lapuerta
 - a. The **MyLab Course ID** for this specific section of SPAN 22022202, 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).
 - 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 glossary 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.7 below carefully. 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 is for students who have earned regular course credit or Transfer Credit for Spanish 1103, or who have placed into the level via the Spanish placement test (i.e., the Multimedia Computer Adaptive Test, or MultiCAT). Spanish 2202 is **not** open to native speakers of Spanish, to students who have OSU EM (Examination Mark) test credit or transfer credit for 2202.

2. Course Sequence

Spanish 2202 is the next course after 1103, the latter of which is the final course in the three-semester sequence (1101, 1102, 1103) that fulfills the foreign language requirement of the College of Arts and Sciences. After successful completion of Spanish 22022202, 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 <https://sppo.osu.edu/undergraduate/language-program/departamental-exams/multicat>). Students usually take this placement test during Orientation. If, however, for some reason you were unable to take it, please see <https://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. More on Foreign Language EM Proficiency Testing

Heritage speakers of Spanish, as well as students who deem that, due to self-study or travel abroad, they have developed Spanish skills beyond their MultiCAT placement and/or recent course work, should consider taking the EM Proficiency Test. Eligible students may seek credit by examination (EM) for Spanish 1101, 1102, 1155, 1103, or 2202. Students can only take the EM Proficiency Test for the course level into which they have placed or are currently enrolled, but *only during the first week of the semester* in the latter case. Students who have audited, received a “W”, or earned a failing grade for a Spanish course are not eligible for an EM Proficiency Test. For more information, see <https://sppo.osu.edu/undergraduate/language-program/departmental-exams> and email Dr. Richard Henricksen at henricksen.6@osu.edu.

5. 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 <https://studentlife.osu.edu/resources/>.

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. *Using online or electronic translators is a form of plagiarism when used to form phrases longer than a few words.* Plagiarism via the Internet is not only dishonest; it is also likely to be caught. Formal writing 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. 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.

6. 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 614-292-3307, TDD 614-292-0901; <http://slds.osu.edu/>.

7. In-class Use of Electronic Devices

Students (especially those with documentation from SLDS) may use electronic devices (such as a laptop) 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 (such as texting, accessing email or social networks, not silencing ring tones, etc.) during class lectures, quizzes and/or exams *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
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2. Key to Grade Percentages for Formal Writing Assignment & Oral Exam (see Appendices 2 & 3 for Evaluation Criteria)

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	6% ; (1.5% per 4-week grading period x 4 = 6%)
C. Formal Writing Assignment	8% ; (1% each for assignments 1, 2 & 3 + 5% for assignment 4 = 8% total)
D. Formal Assessments	
1. Oral Exam	10%
2. Chapter 4 Test	13%
3. Chapter 5 Test	13%
4. Final Exam	16%
TOTAL	100%

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 written assignments** assigned by your instructor; scored on a credit/no-credit basis) _____ x .06 = _____

- **TalkAbroad:**

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

Class Participation:

Weeks 1-4 _____ x .015 = _____
 Weeks 5-8 _____ x .015 = _____
 Weeks 9-12 _____ x .015 = _____
 Weeks 13-16 (15) _____ x .015 = _____

Formal Writing Assignments:

Assignment 1 (scored on a credit/no-credit basis) _____ x .01 = _____
 Assignment 2 (scored on a credit/no-credit basis) _____ x .01 = _____
 Assignment 3 (scored on a credit/no-credit basis) _____ x .01 = _____
 Assignment 4 (graded using rubric in Appendix 2) _____ x .05 = _____

Formal assessments:

- **Oral Exam:** Chapters 4, 5 & 6 _____ x .10 = _____
- **Chapter 4 Test** _____ x .13 = _____
- **Chapter 5 Test** _____ x .13 = _____
- **Final Written Exam:** Chapters 4, 5 & 6 _____ x .16 = _____

PRELIMINARY TOTAL = _____

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

FINAL TOTAL = _____ (Out of 100%)

E. GRADE COMPONENTS & POLICIES

1. Policy on Attendance, Tardiness, and Early Departures from Class

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 any absences, tardies, or early departures from class, and when possible, obtain and keep any documentation that verifies your reasons. A chart for recording such information is provided in Appendix 4 for your convenience.

Grace sessions: Over the course of the semester, you will be allowed *two (2) “grace sessions” of 80 minutes* (equivalent to *one (1) week of class in Autumn or Spring*) without the need for official documentation. If your class section meets two days per week (e.g., TR from 8:00-9:20 AM), you will be allowed *two days* of absences as “grace sessions”. These sessions 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.* In the latter case, it is recommended that you email your Spanish instructor as soon as possible to inform him/her about needing to miss class (i.e., due to a migraine, etc.). [*jOJO!* 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.]

Excused absences: 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. Examples include a doctor’s note (on original letterhead paper; in general, photocopies and faxes will not be accepted), 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 Assistant Language Program Directors, Megan Lobert(.3), and/or Dr. Richard Henriksen(.6) *as soon as possible*. **No documentation will be accepted after 11:59 PM of Reading Day, which for Autumn 2018 is Thursday, December 6.** [¡OJO! The falsification of official documents is a serious offense that *will be reported* to the Committee on Academic Misconduct (COAM). See Section C.5 above.]

Unexcused absences: Any additional absences (beyond the “grace sessions” and any excused absences) will be considered *unexcused*. *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., $92\% - 6\% = 86\%$].

Late arrivals and early departures from class: Finally, *arriving to class late* or *leaving class early* can accumulate into unexcused absences. A late arrival to class (i.e., arriving at any point after your instructor officially begins a class session) or an early departure from class (i.e., leaving at any point before your instructor officially ends a class session) on five (5) different occasions (even if on the same class day) will be counted as one (1) *unexcused absence* from class. If you have an acceptable, verifiable reason for arriving late or leaving early on a particular class day (e.g., a study abroad interview, a job interview, etc.), these may be excused, following the parameters outlined above for “Excused absences”.

In sum, make sure that you clearly understand the attendance, tardiness, and early departure policies for this course, that you keep track of your own 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, s/he 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 four (4) “grace sessions” of 55 minutes to cover this and any other type of absence that cannot be officially documented.]

2. Class Participation

Beyond daily class attendance, consistent, active class participation is also crucial for the development of your language skills and therefore for success in this course. Your overall class participation will be evaluated according to the five criteria specified on the “Class Participation Self-Assessment Sheet,” shown in Appendix 1.

At the end of each of each fourth week of the semester (weeks 4, 8, 12, 16) you will be asked to complete the self-assessment for your instructor either in class or online via Carmen. In order to complete the participation assessment, choose the point value on each scale that most accurately describes your performance for that criteria during 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.” By the end of the semester, you will have received four (4) class participation grades.

- **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.

- **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 by your instructor, s/he reserves the right to simply *assign you* a participation grade for that chapter.

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. Please note that ***no late homework will be accepted for MyLab activities or for daily written homework activities.*** The late policy for the TalkAbroad reflection is specified below in 3.d.

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 (completed individually): Second, similar to section 3a, 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 assign 2-4 brief *written* homework activities *for each class day* (1-2 "review" activities over that day's content and 1-2 "preview" activities to prepare for the next class day's content), to actively review in class, as a class, and thus provide opportunity for questions and clarifications. Each assignment will be due in class *at the beginning of the class hour* on the due date given by your instructor. ***On at least 5 class days per chapter (and perhaps more), chosen at random by your instructor,*** s/he will circulate around the classroom and assign each student's work a grade of credit/no-credit. [NOTE: 100% credit= all activities are completed and well done; 0% (no-credit)= activities are only partially completed or not well done or missing (i.e., not completed).] By the end of the semester, you will have received at least 15 daily written homework grades (= at least 5 per chapter x 3 chapters).

If you are absent from class when an assignment of daily written homework activities 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 activities were assigned 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 missing or incomplete homework.

d. TalkAbroad: Fourth, during the semester you will be required to participate in two (2) conversations through TalkAbroad and complete a brief reflection on your experience. Each conversation will be 30 minutes in duration and will take place through www.talkabroad.com at the cost of \$15 per conversation (2 conversations x \$15 each = \$30 total). The conversation and reflection represent *two* separate grades. Additional details on the conversation and reflection assignments are given below.

- **TalkAbroad Conversation:** In order to get started, you will need to create a free TalkAbroad account, join the specific class section shown on page 2 of this syllabus (Section B.2.a), and purchase two (2) conversations. 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. Please note that, according to the rules of TalkAbroad as a company, *all appointments must be booked at least 36 hours in advance*. If, for whatever reason, you need to reschedule or cancel your appointment, all requests must be submitted at least *12 hours in advance* in order for the credit(s) to be refunded to your account. On the day of your appointment, it is **critical that you are set up and ready to begin your scheduled appointment on time to ensure a full 30 minutes to complete your conversation**. Partners have appointments every 30 minutes and need to begin and end conversations on time, even if a student arrives late. Your 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. The conversations are worth 6% of the overall course grade: 3% x 2 conversations=6%. As per grading, the conversation will be evaluated according to its duration:

Grading of Conversation
• 25:00-30:00 minutes= 100% credit
• 20:00-24:59 minutes= 75% credit
• 15:00-19:59 minutes= 50% credit
• 00:00-14:59 minutes= 0% credit

- **TalkAbroad Reflection:** *After* you complete each conversation, **you will need to submit a reflection assignment on language and culture**. This assignment consists of questions and answers in English, to help you process your experience conversing with a native speaker in Spanish. The reflection must be submitted either in class or via Carmen on the date and time specified by your instructor. For each day (up to a maximum of three) that a reflection 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 reflection will no longer be accepted for credit. The reflections are worth 4% of the overall course grade: 2% x 2 reflections= 4%. The reflection will be evaluated according to the following parameters:

Grading of Reflection
• All sections answered thoroughly= 100% credit
• All sections answered but not thoroughly= 75% credit
• Only some sections answered= 50% credit
• No questions answered, or no submission= 0% credit

4. Formal Writing Assignment

One pre-established topic will be assigned over the course of the semester. The formal writing assignments together will be worth 8% of the final course grade and **will entail the following 4 separate assignments or steps:**

Week 3:	Formal Writing Assignment 1: Pre-writing activity [1% of final grade] Bring to class pre-writing activity (handwritten or typed in Spanish; credit/no-credit); exact due date to be determined by instructor
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Week 4:	Formal Writing Assignment 2: First draft & peer review [1% of final grade] Bring to class first draft (2-3 copies, either handwritten or typed and <i>printed</i> , in Spanish; double-spaced; use the special characters of Spanish; credit/no-credit); exact due date to be determined by instructor
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Week 7:	Formal Writing Assignment 3: Second draft [1% of final grade] Bring to class or submit via Carmen a second draft of approximately 250-275 words in Spanish (typed; double-spaced; use the special characters of Spanish; include a word count (WC); submit also the first draft; credit/no-credit); exact due date to be determined by instructor
Week 11:	Formal Writing Assignment 4: Final draft [5% of final grade] Bring to class or submit via Carmen a final draft of approximately 250-275 words in Spanish (typed; double-spaced; use the special characters of Spanish; include a word count (WC); submit also the second draft; will be graded using the rubric in Appendix 2); exact due date to be determined by instructor

- **Definition of "credit/no credit":** 100% credit= complete (including any prior assignment requested), well done (in earnest effort), and on time. 0% (no-credit)= partially complete or not well done or missing (i.e., not completed).
- **Policy on late submissions:** Assignments 1, 2 & 3 must be shown or submitted on the due date and by the time specified by your instructor. *No late work will be accepted for credit* without acceptable, verifiable documentation. Regarding Assignment 4 (the final draft), for each day (up to a maximum of three) that it is late beyond the 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), Assignment 4 will no longer be accepted for credit. For example, if your class section meets four days per week (e.g., TWRF from 8:00-8:55 AM) and your work is due at 8:00 AM on Wednesday, the last possible time when you can submit it for credit (albeit with a loss of 15%) is 8:00 AM on Saturday (by email or through Carmen). In such a case, let's imagine that the instructor deems the 3-day-late final 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 grade percentage of 75% (C) on the final draft [i.e., 90% - 15% = 75%]. After 3 days, Assignment 4 will receive a zero.
- **Policy on originality of work:** It should be noted that *all 4 assignments 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 signed by the tutor and a clean copy of the draft due, in order to receive credit or a grade* (regardless of which of the 4 assignments 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 complete a formal writing assignment directly in Spanish on the final exam. 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 signed, marked-up draft reflecting any feedback from a tutor 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 13% of the final course grade (26% total). The final exam is worth 16% 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*. An exam outline (containing the direction lines, point values, and models (where appropriate) for each section) will be provided for both the midterm and final exam at least one week before the established exam date.

This course follows the University-established final exam schedule. Your section's final exam date and time are available for confirmation on the Registrar's website at <https://registrar.osu.edu/scheduling/finals/finals.asp>. Requests to reschedule final exams will *not* be considered except in the case of legitimate, verifiable, extenuating circumstances, such as a call to military service, serious illness, etc. Reasons such as, "I already bought a plane ticket to go home" will *not* be honored.

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 = ¡ <i>Ahora tú!</i> 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 20-24)	
• <i>Tuesday, August 21: SEMESTER CLASSES BEGIN</i>	
• <i>Friday, August 24: LAST DAY TO ADD A COURSE (without instructor's written permission)</i>	
<i>Textbook pages & topics:</i>	<i>ML homework</i>
<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 • pp. 144-146: Parte 1: Vocabulario (AmbPer) • pp. 147-151: El modo subjuntivo (influencia, duda y emoción) 	<ul style="list-style-type: none"> • <i>The following review activities are due Sun., Sept. 2:</i> <ul style="list-style-type: none"> → ML (4-1) → ML (4-2, 4-3) → ML (4-5, 4-6) • <i>The following preview activities are due Sun., Sept. 2:</i> <ul style="list-style-type: none"> AT (4-1, 4-2, 4-3, 4-4, 4-5); AT (4-6)
Additional assignments:	
• Syllabus Quiz (<i>during 2nd 80-minute session</i>)	
Additional ML Practice (Optional): Go to: <i>ML Course > Course Materials > Chapter 4 > Additional Practice</i>	

WEEK 2 (August 27-31)	
• <i>Friday, August 31: LAST DAY TO ADD A COURSE (with instructor's written permission)</i>	
<i>Textbook pages & topics:</i>	<i>ML homework</i>
<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: <i>REPASO</i>: 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"> • <i>The following review activities are due Sun., Sept. 2:</i> <ul style="list-style-type: none"> → ML (4-8, 4-9) → <i>Tutorials</i> for Chapter 3 (see path given below for 3 of these) → ML (3-8, 3-9) → <i>Extra Practice</i>: Order and Placement of Direct and Indirect Object Pronouns Used Together → ML VC (do 4-14; (re)view video; then complete 4-15) • <i>The following preview activities are due Sun., Sept. 2:</i> <ul style="list-style-type: none"> AT (4-7)

Additional assignments:
• None
Additional ML Practice (Optional): Go to: <i>ML Course > Course Materials > Chapter 4 > Additional Practice</i>
ML Tutorials: Go to: <i>ML Course > Tutorials > Chapter 3: Order and Placement of Direct and Indirect Object Pronouns;</i> Go to: <i>ML Course > Tutorials > Spanish Language Tutorials: Direct Object Pronouns; Indirect Object Pronouns.</i>

WEEK 3 (September 3-7)	
• <i>Monday, September 3: Labor Day --- NO CLASSES</i>	
Textbook pages & topics:	ML homework
<ul style="list-style-type: none"> • Formal Writing Assignment Workshop 1: <i>Introduction to topic and pre-writing strategies</i> • DAD Chapter 4: pp. 163-172 <ul style="list-style-type: none"> • pp. 163-165: Parte 2: Vocabulario (AmbPro) → ML (4-16, 4-17) • pp. 166-168: Los mandatos de usted/ustedes (formales) → ML (4-19, 4-20) • pp. 169-172: El modo subjuntivo (lo desconocido y lo interdependiente) → ML (4-22, 4-23) 	<ul style="list-style-type: none"> • <i>The following review activities are due Sun., Sept. 9:</i>
Additional assignments:	
• Formal Writing Assignment 1 (Pre-Writing Activity): Show pre-writing activity in class (<i>handwritten or typed; credit/no credit; exact date to be determined by instructor</i>)	
Additional ML Practice (Optional): Go to: <i>ML Course > Course Materials > Chapter 4 > Additional Practice</i>	

WEEK 4 (September 10-14)	
• <i>Friday, September 14: LAST DAY TO DROP A COURSE (without receiving a "W" on record)</i>	
Textbook pages & topics:	ML homework
<ul style="list-style-type: none"> • Formal Writing Assignment Workshop 2: <i>In-class peer review of first draft & practice with transition words</i> • DAD Chapter 4: pp. 180-181, 185, 188 <ul style="list-style-type: none"> • pp. 180-181: Podcast: "El proyecto 333" → ML (4-27, 4-28) • p. 185: El habla interpersonal: Intercambios → ML REVIEW: Flashcards Ch04 • Cortos en curso Chapter 3: "La boda" (España y Cuba) → <i>Cortos en curso ML (do 3-1, 3-2; (re)view video; then complete 3-4, 3-5, 3-8)</i> <ul style="list-style-type: none"> • En clase: Cortos e-Text in ML (3-3, 3-6, 3-9) 	<ul style="list-style-type: none"> • <i>The following review activities are due Sun., Sept. 16:</i>
Additional assignments:	
• Formal Writing Assignment 2 (First Draft & Peer Review): Bring 2-3 copies of your first draft to class for peer review (<i>handwritten or typed & printed; double-spaced, use special characters of Spanish; credit/no credit; exact date to be determined by instructor</i>)	
• Submit Participation Grade for Weeks 1-4 (<i>exact date to be determined by instructor</i>)	
Additional ML Practice (Optional): Go to: <i>ML Course > Course Materials > Chapter 4 > Additional Practice</i>	

WEEK 5 (September 17-21)	
Textbook pages & topics:	ML homework
<ul style="list-style-type: none"> • REVIEW FOR CHAPTER 4 TEST: DAD Chapter 4, pp. 142-188; Chapter 3, pp. 104-108; CC Chapter 3 "La boda" (<i>1st 80-minute session</i>) • CHAPTER 4 TEST (2nd 80-minute session) 	<ul style="list-style-type: none"> • <i>The following review activities are due Sun., Sept. 23:</i> → None

	<ul style="list-style-type: none"> • <i>The following preview activities are due Sun., Sept. 23:</i> AT (5-1, 5-2, 5-3); (5-4, 5-5, 5-6, 5-7)
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Additional assignments:
• None

WEEK 6 (September 24-28)

<i>Textbook pages & topics:</i>	<i>ML homework</i>
<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><i>The following review activities are due Sun., Sept. 30:</i></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>• <i>The following preview activities are due Sun., Sept. 30:</i> AT (5-8, 5-9, 5-10)</p>

Additional assignments:

• TalkAbroad Conversation & Reflection 1 due (exact date to be determined by instructor)

Additional ML Practice (Optional): Go to: <i>ML Course > Course Materials > Capítulo 5 > Additional Practice</i>

WEEK 7 (October 1-5)

<i>Textbook pages & topics:</i>	<i>ML homework</i>
<ul style="list-style-type: none"> • DAD Chapter 5: pp. 211-220 <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 	<ul style="list-style-type: none"> • <i>The following review activities are due Sun., Oct. 7:</i> <ul style="list-style-type: none"> → ML (5-16, 5-17) → ML (5-19, 5-20) → ML (5-22, 5-23)

Additional assignments:

• Formal Writing Assignment 3 (Second Draft): Submit second draft to instructor for feedback (<i>typed & printed; double-spaced, use special characters of Spanish; include a word count; include second draft with submission; credit/no credit; exact date to be determined by instructor</i>)

Additional ML Practice (Optional): None

WEEK 8 (October 8-12)

• <i>Thursday, October 11-Friday, October 12: Autumn Break – No Classes</i>

<i>Textbook pages & topics:</i>	<i>ML homework</i>
<ul style="list-style-type: none"> • DAD Chapter 5: pp. 221-223, 231 <ul style="list-style-type: none"> • pp. 221-223: Lectura literaria: <i>Niebla</i> (fragmento) • p. 231: El habla interpersonal: <i>Intercambios</i> • 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) 	<ul style="list-style-type: none"> • <i>The following review activities are due Sun., Oct. 14:</i> <ul style="list-style-type: none"> → ML (5-25) → ML REVIEW: Flashcards Ch05 → <i>Cortos en curso</i> ML (do 2-1, 2-3; (re)view video; then complete 2-4, 2-5, 2-7, 2-8)

Additional assignments:

• Submit Participation Grade for Weeks 5-8 (exact date to be determined by instructor)

**WEEK 9
(October 15-19)**

<i>Textbook pages & topics:</i>	<i>ML homework</i>
<ul style="list-style-type: none"> • REVIEW FOR CHAPTER 5 TEST: DAD Chapter 5, pp. 190-203, 210-223, 231; CC Chapter 2 “Amador y Caridad” (1st 80-minute session) • CHAPTER 5 TEST (2nd 80-minute session) 	<ul style="list-style-type: none"> • <i>The following review activities are due Sun., Oct. 21:</i> → None
Additional assignments:	
<ul style="list-style-type: none"> • None 	

**WEEK 10
(October 22-26)**

<i>Friday, October 26: LAST DAY TO DROP A COURSE (without petitioning)</i>	
<i>Textbook pages & topics:</i>	<i>ML homework</i>
<ul style="list-style-type: none"> • Formal Writing Assignment Workshop 3: Instructor returns second draft with feedback and provides overall observations & practice with editing (for example, error identification, organization, etc.) • 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: <i>REPASO:</i> 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. 28:</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. 28:</i> AT (3-6, 3-7) (6-1, 6-2, 6-3)
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>	
ML Tutorials:	
Go to: <i>ML Course > Tutorials > Chapter 3: Passive Voice with se; Impersonal se; Se: Uses.</i>	

**WEEK 11
(October 29-November 2)**

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 se para expresar acontecimientos no planificados • 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” 	<ul style="list-style-type: none"> • The following <i>review</i> activities are due Sun., Nov. 4: <ul style="list-style-type: none"> → ML (3-22, 3-23) → <i>Extra Practice:</i> Passive Voice with <i>se</i>, Impersonal <i>se</i>, <i>Se</i>: Uses → 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. 4: <ul style="list-style-type: none"> AT (3-8, 3-9), (6-4, 6-5)
Additional assignments:	
<ul style="list-style-type: none"> • Formal Writing Assignment 4 (Final Draft): Submit final draft to instructor (<i>typed, double-spaced, use special characters of Spanish, include a word count, include first draft with submission; graded with rubric in Appendix 2; 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 12 (November 5-9)	
Textbook pages & topics:	ML homework
<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. 11: <ul style="list-style-type: none"> → ML (6-16, 6-17) → ML (6-19, 6-20) • The following <i>preview</i> activities are due Sun., Nov. 11: <ul style="list-style-type: none"> 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>) • ORAL EXAMS (<i>exact dates to be determined by instructor</i>) 	
Additional ML Practice (Optional): Go to: <i>ML Course > Course Materials > Chapter 4 > Additional Practice</i>	

WEEK 13 (November 12-16)	
• <i>Monday, November 12: Veterans Day – No Classes</i>	
Textbook pages & topics:	ML homework
<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. 18: <ul style="list-style-type: none"> → ML (6-22, 6-23)
Additional assignments:	
<ul style="list-style-type: none"> • ORAL EXAMS (<i>exact dates to be determined by instructor</i>) 	
Additional ML Practice (Optional): Go to: <i>ML Course > Course Materials > Chapter 6 > Additional Practice</i>	

WEEK 14 (November 19-23)	
• <i>Wednesday, November 21-Friday, November 23: 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) 	<ul style="list-style-type: none"> • <i>The following review activities are due Sun., Nov. 25:</i>
Additional assignments:	
• None	
Additional ML Practice (Optional): Go to: <i>ML Course > Course Materials > Chapter 6 > Additional Practice</i>	

WEEK 15 (November 26-30)	
<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"> • <i>The following review activities are due Sun., Dec. 2:</i> → <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:	
• None	
Additional ML Practice Activities (Optional): Go to: <i>ML Course > Course Materials > Capítulo 8 > Learning Tools > Grammar Learning Tools</i>	

WEEK 16 (December 3-7)	
<i>Wednesday, December 5: LAST DAY OF REGULARLY SCHEDULED SEMESTER CLASSES</i>	
<i>Thursday, December 6: READING DAY</i>	
<i>Textbook pages & topics:</i>	<i>ML homework</i>
<ul style="list-style-type: none"> • Remaining class time: REVIEW 	
Additional assignments:	
• Submit Participation Grade for Weeks 13-16 (exact date to be determined by instructor)	

Final Examinations: Friday, December 7-13 (excluding Saturday & Sunday)
• FINAL EXAM: xday , December XX, from XX:XX-XX:XX AM/PM

SUMMARY of Due Dates for Formal Writing Assignments, TalkAbroad Conversation and Reflection, Quizzes and Exams

ASSIGNMENT	DUE DATE
Formal Writing Assignment 1: Pre-writing activity	Week 3; exact date to be determined by instructor
Formal Writing Assignment 2: First draft (for in-class peer review)	Week 4; exact date to be determined by instructor
Chapter 4 Test	Week 5; 2nd 80-min session.

TalkAbroad Conversation & Reflection 1	Week 6; exact date to be determined by instructor
Formal Writing Assignment 3: Second draft	Week 7; exact date to be determined by instructor
Chapter 5 Test	Week 9; 2nd 80-min session.
Formal Writing Assignment 4: Final draft	Week 11; 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 Exam: Chapters 4, 5 & 6	The date and time of your final exam can be found at: https://registrar.osu.edu/scheduling/SchedulingContent/AU18Finals.pdf

G. APPENDIX 1

CLASS PARTICIPATION SELF-ASSESSMENT SHEET

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

Instructions: Choose the point value on each scale that most accurately describes your performance in that area for that chapter. Then, add up the points and write the resulting total score in the space provided at the end. You must choose from among the point values given; for example, '3.5' points is not an option for any component. Your instructor may accept your self-assessment as is or alter it.

1. **Pre-class preparation** (i.e., studying, completing all daily written homework activities assigned by your instructor, completing textbook reading assignments, etc.)

1	2	3	4	5
I did not prepare any of the assigned out-of-class daily homework before coming to class during this chapter.		I prepared <i>about half</i> of the assigned out-of-class daily homework before coming to class during this chapter.		I prepared <i>all</i> of the assigned out-of-class daily homework before coming to class during this chapter.

2. **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)

1	2	3	4	5
I was consistently inattentive, distracted, disinterested, and/or passive during this chapter.		I was only somewhat attentive and interested, and did not actively contribute on a consistent basis during this chapter.		I was consistently attentive, interested, and active during this chapter.

3. **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)

1	2	3	4	5
I was consistently inattentive, distracted, disinterested, and/or passive during this chapter.		I was only somewhat attentive and interested, and did not actively contribute on a consistent basis during this chapter.		I was consistently attentive, interested, and active during this chapter.

4. **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)

1	2	3	4	5
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 and spoke as little English as possible.

5. **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.)

1	2	3	4	5
I frequently displayed disrespectful, intolerant, or		I occasionally displayed behavior that was distracting to others, or		I consistently displayed respectful, tolerant, positive

negative behavior during this chapter.

not entirely constructive or positive, during this chapter.

behavior chapter.

TOTAL POINTS EARNED FOR GRADING PERIOD = _____ / 25 POINTS POSSIBLE

POSSIBLE INSTRUCTOR COMMENTS:

H. APPENDIX 2

EVALUATION CRITERIA FOR FORMAL WRITING ASSIGNMENT 4: FINAL DRAFT

LOGISTICS										
The <i>final draft</i> of your formal writing assignment is accompanied by your <i>second draft</i> (i.e., Assignment 3) [2 pts.], is typed <i>and</i> double-spaced [1 pt.], uses the special characters of the target language [1 pt.], and includes a word count (WC) [1 pt.].										
Poor	1	2	3	4	5	Excellent				
LENGTH										
Your formal writing assignment complies with length specifications. [1= 234 or fewer words; 2= 235-239; 3= 240-244; 4= 245-249 words; 5= 250-275 words]										
Poor	1	2	3	4	5	Excellent				
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	1	2	3	4	5	6	7	8	9	Excellent 10
ORGANIZATION										
Your formal writing assignment includes a brief title, an introductory statement, a clear body, and a concluding statement. The body of the formal writing assignment 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	1	2	3	4	5	6	7	8	9	Excellent 10
VOCABULARY										
Your formal writing assignment 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 formal writing assignment 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											Excellent
1	2	3	4	5	6	7	8	9	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 topic at hand.							Ideas very well developed and interconnected; content given is completely relevant to the topic at hand.			

5. Fluency

0	1	2	3	4	5	6	7	8	9	10
Numerous, frequent pauses in							Speech flows smoothly for a second-			

speech; slow speech; needs frequent prompting by instructor.

year learner; an absence of excessive pausing; requires no prompting.

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

J. APPENDIX 4

**RECORD OF ABSENCES & TARDIES
(for use by the student)**

Key to abbreviations used in chart				
G = <i>Grace Day</i> (two 80-minute sessions available to each student; See Section E.1 for details.)				
E = <i>Excused Absence</i> (Acceptable and verifiable reason for missing class; See Section E.1 for details.)				
U = <i>Unexcused Absence</i> (Absent without a valid or permissible reason.)				

Date	Absent (A) or Tardy (T) beyond 15 minutes (select one)	Documentation Submitted for Absence (Yes/No)	*Category of Absence: G/E/U (select one)	Reason
E.g., 1/15/18	<u>A</u> / T	<u>Y</u> / N	G / <u>E</u> / U	e.g., doctor's appointment
	A / T	Y / N	G / E / U	
	A / T	Y / N	G / E / U	
	A / T	Y / N	G / E / U	
	A / T	Y / N	G / E / U	
	A / T	Y / N	G / E / U	
	A / T	Y / N	G / E / U	
	A / T	Y / N	G / E / U	
	A / T	Y / N	G / E / U	
	A / T	Y / N	G / E / U	
	A / T	Y / N	G / E / U	
	A / T	Y / N	G / E / U	
	A / T	Y / N	G / E / U	
	A / T	Y / N	G / E / U	
	A / T	Y / N	G / E / U	
	A / T	Y / N	G / E / U	

Total Tardies: _____

Total Early Departures: _____

Total Absences: _____

Grace Days: _____

Excused: _____

Unexcused: _____

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: Spanish 2202

Instructor: TBD

Summary: Online Course

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/recommendations
6.1 The tools used in the course support the learning objectives and competencies.	✓			<p>The learning objectives and competencies are supported by the course tools used in this course in the following ways.</p> <ul style="list-style-type: none"> • Online interactive activities • Synchronous conversational chat • Asynchronous group activities • Interaction with a native speaker • Writing • Discussion posts • Streaming audio • Streaming video
6.2 Course tools promote learner engagement and active learning.	✓			<p>Students will engage with the course materials and instructor in the following ways to promote active learning. All course materials or links to all materials will be in Carmen.</p> <ul style="list-style-type: none"> • MyLab - online interactive activities; conversational chat • VoiceThread - asynchronous group activities • TalkAbroad - interaction with a native speaker • Composition • Carmen
6.3 Technologies required in the course are readily obtainable.	✓			<p>All technologies being used for this course are readily obtainable to students (Carmen, MyLab, TalkAbroad, VoiceThread). The course materials section of the syllabus provides the students the needed information to access all technologies.</p>

6.4 The course technologies are current.	✓			All technologies being used for this course are current.
6.5 Links are provided to privacy policies for all external tools required in the course.	✓			Recommend a link to the privacy statements for MyLab, TalkAbroad, VoiceThread, be listed in the course technology section of the syllabus.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	✓			A link to the technical support available for VoiceThread is listed in the course technology section of the syllabus.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	✓			The below link should be included in the syllabus. http://www.ods.ohio-state.edu Recommend that the text for the accessibility statement be in BOLD 16pt font.
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	✓			The faculty member should add to the syllabus an overview and contact information for the student academic services offered on the OSU main campus. http://artsandsciences.osu.edu/academics/current-students
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	✓			The faculty member should add to the syllabus an overview and contact information for student services offered on the OSU main campus. http://ssc.osu.edu Recommend that this link be included in the "Other Course Policies" section of the syllabus.
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	✓			Recommend using the Carmen Distance Learning Course Shell to provide a consistent student-user experience in terms of navigation and access to content.
8.2 Information is provided about the accessibility of all technologies required in the course.	✓			The OSU tools used in this course meet the universities policies for accessibility. Recommend that links be provided on the syllabus for any accessibility information available for MyLab, TalkAbroad, and VoiceThread.

8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	✓			Recommend that resources be developed to address any requests for alternative means of access to course materials. These resources should be in formats that meet the needs of diverse learners.
8.4 The course design facilitates readability	✓			Recommend using the Carmen Distance Learning Course Shell to provide a consistent student-user experience in terms of navigation and access to content.
8.5 Course multimedia facilitate ease of use.	✓			All assignments and activities that use the OSU tool set facilitate ease of use with embedded multimedia. All other multimedia resources facilitate ease of use by being available through a web browser.

Reviewer Information

- Date reviewed: 10/17/2016
- Reviewed by: Mike Kaylor