

## Term Information

Effective Term Autumn 2019

## 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 1113  
Course Title Intensive Spanish III for Heritage Learners  
Transcript Abbreviation Spanish3Heritage  
Course Description This course builds on Heritage learners' prior knowledge and skills of spoken and written Spanish, expanding on their ability to communicate in a variety of contexts. It employs a multifaceted approach that foments the development of the four skills (listening, speaking, reading, and writing). This course requires consistent attendance, pre-class preparation, and active in-class participation.  
Semester Credit Hours/Units Fixed: 4

## Offering Information

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

## Prerequisites and Exclusions

Prerequisites/Corequisites Spanish 1102 or 1155.  
Exclusions Spanish 1113 is not open to second language learners of Spanish (SLL) or to students who have prior credit for Spanish 1103.  
Electronically Enforced Yes

## 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

General Education course:  
Foreign Language

## Course Details

### **Course goals or learning objectives/outcomes**

- Students employ communicative skills (e.g. speaking, listening, reading, and/or writing) in a language other than English.
- Students describe and analyze the cultural contexts and manifestations of the peoples who speak the language that they are studying.
- Students compare and contrast the cultures and communities of the language that they are studying with their own.
- Students use spoken Spanish to describe campus, regional and home environments.
- Students expand on everyday vocabulary to write about family history, personal linguistic biography, and local Latino/a festivals and events.
- Students identify and recognize grammar structures of the language
- Students differentiate language variation in the Spanish speaking world and specifically Spanish in the U.S.
- Students recognize linguistic resources in their community and throughout the world.

### **Content Topic List**

- Direct and indirect objects pronouns, the present progressive, reflexive verb constructions, the preterit and the imperfect.
- Impersonal and passive constructions with "se"
- Present and past participle in indicative mood
- Present perfect conditional and future

### **Sought Concurrence**

No

## Attachments

- Chairs letter-SPAN 1113.docx: Chairs letter  
*(Cover Letter. Owner: Sanabria,Rachel A.)*
- SPAN 1113-FINAL-LP Approved.docx: Syllabus  
*(Syllabus. Owner: Sanabria,Rachel A.)*
- SPAN 1113-Assessment Plan-Final.docx: Assessment Plan  
*(GEC Course Assessment Plan. Owner: Sanabria,Rachel A.)*
- 1113 GE rationale.docx: Response to Contingencies  
*(Other Supporting Documentation. Owner: Sanabria,Rachel A.)*

## Comments

- Please see the newly attached document that contains the responses / specifics to the contingency for the GE assessment plan. *(by Sanabria,Rachel A. on 02/12/2019 01:18 PM)*
- See 2-6-19 feedback email. *(by Vankeerbergen,Bernadette Chantal on 02/06/2019 12:30 PM)*

**COURSE REQUEST**  
1113 - Status: PENDING

Last Updated: Heysel,Garett Robert  
02/16/2019

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Sanabria,Rachel A.	01/18/2019 03:05 PM	Submitted for Approval
Approved	Podalsky,Laura	01/18/2019 03:10 PM	Unit Approval
Approved	Heysel,Garett Robert	01/21/2019 03:34 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	02/06/2019 12:30 PM	ASCCAO Approval
Submitted	Sanabria,Rachel A.	02/12/2019 01:18 PM	Submitted for Approval
Approved	Sanabria,Rachel A.	02/12/2019 01:19 PM	Unit Approval
Approved	Heysel,Garett Robert	02/16/2019 09:46 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Oldroyd,Shelby Quinn Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler	02/16/2019 09:46 PM	ASCCAO Approval



THE OHIO STATE UNIVERSITY

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January 18, 2019

Dear members of the ASCCC:

I am writing to express departmental support for the proposed course SPAN 1113: Intensive Spanish III for Heritage Learners. It is the first of three courses specifically designed for heritage speakers of Spanish (1113, 2213, 3413) –in other words, for students who grew up in a home and/or community where Spanish was spoken frequently but who may not have studied the language in a formal (school) setting. SPAN 2213 (Spanish IV for Heritage Speakers) and SPAN 3413 (Spanish Composition for Heritage Speakers) are already part of our curriculum.

As Ohio's population has changed and as the number of Latinx students increases, we believe that the addition of SPAN 1113 will allow SPPO to better serve heritage learners. By recognizing the linguistic skills and cultural competencies that they bring with them to the university, SPAN 1113 provides such students with an accelerated means to complete the language course sequence. The course also places particular attention on Latinx peoples and communities in the Midwest, a demographic often ignored in public discussions that tend to focus on Latinx populations on the two coasts and in the southwest. In doing so, the course hopes to engage heritage-learners at OSU in ways that resonate with their own experiences and family- and community- histories/

SPAN 1113 was developed by Dr. Elena Foulis in collaboration with Dr. Glenn Martinez. It has been reviewed by our Language Studies Committee.

Please let us know if you have any questions.

Sincerely,

Laura A. Podalsky



**THE OHIO STATE UNIVERSITY**

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Chair and Professor

**BUT FOR OHIO STATE**



**THE OHIO STATE  
UNIVERSITY**

**SPANISH 1113**  
**INTENSIVE SPANISH III FOR HERITAGE LEARNERS**  
**(Lecture, 4 Credit Hours)**

**Course Contact Information**

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

**Instructor:**

**Email:**

**Office Hours:**

TLC: Hagerty Hall

**Heritage Language Course Lead: Dr. Elena Foulis**

E-mail: [foulis.5@osu.edu](mailto:foulis.5@osu.edu)

Office: 262 Hagerty Hall; Office Phone: (614) 292-4958

## **A. COURSE DESCRIPTION AND OBJECTIVES**

### **1. Overview**

Spanish 1113 is designed for students who grew up in a home and/or community where Spanish was spoken frequently, and therefore are capable of understanding spoken Spanish. This course builds on students' prior knowledge and skills to expand their ability to communicate in a variety of contexts. It employs a multifaceted approach that foment the development of the four skills (listening, speaking, reading, and writing), using Spanish as the primary language of communication in the classroom. This goal requires consistent attendance, daily pre-class preparation, and active in-class participation.

Heritage language learners bring with them lived experiences with the Spanish language that allow them to move more quickly through grammar points than students who have not been exposed to the language since childhood. For this reason, we review basic structures to assure that students do not have any gaps in prior knowledge, like those covered in Spanish 1101 and 1102. The course then moves to course material covered in 1103, as it is less likely that Heritage language students will have come across these grammar points and language structures.

### **2. Goals and Expected Learning Outcomes (ELOs)**

For the Foreign Language General Requirements, students demonstrate skills in communication across ethnic, cultural, ideological, and national boundaries, and appreciate other cultures and patterns of thought.

Expected Learning Outcomes:

1. Students employ communicative skills (e.g. speaking, listening, reading, and/or writing) in a language other than English.
2. Students describe and analyze the cultural contexts and manifestations of the peoples who speak the language that they are studying.
3. Students compare and contrast the cultures and communities of the language that they are studying with their own.

As a Heritage Learner taking Spanish 1113 you will:

- 1) develop and build confidence in conversational skills in Spanish,
- 2) expand your vocabulary,

- 3) be introduced to the written language as well as basic Spanish grammar,
- 4) strengthen your listening skills in a positive and supportive environment,
- 5) be introduced to the main linguistic varieties and cultural patterns of the Spanish-speaking world with a special emphasis on the Spanish varieties and cultures in the United States and the Midwest.

Students who successfully complete the course requirements will:

- 1) Use spoken Spanish to describe campus, regional and home environments.
- 2) Expand on everyday vocabulary to write about family history, personal linguistic biography, and local Latino/a festivals and events.
- 3) Identify and recognize grammar structures of the language (direct and indirect objects pronouns, the present progressive, reflexive verb constructions, the preterit and the imperfect, and impersonal and passive constructions with “se,” the present and past participle in indicative mood, the present perfect conditional and future)
- 4) Differentiate language variation in the Spanish speaking world and *specifically* Spanish in the U.S.
- 5) Recognize linguistic resources in their community and throughout the world.

## **B. COURSE MATERIALS**

All texts and materials will be provided by the instructor through the CARMEN website.

## **C. COURSE POLICIES**

### **1. Course Prerequisite**

Spanish 1113 is a course designed for students who have grown up listening and speaking Spanish and who have placed into this course level via the Spanish placement exam (i.e., the Multimedia Computer Adaptive Test, or MultiCAT). Spanish 1113 is **not** open to second language learners of Spanish (SLL) or to students who have prior credit for Spanish 1103.

### **2. Course Sequence**

Spanish 1113 is the first of three courses specifically designed for heritage speakers of Spanish (1113, 2213, 3413). It fulfills the foreign language requirement of the College of Arts and Sciences. Like Spanish 1103, it serves as the pre-requisite for Spanish 2202 / 2213.

### **3. More on Placement Testing and the MultiCAT**

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

### **4. Academic Misconduct**

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

Academic misconduct is defined as any activity that tends to compromise the academic integrity of the institution,

or subvert the educational process. Such instances include, but are not limited to: cheating on assignments or exams, collusion, falsification of excuses, submitting work from a previous semester without explicit permission of the current instructor, violation of course rules contained in the syllabus or provided in class, or plagiarism. Plagiarism is the representation of another's works or ideas as one's own: it includes the unacknowledged word for word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas. Plagiarism via the Internet is not only dishonest; it is also likely to be caught. Composition assignments, if they are clear and course-specific, do not match well content available on the Internet, and search engines make the detection of plagiarism as easy as plagiarism itself. For a written piece or oral report, for example, aim to use the vocabulary, grammatical structures, and strategies that you have learned in this course. Paraphrase information; do not "cut and paste" entire paragraphs from the Internet. Using online or electronic translators can also be a form of plagiarism when used to form phrases longer than a few words. For more on university policies concerning plagiarism, including information on the formal hearing process by the Committee on Academic Misconduct, visit the COAM FAQ page.

### 5. Student Life Disability Services

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

### 6. In-class Use of Electronic Devices

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

## D. GRADING PROCEDURES

### 1. Grading Scale

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

### 2. Key to Grade Percentages for written assignments

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

### 3. Final Grade: Components and Weighting

Grade Components	Weighting
Class participation	10%



<b>Oral Interviews and surveys</b>	<b>5%</b>
<b>Weekly projects (short writing papers)</b>	<b>20 %</b>
<b>Oral Presentations</b>	<b>10%</b>
<b>Digital story-telling Project</b>	<b>5%</b>
<b>Midterm exams (2 total)</b>	<b>20% [10% per exam]</b>
<b>Final Exam</b>	<b>15%</b>
<b>Homework</b>	<b>5%</b>
<b>Quizzes</b>	<b>10%</b>
<b>TOTAL</b>	<b>100%</b>

#### **4. Course Assignments & Expectations**

##### **General Assignment Expectations**

You are expected to turn in all assignments by the due date established by the instructor to receive credit. No late work will be accepted for ANY reason. You cannot email assignments to the instructor. You should turn in written assignments in a Word document or PDF format. Students are expected to complete written assignments to the best of their ability in Spanish without translating directly from English (with the use of online translators). Please contact your instructor if you have any concerns regarding this matter.

##### **Homework**

A homework packet will be assigned weekly and will be due on Fridays before 11:59PM. Your instructor will post the homework packet along with instructions and due dates on CARMEN. No late homework will be accepted. You will turn in the homework packets as Word or PDF files on each designated assignment on CARMEN. Any other document format will not be accepted.

##### **Weekly Projects**

There will be a weekly community project due throughout the semester; your instructor will post the instructions and due dates on CARMEN. These projects will involve participation in the community requiring the use of Spanish or an exploration of language opportunities in local contexts. Through your projects you will improve your writing and speaking skills, you will create videos and prepare in class presentations.

##### **Oral Presentations**

You will have a short oral presentation about your Personal Mural Project. Your instructor will provide detailed instructions for each throughout the semester. You will have in-class preparation and support for each.

##### **Digital Story-telling Project and Final Presentation**

For this capstone project, you will audio-record two Spanish speaking persons (preferably your grandparents or someone in your grandparents' generation) and create a digital story (in PowerPoint, iMovie or movie maker) containing their testimony regarding an important issue. Your instructor will provide detailed information, a list of topics to choose from, a due date and rubric regarding this project. You will include your own introduction and a final reflection as part of your digital story.

##### **Interviews**

One informal oral interview will be conducted during the semester outside of class time. Students will be required to meet with the instructor one-on-one to converse briefly about their background and experience with Spanish. This meeting is a graded assignment and cannot be made up. Your instructor will give further details during the first week of class.

##### **Midterm exams and quizzes.**

There will be 2 exams and a final exam (3 total). The final exam will be accumulative. Make-up exams cannot be administered without a documented excuse and without authorization from the HL program leader. Students should contact the instructor before the date of the exam in the case of a time conflict. If an emergency happens the day of the exam, you need to contact the instructor or, if unavailable, the department immediately to make the necessary arrangements before the next class period. Make-up exams cannot be administered after two days of their initial scheduled date. There will be short quizzes each week during class pertaining to the grammar studied on the previous week; your instructor will notify you of each quiz date. Come on time and prepared! **No quiz may be made up for any reason.**

## 5. Attendance and Participation

### Class participation

This course is conducted in Spanish. Students are expected to participate in class and group discussions and produce assignments in Spanish. This is a class for YOU to feel confident producing the Spanish you may have heard before as you were growing up. Taking risks in Spanish is crucial for you to build up your oral skills. The use of Spanish is expected in every activity in the class with the instructor and classmates. If you feel that your level of Spanish is too high for this class, please talk to your instructor immediately. You are expected to attend all classes, read the material before class, and participate actively in classroom activities. You will be expected to participate in class activities and discussions, to continue to improve your speaking fluency. A grading rubric for oral participation will be provided. Keep in mind that if you are absent, you will receive no participation points for that day.

### Attendance

Students should arrive on time. Four (4) late arrivals or early departures of more than 5 minutes will equal one unexcused absence. Attendance is mandatory. With the exception of days scheduled for tests, quizzes, and compositions, you may miss **two (2) classes** for any reason, including personal and medical reasons. The **third (3) absence** and every subsequent absence will result in the loss of **two (2) percentage** points off the FINAL OVERALL COURSE GRADE.

## 6. Tutoring and Additional Support

You are not required to purchase a textbook. Your instructor will upload your weekly study guides, readings and other supplemental materials via CARMEN modules. Additionally, your instructor will provide study guide packets pertaining to the grammar material studied in class (by the end of the week each week) through CARMEN. You are always encouraged to take notes and meet with your classmates outside of class to study. If you have questions or need additional support outside of class, your instructor will hold office hours every week. If you are unable to attend office hours, please email your instructor as soon as possible to schedule an appointment. You may also visit the tutoring room in Hagerty Hall, please check online schedule.

In order to take full advantage of your language learning experience, you are expected to use Spanish outside the classroom as frequently as possible. Please find out about local events, club meetings (SPPO Spanish club) volunteering opportunities, ESL programs, online opportunities, Spanish for heritage learners program events, etc.

## E. Course Syllabus

The information contained in this course syllabus, except for grades and course policies, may be subject to change with reasonable advanced notice, as deemed appropriate by the instructor.

Schedule			
Date	Grammar point	Project	Homework

Week One Introductions	Review: Nouns, gender, number, definite and indefinite articles	Sign-up for interviews	Practice assignment CARMEN Surveys
Week Two	Review: ser y estar Reflexive verbs impersonal and passive constructions with “se”	Project 1: Latinos/as in my campus	<i>Homework Packet #1</i>
Week Three	Verbs like <i>gustar</i>	Project 2: Chicago’s Mexican and Puerto Rican barrios	<i>Homework Packet #2</i>
Week Four	Formal commands	Project 3: Latino/a Festivals in the Midwest	<i>Homework Packet #3</i>
Week Five	Informal commands	Project 4: Family Spanish Use	<i>Homework Packet #4</i>
Week Six	pronombres de objeto directo e indirecto	<b>Exam Review, Exam I</b>	
Week Seven	pronombres de objeto directo e indirecto	Project 5: Community language use	<i>Homework Packet #5</i>
Week Eight	el pretérito (regular/irregular)	Project 6: Mapping Latinos/as in Ohio	<i>Homework Packet #6</i>
Week Nine	el pretérito e imperfecto	Project 7: Mapping personal and family history	<i>Homework Packet #7</i>
Week Ten	The past participle The present perfect	<b>Presentations</b> of personal and family mapping	<i>Homework Packet #8</i>
Week Eleven	The past participle The present perfect	<b>Exam review, Exam II</b> Begin preparation for Recordings 1&2	
Week Twelve	Subjunctive mood	Project 8: Vidas digitales Recording #1 and 2	<i>Homework Packet #9</i>
Week Thirteen	Subjunctive mood	Project 9: Personal Reflection Recording	<i>Homework Packet #10</i>
Week Fourteen	Conditional and future	Movie viewing	<i>Homework Packet #11</i>
Week Fifteen	Conditional and future	Final project: Digital Story Telling	
Week Sixteen	Final Exam Review	Final Presentations	Study for Final Exam



## 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 (1101.01 through 2202.01 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.

### Overview and ELOs for SPAN 1113

Spanish 1113, a course for heritage learners of Spanish, aligns with the ELOs for the GE in Foreign Language in a number of ways. Students develop and build confidence in conversational skills in Spanish, expand vocabulary, are introduced to the written language as well as basic Spanish grammar, and strengthen their listening skills in a positive and supportive environment). In addition, students will be introduced to the main linguistic varieties and cultural patterns of the Spanish-speaking world with a special emphasis on the Spanish varieties and cultures in the United States and the Midwest.

The following list includes the ELOs for the course itself. Students who successfully complete the course requirements for SPAN 1113 will be able to do the following:

- 1) Use spoken Spanish to describe campus, regional and home environments.
- 2) Increase everyday vocabulary to write about family history, personal linguistic biography, and local Latino/a festivals and events.
- 3) Identify and recognize grammar structures of the language (direct and indirect objects pronouns, the present progressive, reflexive verb constructions, the preterit and the imperfect, and impersonal and passive constructions with "se," the present and past participle in indicative mood, the present perfect conditional and future)
- 4) Differentiate language variation in the Spanish speaking world and *specifically* in Spanish in the U.S.
- 5) Recognize linguistic resources in their community and throughout the world.

The following chart identifies how the ELOs and assignments for SPAN 1113 align with the ELOs for the Foreign Language GE:

ELOs for the GE Foreign Language courses at OSU	ELOs of SPAN 1113	Assignments/Assessment Tools
<p>1. Students demonstrate basic communicative skills (e.g., listening, speaking, reading, and writing) in a language other than their native language.</p>	<p>1) use spoken Spanish to describe campus, regional and home environments and 3) identify and recognize grammar structures of the language,</p>	<p>Students will accomplish this by</p> <ul style="list-style-type: none"> <li>• completing weekly grammar and vocabulary homework</li> <li>• completing projects that require them to write 1-2 paragraph reports, carry out interviews, research a specific topic, and listen to oral histories.</li> </ul> <p>In addition to evaluating these assignments, the instructor will assess students' acquisition of these abilities through exams</p>
<p>2. Students learn about the cultural contexts and manifestations of the peoples who speak the language that they are studying.</p>	<p>2) Increase everyday vocabulary to write about family history, personal linguistic biography, and local Latino/a festivals and events.</p>	<p>Students will accomplish this by</p> <ul style="list-style-type: none"> <li>• completing three projects that involve writing 1-2 paragraph reports, conducting interviews, researching a specific topic, and listening to oral histories about a) Latinos/as in my campus; b) Chicago's Mexican and Puerto Rican barrios; c) Family Spanish Use; and d) Latino/a Festivals in the Midwest, which will expose them to different communities, contexts and environments where language is shaping and being shaped by different contact zones.</li> </ul>

		Students will also have an opportunity to compare and contrast personal and family use of language against those of different communities.
3. Students recognize and understand differences and similarities between the cultures and communities of the language that they are studying and their own.	4) Differentiate language variation in the Spanish speaking world and <i>specifically</i> in Spanish in the U.S. and 5) Recognize linguistic resources in their community and throughout the world.	Students will accomplish this by completing three projects that involve writing 1-2 paragraph reports, conducting interviews, researching a specific topic, and listening to oral histories about a) Community language use; b) Mapping Latinos/as in Ohio; c) Mapping personal and family history; and d) Vidas digitales, in which they will record a personal reflection about language learning and use in different communities, generations, and contexts, including in digital environments.

## 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 (1101.01 through 2202.01 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 Spanish 1113, a course for heritage learners of Spanish, students develop and build confidence in conversational skills in Spanish, expand vocabulary, be introduced to the written language as well as basic Spanish grammar, and strengthen their listening skills in a positive and supportive environment. In addition, students will be introduced to the main linguistic varieties and cultural patterns of the Spanish-speaking world with a special emphasis on the Spanish varieties and cultures in the United States and the Midwest. Students who successfully complete the course requirements will emerge from the class:

- 1) Use spoken Spanish to describe campus, regional and home environments.
- 2) Increase everyday vocabulary to write about family history, personal linguistic biography, and local Latino/a festivals and events.
- 3) Identify and recognize grammar structures of the language (direct and indirect objects pronouns, the present progressive, reflexive verb constructions, the preterit and the imperfect, and impersonal and passive constructions with "se," the present and past participle in indicative mood, the present perfect conditional and future)
- 4) Differentiate language variation in the Spanish speaking world and *specifically* in Spanish in the U.S.
- 5) Recognize linguistic resources in their community and throughout the world.

*Spanish 1113 is the academic equivalent of Spanish 1103.01, but differentiated for Heritage Language Learners*

1. **OSU general (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 learners develop a better understanding of other cultures and patterns of thought, as well as their own language and culture. For all Heritage Language courses (3413 and 2213), the target language (Spanish) is the primary language of instruction.

All the proposed Goals are going to be according to ACTFL’s skills standard range and criteria. This Spanish for Heritage Language course responds to the **INTERMEDIATE High** range. So, at the end of the semester the learners can do:

<b>Skill goals for the SPAN 1113 Spanish for Heritage Learners</b>			
<b>Speaking</b>	<b>Listening</b>	<b>Reading</b>	<b>Writing</b>
Conversation is restricted to a few of predictable topics familiar in the target language and culture. These topics relate to basic personal information; for example, self and family, daily activities college and community life, personal preferences. They are able to ask a few formulaic questions and to provide basic description of each of these topics. Students will produce recording of practiced and written scripts.	Students are able to understand, with ease and confidence, simple sentence-length speech in basic personal and social contexts. They can derive substantial meaning from some connected texts typically understood by Advanced-level listeners although there might be gaps in understanding due to a limited unfamiliar vocabulary.	The students can understand, fully and with relative ease, key words and contextualized texts. They can understand predictable language and messages from short- non- complex texts.	The students are able to produce short narratives and formulate questions based on familiar material. Most sentences are recombinations of learned vocabulary and structures. These are short and simple conversational-style sentences with basic word order. They are written in present and past tenses.

The Expected Learning Outcomes (ELOs) for GE Foreign Language courses at OSU	Course goals and assignments
<p>1. Students demonstrate basic communicative skills (e.g., listening, speaking, reading, and writing) in a language other than their native language.</p>	<p>For this ELO, the course has provided the following goals:</p> <p><b>1)</b> Use spoken Spanish to describe campus, regional and home environments and <b>3)</b> Identify and recognize grammar structures of the language (direct and indirect objects pronouns, the present progressive, reflexive verb constructions, the preterit and the imperfect, and impersonal and passive constructions with “se,” the present and past participle in indicative mood, the present perfect conditional and future)</p> <p>Students will accomplish this by completing weekly grammar and vocabulary homework, and exams. Students will gain practice in all four skills by completing projects that requires them to write 1-2 paragraph reports, interviews, research a specific topic, and listen to oral histories.</p> <ul style="list-style-type: none"> <li>○ More specifically, instructor will evaluate graded exams and project 7, in which students will focus on grammar points and will produce an oral class presentation.</li> </ul>
<p>2. Students learn about the cultural contexts and manifestations of the peoples who speak the language that they are studying.</p>	<p>For this ELO, the course has provided the following goals:</p> <p><b>2)</b> Increase everyday vocabulary to write about family history, personal linguistic biography, and local Latino/a festivals and events.</p> <p>Students will be completing three projects that involve writing 1-2 paragraph reports, conducting interviews, researching a specific topic, and listening to oral histories about a) Latinos/as in my campus; b) Chicago’s Mexican and Puerto Rican barrios; c) Family Spanish Use; and d) Latino/a Festivals in the Midwest, which will expose them to different communities, contexts and environments where language is shaping and being shaped by different contact zones. Student will also have an opportunity to compare and contrast personal and family use of language against those of different communities.</p> <ul style="list-style-type: none"> <li>○ Instructor will evaluate project 5 and 6 in which students will produce written and audio (speaking) reports that incorporate a variety of sentence structures, and the use of creative, formal and informal vocabulary and word choice.</li> </ul>
<p>3. Students recognize and understand differences and</p>	<p>For this ELO, the course has provided the following goals:</p> <p><b>4)</b>Differentiate language variation in the Spanish speaking world and <i>specifically</i> in Spanish in the U.S. and <b>5)</b> Recognize linguistic</p>

similarities between the cultures and communities of the language that they are studying and their own.

resources in their community and throughout the world. Students will be completing three projects that involve writing 1-2 paragraph reports, conducting interviews, researching a specific topic, and listening to oral histories about a) Community language use; b) Mapping Latinos/as in Ohio; c) Mapping personal and family history; and d) Vidas digitales, in which they will record a personal reflection about language learning and use in different communities, generations, and contexts, including in digital environments.

- Instructor will evaluate project 9 in which students will produce a digital story that incorporates one or two of the following components:
  - a) Personal story and cultural events.
  - b) Linguistic variation among different Latino/a communities in the U.S.
  - c) Cultural context of Latino/a communities in the Midwest
  - d) Comparison between cultures and Latino/a communities and those of the student.

Follow-up/feedback process: There will be a midterm and end-of the semester student evaluation to give students an opportunity to provide feedback about specific assignments and how each has improved/helped with their Spanish language in all four skills. Each evaluation will include the following questions:

- a) In your opinion, did the course meet the following course goals? If not, why not?
  - i. Demonstrate basic communicative skills (e.g., listening, speaking, reading, and writing) in a language other than their native language.
  - ii. Learn about the cultural contexts and manifestations of the peoples who speak the language that they are studying.
  - iii. Recognize and understand differences and similarities between the cultures and communities of the language that they are studying and their own.
- b) What assignments did you find most useful for writing, reading, listening and speaking? What other types of assignments would have been useful (please briefly discuss why you would have found them useful)?
- c) How would you improve the class? How could the class help you learn the material more effectively?