Term Information

Effective Term   Spring 2021

General Information

Course Bulletin Listing/Subject Area Spanish
Fiscal Unit/Academic Org   Spanish & Portuguese - D0596
College/Academic Group   Arts and Sciences
Level/Career   Graduate
Course Number/Catalog   6340
Course Title   Spanish Phonetics for Teachers
Transcript Abbreviation   SpaPhoneticTeacher
Course Description   Comprehensive study of the Spanish sound system, as well as preparation for, and practice in, the teaching of pronunciation. The course covers the principles of orthography, articulatory descriptions of sounds, phonetic transcription, phonological analysis, contrasts with English, issues in L2 phonological research, and best practices in the teaching of Spanish pronunciation to English speakers.
Semester Credit Hours/Units   Fixed: 3

Offering Information

Length Of Course   14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course   Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered 100% at a distance
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   Graduate Non-degree or Graduate Degree status.
Exclusions   Not open to Undergraduate students.
Electronically Enforced   Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code   16.0905
Subsidy Level   Doctoral Course
Intended Rank   Masters, Doctoral

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Be able to describe the sounds of Spanish, and to explain how they are organized into the phonological system of the language.
- Be able to apply the rules of Spanish pronunciation in their own speech, and to imitate phonological features from multiple dialects.
- Know how to use articulatory descriptions and knowledge of phonological processes to teach Spanish pronunciation to English speakers.
- Understand the principles of Spanish orthography, including the placement of accent marks.
- Command the concepts and linguistic terminology necessary to talk appropriately about the phonetics and phonology of Spanish.
- Use the International Phonetic Alphabet to phonetically transcribe spoken Spanish.
- Have an appreciation for linguistic variation and change, as well as for the social value associated with variable phonological features
- Be familiar with recent advances in L2 phonological research
- Be familiar with best practices in the teaching of Spanish pronunciation, and have experience evaluating the pronunciation of learners.

Content Topic List

- Spanish orthography
- Spanish accentuation and syllabification
- Spanish vowels
- Spanish consonants
- Phonetic transcription
- English-Spanish comparison in terms of sound systems
- Spanish dialectology
- Beat practices in the teaching of Spanish pronunciation
- Issues in the second language phonological research

Sought Concurrence   Yes

Attachments

- SPAN 6340-DL-Chair letter.pdf: Chair letter of support

  (Cover Letter. Owner: Sanabria,Rachel A.)

- EHE Concurrence.pdf: EHE Concurrence

  (Concurrence. Owner: Sanabria,Rachel A.)

- SPAN 6340 tech review checklist.docx: OL Tech Review

  (Other Supporting Documentation. Owner: Sanabria,Rachel A.)

- SPAN 6340DL syllabus_proposal.docx: OL Syllabus

  (Syllabus. Owner: Sanabria,Rachel A.)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Sanabria,Rachel A.	07/12/2020 11:51 AM	Submitted for Approval
Approved	Podalsky,Laura	07/14/2020 07:27 AM	Unit Approval
Approved	Heysel,Garett Robert	07/14/2020 08:14 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Vankeerbergen,Bernadette Chantal	07/14/2020 08:14 AM	ASCCAO Approval

THE OHIO STATE UNIVERSITY

College of Arts and Sciences

Department of Spanish & Portuguese

298 Hagerty Hall
1775 College Road
Columbus, OH 43210-1340

614-292-4958 Phone
614-292-7726 Fax

sppo.osu.edu

July 7, 2020

Dear Sir or Madam:

As chair of the Department of Spanish and Portuguese, I am writing to express strong support for SPAN 6340 (Spanish Phonetics for Teachers). We have already piloted the course as SPAN 6194 in SP20 and are now seeking permanent status for the course.

SPAN 6340 is geared toward existing high-school Spanish teachers and other K-12 educators. The course responds to demonstrated interest nationwide for content in Hispanic linguistics that is applicable to the educators' role in K-12 language classrooms and that is offered in delivery formats that are suited to their personal and professional situation. Over the last 29 years, our Summer Seminars Abroad for Spanish Teachers (SSAST) program has been attended by some 600 educators from all over the U.S., and these same participants have requested additional credit-bearing linguistics instruction during the academic year. Only Ohio teachers are able to attend our evening and weekend courses, but the online offering is limitless in its geographical reach.

The course will be taught in Spanish and therefore assumes a strong working knowledge of that language, even as it promises to help non-native speakers polish their pronunciation and practice their other language skills. All participants, meanwhile, will analyze the sound system of Spanish and apply that phonetic analysis to a strengthened curriculum in their own classroom, informed by a review of best practices and cutting-edge, data-based studies of L2 phonological acquisition.

Please note that the Distance Learning people have already approved it in terms of their Technical Checklist and that we have sought and received concurrence from the Department of Teaching and Learning (attached).

Please let me know if you have any questions.

Sincerely,

Laura A. Podalsky
Chair and Professor

SYLLABUS SPANISH 6340 DL
Spanish Phonetics for Teachers
Spring 2020
Online Course, 3 credit hours

Course overview

INSTRUCTOR
Name of the instructor: Rebeka Campos-Astorkiza, PhD.
Email address: campos-astorkiza.1@osu.edu
Phone number: 614-292-4252
Office Hours: by appointment (email the instructor to set up an appointment)
Office Location: Hagerty Hall 154

COURSE DESCRIPTION
This is a comprehensive study of the sound system of Spanish, as well as preparation for, and practice in, the teaching of pronunciation. The course covers the principles of orthography, articulatory descriptions of sounds, phonetic transcription, phonological analysis, contrasts with English, issues in L2 phonological research, and best practices in the teaching of Spanish pronunciation to English speakers. Students will practice their own pronunciation through a variety of activities, as well as learn and reflect on types of exercises that could be used to teach pronunciation.

COURSE LEARNING OUTCOMES
By the end of this course, students should:
- be able to describe the sounds of Spanish, and to explain how they are organized into the phonological system of the language.
- be able to apply the rules of Spanish pronunciation in their own speech, and to imitate phonological features from multiple dialects.
- know how to use articulatory descriptions and knowledge of phonological processes to teach Spanish pronunciation to English speakers.
- understand the principles of Spanish orthography, including the placement of accent marks.
- command the concepts and linguistic terminology necessary to talk appropriately about the phonetics and phonology of Spanish.
- use the International Phonetic Alphabet to phonetically transcribe spoken Spanish.
- have an appreciation for linguistic variation and change, as well as for the social value associated with variable phonological features
- be familiar with recent advances in L2 phonological research
- be familiar with best practices in the teaching of Spanish pronunciation, and have experience evaluating the pronunciation of learners.

COURSE MATERIALS

REQUIRED

- Morgan, Terrell A. 2010. *Sonidos en contexto: Una introducción a la fonética del español con especial referencia a la vida real.* New Haven: Yale University Press.
    - Find the sound files for the textbook at http://yalebooks.com/sonidos.
- Rao, Rajiv, ed. 2019. *Key issues in the teaching of Spanish pronunciation: From description to pedagogy.* Philadelphia: Routledge.

FURTHER OPTIONAL READINGS

- Derwing, Tracey M. et al. 2014. L2 accent and ethics: issues that merit attention. In Ahmar Mahboob & Leslie Barratt (eds.), *Englishes in multilingual contexts. Language variation and education*, 63–80.
- Geeslin, Kimberly (ed.). 2014. *The Handbook of Spanish Second Language Acquisition*. Malden, MA: Wiley-Blackwell.
- Hualde, José I. 2005. *The Sounds of Spanish.* Cambridge University Press.
- Huensch, Amanda. 2019. Pronunciation in foreign language classrooms: Instructors' training, classroom practices, and beliefs. *Language Teaching Research 23*(6), 745–764
- Kissling, Elizabeth. 2013. Teaching pronunciation: Is explicit phonetics instruction beneficial for FL learners? *The Modern Language Journal 97*(3), 720-744.
- Lipski, John M. 1994. *Latin American Spanish.* London: Longman.
- Lord, Gillian & M. I. Fionda. 2014. Teaching pronunciation in second language Spanish. In Kimberly Geeslin (ed.), *Handbook of Spanish Second Language Acquisition*, 514-529. Hoboken, NJ: John Wiley and Sons
- Solon, Megan. 2018. The acquisition of Spanish sounds. In Kimberly Geeslin (ed.), *The Cambridge handbook of Spanish linguistics*, 668-688. Cambridge, UK: Cambridge University Press
- Thomson, Ron I. 2018. Measurement of accentedness, intelligibility and comprehensibility. In Okim Kang & April Ginther (eds.), *Assessment in second language pronunciation*, 11–29. York: Routledge.
- Thomson, Ron I. & Tracey M. Derwing. 2015. The effectiveness of L2 pronunciation instruction. A narrative review. *Applied Linguistics* 36, 326–344.

OTHER USEFUL MATERIALS

- Some ancillary materials are available at http://sonidos.osu.edu including all of the songs referenced in *Sonidos en contexto.*
- IPA character picker: http://r12a.github.io/pickers/ipa/. (Symbols for your computer)
- http://dialectos.osu.edu offers a searchable collection of dialect samples from around the Hispanic world.
- http://soundsofspeech.uiowa.edu/spanish/spanish.html provides information about articulatory phonetics and its application to Spanish.

COURSE TEHCNOLOGY

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at https://ocio.osu.edu/help/hours, and support for urgent issues is available 24x7.

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

BASELINE TECHNICAL SKILLS FOR ONLINE COURSES

- Basic computer and web-browsing skills
- Navigating Carmen

TECHNOLOGY SKILLS NECESSARY FOR THIS SPECIFIC COURSE

- General Carmen navigation
- Recording, editing, and uploading audio to Carmen discussions
- Uploading images to Carmen discussions
- Use of Carmen Conferences feature

REQUIRED EQUIPMENT

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection.
- Webcam: built-in or external webcam, fully installed and tested.
- Microphone: built-in laptop or tablet mic or external microphone.

REQUIRED SOFTWARE

- Microsoft Office 365 ProPlus: All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Each student can install Office on five PCs or Macs, five tablets (Windows, iPad® and Android™) and five phones.
  - Students are able to access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.
  - Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found https://ocio.osu.edu/kb04733.

Grading and faculty response

ASSIGNMENT CATEGORY	POINTS
Quick quizzes	5
Veo Veo en mi comunidad	10
Tareas	30
Written exams:	
First written exam	5
Second written exam	5
Third written exam	5
Oral Exams	5
Chapter summary/presentation	10
Final Project	25
TOTAL	*100*

ASSINGMENT INFORMATION

NOTE: The course is organized in Carmen with modules for each chapter that will help students navigate the content and requirements of the course. See course schedule below for relevant due dates.

Assigned Readings

Students are expected to complete the assigned textbook readings. Readings are accompanied by tutorials that further explain the course content and include examples to illustrate the different sounds and concepts covered in class. In addition, the Carmen modules include exercises to practice these concepts and the pronunciation of Spanish sounds. Class assignments will be based on the readings.

Quick quizzes

Each chapter from the textbook is accompanied by a quick self-corrected quiz that surveys the main contents of the chapter. Students are to complete the quiz corresponding to each chapter right after they read it. The goal of these quizzes is for students to evaluate their understanding of the chapter material before they complete the chapter activities. Students can take each quiz up to 3 times and the highest score will be taken towards their grade.

Veo veo en mi comunidad

This activity allows students to create and share materials for teaching pronunciation at any level of Spanish instruction. Students should follow the instructions on Carmen for each assignment. After uploading their own contribution to the discussion board, students will comment on those of their classmates and receive feedback from others.

Tareas

There will be seven graded written *tareas* throughout the course. These will include different types of exercises to practice the material covered in class and to prepare for exams. See relevant due dates in the Course Schedule below.

Exams

There will be three written exams (*exámenes parciales*) and two oral exams (*exámenes orales*) to assess students' understanding of the material presented during the semester. The two oral exams will be administered individually by appointment. See the Course Schedule below for the relevant dates.

Chapter summary/presentation

Students will choose a chapter from Rao (2019; under required materials above) and will prepare a presentation (15 min) based on the chapter. Beyond providing a summary of the chapter, students are expected to relate the article to their own experience as teachers of Spanish and/or reflect on ways in which the content of the chapter could be applied to their teaching. Students will prepare a PPT and record themselves giving the presentation. This recording will be uploaded to Carmen. Students will listen to at least two of these presentations by their classmates and submit two questions on the content to be answered by the presenters.

Final Project

The course project has several parts and is an assignment you will work on over the course of the entire semester. Using the content, materials, practices, and assessment metrics discussed in class, you will design and teach a pronunciation lesson and evaluate its success. The final project includes a write-up where you describe your materials, the experience of teaching them and an assessment of the teaching outcome. Students are encouraged to start working on their final projects early on in the semester.

LATE ASSINGMENTS

Assignments must be turned in by the deadline indicated in the Course Schedule. If an assignment is turned in 1 day beyond its due date (within 24 hours after the deadline), 10% will be subtracted from the assessed grade percentage. On the second day and beyond, an assignment will no longer be accepted for credit. This applies to the Tareas, Exams, Chapter Summary/Presentation and Final Project. To make up any missed work, students should give the instructor official verifiable documentation in writing.

GRADING SCALE

93–100: A
90–92: A-
87–89: B+
83–86: B
80–82: B-
77–79: C+
73–76: C
70 –72: C-
67 –69: D+
60 –66: D
Below 60: E

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

- **Grading and feedback:** For large assignments, you can generally expect feedback within **5 school days**.
- **E-mail:** I will reply to e-mails within **24 hours on school days**.

Attendance, participation, and discussions

STUDENT PARTICIPATION REQUIREMENTS

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in**: **AT LEAST ONCE PER WEEK.** Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, notify me as soon as possible. *It is particularly critical that you log in at least three times during the first week of the semester.*
- **Office hours**: **OPTIONAL OR FLEXIBLE.** If you need to discuss anything with me, contact me to schedule a meeting. Office hours will be held via Carmen chat.
- **Live sessions:** There will be no live sessions for this course.
- **Participating in discussion forums**: **REQUIRED.** You will need to follow instructions for participating in a small-group discussion for the *Veo veo en mi comunidad* assignments and for the Chapter Summary/Presentation.

DISCUSSION AND COMMUNICATION GUIDELINES

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style**: While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility**: Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources**: When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work**: Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Other course policies

ACADEMIC INTEGRITY POLICY
POLICIES FOR THIS ONLINE COURSE

- **Quizzes and exams**: You must complete quizzes and exams yourself, without any external help or communication.

- **Written assignments**: Your written assignments, including discussion posts, should be your own original work.

- **Reusing past work**: In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

- **Falsifying research or results**: All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.

- **Collaboration and informal peer-review**: The course includes many opportunities for collaboration with your classmates. While study groups and peer-review of major written projects are encouraged, remember that comparing answers on a *quiz* or *test* is not permitted.

- If you're unsure about a particular situation, please feel free to ask ahead of time.

STATEMENT ON TITLE IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at http://titleix.osu.edu or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

YOUR MENTAL HEALTH!

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614- 292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273- TALK or at suicidepreventionlifeline.org

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue

Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Carmen (Canvas) accessibility
- Streaming audio and video
- Synchronous course tools

Course schedule (tentative)

Our course is divided into four "chunks," with each one culminating in an exam or project. The first chunk takes us through Sunday, January 26, by which time everyone will need to have completed the first written exam (*primer examen parcial)*. This test will cover chapters 1 through 4 and must be taken *between January 20 and January 26*. Note that the exam will be open during the weekend too, in case you prefer to take it during those days.

The chapters/ topics given for each week are to help you pace yourself and mirror what would be the flow of this class if it were not taught online; however, you may move ahead more quickly if you work better that way. In any case, you must finish all assignments on time following the deadlines specified in the "Course Summary" in the "Syllabus" section in Carmen, which you can also see in the Course Schedule below. You also need to complete all the tests by the deadlines specified in Carmen and the syllabus.

You are encouraged to move along at a brisk pace and then spend time practicing and reviewing for the test; this will give you time to solicit feedback from the instructor and resolve any issues you might have. For the first few weeks, only modules associated with chapters 1- 4 will be accessible. You are also advised to start working on your Final Project as soon as possible since you will need several weeks to prepare your materials and teach them.

NOTE: SEC in the schedule stands for the course textbook *Sonidos en Contexto*.

DATES	UNITS	ASSIGNMENTS
Week 1 Jan. 6-10	Chapter 1 SEC Introduction to the course Chapter 2 SEC Orthography	Veo veo en mi comunidad: Introduce yourself Quick quizzes chapters 1 and 2 Veo veo en mi comunidad: Chapter 2 Practice exercises (check Carmen)
Week 2 Jan. 13-17	Chapter 3 SEC Syllabification Chapter 4 SEC Accentuation	Quick quizzes chapters 3 and 4 (parts 1, 2, 3) Practice exercises (check Carmen) Veo veo en mi comunidad: Capítulo 3 Tarea 1 (Deadline: January 19)
Week 3 Jan. 20-24	1st written exam: January 20-26	
	Chapter 5 SEC Phonemes	Quick quiz chapter 5 Practice exercises (check Carmen) Veo veo en mi comunidad: Chapter 5
Week 4 Jan. 27-31	Chapters 6, 7, 8, 9, 10, 11, 12 SEC Spanish vowels	Quick quizzes chapters 6 -12 Practice exercises (check Carmen)
Week 5 Feb. 3-7	Chapter 13 SEC Spanish consonants Chapter 14 SEC /p, t, k/	Quick quizzes chapters 13 and 14 Practice exercises (check Carmen) Veo veo en mi comunidad: Chapter 14 Tarea 2 (Deadline: February 9)
Week 6 Feb. 10-14	Chapter 15 SEC /b, d, g/ Chapter 16 SEC /ʝ/	Quick quizzes chapters 15 (parts 1 and 2) and 16 Practice exercises (check Carmen) Veo veo en mi comunidad: Chapters 15 and 16 Tarea 3 (Deadline: February 16)
Week 7 Feb. 17-21	2nd written exam and 1st oral exam: February 17-23	
	Chapter 1 from Rao (2019) Chapter 17 SEC /x/	Questions on presentation of Chapter 1, Rao (2019) Quick quiz chapter 17 Practice exercises (check Carmen) Veo veo en mi comunidad: Chapter 17
Week 8 Feb. 24-28	Chapter 18 SEC /s/ Chapter 19 SEC /s, θ/	Quick quizzes chapters 18 and 19 Practice exercises (check Carmen) Veo veo en mi comunidad: Chapters 18 and 19 Tarea 4 (Deadline: March 1)
Week 9 March 2-6	Chapter 20 SEC /f/ Chapter 21 SEC /tʃ/ Chapter 22 SEC Nasals Chapter 23 SEC Laterals	Quick quizzes chapters 20-23 Practice exercises (check Carmen) Veo veo en mi comunidad: Chapters 20-23 Tarea 5 (Deadline: March 8)
	March 9-13 Spring Break – no classes, offices open (https://registrar.osu.edu/staff/bigcal.asp)	
Week 10 March 16-20	Chapter 24 SEC Rhotics	Quick quiz chapter 24 Actividades y Prácticas (check Carmen) Veo veo en mi comunidad: Capítulo 24 Tarea 6 (Deadline: March 22)
Week 11 March 23-27	3rd written exam and 2nd oral exam: March 23-29	
	Chapter 26 SEC Dialectology	Quick quiz chapter 26 Practice exercises (check Carmen)
Week 12 March 30-April 3	Chapter 25 SEC Review Chapter 15 from Rao (2019)	Tarea 7 (Deadline: April 5) Questions on presentation of Chapter 15, Rao (2019)
Week 13 April 6-10	Selected chapter from Rao (2019)	Chapter summary/presentation (due April 12)
Week 14 April 13-17	Selected chapter from Rao (2019)	Questions on chapter presentations (due April 19)
Week 15 April 20-21	Repaso	Review and work on final project
Exam Period April 22-28	Proyecto (final write-up due on April 28)	

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: Spanish 6340
Instructor: Rebeka Campos-Astorkiza
Summary: Spanish Phonetics for Teachers

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			- Carmen - Office 365
6.2 Course tools promote learner engagement and active learning.	X			- Carmen Discussion Boards - Carmen Chat
6.3 Technologies required in the course are readily obtainable.	X			All are available for free via OSU agreements.
6.4 The course technologies are current.	X			All are updated regularly
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No third party tools requiring an account are used.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are provided.
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 an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	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 Information is provided about the accessibility of all technologies required in the course.	X			All technologies are covered by OSU policies.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Instructions are present.
8.4 The course design facilitates readability	X			

| 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 |

Reviewer Information
- Date reviewed: 6/25/20
- Reviewed by: Ian Anderson

Notes: Good to go!

[a]The 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.

[b]Add 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

[c]Add 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.

Subject:	Fw: Concurrence Response
Date:	Monday, June 29, 2020 at 8:38:50 AM Eastern Daylight Time
From:	Podalsky, Laura
To:	Campos-Astorkiza, Rebeka, Sanabria, Rachel
Attachments:	image001.png

T&L has confirmed concurrence.

Sincerely,
Laura

Laura Podalsky
Chair/Professor
Dept. of Spanish and Portuguese
The Ohio State University
298 Hagerty Hall
1775 College Rd.
Columbus OH 43210

From: Lowery, Ruth McKoy <lowery.163@osu.edu>
Sent: Thursday, June 25, 2020 6:01 PM
To: Podalsky, Laura <podalsky.1@osu.edu>
Subject: RE: Concurrence Response

Laura: Thanks for checking with us about the course. The Department of Teaching and Learning has reviewed the documents for the SPAN 6194 course and finds no concurrence issues for our department.

All the best for a relaxing summer. We are doing well so far.
Regards,
Ruth

THE OHIO STATE UNIVERSITY

Ruth McKoy Lowery, Ph.D.
Interim Department Chair and Professor
Department of Teaching and Learning
333 Arps Hall, 1945 N. High Street
Columbus, OH 43210
Telephone: 614-292-4925
lowery.163@osu.edu http://tl.ehe.osu.edu/
President-Elect, Children's Literature Assembly
Just read!
~*~*~*~*~*~*~*~*~

From: Podalsky, Laura <podalsky.1@osu.edu>
Sent: Thursday, June 25, 2020 3:50 PM
To: Lowery, Ruth McKoy <lowery.163@osu.edu>
Subject: Re: Concurrence Response

Dear Ruth,

I hope you are having a good (enough?) summer in this very crazy period.

As you may remember, in autumn 2019, we asked T&L for (and received) concurrence on a course (Spanish Phonetics for Teachers) that we were developing under SPAN 6194. We piloted the course in Spring 2020 and are now seeking permanent status for the course as SPAN 6340 (online) geared toward K-12 educators. Thus, I am writing to you again to ask T&L for concurrence on SPAN 6340 (syllabus attached).

SPAN 6340 responds to demonstrated interest among existing K-12 educators nationwide for content in Hispanic linguistics that is applicable to their language classroom and offered in delivery formats that are suited to their personal and professional situation. Over the last 29 years, our Summer Seminars Abroad for Spanish Teachers (SSAST) program has been attended by some 600 educators from all over the U.S., and these same participants have requested additional credit-bearing linguistics instruction during the academic year. Only Ohio teachers are able to attend our evening and weekend courses, but the online offering is limitless in its geographical reach.

The course will be taught in Spanish and therefore assumes a strong working knowledge of that language, even as it promises to help non-native speakers polish their pronunciation and practice their other language skills. All participants, meanwhile, will analyze the sound system of Spanish and apply that phonetic analysis to a strengthened curriculum in their own classroom, informed by a review of best practices and cutting-edge, data-based studies of L2 phonological acquisition. [Please note that the Distance Learning people have already approved it in terms of their Technical Checklist.]

Please let me know if you need other materials.

Sincerely,

Laura

Laura Podalsky
Chair/Professor
Dept. of Spanish and Portuguese
The Ohio State University
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From: Lowery, Ruth McKoy <lowery.163@osu.edu>
Sent: Monday, September 30, 2019 1:30 PM
To: Podalsky, Laura <podalsky.1@osu.edu>
Subject: Concurrence Response

Dr. Podalsky: The Department of Teaching and Learning has reviewed the documents for the SPAN 6194 course and find no concurrence issues for our department.

Regards,
Ruth Lowery

THE OHIO STATE UNIVERSITY

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President-Elect, Children's Literature Assembly
Just read!
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