

Term Information

Effective Term Spring 2019
Previous Value Spring 2014

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 1102
Previous Value 1102.01
Course Title Spanish II
Transcript Abbreviation Spanish 2
Course Description Further development of listening, reading, speaking, and writing skills in cultural contexts. Both classroom-based and 100% online sections available each semester. Not open to native speakers of this language through regular course enrollment or EM credit.
Previous Value Further development of listening, reading, speaking, and writing skills in cultural contexts. Not open to native speakers of this language through regular course enrollment or EM credit.
Semester Credit Hours/Units Fixed: 4

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered 100% at a distance
Previous Value No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam Yes
Exam Type Advanced Placement Program, College Level Examination Prog, Departmental Exams, International Baccalaureate, EM Tests via Office of Testing

Admission Condition Course	Yes
Admission Condition	Foreign Language - Level
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: Spanish 1101 (1101.01)
Previous Value	Prereq: 1101.01 or equiv.
Exclusions	Not open to students with credit for 1102 (1102.01), 1155, 1103.01, or 1103.51 or equivalent courses.
Previous Value	Not open to students with credit for 103.01, 103.66, 104, 1102.01, 1155, 1103.01, or 1103.51.
Electronically Enforced	Yes
Previous Value	No

Cross-Listings

Cross-Listings

Subject/CIP Code

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

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors
General Education course:
Foreign Language

Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none">• Foreign Language coursework develops students' skills in communication across ethnic, cultural, ideological, and national boundaries, and helps students develop an understanding of other cultures and patterns of thought• Demonstrate basic communicative skills (e.g., speaking, listening, reading, and/or writing) in a language other than their native language• Learn about the cultural contexts and manifestations of the peoples who speak the language that they are studying• Recognize and understand differences and similarities between the cultures and communities of the language that they are studying and their own• Demonstrate increased understanding of how language works• Demonstrate increased understanding of their own culture
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COURSE CHANGE REQUEST
1102 - Status: PENDING

Last Updated: Heysel,Garett Robert
10/22/2018

Content Topic List

- Spanish language and culture
- Spanish authentic materials
- Spanish authentic texts
- Conversations in Spanish about selected topics
- Spanish vocabulary and grammar
- Cultural elements of Spanish-speaking world
- Internet and media of the Spanish-speaking world

Sought Concurrence

No

Attachments

- ASC Technical Feasibility Reviews-SPAN 1102 Lobert.pdf: ASC Technical Feasibility
(Other Supporting Documentation. Owner: Sanabria,Rachel A.)
- SPAN 1102-Online-Syllabus-AU18.docx: ONLINE Syllabus
(Syllabus. Owner: Sanabria,Rachel A.)
- SPAN 1102.01_Syllabus_AU18-vfinal (1).docx: F2F SYLLABUS
(Syllabus. Owner: Sanabria,Rachel A.)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Sanabria,Rachel A.	10/22/2018 11:46 AM	Submitted for Approval
Approved	Podalsky,Laura	10/22/2018 05:10 PM	Unit Approval
Approved	Heysel,Garett Robert	10/22/2018 08:33 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Oldroyd,Shelby Quinn Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler	10/22/2018 08:33 PM	ASCCAO Approval



**THE OHIO STATE
UNIVERSITY**

SPAN 1102 (XXXXX)
Spanish II (Online Lecture, 4 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:** 8help@osu.edu
- MyLab (including Arriba-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>
- Proctorio issues, questions or requests:**
 - **Email:** support@proctorio.com

A. COURSE DESCRIPTION AND OBJECTIVES

1. Overview

As the continuation of Spanish 1101, Spanish 1102 presupposes basic knowledge of the Spanish language and the cultures that speak it, including their perspectives, practices, and products. Spanish 1102 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. By the semester's end, students will be able to comprehend, speak, read, and write the language at a beyond-basic level by using augmented 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 virtual classroom. In addition, active participation on a weekly basis is critical for successful second language acquisition (i.e., *in order to acquire Spanish, you must be engaged intensively in its use!*). Lastly, as a 100% online language course, skills such as effective time management, self-discipline, and organization are critical to student success. It is strongly recommended that students engage with the material on a daily basis rather than attempting to complete all the assignments at once.

2. OSU General Education (GE) Foreign Language Courses: Goals and Expected Learning Outcomes (ELOs)

Foreign language coursework develops a learner's communication skills across ethnic, cultural, ideological, and national

boundaries, and helps students develop a better understanding of other cultures and patterns of thought, as well as their own language and culture. For all Spanish courses (1101 through 2202 and beyond), the target language (Spanish) is the primary language of instruction.

The Expected Learning Outcomes (ELOs) for GE Foreign Language courses at OSU include the following:

1. Students demonstrate basic communicative skills (e.g., listening, speaking, reading, and writing) in a language other than their native language.
2. Students learn about the cultural contexts and manifestations of the peoples who speak the language that they are studying.
3. Students recognize and understand differences and similarities between the cultures and communities of the language that they are studying and their own.

In SPAN 1102, these ELOs are manifested in the following concrete ways. Students will...

- Continue to develop a vocabulary base relevant to immediate scenarios, including daily routines, personal care items, household chores, foods and beverages, cooking, sports and leisure, clothing, and shopping.
- Develop a working knowledge of basic grammatical structures, including ordinal numbers, comparisons of equality and inequality, superlatives, indirect objects (IO) and IO pronouns, double object pronouns, the verb *gustar* (to please), other verbs with a structure like *gustar*, the present progressive, the preterit (with regular, irregular, and stem-changing verbs), the imperfect (with regular and irregular verbs), reflexive constructions, reciprocal constructions, and impersonal constructions with *se*.
- Use vocabulary and grammar to carry out various communicative functions in context, such as comparing and contrasting, expressing likes and dislikes, expressing actions in progress, expressing actions completed in the past, expressing on-going actions in the past, expressing actions that we do to ourselves and to one another, and talking about actions where the agent or “doer” is irrelevant.
- Listen to and understand more complex passages and conversations in context.
- Read and understand more complex, authentic texts.
- Write a series of comprehensible paragraphs that express more complex ideas about the scenarios studied.
- Speak at a basic, comprehensible level to engage in interpersonal conversations and express basic ideas about the scenarios studied.
- Demonstrate an understanding of the perspectives, practices, and products (ACTFL’s 3 P’s) of various Spanish-speaking cultures.
- Demonstrate knowledge of the geography of the Spanish-speaking world.
- Use technology and expand digital literacy to explore and reinforce cultural and linguistic concepts.

B. COURSE MATERIALS

B.1. Required materials

REQUIRED TEXTBOOK & ONLINE SUBSCRIPTIONS
1. PEARON’S MYLAB STUDENT ACCESS CODE FOR ¡ARRIBA! 6th EDITION
Pearson’s MyLab Student Access Code for <i>¡Arriba! Comunicación y cultura</i> (6th ed.) 2015 Release, by Zayas-Bazán, Bacon & Nibert, 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. PEARONS’S DUOLINGO for ¡ARRIBA! 7th EDITION
Pearson’s Arriba-Duolingo Access Code for <i>¡Arriba! Comunicación y cultura</i> (7th ed.) 2019 Release, by Zayas-Bazán, Bacon & Nibert, sold directly online at https://www.mypearsonstore.com/stores/duolingo . a. The Arriba-Duolingo 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). [¡OJO! If you are taking two semesters or more of Spanish language courses at OSU (i.e., SPAN 1102-2202), you may want to purchase at least the five (5) minimum sessions required to receive the discounted price of \$10.00 per conversation (5 sessions x \$10.00 = \$50), since there will be two (2) required TalkAbroad assignments per course level beyond SPAN 1102; any unused sessions purchased will remain available indefinitely.] a. The TalkAbroad Section Code for this specific class section, provided by your instructor: Niber2017-XXXXXXXX

NOTE ON REQUIRED MATERIALS: You may purchase the MyLab Student Access Code and the Arriba-Duolingo Access Code (items 1 & 2) at the OSU bookstore or directly online at the websites provided in the table above. The MyLab

Access Code includes a digital eText (with Chapters 1-15) and more; the Arriba-Duolingo Access Code includes the *¡Arriba!* content via the Duolingo platform. 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, 2 and 3. Explore your options carefully before buying. These materials will carry over beyond Autumn 2018 for SPAN 1101 (Chapters 1-4), 1102 (Chapters 5-8), 1155 (Chapters 1-8), and 1103 (Chapters 9-12). Starting AU18, however, the new 7th edition of *¡Arriba!* will be used in SPAN 1101 and will be phased in at each subsequent course level sequentially (i.e., in SPAN 1102 & 1155 in SP19, and in SPAN 1103 in AU19.) *Be sure to take into consideration the edition and life of your MyLab Student Access Code when planning your course sequence.*]

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

- **Brief version** (with Chapters 1-12) of the **print textbook** *¡Arriba! Comunicación y cultura* (6th ed.) 2015 Release, by Zayas-Bazán, Bacon & Nibert
- **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 <https://www.pearsonhighered.com/arriba/>

C. COURSE POLICIES

1. Course Prerequisite

Spanish 1102 is a course designed for students who have successfully completed Spanish 1101, or for students who have placed into the level via the Spanish placement test (i.e., the Multimedia Computer Adaptive Test, or MultiCAT). Spanish 1102 is **not** open to native speakers of Spanish or to students who have OSU EM (Examination Mark) test credit or transfer credit for 1102.

2. Course Sequence

Spanish 1102 is the second course in a three-course sequence (1101, 1102, 1103) that fulfills the foreign language requirement of the College of Arts and Sciences. Students enrolled in Spanish 1102 are eligible to enroll in Spanish 1103 after successful completion of this course.

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. 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. 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.

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/>.

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.

7. Instructor Feedback & Response Time

7.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 1102 > modules > eClassroom) or contact a classmate directly. All correspondence should be professional and respectful in nature.

7.b. Grading/ Feedback:

For instructor-graded assignments (e.g., TalkAbroad reflections, recorded conversations, formal writing assignment, 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.

8. Student Participation Requirements

8.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*.

8.b. Participating in the course eClassroom:

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.*)

8.c. Participating in group/partner activities:

In addition to the *eClassroom* (mentioned in 8b above), you will also communicate regularly with classmates via Carmen Conferences and periodically with a conversation partner abroad via <https://www.alkabroad.com>. Your participation in partner/group activities is crucial; don't let classmates 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.

9. Online Discussion & Communication Guidelines & Recommendations

9.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.

9.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-accent-and-letters#.V7dLIJMrKV4>)

2. Basic technology skills required for the online SPAN 1102 course

- **Audio-Video Tools:** The course requires a basic understanding of specific audio & video tools (e.g., 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, TalkAbroad, and Proctorio please consult the following websites:

- 3.a. TalkAbroad:** <https://talkabroad.com/index/terms>

3.b. Pearson's MyLab: <http://www.pearsoned.com/accessibility/>

3.c. Proctorio: <https://proctorio.com/accessibility>

4. Privacy Policy

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

4.a. TalkAbroad: <https://talkabroad.com/index/terms>.

4.b. Pearson's MyLab: <https://register.pearsoncmg.com/w3c/privacy.htm>.

4.c. Proctorio: <https://proctorio.com/privacy-and-cookies>

E. ACADEMIC SUPPORT

1. 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>.

2. 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

Component	Weight
A. Homework	
1. MyLab Activities	16%; (4% each chapter x 4 = 16% total)
2. Additional Activities	5%

B. Speaking Activities	
1. <i>Charlas semanales (8 total)</i>	8%; (1% each assignment x 8 = 8% total)
2. <i>Charlas con el/la profesor/a</i>	3%; (1% each assignment x 3 = 3% total)
3. TalkAbroad	
3.1. <i>Conversations (2 total)</i>	6%; (3% each conversation x 2 = 6% total)
3.2. <i>Reflections (2 total)</i>	4%; (2% each reflection x 2 = 4% total)
C. Formal Writing Assignment	8%; (1% each for assignments 1, 2 & 3 + 5% for assignment 4 = 8% total)
D. Formal Assessments	
1. <i>Oral Exam (1 total)</i>	10%
2. <i>Quizzes (2 total)</i>	12%; (6% each quiz x 2 = 12% total)
3. <i>Midterm Exam</i>	13%
4. <i>Final Exam</i>	15%
TOTAL	100%

G. GRADE COMPONENTS & POLICIES

1. Homework

During the course, **homework assignments will come from two sources:** a.) pre-assigned activities in MyLab (ML), and b.) additional activities assigned by your instructor throughout the semester. Assignment details, evaluation criteria, and other pertinent information are detailed below. *No late homework will be accepted.*

1.a. MyLab:

MyLab is the online platform utilized during this course to access online homework, tutorials, and assessment products. Throughout the semester you will be expected to complete two types of weekly activities within the MyLab system: 1) activities directly from the eText, identified in the course calendar as ML TXT, and 2) activities from the Student Activity Manual (identified as ML SAM). All assigned ML activities and their due dates are clearly indicated in both the course calendar in section H (below) and in an electronic calendar within ML; all due dates are represented in the electronic ML calendar by an alarm clock icon. Lastly, all MyLab assignments are due *by 11:59 PM* on the date indicated.

ML activities will be assigned *weekly* from both the eText (ML TXT) and the Student Activities Manual (ML SAM). 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. Additional activities:

Throughout the semester, your instructor will assign additional activities to be completed by specific deadlines. These activities include a brief quiz over the course syllabus, a brief user agreement regarding the use of the online proctoring software, Proctorio, an activity on inserting special characters in Spanish, weekly Arriba-Duolingo assignments, and any additional miscellaneous readings, worksheets, and/or short videos. Assignment details, evaluation criteria, and other pertinent information are detailed below.

Syllabus quiz

- **Overview:** 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).
- **Grading:** As the assignment is evaluated on a credit/no credit, a score of 100% must be earned in order to receive full credit (where 100% credit= a score of 100% is earned and a score of 0%= less than a score of 100% is earned or the assignment is missing. [NOTE: You have unlimited attempts to take the syllabus quiz.]

“Using Proctorio in SPAN 1102” user agreement

- **Overview:** Before students can use the online proctoring software, Proctorio, to complete formal assessments in the course, each student is required to agree to the terms and conditions of using Proctorio in SPAN 1102. Students who do not agree to the terms and conditions established in the assignment “Proctorio in SPAN 1102” will be *required* to take all course assessment **in person** at the OSU Testing Center (Main Campus). For additional details about using Proctorio in SPAN 1102, please consult section 5 below titled *Proctoring of Formal Quizzes, Midterm and Final Exam*. [NOTE: If you are under the age of 18 you are not eligible to use Proctorio. You should contact your instructor *as soon as possible* to discuss proctoring options for your course quizzes and exams.]
- **Grading:** The assignment is graded on a credit/no-credit basis where 100% credit= a submission was received indicating either “acceptance” or “rejection” of the Proctorio terms and conditions, and 0%= no submission was received.

Inserting special characters in Spanish

- **Overview:** 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.
- **Grading:** As the assignment is evaluated on a credit/no credit, a score of 100% must be earned in order to receive full credit (where 100% credit= complete and well-done and a score of 0%= partially complete or not well done or missing (i.e., not completed).

Duolingo activities

- **Overview:** Throughout the semester your instructor will assign Arriba-Duolingo assignments to be completed via the Duolingo app. In order to complete each assignment you will be expected to collect between 50-100 “experience points” or “XP”; you earn XP by simply playing with the Arriba-Duolingo content in the Duolingo app for specified periods of time. For example, 50 XP is earned by engaging with the Arriba-Duolingo content for approximately 20 minutes. Depending on the specific needs of your class, the instructor may modify the assigned amount of XP each week. Regardless of the assigned number of XP points for a given week, it is *strongly* recommended that you “play” with your Arriba-Duolingo content in smaller sessions each day (e.g., 5-minutes per day) rather than in one long session.
- **Grading:** Each Arriba-Duolingo assignment will be graded on a credit/no-credit basis where 100%= all assigned XP points were earned and 0%= some or none of the assigned XP points were earned.
- **Setting up your Arriba-Duolingo account:** In order to get started with your Arriba-Duolingo account, you will need two codes: 1) the Arriba-Duolingo Access Code purchased online at mypearsonstore.com/duolingo and 2) the specific course ID for this section of SPAN 1102 (provided by your instructor): XXXXXX. Additional information on setting up your Arriba-Duolingo account will be provided by your instructor, but you must be sure have these two codes available in order to complete the registration process.

Additional miscellaneous assignments (e.g., worksheets, readings, activities, etc.)

- **Overview:** Lastly, your instructor reserves the right to assign miscellaneous activities 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. For any additional activity assigned by your instructor, s/he will provide instructions, evaluation criteria, and deadlines. If you ever have any questions and/or concerns, you should 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 *Charlas semanales* with a classmate, b.) synchronous *Charla con el/la instructor/a* with your instructor and 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 receive a zero for the assignment without an opportunity to resubmit the work.** Additional details for each assignment are available below.

2.a. *Charlas semanales (via Carmen)*

- **Overview:** Throughout the course you will be expected to participate in eight 30-minute conversations with a classmate via Carmen conferences. These partner activities are synchronous video chats and will require scheduling a mutually convenient time between both students in order to complete the assignment. Carmen will automatically assign groups for each of these conversation activities. The first group member to log in to Carmen will need to create the conference session. Additional instructions on how to set up your Carmen conference sessions will be provided by your instructor during the semester.
- **Topics:** Your instructor will provide *suggested* topics in Spanish before each *Charlas semanales* assignment. You are free to use the suggested topics and/or discuss (in Spanish) subjects that are of mutual interest to both partners.
- **Grading:** These 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%). Specific due dates are available in the course calendar in section H.

2.b. *¡Charla con el/la profesor/a! (via Carmen)*

- **Overview:** Throughout the semester your instructor will organize three small group virtual meetings via Carmen conferences. These 30-minute groups chats are a great opportunity not only get to know your instructor and other classmates but get live feedback on your speaking!
- **Topics:** During each “charla” 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.
- **Grading:** Each conversation will be evaluated on a credit/no-credit basis where 100% credit= active participation during the entire conversation and 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)*

- **Overview:** 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 both 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 6% of the overall course grade (3% x 2 conversations= 6%). As per grading, the conversation will be evaluated according the following criteria:

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 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 the course calendar in section H. 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 5:	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 6:	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 8:	Formal Writing Assignment 3: Second draft [1% of final grade] Submit via Carmen a second draft of approximately 125-150 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 125-150 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 1102 is available below in section five ("Proctoring of Quizzes, Midterm and Final Exam").

4.a. Quizzes ("Pruebas/Controles")

There will be *at least* two (2) brief (~20-30 minutes) online quizzes, or "pruebas", administered via Carmen during the semester, one for each of the two textbook chapters *not* immediately preceding a major exam. Thus, minimally, there will be a brief quiz on Chapter 5 and on Chapter 7. Each quiz will cover listening comprehension, vocabulary, grammar, and culture. Your instructor will provide an outline of the quiz (containing the direction lines, point values, and models (where appropriate) for each section of the quiz) at least one week before each quiz date. Both quizzes are available on Carmen for a 24-hour window and close by 11:59 PM on the date indicated in the course calendar.

4.b. Exams

There will be two online exams: a midterm exam (chapters 5-6) and a cumulative final exam (chapters 5-8). The midterm must be completed within *two* 55-minute sessions between Thursday, Oct. 4th and Friday, Oct. 5th while the final exam must be completed within *two* 60-minute sessions between Friday, Dec. 7th and Tuesday, Dec. 11th. Your instructor will provide an outline of the exam (containing the direction lines, point values, and models (where appropriate) for each section of the exam) at least one week in advance of the testing windows.

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 already integrated into your Carmen courses. Before you will be allowed to use Proctorio, you will be required to read *and agree* to the following terms and conditions via a brief assignment in Carmen.

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 1102: 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 1102 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 SYLLABUS

Key to abbreviations used in syllabus		
ML= MyLab	P1 = <i>Primera Parte</i> of chapter	PV = ¡Pura Vida! video episode
CS = ¿Cuánto saben? review section	P2 = <i>Segunda Parte</i> of chapter	→ = homework "corresponds to" topic listed on same line in previous column
VT = <i>Vocabulary Tutorial</i>		

"COMIENZA AQUÍ" MODULE (August 20-24)

MÁS ALLÁ DEL LIBRO due Sun., Aug. 26 by 11:59 PM:

- Watch "**Bienvenidos al Español 1102**" video
- Complete "**Syllabus & Course Policies**" quiz on Carmen
- Complete "**Proctorio in SPAN 1102**" user agreement on Carmen
- Register for MyLab at <http://myspanishlab.com>
- Register for a Pearson-Duolingo account at <https://www.duolingo.com/pearson>
- Register for TalkAbroad at <http://talkabroad.com>

WEEK 1 MODULE (August 20-24)

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

LIBRO DE TEXTO (<i>¡Arriba! 6th ed.</i>)	
Textbook pages & topics:	ML homework
<ul style="list-style-type: none"> • Chapter 5: pp. 150-165 <ul style="list-style-type: none"> • <i>Primera parte: Así es la vida</i> (pp. 152-153) • Las actividades diarias (pp. 153-155) • Reflexive constructions: pronouns & verbs; reciprocal constructions (156-160) • Comparisons of equality & inequality (pp. 161-165) 	<ul style="list-style-type: none"> • The following <i>review</i> activities are due Sun., Aug. 26: <ul style="list-style-type: none"> → ML SAM (5-1) → ML TXT (5-5); ML SAM (5-2, 5-3, 5-5, 5-6); VT Ch05 P1 Las actividades diarias, VT Ch05 P1 Algunas partes del cuerpo → ML TXT (5-7 PASO 1); ML SAM (5-8, 5-9, 5-10, 5-11, 5-14) → ML TXT (5-14 PASO 1); ML SAM (5-16, 5-17, 5-19)
MÁS ALLÁ DEL LIBRO due Sun., Aug. 26 by 11:59 PM:	
<ul style="list-style-type: none"> • Sign up and complete <i>Charla con el/la profesor/a! #1</i> (instructor will organize small group sessions on Carmen throughout the week; some sessions will be available into Week 2 only for students who join the class after the Week 1 sessions have occurred) 	

WEEK 2 MODULE (August 27-31)	
<ul style="list-style-type: none"> • Friday, Aug. 31: LAST DAY TO ADD A COURSE (without a petition) 	
LIBRO DE TEXTO (<i>¡Arriba! 6th ed.</i>)	
Textbook pages & topics:	ML homework
<ul style="list-style-type: none"> • Chapter 5: pp. 165-166, 168-171 <ul style="list-style-type: none"> • REVIEW: <i>¿Cuánto saben?</i> (p. 165) • <i>Perfiles: Mi experiencia</i> (p. 166) • <i>Segunda parte: Así es la vida</i> (pp. 168-169) • Los quehaceres domésticos (pp. 169-171) • <i>Letras y sonidos</i> (p. 170) 	<ul style="list-style-type: none"> • The following <i>review</i> activities are due Wed., Aug. 29: <ul style="list-style-type: none"> → ML SAM CS P1 (5-21, 5-22, 5-23) → ML SAM (5-27) • The following <i>review</i> activities are due Sun., Sept. 2: <ul style="list-style-type: none"> → ML TXT (5-23); ML SAM (5-29) → ML TXT (5-24, 5-26); ML SAM (5-30, 5-31, 5-32, 5-34); VT Ch05 P2 Los accesorios y los muebles, VT Ch05 P2 Los quehaceres domésticos → ML SAM (5-36, 5-37)
MÁS ALLÁ DEL LIBRO due Sun., Sept. 2 by 11:59 PM:	
<ul style="list-style-type: none"> • Complete <i>Charlas Semanales #1 on Carmen</i> (suggested topics to be provided by instructor) • Read & complete "How to insert special characters in Spanish" (evaluated on credit/no credit) 	

WEEK 3 MODULE (September 3-7)	
<ul style="list-style-type: none"> • Monday, September 3: Labor Day --- NO CLASSES 	
LIBRO DE TEXTO (<i>¡Arriba! 6th ed.</i>)	
Textbook pages & topics:	ML homework
<ul style="list-style-type: none"> • Chapter 5: pp. 172-181, 183 <ul style="list-style-type: none"> • The superlative (pp. 172-173) • The present progressive (pp. 174-176) • REVIEW: <i>¿Cuánto saben?</i> (p. 176) • <i>Observaciones: ¡Pura Vida! Episodio 5</i> (p. 177) • <i>Nuestro Mundo: Panoramas</i> (pp. 178-179) 	<ul style="list-style-type: none"> • The following <i>review</i> activities are due Wed., Sept. 5: <ul style="list-style-type: none"> → ML TXT (5-29 PASO 1); ML SAM (5-38, 5-39) → ML TXT (5-32); ML (5-42) → ML SAM CS P2 (5-44); Flashcards Ch05; Games (5-1, 5-2) • The following <i>review</i> activities are due Sun., Sept. 9: <ul style="list-style-type: none"> → ML SAM PV (do 5-49; (re)view video while completing 5-50; then complete 5-51) [NOTE: Episodios 1-4 also are available for your (re)viewing] → ML SAM (5-52, 5-53)

<ul style="list-style-type: none"> • <i>Nuestro Mundo: Páginas</i> (pp. 180-181) 	<p>→ ML SAM (5-54)</p> <ul style="list-style-type: none"> • <i>The following preview activity is due Sun., Sept. 9:</i> Readiness Check Ch06
MÁS ALLÁ DEL LIBRO due Sun., Sept. 9 by 11:59 PM:	
<ul style="list-style-type: none"> • Complete <i>Charlas Semanales #2 on Carmen</i> (suggested topics to be provided by instructor) • Review: Introduction to Proctorio 	

WEEK 4 MODULE (September 10-14)	
<ul style="list-style-type: none"> • <i>Friday, September 14: LAST DAY TO DROP A COURSE</i> (without receiving a "W" on record) 	
LIBRO DE TEXTO (¡Arriba! 6th ed.)	
Textbook pages & topics:	ML homework
<ul style="list-style-type: none"> • Chapter 6: pp. 184-195 <ul style="list-style-type: none"> • <i>Primera parte: Así es la vida</i> (pp. 186-187) • <i>Las comidas y las bebidas</i> (pp. 187-189) • Indirect objects, indirect object pronouns, & the verbs "decir" & "dar" (pp. 190-192) • "Gustar" & similar verbs (pp. 193-195) • REVIEW: <i>¿Cuánto saben?</i> (p. 195) 	<ul style="list-style-type: none"> • <i>The following review activities are due Wed., Sept. 12:</i> → ML TXT (6-1); ML SAM (6-1) → ML TXT (6-2); ML SAM (6-2, 6-3, 6-5, 6-7); VT Ch 6 P1 las comidas y las bebidas A, B, C, D & E • <i>The following review activities are due Sun., Sept. 16:</i> → ML TXT (6-8 PASO 1); ML SAM (6-10, 6-11, 6-12, 6-13, 6-14, 6-15) → ML TXT (6-13, 6-15); ML SAM (6-17, 6-18, 6-19, 6-20) → ML SAM CS P1 (6-24, 6-25, 6-26, 6-27)
MÁS ALLÁ DEL LIBRO due Wed., Sept. 12 by 11:59 PM:	
<ul style="list-style-type: none"> • Complete QUIZ 1 on Chapter 5 (available Wed. Sept. 12 ONLY) 	
MÁS ALLÁ DEL LIBRO due Sun., Sept. 16 by 11:59 PM:	
<ul style="list-style-type: none"> • <i>¡Charla con el/la profesor/a! #2</i> (instructor will organize small group sessions on Carmen throughout the week) • Read "Introduction to Formal Writing Assignment 1: Pre-writing strategies" 	

WEEK 5 MODULE (September 17-21)	
LIBRO DE TEXTO (¡Arriba! 6th ed.)	
Textbook pages & topics:	ML homework
<ul style="list-style-type: none"> • Chapter 6: pp. 196, 198-205 <ul style="list-style-type: none"> • <i>Perfiles: Mi experiencia</i> (p. 196) • <i>Segunda parte: Así es la vida</i> (pp. 198-199) • <i>En la cocina</i> (pp. 199-201) • <i>Letras y sonidos</i> (p. 200) • The preterit of regular verbs (perfective aspect in past tense) (pp. 202-205) 	<ul style="list-style-type: none"> • <i>The following review activities are due Wed., Sept. 19:</i> → ML SAM (6-30) → ML SAM (6-32) → ML TXT (6-22, 6-24); ML SAM (6-33, 6-34, 6-35, 6-36) • <i>The following review activities are due Sun., Sept. 23:</i> → ML SAM (6-38) → ML TXT (6-27 PASO 1, 6-28); ML SAM (6-39, 6-40, 6-41, 6-43)
MÁS ALLÁ DEL LIBRO due Sun., Sept. 23 by 11:59 PM:	

- **Complete TalkAbroad conversation & submit reflection 1**
- **Complete Charlas Semanales #3 on Carmen** (suggested topics to be provided by instructor)
- **Submit "Formal Writing Assignment 1 (Pre-writing)"**: Submit pre-writing activity to Carmen (handwritten or typed; credit/no credit)

WEEK 6 MODULE
(September 24-28)

LIBRO DE TEXTO (¡Arriba! 6th ed.)

Textbook pages & topics:	ML homework
<ul style="list-style-type: none"> • Chapter 6: pp. 206-213, 215 <ul style="list-style-type: none"> • Verbs with irregular forms in the preterit (I): stem-changes "e → i", "o → u" & ending-changes "i → y" (pp. 206-208) • REVIEW: ¿Cuánto saben? (p. 208) • Observaciones: ¡Pura Vida! Episodio 6 (p. 209) • Nuestro Mundo: Panoramas (pp. 210-211) • Nuestro Mundo: Páginas (pp. 212-213) 	<ul style="list-style-type: none"> • The following review activities are due Wed., Sept. 26: → ML TXT (6-33 PASO 1); ML SAM (6-45, 6-46) → ML SAM CS P2 (6-49, 6-50, 6-51, 6-52); Flashcards Ch06; Games (6-1, 6-2) • The following review activities are due Sun., Sept. 30: → ML SAM PV (do 6-55; (re)view video while completing 6-56; then complete 6-57) → ML TXT (6-41); ML SAM (6-58, 6-59) → ML SAM (6-60)

MÁS ALLÁ DEL LIBRO due Sun., Sept. 30 by 11:59 PM:

- **Submit "Formal Writing Assignment 2 (First Draft)"**: Submit first draft via Carmen for peer review (typed; double-spaced, use special characters of Spanish; credit/no credit); (You have one week to perform 2 peer reviews; both peer reviews are due end of Week 7)
- **Complete Charlas Semanales #4 on Carmen** (suggested topics to be provided by instructor)

WEEK 7 MODULE
(October 1-5)

LIBRO DE TEXTO (¡Arriba! 6th ed.)

Textbook pages & topics:	ML homework
<ul style="list-style-type: none"> • REVIEW • MIDTERM EXAM (see below for information) 	<ul style="list-style-type: none"> • The following preview activity is due Sun., Oct. 7: Readiness Check Ch07

MÁS ALLÁ DEL LIBRO due Sun., Oct. 7 by 11:59 PM:

- **Complete two peer reviews on Formal Writing Assignment 2 on Carmen**

WEEK 7: MIDTERM EXAM INFORMATION

ONLINE (via Carmen's Proctorio)	
Location:	https://carmen.osu.edu > SPAN 1102 > Modules > SPAN 1102 MIDTERM
Date(s) available to take the exam:	12:01 AM Thursday, Oct. 4 - 11:59 PM Friday, Oct. 5
Duration of Exam:	Part 1: 55-minutes Part 2: 55-minutes
Exam Sections:	Part 1: Listening, Vocabulary, Reading Part 2: Grammar, Culture
Chapters:	¡Arriba! 6th ed. Chapters 5-6

NOTE: In order to use Proctorio for this online midterm, you **must** have completed the "Using Proctorio in SPAN 1102" agreement from Week 2. If you did not complete this assignment, please contact your instructor immediately.

WEEK 8 MODULE
(October 8-12)

Thursday, October 11 - Friday, October 12: AUTUMN BREAK --- NO CLASSES

LIBRO DE TEXTO (¡Arriba! 6th ed.)

Textbook pages & topics:	ML homework
<ul style="list-style-type: none"> • Chapter 7: pp. 216-227 <ul style="list-style-type: none"> • Primera parte: <i>Así es la vida</i> (pp. 218-219) • El tiempo libre (pp. 219-221) • Irregular verbs in the preterit (II): strong preterits (pp. 222-224) • Indefinite & negative expressions (pp. 225-227) 	<ul style="list-style-type: none"> • The following <i>review</i> activities are due Wed., Oct. 10: <ul style="list-style-type: none"> → ML SAM (7-1) → ML TXT (7-1); ML (7-2, 7-3, 7-4, 7-5, 7-6, 7-7); VT Ch07 P1 En la playa y ¿Qué tiempo hace?, VT Ch07 P1 Los pasatiempos, VT Ch07 P1 ¿Qué tiempo hace? • The following <i>review</i> activities are due Sun., Oct. 14: <ul style="list-style-type: none"> → ML TXT (7-7, 7-8 PASO 1); ML SAM (7-9, 7-10, 7-12) → ML TXT (7-11 PASO 1); ML SAM (7-14)

MÁS ALLÁ DEL LIBRO due Sun., Oct. 14 by 11:59 PM:

- **Complete "¡Charla con el/la profesor/a!" #3** (instructor will organize small group sessions on Carmen)
- **Submit "Formal Writing Assignment 3 (Second Draft)":** Submit second draft to instructor for feedback (*typed; double-spaced, use special characters of Spanish; include a word count; include second draft with submission; credit/no credit*)

WEEK 9 MODULE
(October 15-19)

LIBRO DE TEXTO (¡Arriba! 6th ed.)

Textbook pages & topics:	ML homework
<ul style="list-style-type: none"> • Chapter 7: pp. 227-228, 230-233 <ul style="list-style-type: none"> • REVIEW: <i>¿Cuánto saben?</i> (p. 227) • <i>Perfiles: Mi experiencia</i> (p. 228) • <i>Segunda parte: Así es la vida</i> (pp. 230-231) • Los deportes y las actividades deportivas (pp. 231-233) • Letras y sonidos (p. 232) 	<ul style="list-style-type: none"> • The following <i>review</i> activities are due Wed., Oct. 17: <ul style="list-style-type: none"> → ML SAM CS P1 (7-19, 7-20, 7-21) → ML SAM (7-24) • The following <i>review</i> activities are due Sun., Oct. 21: <ul style="list-style-type: none"> → ML SAM (7-26) → ML TXT (7-18, 7-19 PASO 1, 7-20); ML SAM (7-27, 7-28, 7-30, 7-31); VT Ch07 P2 Los deportes A & B → ML SAM (7-33, 7-34)

MÁS ALLÁ DEL LIBRO due Sun., Oct. 21 by 11:59 PM:

- **Complete *Charlas Semanales #5 on Carmen*** (*suggested topics to be provided by instructor*)

WEEK 10 MODULE
(October 22-26)

LIBRO DE TEXTO (¡Arriba! 6th ed.)

Textbook pages & topics:	ML homework

<ul style="list-style-type: none"> • Chapter 7: pp. 234-241 <ul style="list-style-type: none"> • Irregular verbs in the preterit (III): more strong preterits (pp. 234-236) • Double object pronouns (pp. 237-240) • REVIEW: ¿Cuánto saben? (p. 240) • Observaciones: ¡Pura Vida! Episodio 7 (p. 241) 	<ul style="list-style-type: none"> • The following review activities are due Wed., Oct. 24: → ML TXT (7-22); ML SAM (7-35, 7-36, 7-37) → ML TXT (7-25 PASO 1), 7-26); ML SAM (7-39, 7-40, 7-41) • The following review activities are due Sun., Oct. 28: → ML SAM CS P2 (7-43, 7-44, 7-46); Flashcards Ch07; Games (7-1, 7-2) → ML PV (do 7-49; (re)view video while completing 7-50; then complete 7-51) • The following preview activity is due Sun., Oct. 28: Readiness Check Ch08
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MÁS ALLÁ DEL LIBRO due Sun., Oct. 28 by 11:59 PM:

- **Complete TalkAbroad conversation & submit reflection 2**
- **Read feedback from instructor on “Formal Writing Assignment Workshop 3 (Second Draft)”:** Instructor returns second draft with feedback & provides overall observations and practice with editing (for example, error identification, organization, etc.)

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

LIBRO DE TEXTO (¡Arriba! 6th ed.)

Textbook pages & topics:	ML homework
<ul style="list-style-type: none"> • Chapter 7: pp. 242-245, 247 <ul style="list-style-type: none"> • Nuestro Mundo: Panoramas (pp. 242-243) • Nuestro Mundo: Páginas (pp. 244-245) • Chapter 8: pp. 248-253 <ul style="list-style-type: none"> • Primera parte: Así es la vida (pp. 250-251) • Las compras y la ropa (pp. 251-253) 	<ul style="list-style-type: none"> • The following review activities are due Wed., Oct. 31: → ML TXT (7-33); ML (7-52, 7-53) → ML SAM (7-54) • The following review activities are due Sun., Nov. 4: → ML SAM (8-1) → ML TXT (8-1, 8-2); ML SAM (8-2, 8-3, 8-4, 8-5, 8-6, 8-7); VT Ch 08 P1 La ropa y los accesorios A & B

MÁS ALLÁ DEL LIBRO due Sun., Nov. 4 by 11:59 PM:

- **Complete QUIZ 2 on Chapter 7** (available Sun., Nov 4th ONLY)
- **Complete Charlas Semanales #6 on Carmen** (suggested topics to be provided by instructor)
- **Sign up for Oral Exams** (sign-up sheet will be available on Carmen)

**WEEK 12 MODULE
(November 5-9)**

LIBRO DE TEXTO (¡Arriba! 6th ed.)

Textbook pages & topics:	ML homework
<ul style="list-style-type: none"> • Chapter 8: pp. 254-259 <ul style="list-style-type: none"> • The imperfect of regular & irregular verbs (imperfective aspect in past tense) (pp. 254-257) • Ordinal numbers (pp. 258-259) • REVIEW: ¿Cuánto saben? (p. 259) 	<ul style="list-style-type: none"> • The following review activities are due Wed., Nov. 7: → ML TXT (8-6 PASO 1, 8-7 PASO 1); ML (8-9, 8-10, 8-11, 8-12, 8-13) → ML SAM (8-16, 8-17, 8-18) • The following review activities are due Sun., Nov. 11: → ML SAM CS P1 (8-19, 8-20, 8-21)

MÁS ALLÁ DEL LIBRO due Sun., Nov. 11 by 11:59 PM:

- **Complete Charlas Semanales #7 on Carmen** (suggested topics to be provided by instructor)
- **Submit “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 MODULE
(November 12-16)**

• Monday, November 12: Veterans Day – NO CLASSES

LIBRO DE TEXTO (¡Arriba! 6th ed.)

Textbook pages & topics:	ML homework
<ul style="list-style-type: none"> • Chapter 8: pp. 260, 262-265 <ul style="list-style-type: none"> • <i>Perfiles: Mi experiencia</i> (p. 260) • <i>Tiendas y productos personales</i> (pp. 263-265) • <i>Segunda parte: Así es la vida</i> (pp. 262-263) • <i>Letras y sonidos</i> (p. 264) 	<ul style="list-style-type: none"> • The following <i>review</i> activities are due Wed., Nov. 14: <ul style="list-style-type: none"> → ML SAM (8-24) → ML TXT (8-18, 8-19); ML (8-27, 8-29, 8-30); ML VT Ch08 P1 Las tiendas • The following <i>review</i> activities are due Sun., Nov. 18: <ul style="list-style-type: none"> → ML SAM (8-26) → ML SAM (8-32, 8-33)

MÁS ALLÁ DEL LIBRO due Sun., Nov. 18 by 11:59 PM:

• **Complete ORAL EXAMS** (exact dates and times to be determined by instructor)

**WEEK 14 MODULE
(November 19-23)**

• Wednesday, November 21-Friday, November 23: Thanksgiving Break – NO CLASSES

LIBRO DE TEXTO (¡Arriba! 6th ed.)

Textbook pages & topics:	ML homework
<ul style="list-style-type: none"> • Chapter 8: pp. 266-274 <ul style="list-style-type: none"> • Preterit vs. imperfect (pp. 266-270) • Impersonal constructions with “se” (pp. 271-274) 	<ul style="list-style-type: none"> • The following <i>review</i> activities are due Wed., Nov. 21: <ul style="list-style-type: none"> → ML TXT (8-23 PASO 1, 8-25); ML SAM (8-34, 8-35, 8-36, 8-37, 8-38) • The following <i>review</i> activities are due Sun., Nov. 25: <ul style="list-style-type: none"> → ML TXT (8-29 PASO 1); ML SAM (8-41, 8-42, 8-43)

MÁS ALLÁ DEL LIBRO due Sun., Nov. 25 by 11:59 PM:

• **Complete ORAL EXAMS** (exact dates and times to be determined by instructor)

**WEEK 15 MODULE
(November 26-31)**

LIBRO DE TEXTO (¡Arriba! 6th ed.)

Textbook pages & topics:	ML homework
<ul style="list-style-type: none"> • Chapter 8: pp. 274-279, 281 <ul style="list-style-type: none"> • REVIEW: ¿Cuánto saben? (p. 274) • <i>Observaciones: ¡Pura Vida!</i> Episodio 8 (p. 275) 	<ul style="list-style-type: none"> • The following <i>review</i> activities are due Wed., Nov. 28: <ul style="list-style-type: none"> → ML CS P2 (8-45, 8-46, 8-47, 8-48); Flashcards Ch08; Games (8-1, 8-2) → ML PV (do 8-51; (re)view video while completing 8-52; then complete 8-53, 8-54) • The following <i>review</i> activities are due Sun., Dec. 2:

<ul style="list-style-type: none"> • <i>Nuestro Mundo: Panoramas</i> (pp. 276-277) • <i>Nuestro Mundo: Páginas</i> (pp. 278-279) 	→ ML TXT (8-36); ML SAM (8-55, 8-56) → ML TXT (8-39, 8-40); ML SAM (8-57)
MÁS ALLÁ DEL LIBRO due Sun., Dec. 2 by 11:59 PM:	
• Complete Charlas Semanales #8 on Carmen (suggested topics to be provided by instructor)	

WEEK 16 MODULE (December 3-7)	
• <i>Wednesday, December 5: LAST DAY OF REGULARLY SCHEDULED SEMESTER CLASSES</i>	
• <i>Thursday, December 6: READING DAY</i>	
LIBRO DE TEXTO (¡Arriba! 6th ed.)	
<i>Textbook pages & topics:</i>	<i>ML homework</i>
• REVIEW for Final Exam	• <i>The following review activities are due Wed., Dec. 5: None</i>
MÁS ALLÁ DEL LIBRO due Sun., Dec. 9 by 11:59 PM:	
• None	

FINAL EXAM INFORMATION	
	ONLINE (via Carmen's Proctorio)
Location:	https://carmen.osu.edu > SPAN 1102 > Modules > SPAN 1102 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>¡Arriba! 6th ed. Chapters 5-8 (with an emphasis on Ch. 7 & 8)</i>
NOTE: In order to use Proctorio for this online final, you must have completed the "Using Proctorio in SPAN 1102" agreement from Week 2. If you did not complete this assignment, please contact your instructor immediately.	

SUMMARY of Dates of Formal Writing Assignment, *Charlas*, TalkAbroad reflections, Quizzes, and Exams

ASSIGNMENT	DUE DATE
<i>Charla con el/la profesor/a #1</i>	Week 1; Sun., Aug. 26 by 11:59 PM
<i>Charlas semanales #1</i>	Week 2; Sun., Sept. 2 by 11:59 PM
<i>Charlas semanales #2</i>	Week 3; Sun., Sept. 9 by 11:59 PM
Quiz 1: Chapter 5	Week 4; Wed., Sept. 12 by 11:59 PM
<i>Charla con el/la profesor/a #2</i>	Week 4; Sun., Sept. 16 by 11:59 PM
<i>Charlas semanales #3</i>	Week 5; Sun., Sept. 23 by 11:59 PM
TalkAbroad Conversation & Reflection 1	Week 5; Sun., Sept. 23 by 11:59 PM
Formal Writing Assignment 1: Pre-writing activity	Week 5; Sun., Sept. 23 by 11:59 PM
<i>Charlas semanales #4</i>	Week 6; Sun., Sept. 31 by 11:59 PM
Formal Writing Assignment 2: First draft (Peer review)	Week 6; Sun. Sept. 30 by 11:59 PM; (Week 7; Sun. Oct. 7 by 11:59 PM)
Midterm Exam: Chapters 5 & 6	Week 7; Thur. Oct 4-Fri. Oct 5, 2018 by 11:59 PM
<i>Charla con el/la profesor/a #3</i>	Week 8; Sun., Oct. 14 by 11:59 PM
Formal Writing Assignment 3: Second draft	Week 8; Sun., Oct. 14 by 11:59 PM
<i>Charlas semanales #5</i>	Week 9; Sun., Oct. 21 by 11:59 PM
TalkAbroad Conversation & Reflection 2	Week 10; Sun., Oct. 28 by 11:59 PM
<i>Charlas semanales #6</i>	Week 11; Sun., Nov. 4 by 11:59 PM
Quiz 2: Chapter 7	Week 11; Sun., Nov. 4 by 11:59 PM
<i>Charlas semanales #7</i>	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: Chapters 5, 6, 7 & 8	Weeks 13-14; exact dates to be determined by instructor
<i>Charlas semanales #8</i>	Week 15; Sun. Dec. 2 by 11:59 PM
Final Exam: Chapters 5, 6, 7 & 8	Week 16; Fri. Dec., 7-Tues., Dec. 11; exact window TBD

I. APPENDIX 1

EVALUATION CRITERIA FOR FORMAL WRITING ASSIGNMENT

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									Excellent
	1	2	3	4	5				
LENGTH									
Your formal writing assignment complies with length specifications. [1= 109 or fewer words; 2= 110-114; 3= 115-119; 4= 120-124 words; 5= 125-150 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 formal writing assignment 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 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									Excellent
1	2	3	4	5	6	7	8	9	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 _____									

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 first-year learner and greatly impedes comprehension.							All speech is comprehensible; pronunciation is accurate for a first-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 first-year learner; an absence of excessive pausing; requires no prompting.			

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



**THE OHIO STATE
UNIVERSITY**

SPAN 1102
Spanish II (Lecture, 4 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

Office Hours: MWF 9:00AM-2:30PM, or by appt.

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

E-mail: hawkins.323@osu.edu

Office: 265 Hagerty Hall

Office Hours: TR 9:00AM-12:00PM, or by appt.

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 (including Pearson-Duolingo) 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 1101, Spanish 1102 presupposes basic knowledge of the Spanish language and the cultures that speak it. Spanish 1102 employs a multifaceted, communicative approach to adult second language acquisition that fosters the continued development of the four skills of listening, speaking, reading, and writing. By the semester's end, students will be able to comprehend, speak, read, and write the language at a beyond-basic level by using augmented 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!*).

2. OSU General Education (GE) Foreign Language Courses: Goals and Expected Learning Outcomes (ELOs)

Foreign language coursework develops a learner's communication skills across ethnic, cultural, ideological, and national

boundaries, and helps students develop a better understanding of other cultures and patterns of thought, as well as their own language and culture. For all Spanish courses (1101 through 2202 and beyond), the target language (Spanish) is the primary language of instruction.

The Expected Learning Outcomes (ELOs) for GE Foreign Language courses at OSU include the following:

1. Students demonstrate basic communicative skills (e.g., listening, speaking, reading, and writing) in a language other than their native language.
2. Students learn about the cultural contexts and manifestations of the peoples who speak the language that they are studying.
3. Students recognize and understand differences and similarities between the cultures and communities of the language that they are studying and their own.

In SPAN 1102, these ELOs are manifested in the following concrete ways. Students will...

- Continue to develop a vocabulary base relevant to immediate scenarios, including daily routines, personal care items, household chores, foods and beverages, cooking, sports and leisure, clothing, and shopping.
- Develop a working knowledge of basic grammatical structures, including ordinal numbers, comparisons of equality and inequality, superlatives, indirect objects (IO) and IO pronouns, double object pronouns, the verb *gustar* (to please), other verbs with a structure like *gustar*, the present progressive, the preterit (with regular, irregular, and stem-changing verbs), the imperfect (with regular and irregular verbs), reflexive constructions, reciprocal constructions, and impersonal constructions with *se*.
- Use vocabulary and grammar to carry out various communicative functions in context, such as comparing and contrasting, expressing likes and dislikes, expressing actions in progress, expressing actions completed in the past, expressing on-going actions in the past, expressing actions that we do to ourselves and to one another, and talking about actions where the agent or “doer” is irrelevant.
- Listen to and understand more complex passages and conversations in context.
- Read and understand more complex, authentic texts.
- Write a series of comprehensible paragraphs that express more complex ideas about the scenarios studied.
- Speak at a basic, comprehensible level to engage in interpersonal conversations and express basic ideas about the scenarios studied.
- Demonstrate an understanding of the perspectives, practices, and products (ACTFL’s 3 P’s) of various Spanish-speaking cultures.
- Demonstrate knowledge of the geography of the Spanish-speaking world.
- Use technology and expand digital literacy to explore and reinforce cultural and linguistic concepts.

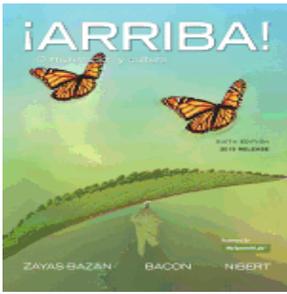
B. COURSE MATERIALS

Required:

1. Pearson’s **MyLab Student Access Code** for *¡Arriba! Comunicación y cultura* (6th ed.) 2015 Release, by Zayas-Bazán, Bacon & Nibert, sold in the OSU bookstore package or directly online at www.myspanishlab.com
 - a. The **MyLab Course ID** for this specific section, provided by your instructor: **XXXXX00-00000**
2. Two (2) thirty-minute conversations purchased through TalkAbroad www.talkabroad.com; you will need to create a free TalkAbroad account and purchase two (2) conversations at the cost of \$15 per conversation (2 conversations x \$15 each = \$30 total). [*¡OJO!* If you are taking two semesters or more of Spanish language courses (i.e., SPAN 1101-2202), it is recommended that you purchase at least the five (5) minimum sessions required to receive the discounted price of \$10.00 per conversation (5 sessions x \$10.00 = \$50); with two (2) required TalkAbroad assignments per course level, any unused sessions purchased will remain available indefinitely.]
 - a. The **TalkAbroad Section Code** for this specific class section, provided by your instructor: **Niber2017-XXXXXX**

Optional:

3. **Brief version** (with Chapters 1-12) of the **print textbook** *¡Arriba! Comunicación y cultura* (6th ed.) 2015, by Zayas-Bazán, Bacon & Nibert
4. **Print SAM (Student Activities Manual= workbook)** *¡Arriba! Comunicación y cultura* (6th ed.) 2015, by Zayas-Bazán, Bacon & Nibert
5. **Arriba-Duolingo account** (*via Pearson*): You can create an Arriba-Duolingo account at <https://www.duolingo.com/pearson>. The Duolingo account, purchased through Pearson, offers the content of your textbook, *¡Arriba!*, via the Duolingo app. In order to register for an Arriba-Duolingo account, you will need to



purchase a unique 12-digit user ID. Your unique user ID can be purchased at mypearsonstore.com/stores/duolingo.

6. Spanish-English/English-Spanish **Dictionary** (See <https://sppo.osu.edu/undergraduate/language-program/resources> for suggested online dictionaries. There is also a free digital glossary within MyLab.)

7. Access to the free **Companion Website** at <https://www.pearsonhighered.com/arriba/>

You may purchase the MyLab Student Access Code (item 1) at the OSU bookstore or directly online at myspanishlab.com. Access includes a digital eText (with Chapters 1-15) and more. 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 carefully before buying. [NOTE: These materials will carry over beyond Autumn 2018 for SPAN 1101 (Chapters 1-4), 1102 (Chapters 5-8), 1155 (Chapters 1-8), and 1103 (Chapters 9-12). Starting AU18, however, the new 7th edition of *¡Arriba!* will be used in SPAN 1101 and will be phased in at each subsequent course level sequentially (i.e., in SPAN 1102 & 1155 in SP19, and in SPAN 1103 in AU19.) *Be sure to take into consideration the edition and life of your MyLab Student Access Code when planning your course sequence.*]

C. COURSE POLICIES

1. Course Prerequisite

Spanish 1102 is a course designed for students who have successfully completed Spanish 1101, or for students who have placed into the level via the Spanish placement test (i.e., the Multimedia Computer Adaptive Test, or MultiCAT). Spanish 1102 is **not** open to native speakers of Spanish or to students who have OSU EM (Examination Mark) test credit or transfer credit for 1102.

2. Course Sequence

Spanish 1102 is the second course in a three-course sequence (1101, 1102, 1103) that fulfills the foreign language requirement of the College of Arts and Sciences. Students enrolled in Spanish 1102 are eligible to enroll in Spanish 1103 after successful completion of this course.

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. 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 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 or tablet) 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

2. Key to Grade Percentages for Writing Assignment #4 & 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) activities	16% ; (4% each chapter x 4 = 16% total)
2. Daily written homework activities	4% ; (1% each chapter x 4 = 4% total)

3. TalkAbroad conversations (2 total)	10%; ([3% each conversation + 2% each reflection] x 2) = 10% total)
B. Class Participation	6%; (1.5% each chapter x 4 = 6% total)
C. Formal Writing Assignment	8%; (1% each for assignments 1, 2 & 3 + 5% for assignment 4 = 8% total)
D. Formal Assessments	
1. Oral Exam (1 total)	10%
2. Quizzes (2 total)	14%; (7% each quiz x 2 = 14% total)
3. Midterm Exam	15%
4. Final Exam	17%
TOTAL	100%

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

Homework:

- **MyLab** (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 5 _____ x .04 = _____
 Chapter 6 _____ x .04 = _____
 Chapter 7 _____ x .04 = _____
 Chapter 8 _____ x .04 = _____

- **Daily written homework activities** assigned by your instructor; scored on a credit/no-credit basis

Chapter 5 _____ x .01 = _____
 Chapter 6 _____ x .01 = _____
 Chapter 7 _____ x .01 = _____
 Chapter 8 _____ x .01 = _____

- **TalkAbroad:**

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

Class Participation:

Chapter 5 _____ x .015 = _____
 Chapter 6 _____ x .015 = _____
 Chapter 7 _____ x .015 = _____
 Chapter 8 _____ x .015 = _____

Formal Writing Assignment:

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:

- **Final Oral Exam:** Chapters 5, 6 & 7 _____ x .10 = _____
- **Quizzes:**
 - Quiz 1: Chapter 5 _____ x .07 = _____
 - Quiz 2: Chapter 7 _____ x .07 = _____
- **Midterm Exam:** Chapters 5 & 6 _____ x .15 = _____
- **Final Exam:** Chapters 5, 6, 7 & 8 _____ x .17 = _____

$$\begin{aligned} \text{PRELIMINARY TOTAL} &= \underline{\hspace{2cm}} \\ \# \text{ of 55-minute, unexcused absences } \underline{\hspace{1cm}} \times -1\% &= \underline{\hspace{2cm}} \\ \text{FINAL TOTAL} &= \underline{\hspace{2cm}} \text{ (Out of 100\%)} \end{aligned}$$

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 *four (4) “grace sessions” of 55 minutes* (equivalent to *one (1) week of class in Autumn or Spring*) without the need for official documentation. If your class section meets four days per week (e.g., TWRF from 8:00-8:55 AM), you will be allowed *four days* of absences as “grace sessions”. If your class section meets two days per week (e.g., TR from 5:30-7:20 PM), you will be allowed *two days* of absences as “grace sessions” (since one (1) class day= 110 minutes, or *two (2) sessions* of 55 minutes). In either case, 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.). [*¡OJO!* 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 four “grace sessions” of 55 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 55 minutes will result in the lowering of your final course grade by 1% at the end of the semester.** For example, in a class section that meets four days per week (e.g., TWRF), if your overall grade is 92% (A-) and you have three (3) *unexcused* absences of 55 minutes (beyond the “grace sessions” and any excused absences), your final assigned course grade will be 89% (B+) [i.e., $92\% - 3\% = 89\%$]. In a class section that meets two days per week (e.g., TR), recall that one (1) class day= 110 minutes, or *two (2) sessions* of 55 minutes. Thus, if a student misses 3 class days without official documentation (beyond the “grace sessions” and any excused absences), an overall grade of 92% (A-) will be lowered to 86% (B), since 3 class days= 6 sessions of 55 minutes [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 the four chapters covered in this course, 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 those 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 three sources:** **a)** pre-assigned activities in MyLab (ML), located at www.myspanishlab.com; **b)** daily written homework activities assigned by your instructor (for example, additional activities from MyLab, written out on paper or completed online as preferred by your instructor; extra handouts, etc.); and **c)** 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 reflections is specified below in 3.c.

a. MyLab activities: First, regarding the pre-assigned activities in MyLab, various assignments (e.g., Student Activities Manual (SAM) activities, 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. Daily written homework activities: Second, 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 20 daily written homework grades (= at least 5 per chapter x 4 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.

c. TalkAbroad: Third, 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 5:	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
Week 6:	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
Week 8:	Formal Writing Assignment 3: Second draft [1% of final grade] Bring to class or submit via Carmen a second draft of approximately 125-150 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 12:	Formal Writing Assignment 4: Final draft [5% of final grade] Bring to class or submit via Carmen a final draft of approximately 125-150 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. Quizzes ("Pruebas/Controles")

There will be *at least* two (2) brief (~20-30 minutes) quizzes, or "pruebas", given during the semester, one for each of the two textbook chapters *not* immediately preceding a major exam. Thus, minimally, there will be a brief quiz on Chapter 5 and on Chapter 7. Each quiz will contain one section on listening comprehension, one section on vocabulary, two sections on grammar, and one section on culture, for a total of five sections. An outline of the quiz (containing the direction lines, point values, and models (where appropriate) for each section of the quiz) will be provided to you at least one week before each quiz date. Your instructor will provide this outline and specify the date of each quiz for your class section.

b. Written Exams

There will be two written exams: a midterm exam given during week 7 of the semester and a final exam given during finals

week. The midterm exam will be given over two consecutive 55-minute class sessions. It will cover Chapters 5-6. The final exam will be given during the one-hour and 45-minute time slot of exam week specified for your class section by the University. The final exam will be cumulative but will focus most heavily on Chapters 7-8. 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.

c. 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

F. WEEKLY SYLLABUS

Key to abbreviations used in syllabus		
ML= MyLab	P1 = <i>Primera Parte</i> of chapter	PV = <i>¡Pura Vida!</i> video episode
CS = <i>¿Cuánto saben?</i> review section	P2 = <i>Segunda Parte</i> of chapter	→ = homework "corresponds to" topic listed on same line in previous column
VT = <i>Vocabulary Tutorial</i>		

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)	
<i>Textbook pages & topics:</i>	<i>ML homework</i>
<ul style="list-style-type: none"> • Course Introduction • Chapter 5: pp. 150-165 <ul style="list-style-type: none"> • <i>Primera parte: Así es la vida</i> (pp. 152-153) • Las actividades diarias (pp. 153-155) • Reflexive constructions: pronouns & verbs; reciprocal constructions (pp. 156-160) • Comparisons of equality & inequality (pp. 161-165) 	<ul style="list-style-type: none"> • The following <i>review</i> activities are due Sun., Sept. 2: → ML (5-1) → ML (5-2, 5-3, 5-5, 5-6); VT Ch05 P1 Las actividades diarias, VT Ch05 P1 Algunas partes del cuerpo → ML (5-8, 5-9, 5-10, 5-11, 5-14) → ML (5-16, 5-17, 5-19)
Additional assignments:	
• Syllabus Quiz (during 2nd or 3rd 55-minute session)	
Additional ML Practice Activities (optional): Go to: <i>ML Course > Course Materials > Capítulo 5 > Learning Tools > Grammar Learning Tools</i>	

WEEK 2 (August 27-31)	
• Friday, August 31: LAST DAY TO ADD A COURSE (with instructor's written permission)	
<i>Textbook pages & topics:</i>	<i>ML homework</i>

<ul style="list-style-type: none"> • Introduction to TalkAbroad • Chapter 5: pp. 165-166, 168-171 <ul style="list-style-type: none"> • REVIEW: ¿Cuánto saben? (p. 165) • Perfiles: Mi experiencia (p. 166) • Segunda parte: Así es la vida (pp. 168-169) • Los quehaceres domésticos (pp. 169-171) • Letras y sonidos (p. 170) 	<ul style="list-style-type: none"> • <i>The following review activities are due Sun., Sept. 2:</i> <ul style="list-style-type: none"> → ML CS P1 (5-21, 5-22, 5-23) → ML (5-27) → ML (5-29) → ML (5-30, 5-31, 5-32, 5-34); VT Ch05 P2 Los accesorios y los muebles, VT Ch05 P2 Los quehaceres domésticos → ML (5-36, 5-37)
Additional assignments:	
<ul style="list-style-type: none"> • Register for TalkAbroad 	
Additional ML Practice Activities (optional): Go to: ML Course > Course Materials > Capítulo 5 > Learning Tools > Grammar Learning Tools	

WEEK 3 (September 3-7)	
• Monday, September 3: LABOR DAY – NO CLASSES	
Textbook pages & topics:	ML homework
<ul style="list-style-type: none"> • Chapter 5: pp. 172-181, 183 <ul style="list-style-type: none"> • The superlative (pp. 172-173) • The present progressive (pp. 174-176) • REVIEW: ¿Cuánto saben? (p. 176) • Observaciones: ¡Pura Vida! Episodio 5 (p. 177) • Nuestro Mundo: Panoramas (pp. 178-179) • Nuestro Mundo: Páginas (pp. 180-181) 	<ul style="list-style-type: none"> • <i>The following review activities are due Sun., Sept. 9:</i> <ul style="list-style-type: none"> → ML (5-38, 5-39) → ML (5-42) → ML CS P2 (5-44); Flashcards Ch05; Games (5-1, 5-2) → ML PV (do 5-49; (re)view video while completing 5-50; then complete 5-51) [NOTE: Episodios 1-4 also are available for your (re)viewing] → ML (5-52, 5-53) → ML (5-54) • <i>The following preview activity is due Sun., Sept. 9:</i> <ul style="list-style-type: none"> Readiness Check Ch06
Additional assignments:	
<ul style="list-style-type: none"> • Submit Participation Grade for Chapter 5 (exact date to be determined by instructor) 	
Additional ML Practice Activities (optional): Go to: ML Course > Course Materials > Capítulo 5 > Learning Tools > Grammar Learning Tools	

WEEK 4 (September 10-14)	
• Friday, September 14: LAST DAY TO DROP A COURSE (without receiving a “W” on record)	
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> • Chapter 6: pp. 184-195 <ul style="list-style-type: none"> • Primera parte: Así es la vida (pp. 186-187) • Las comidas y las bebidas (pp. 187-189) • Indirect objects, indirect object pronouns, & the verbs “decir” & “dar”(pp. 190-192) • “Gustar” & similar verbs (pp. 193-195) • REVIEW: ¿Cuánto saben? (p. 195) 	<ul style="list-style-type: none"> • <i>The following review activities are due Sun., Sept. 16:</i> <ul style="list-style-type: none"> → ML (6-1) → ML (6-2, 6-3, 6-5, 6-7); VT Ch 6 P1 Las comidas y las bebidas A, B, C, D & E → ML (6-10, 6-11, 6-12, 6-13, 6-14, 6-15) → ML (6-17, 6-18, 6-19, 6-20) → ML CS P1 (6-24, 6-25, 6-26, 6-27)
Additional assignments:	
<ul style="list-style-type: none"> • QUIZ 1 on Chapter 5 (exact date to be determined by instructor) 	
Additional ML Practice Activities (optional): Go to: ML Course > Course Materials > Capítulo 6 > Learning Tools > Grammar Learning Tools	

WEEK 5 (September 17-21)	
Textbook pages & topics:	ML homework
<ul style="list-style-type: none"> • Chapter 6: pp. 196, 198-205 <ul style="list-style-type: none"> • <i>Perfiles: Mi experiencia</i> (p. 196) • <i>Segunda parte: Así es la vida</i> (pp. 198-199) • <i>En la cocina</i> (pp. 199-201) • <i>Letras y sonido</i> (p. 200) • The preterit of regular verbs (perfective aspect in past tense) (pp. 202-205) 	<ul style="list-style-type: none"> • The following <i>review</i> activities are due Sun., Sept. 23: <ul style="list-style-type: none"> → ML (6-30) → ML (6-32) → ML (6-33, 6-34, 6-35, 6-36) → ML (6-38) → ML (6-39, 6-40, 6-41, 6-43)
Additional assignments:	
<ul style="list-style-type: none"> • 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>) • TalkAbroad Conversation & Reflection 1 due (<i>exact date to be determined by instructor</i>) 	
Additional ML Practice Activities (optional): Go to: ML Course > Course Materials > Capítulo 6 > Learning Tools > Grammar Learning Tools	

WEEK 6 (September 24-28)	
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> • Chapter 6: pp. 206-213, 215 <ul style="list-style-type: none"> • Verbs with irregular forms in the preterit (I): stem-changes “e → i”, “o → u” & ending-changes “i → y” (pp. 206-208) • REVIEW: ¿Cuánto saben? (p. 208) • <i>Observaciones: ¡Pura Vida! Episodio 6</i> (p. 209) • <i>Nuestro Mundo: Panoramas</i> (pp. 210-211) • <i>Nuestro Mundo: Páginas</i> (pp. 212-213) 	<ul style="list-style-type: none"> • The following <i>review</i> activities are due Sun., Sept. 30: <ul style="list-style-type: none"> → ML (6-45, 6-46) → ML CS P2 (6-49, 6-50, 6-51, 6-52); Flashcards Ch06; Games (6-1, 6-2) → ML PV (do 6-55; (re)view video while completing 6-56; then complete 6-57) → ML (6-58, 6-59) → ML (6-60)
Additional assignments:	
<ul style="list-style-type: none"> • 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 Chapter 6 (<i>exact date to be determined by instructor</i>) 	
Additional ML Practice Activities (optional): Go to: ML Course > Course Materials > Capítulo 6 > Learning Tools > Grammar Learning Tools	

WEEK 7 (October 1-5)	
Textbook pages & topics:	ML homework
<ul style="list-style-type: none"> • 1st & 2nd 55-minute sessions: REVIEW • 3rd 55-minute session: MIDTERM EXAM, PART 1: <i>Listening, vocabulary, reading</i> • 4th 55-minute session: MIDTERM EXAM, PART 2: <i>Grammar & culture</i> 	<ul style="list-style-type: none"> • The following <i>preview</i> activity is due Sun., Oct. 7: Readiness Check Ch07
Additional assignments:	
<ul style="list-style-type: none"> • None 	

WEEK 8 (October 8-12)	
• <i>Thursday, October 11-Friday, October 12: Autumn Break – No Classes</i>	
Textbook pages & topics:	ML homework
<ul style="list-style-type: none"> • Chapter 7: pp. 216-227 <ul style="list-style-type: none"> • <i>Primera parte: Así es la vida</i> (pp. 218-219) • El tiempo libre (pp. 219-221) • Irregular verbs in the preterit (II): strong preterits (pp. 222-224) • Indefinite & negative expressions (pp. 225-227) 	<ul style="list-style-type: none"> • The following <i>review</i> activities are due Sun., Oct. 14: <ul style="list-style-type: none"> → ML (7-1) → ML (7-2, 7-3, 7-4, 7-5, 7-6, 7-7); VT Ch07 P1 En la playa y ¿Qué tiempo hace?, VT Ch07 P1 Los pasa tiempos, VT Ch07 P1 ¿Qué tiempo hace? → ML (7-9, 7-10, 7-12) → ML (7-14)
Additional assignments:	
<ul style="list-style-type: none"> • 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 Activities (optional): Go to: <i>ML Course > Course Materials > Capítulo 7 > Learning Tools > Grammar Learning Tools</i>	

WEEK 9 (October 15-19)	
Textbook pages & topics:	ML homework
<ul style="list-style-type: none"> • Chapter 7: pp. 227-228, 230-233 <ul style="list-style-type: none"> • REVIEW: <i>¿Cuánto saben?</i> (p. 227) • <i>Perfiles: Mi experiencia</i> (p. 228) • <i>Segunda parte: Así es la vida</i> (pp. 230-231) • Los deportes y las actividades deportivas (pp. 231-233) • Letras y sonidos (p. 232) 	<ul style="list-style-type: none"> • The following <i>review</i> activities are due Sun., Oct. 21: <ul style="list-style-type: none"> → ML CS P1 (7-19, 7-20, 7-21) → ML (7-24) → ML (7-26) → ML (7-27, 7-28, 7-30, 7-31); VT Ch07 P2 Los deportes A & B → ML (7-33, 7-34)
Additional assignments:	
<ul style="list-style-type: none"> • None 	
Additional ML Practice Activities (optional): Go to: <i>ML Course > Course Materials > Capítulo 7 > Learning Tools > Grammar Learning Tools</i>	

WEEK 10 (October 22-26)	
<ul style="list-style-type: none"> Friday, October 26: LAST DAY TO DROP A COURSE (without petitioning) 	
Textbook pages & topics:	ML homework
<ul style="list-style-type: none"> Formal Writing Assignment Workshop 3: Instructor returns second draft with feedback & provides overall observations and practice with editing (for example, error identification, organization, etc.) Chapter 7: pp. 234-241 <ul style="list-style-type: none"> Irregular verbs in the preterit (III): more strong preterits (pp. 234-236) Double object pronouns (pp. 237-240) REVIEW: ¿Cuánto saben? (p. 240) Observaciones: ¡Pura Vida! Episodio 7 (p. 241) 	<ul style="list-style-type: none"> The following review activities are due Sun., Oct. 28: <ul style="list-style-type: none"> → ML (7-35, 7-36, 7-37) → ML (7-39, 7-40, 7-41) → ML CS P2 (7-43, 7-44, 7-46); Flashcards Ch07; Games (7-1, 7-2) → ML PV (do 7-49; (re)view video while completing 7-50; then complete 7-51) The following preview activity is due Sun., Oct. 28: <ul style="list-style-type: none"> Readiness Check Ch08
Additional assignments:	
<ul style="list-style-type: none"> TalkAbroad Conversation & Reflection 2 due (exact date to be determined by instructor) 	
Additional ML Practice Activities (optional): Go to: ML Course > Course Materials > Capítulo 7 > Learning Tools > Grammar Learning Tools	

WEEK 11 (October 29-November 2)	
Textbook pages & topics:	ML homework
<ul style="list-style-type: none"> Overview & Practice for Oral Exams Chapter 7: pp. 242-245, 247 <ul style="list-style-type: none"> Nuestro Mundo: Panoramas (pp. 242-243) Nuestro Mundo: Páginas (pp. 244-245) Chapter 8: pp. 248-253 <ul style="list-style-type: none"> Primera parte: Así es la vida (pp. 250-251) Las compras y la ropa (pp. 251-253) 	<ul style="list-style-type: none"> The following review activities are due Sun., Nov. 4: <ul style="list-style-type: none"> → ML (7-52, 7-53) → ML (7-54) → ML (8-1) → ML (8-2, 8-3, 8-4, 8-5, 8-6, 8-7); VT Ch08 P1 La ropa y los accesorios A & B
Additional assignments:	
<ul style="list-style-type: none"> QUIZ 2 on Chapter 7 (exact date to be determined by instructor) Submit Participation Grade for Chapter 7 (exact date to be determined by instructor) 	
ML Spanish grammar tutorials & extra practice (optional):	
<ul style="list-style-type: none"> None 	
Additional ML Practice Activities (optional): Go to: ML Course > Course Materials > Capítulo 7 > Learning Tools > Grammar Learning Tools	

WEEK 12 (November 5-9)	
Textbook pages & topics:	ML homework
<ul style="list-style-type: none"> Chapter 8: pp. 254-259 <ul style="list-style-type: none"> The imperfect of regular & irregular verbs (imperfective aspect in past tense) (pp. 254-257) Ordinal numbers (pp. 258-259) REVIEW: ¿Cuánto saben? (p. 259) 	<ul style="list-style-type: none"> The following review activities are due Sun., Nov. 11: <ul style="list-style-type: none"> → ML (8-9, 8-10, 8-11, 8-12, 8-13) → ML (8-16, 8-17, 8-18) → ML CS P1 (8-19, 8-20, 8-21)
Additional assignments:	

- **Formal Writing Assignment 4 (Final Draft):** Submit final draft to instructor (*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*)
- **ORAL EXAMS** (*exact dates to be determined by instructor*)

Additional ML Practice Activities (optional): Go to: ML Course > Course Materials > Capítulo 8 > Learning Tools > Grammar Learning Tools

WEEK 13
(November 12-16)

- *Monday, November 12: Veterans Day – No Classes*

Textbook pages & topics:	ML homework
<ul style="list-style-type: none"> • Chapter 8: pp. 260, 262-265 <ul style="list-style-type: none"> • <i>Perfiles: Mi experiencia</i> (p. 260) • <i>Segunda parte: Así es la vida</i> (pp. 262-263) • <i>Tiendas y productos personales</i> (pp. 263-265) 	<ul style="list-style-type: none"> • The following <i>review</i> activities are due Sun., Nov. 18: <ul style="list-style-type: none"> → ML (8-24) → ML (8-26) → ML (8-27, 8-29, 8-30); VT Ch08 P2 Las tiendas

Additional assignments:

- **ORAL EXAMS** (*exact dates to be determined by instructor*)

Additional ML Practice Activities (optional): Go to: ML Course > Course Materials > Capítulo 8 > Learning Tools > Grammar Learning Tools

WEEK 14
(November 19-23)

- *Wednesday, November 21-Friday, November 23: Thanksgiving Break – No Classes*

Textbook pages & topics:	ML homework
<ul style="list-style-type: none"> • Chapter 8: pp. 264, 266-274 <ul style="list-style-type: none"> • <i>Letras y sonidos</i> (p. 264) • <i>Preterit vs. imperfect</i> (pp. 266-270) • <i>Impersonal constructions with “se”</i> (pp. 271-274) 	<ul style="list-style-type: none"> • The following <i>review</i> activities are due Sun., Nov. 25: <ul style="list-style-type: none"> → ML (8-32, 8-33) → ML (8-34, 8-35, 8-36, 8-37, 8-38) → ML (8-41, 8-42, 8-43)

Additional assignments:

- **None**

Additional ML Practice Activities (Optional): Go to: ML Course > Course Materials > Capítulo 8 > Learning Tools > Grammar Learning Tools

WEEK 15
(November 26-30)

Textbook pages & topics:	ML homework
<ul style="list-style-type: none"> • Chapter 8: pp. 274-279, 281 <ul style="list-style-type: none"> • REVIEW: <i>¿Cuánto saben?</i> (p. 274) • Observaciones: <i>¡Pura Vida!</i> Episodio 8 (p. 275) • Nuestro Mundo: Panoramas (pp. 276-277) • Nuestro Mundo: Páginas (pp. 278-279) 	<ul style="list-style-type: none"> • The following <i>review</i> activities are due Sun., Dec. 2: <ul style="list-style-type: none"> → ML CS P2 (8-45, 8-46, 8-47, 8-48); Flashcards Ch08; Games (8-1, 8-2) → ML PV (do 8-51; (re)view video while completing 8-52; then complete 8-53, 8-54) → ML (8-55, 8-56) → ML (8-57)

Additional assignments:
• Submit Participation Grade for Chapter 8 (exact date to be determined by instructor)
Additional ML Practice Activities (Optional): Go to: ML Course > Course Materials > Capítulo 8 > Learning Tools > Grammar Learning Tools

WEEK 16 (December 3-7)	
• Wednesday, December 5: LAST DAY OF REGULARLY SCHEDULED SEMESTER CLASSES	
• Thursday, December 6: READING DAY	
<i>Textbook pages & topics:</i>	<i>ML homework</i>
• Remaining class time: REVIEW	
Additional assignments:	
• None	

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
Quiz 1: Chapter 5	Week 4; exact date to be determined by instructor
Formal Writing Assignment 1: Pre-writing activity	Week 5; exact date to be determined by instructor
TalkAbroad Conversation & Reflection 1	Week 5; exact date to be determined by instructor
Formal Writing Assignment 2: First draft (for in-class peer review)	Week 6; exact date to be determined by instructor
Written Midterm Exam: Chapters 5 & 6	Week 7; 3rd & 4th 55-minute sessions
Formal Writing Assignment 3: Second draft	Week 8; exact date to be determined by instructor
TalkAbroad Conversation & Reflection 2	Week 10; exact date to be determined by instructor
Quiz 2: Chapter 7	Week 11; exact date to be determined by instructor
Formal Writing Assignment 4: Final draft	Week 12; exact date to be determined by instructor
Final Oral Exam: Chapters 5, 6, & 7	Weeks 12-13; exact dates to be determined by instructor
Final Written Exam: Chapters 5, 6, 7 & 8	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

Chapter number (circle one): 5 6 7 8

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 <i>did not prepare any</i> of the assigned out-of-class daily homework before coming	I prepared <i>about half</i> of the assigned out-of-class daily homework before coming to class	I prepared <i>all</i> of the assigned out-of-class daily homework before coming		

to class during this chapter.

during this chapter.

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 negative behavior during this chapter.

I occasionally displayed behavior that was distracting to others, or not entirely constructive or positive, during this chapter.

I consistently displayed respectful, tolerant, positive 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										Excellent
	1		2		3		4		5	
LENGTH										
Your formal writing assignment complies with length specifications. [1= 109 or fewer words; 2= 110-114; 3= 115-119; 4= 120-124 words; 5= 125-150 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 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										Excellent
1	2	3	4	5	6	7	8	9	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										Excellent
1	2	3	4	5	6	7	8	9	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 first-year learner and greatly impedes comprehension.							All speech is comprehensible; pronunciation is accurate for a first-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 first-year learner; an absence of excessive pausing; requires no prompting.			

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

Total Absences:

Grace Days: _____

Excused: _____

Unexcused: _____

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: SPAN 1102

Instructor: ?

Summary:

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			TalkAbroad, Carmen Canvas, MyLab,
6.2 Course tools promote learner engagement and active learning.	X			LiveChat, Carmen Message boards,
6.3 A variety of technology is used in the course.	X			
6.4 The course provides learners with information on protecting their data and privacy.	X			Privacy policies are present for the external tools (TalkAbroad and MyLab, including DuoLingo and Proctorio),
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.	X			Tech support links for internal (Carmen) and external (MyLab, TalkAbroad and Proctorio)
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to the institution's academic support services and resources that can help learners succeed in the course.	X			b
7.4 Course instructions articulate or link to the institution's student services and resources that can help learners succeed.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 The course design facilitates readability.	X			
8.3 The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners.	X			Recommend that resources be developed to address any requests for alternative means of access to course materials.
8.4 The course provides alternative means of access to multimedia content in formats that meet the needs of diverse learners.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.5 Course multimedia facilitate ease of use.	X			All assignments and activities that use the

				Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser.
8.6 Vendor accessibility statements are provided for all technologies required in the course.				Present for MyLab and TalkAbroad and Proctorio is missing.

Reviewer Information

- Date reviewed: 8/16/18
- Reviewed by: Ian Anderson

Notes: Specific information about instructors and their contact information (including office hours) will need to be added before being distributed. Much of the information missing about Proctorio seems to be available within the module, but should probably still have a place on the syllabus for convenience.

^aThe following statement about disability services (recommended 16 point font):
 Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

^bAdd to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.
<http://advising.osu.edu/welcome.shtml>

^cAdd to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.