

## Term Information

Effective Term Summer 2021  
[Previous Value](#) Summer 2019

## Course Change Information

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

Add DL modality, update course description

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

Offer more flexibility in teaching and scheduling options

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 3450  
Course Title Introduction to the Study of Literature and Culture in Spanish  
[Previous Value](#) *Introduction to the Study of Literature and Culture in Spanish: Reading Texts*  
Transcript Abbreviation Span IntroLit&Cult  
[Previous Value](#) *Reading Texts*  
Course Description Required course for Spanish majors and minors. An introduction to literary and cultural analysis of texts in Spanish. This course presents strategies for reading and analyzing literary and cultural texts from various Spanish speaking countries to prepare students for more advanced courses in the Spanish program.  
[Previous Value](#) *Strategies for reading literary and cultural texts from Spain and Spanish America.*  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week  
[Previous Value](#) 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? Yes  
Is any section of the course offered 100% at a distance  
[Previous Value](#) No  
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	Prereq: A grade of C- or above in 3403, 3413, 4603, or 4613.
Exclusions	Not open to students with credit for 3450H.
Electronically Enforced	Yes

## Cross-Listings

Cross-Listings

## Subject/CIP Code

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

## Requirement/Elective Designation

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

## Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none"><li>• Critical analysis of literature and culture in Spanish</li><li>• Continue language acquisition in Spanish</li></ul>
Content Topic List	<ul style="list-style-type: none"><li>• Introduction to literary and cultural analysis in Spanish</li><li>• Introduction to critical approaches to literature and culture in Spanish</li></ul>
<i>Previous Value</i>	<ul style="list-style-type: none"><li>• <a href="#">Introduction to literary analysis in Spanish</a></li><li>• <a href="#">Introduction to literary genres in Spanish</a></li><li>• <a href="#">Introduction to critical approaches to literature in Spanish</a></li></ul>
Sought Concurrence	No

## Attachments

- SPAN 3450 F2F Syllabus Template (final).docx: F2F syllabus  
*(Syllabus. Owner: Sanabria,Rachel A.)*
- SPAN 3450 Online Syllabus Template (final).docx: DL syllabus  
*(Syllabus. Owner: Sanabria,Rachel A.)*
- Span 3450 Tech assessment.docx: Tech assessment  
*(Other Supporting Documentation. Owner: Sanabria,Rachel A.)*

## Comments

- The DL syllabus reflects suggested changes in the tech assessment.  
Rachel *(by Sanabria,Rachel A. on 10/22/2020 05:12 PM)*

**COURSE CHANGE REQUEST**  
3450 - Status: PENDING

Last Updated: Haddad,Deborah Moore  
10/25/2020

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Sanabria,Rachel A.	10/23/2020 05:54 PM	Submitted for Approval
Approved	Podalsky,Laura	10/25/2020 08:17 AM	Unit Approval
Approved	Haddad,Deborah Moore	10/25/2020 08:33 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Vankeerbergen,Bernadette Chantal	10/25/2020 08:33 AM	ASCCAO Approval

# Introduction to the Study of Literature and Culture in Spanish: Reading Texts

SPAN 3450

## Course Information

- Course times: XXXX
- Credit hours: 3
- Mode of delivery: Online (Distance Learning)

## Instructor

- Name: XXXX
- Email: XXXX
- Office location: XXX
- Office hours: By appointment
- Preferred means of communication:
  - Preferred method of communication for questions is **email**.
  - Class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your [notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to be sure you receive these messages.

## Course Description

This is the first literature/culture course most students will take and it constitutes a crucial link between previous courses in language and culture and upper-division courses in literatures and cultures. It serves as an introduction to the various issues involved in reading different types (genres) of literary and cultural texts in the Spanish language. The course is intended to impart tools needed for more advanced analysis of a variety of literary and cultural texts. Our main goal is to acquire critical and analytical skills through the practice of reading texts. By the end of the course, you will feel more confident in approaching the analysis of diverse kinds of literary and cultural texts.

## Learning Outcomes

By the end of this course, students should successfully be able to:

- demonstrate greater awareness of the cultural products, practices, and perspectives of the Spanish-speaking world (Spain, Spanish America, and US-Latinx communities)
- analyze visual, oral, and written texts from a variety of sources in Spanish
- understand and make well-grounded arguments about literary and cultural texts in Spanish, orally and in writing

## How This Online Course Works

**Mode of delivery:** This course is taught 100% online via distance learning, with a combination of synchronous and asynchronous activities. Students should log on to Carmen at least once per week to complete the homework and discussion post activities, and students should log on to Carmen Zoom during the scheduled class time on Fridays (students can receive participation credit by watching the recording). Students may also log on to Carmen Zoom during the scheduled class time on Wednesdays for additional speaking practice and to ask questions about the coursework.

**Credit hours and work expectations:** This is a [3] credit-hour course. According to [Ohio State bylaws on instruction](https://go.osu.edu/credithours) (go.osu.edu/credithours), students should expect around [3] hours per week of time spent on direct instruction (instructor content and Carmen activities) in addition to [6] hours of homework (reading and assignment preparation).

**Attendance and participation requirements:** Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:

- **Participating in online activities/discussion forums: at least once per week**  
You are expected to log in to the course in Carmen every week. 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, discuss it with me *as soon as possible*.
- **Wednesday Zoom class sessions: optional**

**Friday Zoom class sessions: required (but students may view and summarize recording for participation credit)**

## Required Text

- Dellinger, Mary Ann, Ellen Mayock and Beatriz Trigo. *Indagaciones: Introducción a los estudios culturales hispanos*. Washington, DC: Georgetown UP, 2019.

## Required Equipment

- **Computer:** current Mac (MacOS) or PC (Windows 10) 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
- Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

## Required Software

**Microsoft Office 365:** All Ohio State students are now eligible for free Microsoft Office 365. Visit the [installing Office 365](https://go.osu.edu/office365help) (go.osu.edu/office365help) help article for full instructions

## CarmenCanvas Access

You will need to use [BuckeyePass](https://buckeyepass.osu.edu) (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](https://go.osu.edu/add-device) (go.osu.edu/add-device) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- [Install the Duo Mobile application](https://go.osu.edu/install-duo) (go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at [614-688-4357 \(HELP\)](tel:614-688-4357) and IT support staff will work out a solution with you.

## Technology Skills Needed for This Course

- Basic computer and web-browsing skills
- [Navigating CarmenCanvas](https://go.osu.edu/canvasstudent) (go.osu.edu/canvasstudent)
- [CarmenZoom virtual meetings](https://go.osu.edu/zoom-meetings) (go.osu.edu/zoom-meetings)

## Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- **Self Service and Chat:** [go.osu.edu/it](https://go.osu.edu/it)
- **Phone:** [614-688-4357 \(HELP\)](tel:614-688-4357)
- **Email:** [servicedesk@osu.edu](mailto:servicedesk@osu.edu)

## Digital Flagship

Digital Flagship is a student success initiative aimed at helping you build digital skills for both college and career. This includes offering an engaging collection of digital tools and supportive learning experiences, university-wide opportunities to learn to code, and a Design Lab to explore digital design and app development. Digital Flagship resources available to help Ohio State students include on-demand tutorials, The Digital Flagship Handbook (your guide for all things tech-related), workshops and events, one-on-one tech consultations with a peer or Digital Flagship staff member, and more. To learn more about how Digital Flagship can help you use technology in your courses and grow your digital skills, visit [go.osu.edu/dfresources](https://go.osu.edu/dfresources).

## Grading and Faculty Response

### How Your Grade is Calculated

Assignment Category	Percentage
Participation	10%
Discussion Board	20%
Homework	20%
Creative Project or V/Blog	10%
Essays (Midterm and Final)	40%

See [Course Schedule](#) for due dates.

## Descriptions of Major Course Assignments

### Participation in Zoom and In-person classes

**Description:** This is a discussion-based course that relies on consistent participation. There are two modes of participation in this distance-learning course: participation in the Zoom class sessions; and participation in the online Discussion Board (see below).

#### Friday Zoom sessions (required):

Every Friday, students should log on to the Zoom session prepared to discuss the assigned texts in small groups and with the whole class. **These sessions will be recorded, so that students who have to miss class for any reason can view them and submit a summary to the professor in order to receive attendance credit; you can request access to this recording from the professor.**

**The summary should be about two paragraphs in Spanish** stating what are the most important points covered at the beginning, the middle and the end of each zoom class. The summaries will be uploaded via Carmen via the Participation page on Carmen.

#### Wednesday Zoom sessions (optional):

These sessions will be used for the following purposes (subject to change as needs arise):

- To ask questions or seek clarifications about any of the texts or assignments.
- To practice speaking Spanish in a more informal setting. I will suggest discussion topics connected to our themes and materials, but you are free to suggest topics as well.



## Discussion Board

**Description:** Every week you will have to submit one main post (approximately 200 words minimum) and one reply in the Discussion Board. Prompts for each Discussion Board will be derived from *Indagaciones* and focus on one of the readings. **Students must make about half (7) of their posts orally (by uploading a video or audio comment) and about half (7) of their posts in writing, in order to practice both writing and speaking skills.**

You will also **have to reply to one student** (1 reply per week, approximately 25 words minimum). The post and the reply must be completed each week at least **24 hours before the Friday Zoom session, or Thursday at 12:45 pm.** Any posts and replies between Thursday and Friday at 12:45 pm will be given half credit; posts and replies after class on Friday will receive no credit. T

**Academic integrity and collaboration:** These discussion board posts must be your own original work. The post must be written or spoken in Spanish. Do not use google translate or another online service to translate a post written in English. Mistakes are expected in video posts but the comment must be comprehensible; for written posts, you are encouraged to use a spell and grammar check in Spanish. **The grading rubric for the posts will be based on a scale of 10, 8, 5 or 0.**

## Homework

**Description:** Assigned homework from *Indagaciones* (*antes de/después de* exercises and *práctica*) must be completed each week at least 24 hours before the Friday Zoom session. The grades for homework after this deadline will be deducted by 10% per day.

**Academic integrity and collaboration:** Your written homework be your own original work. Answers may be brief but please write in complete sentences, and do not use google translate or another online service to translate an answer written in English. You are encouraged to use a spell and grammar check in Spanish before submission.

## Creative Project or V/Blog

**Description:** Students will choose one of the prompts at the end of a chapter in *Indigaciones* (*V/Blog* or *Proyectos creativos*) to create written, filmed, or other original work.

**Academic integrity and collaboration:** Your creative projects and V/Blogs must be your own original work. You are encouraged to use a spell and grammar check and to ask a trusted person to proofread your written work, but no one else may revise or rewrite your work.

## Essays (Midterm and Final)

**Description:** The Midterm and Final essays are the thoughtful elaboration and extension of one of your discussion posts into a 3-page paper (Midterm) and a 5-6-page paper (Final). It must be written in Spanish, double-spaced with 1-inch margins and a normal 12-point font. It should include footnotes or endnotes and a final page for bibliography for all sources and references used, including digital or electronic media sources, formatted according to the *MLA Handbook for Writers of Research Papers*, 8<sup>th</sup> edition. Students are encouraged to discuss the topic of each essay with me in advance. Essays must include a clear thesis statement in the first paragraph, articulating an argument that is supported throughout the paper using specific examples and appropriate quotes from the analyzed text. Essays that merely describe or repeat the plot/story will receive a lower grade. Further guidelines and evaluation criteria will be posted on Carmen. Students receiving lower than a B- may rewrite the essay after discussing revisions with the professor; the final grade will be the average of the two.

**Academic integrity and collaboration:** Your written essays must be your own original work. You must follow MLA style to cite the ideas and words of your primary and secondary sources. You are encouraged to use a spell and grammar check and to ask a trusted person to proofread your essay before you turn it in, but no one else may revise or rewrite your work.

## Other aspects to consider towards final grade

The student is also expected to read/watch PowerPoints, guides, and video-recordings that the instructor may upload each week. Reading or watching these files is essential for the student success, although they do not have any "graded" component.

## Late Assignments

The grades of late Homework, Essays, and Creative Projects or V/Blogs will be deducted by 10% for each day submitted late. Late Discussion Board posts are addressed above.

## Instructor Feedback and Response Time

I am providing the following list to give you an idea of my intended availability throughout the course. Remember that you can call [614-688-4357 \(HELP\)](tel:614-688-4357) at any time if you have a technical problem.

- **Preferred contact method:** If you have a question, please contact me first through my Ohio State email address. I will reply to emails within **24 hours on days when class is in session at the university.**

- **Class announcements:** I will send all important class-wide messages through the Announcements tool in CarmenCanvas. Please check [your notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to ensure you receive these messages.
- **Discussion board:** I will check and reply to messages in the discussion boards between the Wednesday and Friday class sessions.
- **Grading and feedback:** For the homework and essays, you can generally expect feedback within **ten days**.

## Grading Scale

93–100: A  
 90–92.9: A-  
 87–89.9: B+  
 83–86.9: B  
 80–82.9: B-  
 77–79.9: C+  
 73–76.9: C  
 70–72.9: C-  
 67–69.9: D+  
 60–66.9: D  
 Below 60: E

## Other Course Policies

### Discussion and Communication Guidelines

The following are my expectations for how we should communicate on the **Discussion Board**. Above all, please remember to be respectful and thoughtful.

- **Writing style:** Since this course is intended to build all of your Spanish language skills, including writing, you should remember to write using good grammar, spelling, and punctuation in your quiz answers and discussion board posts. I will not correct all mistakes, but I will point out common errors.
- **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.

Some of our interactions in this class will occur through **Zoom videoconferencing**. Because this mode of discussion has benefits and challenges that differ from in-person class sessions, I want to share my expectations for how we will meet and communicate:

- **Technical Issues:** If you encounter a technical issue with Zoom during a session, first make sure you are using the latest version of Zoom. Next, contact the IT Service Desk at [go.osu.edu/it](http://go.osu.edu/it) or 614-688-4357(HELP). If issues continue, contact me after the session to learn how to make up for the missed content either via a recording or other means. I will not be able to address technical issues during a live session.
- **Preparation:** Come to the session having completed any readings or pre-work and be ready to have open, civil, and supportive discussions in video and chat spaces. I ask that you update your Zoom profile with your preferred name and add a picture with your face.
- **Participation:** At the start of our sessions, I will share specific expectations for how to use the chat, how to interact, and how to raise questions or concerns as we go. If you are unsure about expectations or are unsure about raising a question, please follow up with me afterward to make sure your questions are answered. Plan to be present during the entire class session as much as you are able. I may ask you to share your faces on camera so that we can see each other and connect. Please feel encouraged to use a non-distracting [virtual background](#). Many students and instructors prefer not to share their remote spaces for a variety of reasons. Mute your microphone when others are talking to minimize background noise in the meeting.
- If you have any concerns about participating in class over Zoom in this way, please let me know. My goal is to create a safe environment where we can benefit from seeing each other and connecting, but I want to prioritize your safety and well-being.
- **Recordings:** I will be recording our meetings for the benefit of students who may need to be absent. These links will only be shared with students in our class.

## Academic Integrity Policy

See [Descriptions of Major Course Assignments](#) for specific guidelines about collaboration and academic integrity in the context of this online class.

## Ohio State's Academic Integrity Policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's [Code of Student Conduct](http://studentconduct.osu.edu) (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

**If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the university's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- [Committee on Academic Misconduct](http://go.osu.edu/coam) (go.osu.edu/coam)
- [Ten Suggestions for Preserving Academic Integrity](http://go.osu.edu/ten-suggestions) (go.osu.edu/ten-suggestions)
- [Eight Cardinal Rules of Academic Integrity](http://go.osu.edu/cardinal-rules) (go.osu.edu/cardinal-rules)

## Copyright for Instructional Materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options on [Ohio State's Title IX website](https://titleix.osu.edu) (titleix.osu.edu) or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu). Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information, visit the [OIE website](https://equity.osu.edu) (equity.osu.edu) or email [equity@osu.edu](mailto:equity@osu.edu).

## Commitment to a Diverse and Inclusive Learning Environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

## Health and Safety Requirements

All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu>), which includes wearing a face mask in any indoor space and maintaining a safe physical distance at all times. Non-compliance will result in a warning first, and disciplinary actions will be taken for repeated offenses.

## 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. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, [on-demand mental health resources](https://go.osu.edu/ccsondemand) (go.osu.edu/ccsondemand) are available. You can reach an on-call counselor when CCS is closed at [614- 292-5766](tel:614-292-5766). **24-hour emergency help** is available through the [National Suicide Prevention Lifeline website](https://suicidepreventionlifeline.org) (suicidepreventionlifeline.org) or by calling [1-800-273-8255\(TALK\)](tel:1-800-273-8255). [The Ohio State Wellness app](https://go.osu.edu/wellnessapp) (go.osu.edu/wellnessapp) is also a great resource.

## Other Resources

### STUDENT ACADEMIC SERVICES

Student academic services offered on the OSU main campus:

<http://advising.osu.edu/welcome.shtml>.

### STUDENT SUPPORT SERVICES

Student support services offered on the OSU main campus: <http://ssc.osu.edu>.

# Accessibility Accommodations for Students with Disabilities

## Requesting Accommodations

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 \(SLDS\)](#). After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

## Disability Services Contact Information

- Phone: [614-292-3307](tel:614-292-3307)
- Website: [slds.osu.edu](http://slds.osu.edu)
- Email: [slds@osu.edu](mailto:slds@osu.edu)
- In person: [Baker Hall 098, 113 W. 12th Avenue](#)

## Accessibility of Course Technology

This online course requires use of CarmenCanvas (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.

- [CarmenCanvas accessibility](http://go.osu.edu/canvas-accessibility) (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- [CarmenZoom accessibility](http://go.osu.edu/zoom-accessibility) (go.osu.edu/zoom-accessibility)
- Collaborative course tools



# Course Schedule

Refer to the CarmenCanvas course for up-to-date due dates.

# Course Schedule

Refer to the CarmenCanvas course for up-to-date due dates.

Dates	Modules, lessons, readings and films	Assignments
<p><b>Week 1</b> Jan 11-15</p>	<p style="text-align: center;">Introducción al curso</p> <p style="text-align: center;">Capítulo I: Códigos y convenciones</p> <p>Texto 1: <i>Entrevista de Mireya Navarro a Rosario Ferré</i> (pg. 3) El artículo se puede encontrar aquí:   <a href="https://www.nytimes.com/1998/09/08/books/arts-in-america-bilingual-author-finds-something-gained-in-translation.html">https://www.nytimes.com/1998/09/08/books/arts-in-america-bilingual-author-finds-something-gained-in-translation.html</a></p> <p>Texto 2: Dos poemas: "Aprender el inglés" (pg. 4) y "Sin idioma" (pg. 5)</p>	<p><b>Tarea. Comprensión</b> (Identificación) (pg. 6)</p> <p style="text-align: center;"><b>DUE THURSDAY, JANUARY 14 by 12:45 PM</b></p>
<p><b>Week 2</b> Jan 18-22</p>	<p style="text-align: center;">Capítulo I: Códigos y convenciones</p> <p>Texto 3: Narrativa: <i>Como agua para chocolate</i> (pg. 8-11)</p> <p>Texto 4. Vídeos musicales. La Movida (pg. 14 – YouTube)</p> <p>Enfoque gramatical. Hablar del pasado (pg. 16-18)</p>	<p><b>Tarea. Enfoque gramatical: Hablar del pasado</b></p> <p>Las convenciones impuestas – Tareas domésticas (pg. 16 – 18)</p> <p><b>Discussion Board 1</b> <i>You can base your main post on the following prompts.</i> Mientas ve. Conexiones (pg. 14); Comprensión (pg. 14)</p> <p>Indagaciones críticas (pg. 26)</p> <p style="text-align: center;"><b>DUE THURSDAY, JANUARY 21 by 12:45 PM</b></p>
<p><b>Week 3</b> Jan 25-29</p>	<p style="text-align: center;">Capítulo II: La ontología</p>	<p><b>Tarea. Comprensión</b> (pg. 36- 37)</p>

	<p>Perspectivas múltiples. Texto visual (pg. 22)</p> <p>Texto 2: Dos poemas - "El ave y la mariposa" (pg. 24- 25), "Hermana" (pg. 25)</p> <p>Texto 3: <i>El matadero</i> de Estevan Echeverría (pg. 26 – 36)</p>	<p><b>Discussion Board 2</b>  <i>You can base your main post on the following prompts:</i>          Indagaciones críticas [apoyar con citas; Elementos estilísticos, paso 4, paso 5.] (pg. 37)</p> <p><b>DUE THURSDAY, JANUARY 28 by 12:45 PM</b></p>
<p><b>Week 4</b> Feb 1-5</p>	<p style="text-align: center;"><b>Capítulo II: La ontología</b></p> <p>Texto 4: Cine – <i>Yo, la peor de todas</i> de Maria Luisa Bemberg [available in Secured Media Library]</p> <p>Enfoque gramatical: planes y conjeturas (pg. 40- 41)</p>	<p><b>Tarea.</b> Enfoque gramatical: planes y conjeturas – Práctica (paso 1) (pg. 40) + Me pregunto (pg. 41)</p> <p><b>Discussion Board 3</b>  <i>You can base your main post on the following prompts.</i>          Indagaciones, conexiones (pg.3 9)</p> <p><b>DUE THURSDAY, FEBRUARY 4 by 12: 5 PM</b></p>
<p><b>Week 5</b> Feb 8-12</p>	<p style="text-align: center;"><b>Capítulo III: Derechos y responsabilidades cívicas</b></p> <p>La ideología. Texto visual (pg. 44)</p> <p>Texto 3. Canciones protesta (pg.4 9):</p> <ul style="list-style-type: none"> <li>○ "Te recuerdo Amanda" de Víctor Jara (Chile) [YouTube, audio oficial]</li> <li>○ "La maldición de Malinche" de Amparo Ochoa y Gabino Palomares [YouTube]</li> </ul> <p>Texto 4. Cine: <i>No</i> de Pablo Larraín [available in Secured Media Library]</p> <p>Enfoque gramatical: Declarar e influir (pg. 55)</p>	<p><b>Tarea.</b> Enfoque gramatical: Declarar e influir – Para decirlo de otra forma / Declaraciones, demandas y anhelos (pg. 55)</p> <p><b>Discussion Board 4</b>  <i>You can base your main post on the following prompts.</i>          Comprensión (pg. 50)</p> <p><b>DUE THURSDAY, FEBRUARY 11 by 12:45 PM</b></p>
<p><b>Week 6</b> Feb 15- 19</p>	<p style="text-align: center;"><b>Capítulo IV: La violencia</b></p> <p>La violencia; el concepto del otro (pg. 60)</p> <p>Texto 2: Obra de teatro. <i>Pronovias</i> de Laia Ripoll (pg.62- 67)</p>	<p><b>Tarea.</b> Enfoque gramatical. Por y para – Comprensión; la masacre de Tlatelolco (pg. 73)</p> <p><b>Discussion Board 5</b>  <i>You can base your main post on the following prompts.</i></p>

	<p>Poesía, negritud y violencia estructural: Nicolás Guillén, "Balada de Simón Carballo" y "Sensemayá" (Carmen)</p> <p>Lectura secundaria: <i>Violence</i> de Slavoj Zizek (aelección) (Carmen)</p> <p>Enfoque gramatical. Por y para (pg. 73)</p>	<p>Indagaciones críticas - La tragicomedia (pg. 68); Instructor based prompts</p> <p><b>DUE THURSDAY, FEBRUARY 18 by 12:45 PM</b></p>
<p><b>Week 7</b> Feb 22-26</p>	<p><b>Capítulo V: Salidas forzadas</b></p> <p>Salidas Forzadas. Texto visual (pg. 78)</p> <p>Poesía: Luís Cernuda, "Es lástima que fuera mi tierra" (Carmen)</p> <p>Texto 2: Relato: <i>La escuelita</i> (selecciones) de Alicia Partnoy (pg. 86 – 92)</p> <p>Texto 3: Alocución grabada, "Hasta pronto, hermanos" de Dolores Ibárruri, La Pasionaria (pg. 93 YouTube)</p> <p>Enfoque gramatical: Lo personal y lo impersonal: ¿recuerda? (pg. 99)</p> <p><b>MIDTERM ESSAY DUE FEBRURARY 26 by 11:59 PM</b></p>	<p><b>Tarea.</b> Enfoque gramatical: Lo personal y lo impersonal: ¿recuerda?, práctica- la ciudadanía (pg. 99)</p> <p><b>Discussion Board 6</b> <i>You can base your main post on the following prompts.</i> Lenguaje literal y lenguaje figurado (pg. 94); el discurso populista (pg. 95); Indagaciones críticas (pg. 92)</p> <p><b>DUE THURSDAY, FEBRUARY 25 by 12:45 PM</b></p> <p><b>MIDTERM ESSAY DUE FEBRURARY 26 by 11:59 PM</b></p>
<p><b>Week 8</b> Mar 1-5</p>	<p><b>Capítulo VI: Fronteras Fluidas</b></p> <p>Fronteras fluidas. Identidad. Texto Visual (pg. 104)</p> <p>Texto 1: Entrevista a Ilan Stavans en <i>Barcelona Review</i></p> <p>Texto 2: Ensayo "La narrativa y la diáspora" (pg. 106- 110)</p>	<p><b>Tarea.</b> Entrevista con Juan Luís Guerra (pg. 110)</p> <p><b>Discussion Board 7</b> <i>You can base your main post on the following prompt/s.</i> Descripciones (pg. 110)</p> <p><b>DUE THURSDAY, MARCH 4 by 12:45 PM</b></p>
<p><b>Week 9</b> Mar 8-12</p>	<p><b>Capítulo VI: Fronteras Fluidas</b></p> <p>Texto 4. Cine: <i>Novia, que te vea</i> de Guita Schyfter [Available on YouTube: <a href="https://www.youtube.com/watch?v=mOTQdEvVpiA">https://www.youtube.com/watch?v=mOTQdEvVpiA</a>]</p>	<p><b>Tarea.</b> Enfoque gramatical: expresiones de <i>ser</i>. modismos y expresiones idiomáticas [Modismos con ser + Párrafo Cloze] (pg. 124)</p>

Enfoque gramatical: expresiones de *ser*: modismos y expresiones idiomáticas (pg. 124)

### Discussion Board 8

*You can base your main post on the following prompt/s.*  
Cuestiones de identidad (pg. 121), Indagaciones críticas, análisis formal (pg. 122)

**DUE THURSDAY, MARCH 11 by 12:45 PM**

## Week 10 Mar 15-19

### Capítulo VII: Categorías Identitarias

Categorías identitarias. Texto visual (pg. 127)

Texto 1: Gloria Anzaldúa, *Borderlands/La Frontera* (selecciones) (pg. 129- 131)

Poesía audiovisual. Yosimar Reyes, *For colored boys who speak softly*  
<https://www.youtube.com/watch?v=CXSakLlqcQ4>

Texto 4: Anuncio de televisión "Banco Provincia" (pg. 136; YouTube)

Lectura secundaria: Néstor García Canclini, *Consumidores y ciudadanos: Conflictos multiculturales de la globalización* (selección) (Carmen)

Enfoque gramatical. Escribirse: Formas reflexivas y recíprocas (pg. 139)

**BLOG or CREATIVE PROJECT due FRIDAY 19 at 11:59 PM**

**Tarea.** Enfoque gramatical.  
Escribirse: Formas reflexivas y recíprocas – Formando oraciones completas (pg.139)

### Discussion Board 9

*You can base your main post on the following prompts.* Instructor prompt, Indagaciones Críticas /cambios (pg. 137)

**DUE THURSDAY, MARCH 18 by 12:45 PM**

**BLOG or CREATIVE PROJECT due FRIDAY 19 at 11:59 PM**

## Week 11 Mar 22-26

### Capítulo VIII: Mercados

Mercados. Texto visual (pg. 141- 142)

Texto 3: Productos de marketing: *Un día sin mexicanos* (pg. 150)

**Tarea.** Enfoque gramatical. Verbos como gustar – Uso de los complementos indirectos (pg. 154)

### Discussion Board 10

*You can base your main post on the following prompts:*  
Instructor prompt, Indagaciones Críticas /síntesis (pg. 156)

	<p>Texto 4: Cine. <i>Guantanamo</i> de Tomás Gutiérrez y Carlos Tobío [Available on YouTube: <a href="https://www.youtube.com/watch?v=muB0gIRWyh4">https://www.youtube.com/watch?v=muB0gIRWyh4</a>]</p> <p>Enfoque gramatical. Verbos como gustar – Uso de los complementos indirectos (pg. 154)</p>	<p><b>DUE THURSDAY, MARCH 25 by 12:45 PM</b></p>
<p><b>Week 12</b> Mar 29-Apr 2</p>	<p style="text-align: center;"><b>Capítulo IX: Creación</b></p> <p>Creación. Texto visual (pg. 157)</p> <p>Texto 2: Micropoesía. “La poesía estalla en las redes” (pg. 171-175)</p> <p>Texto 4: Cine: <i>La flor de mi secreto</i> de Pedro Almodóvar [Available on Secured Media Library or to rent on Amazon Prime]</p> <p>Enfoque gramatical: complementos directos e indirectos- Preguntas y respuestas (186)</p>	<p><b>Tarea.</b> Comprensión (pg. 175-176)</p> <p><b>Tarea.</b> Enfoque gramatical: complementos directos e indirectos- Preguntas y respuestas (186)</p> <p><b>Discussion Board 11</b> <i>You can base your main post on the following prompts.</i> Indagaciones Críticas (pg. 176)</p> <p><b>DUE THURSDAY, APRIL 1 by 12:45 PM</b></p>
<p><b>Week 13</b> Apr 5-9</p>	<p style="text-align: center;"><b>Capítulo X: Espacios íntimos</b></p> <p>Espacios íntimos. El feminismo. Texto visual (pg. 190)</p> <p>Texto 3: <i>Carta de José Martí</i> (pg. 213- 216)</p> <p>Texto 4. Revistas femeninas (pg 218 – 221)</p> <p>Enfoque gramatical: Existencias y estados. Ser y estar – Uso del ser y estar (pg. 223)</p>	<p><b>Tarea.</b> Enfoque gramatical. Existencias y estados. Ser y estar – Uso del ser y estar (pg. 223-224)</p> <p><b>Discussion Board 12</b> <i>You can base your main post on the following prompt/s.</i> Indagaciones Críticas (pg. 222)</p> <p><b>DUE THURSDAY, APRIL 8 by 12:45 PM</b></p>
<p><b>Week 14</b> Apr 12-16</p>	<p style="text-align: center;"><b>Capítulo XI: Reflejos y reflexiones</b></p>	<p><b>Tarea.</b> Enfoque gramatical: Referentes y</p>

Reflejos y reflexiones. Texto visual (227- 228)

Texto 3. Crónica. "El origen de los Incas reyes del Perú" (pg. 236- 239)

Texto 4. Cine. *También la Lluvia* (de Iciar Boallaín) [Available on Secured Media Library]

Enfoque gramatical: Referentes y  
antecedents – Pronombres relativos (pg. 242)

antecedents – Pronombres  
relativos (pg. 242-244)

**Discussion Board 13**

*You can base your main post on  
the following prompt/s:*

Indagaciones Críticas (pg. 241)

**DUE THURSDAY, APRIL 15 by  
12:45 PM**

**Week 15**  
Apr 19-21

Conclusiones. Repaso

**FINAL ESSAY DUE APRIL 28 by 11:59 PM**

**FINAL ESSAY DUE APRIL 28 by  
11:59 PM**

# Introduction to the Study of Literature and Culture in Spanish: Reading Texts

SPAN 3450

## Course Information

- Course times: XXXX
- Credit hours: 3
- Mode of delivery: Classroom (F2F)

## Instructor

- Name: XXXX
- Email: XXXX
- Office location: XXX
- Office hours: By appointment
- Preferred means of communication:
  - My preferred method of communication for questions is **email**.
  - My class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your [notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to be sure you receive these messages.

## Course Description

This is the first literature/culture course most students will take and it constitutes a crucial link between previous courses in language and culture and upper-division courses in literatures and cultures. It serves as an introduction to the various issues involved in reading different types (genres) of literary and cultural texts in the Spanish language. The course is intended to impart tools needed for more advanced analysis of a variety of literary and cultural texts. Our main goal is to acquire critical and analytical skills through the practice of reading texts. By the end of the course, you will feel more confident in approaching the analysis of diverse kinds of literary and cultural texts.



# Learning Outcomes

By the end of this course, students should successfully be able to:

- demonstrate greater awareness of the cultural products, practices, and perspectives of the Spanish-speaking world (Spain, Spanish America, and US-Latinx communities)
- analyze visual, oral, and written texts from a variety of sources in Spanish
- understand and make well-grounded arguments about literary and cultural texts in Spanish, orally and in writing

# How This Course Works

**Mode of delivery:** This course meets in person twice per week. Students must also log on to Carmen at least once per week to complete the homework and discussion post activities.

**Credit hours and work expectations:** This is a [3] credit-hour course. According to [Ohio State bylaws on instruction](https://go.osu.edu/credithours) (go.osu.edu/credithours), students should expect around [3] hours per week of time spent on direct instruction (instructor content and Carmen activities) in addition to [6] hours of homework (reading and assignment preparation).

**Attendance and participation requirements:** Students are expected to come to class on time every day and to stay until the end of class. Unexcused late arrivals (more than 10 minutes) and early departures will each count as ½ of an unexcused absence. Since the class meets only twice a week, students will be allowed just two unexcused absences. After that, your attendance grade will be lowered for each unexcused absence. Excused absences should be discussed with the instructor and must be documented.

Students must come to class prepared to discuss the readings for each day and participate actively in class discussion. In addition, they are expected to participate in online Discussion Boards at least once per week. (See Descriptions of Major Course Assignments, below.)

## Required Texts

- Dellinger, Mary Ann, Ellen Mayock and Beatriz Trigo. *Indagaciones: Introducción a los estudios culturales hispanos*. Washington, DC: Georgetown UP, 2019.

## Required Equipment

- **Computer:** current Mac (MacOS) or PC (Windows 10) 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
- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

## Required Software

**Microsoft Office 365:** All Ohio State students are now eligible for free Microsoft Office 365. Visit the [installing Office 365](https://go.osu.edu/office365help) (go.osu.edu/office365help) help article for full instructions.

## CarmenCanvas Access

You will need to use [BuckeyePass](https://buckeyepass.osu.edu) (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](https://go.osu.edu/add-device) (go.osu.edu/add-device) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- [Install the Duo Mobile application](https://go.osu.edu/install-duo) (go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at [614-688-4357 \(HELP\)](tel:614-688-4357) and IT support staff will work out a solution with you.

## Technology Skills Needed for This Course

- Basic computer and web-browsing skills
- [Navigating CarmenCanvas](https://go.osu.edu/canvasstudent) (go.osu.edu/canvasstudent)

## Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- **Self Service and Chat:** [go.osu.edu/it](https://go.osu.edu/it)
- **Phone:** [614-688-4357 \(HELP\)](tel:614-688-4357)
- **Email:** [servicedesk@osu.edu](mailto:servicedesk@osu.edu)

## Digital Flagship

Digital Flagship is a student success initiative aimed at helping you build digital skills for both college and career. This includes offering an engaging collection of digital tools and supportive

learning experiences, university-wide opportunities to learn to code, and a Design Lab to explore digital design and app development. Digital Flagship resources available to help Ohio State students include on-demand tutorials, The Digital Flagship Handbook (your guide for all things tech-related), workshops and events, one-on-one tech consultations with a peer or Digital Flagship staff member, and more. To learn more about how Digital Flagship can help you use technology in your courses and grow your digital skills, visit [go.osu.edu/dfresources](https://go.osu.edu/dfresources).



# Grading and Faculty Response

## How Your Grade is Calculated

Assignment Category	Percentage
Participation	10%
Discussion Board	20%
Homework	20%
Creative Project or V/Blog	10%
Essays (Midterm and Final)	40%

See [Course Schedule](#) for due dates.

## Descriptions of Major Course Assignments

### Participation

**Description:** This is a discussion-based course that relies on consistent participation. There are two modes of participation in this course: oral participation in class sessions and oral and written participation in the online Discussion Board (see below).

### Discussion Board

**Description:** Every week you will have to submit one main post (approximately 200 words minimum) and one reply in the Discussion Board. Prompts for each Discussion Board will be derived from *Indagaciones* and focus on one of the readings. **Students must make about half (7) of their posts orally (by uploading a video or audio comment) and about half (7) of their posts in writing, in order to practice both writing and speaking skills.**

You will also **have to reply to one student** (1 reply per week, approximately 25 words minimum). The post and the reply must be completed each week at least **24 hours before the Friday Zoom session, or Thursday at 12:45 pm.** Any posts and replies between Thursday and

Friday at 12:45 pm will be given half credit; posts and replies after class on Friday will receive no credit.

**Academic integrity and collaboration:** These discussion board posts must be your own original work. The post must be written or spoken in Spanish. Do not use google translate or another online service to translate a post written in English. Mistakes are expected in video posts but the comment must be comprehensible; for written posts, you are encouraged to use a spell and grammar check in Spanish. **The grading rubric for the posts will be based on a scale of 10, 8, 5 or 0.**

## Homework

**Description:** Assigned homework from *Indagaciones* (*antes de/después de* exercises and *práctica*) must be completed each week at least 24 hours before the Friday class. The grades for homework after this deadline will be deducted by 10% per day.

**Academic integrity and collaboration:** Your written homework be your own original work. Answers may be brief but please write in complete sentences, and do not use google translate or another online service to translate an answer written in English. You are encouraged to use a spell and grammar check in Spanish before submission.

## Creative Project or V/Blog

**Description:** Students will choose one of the prompts at the end of a chapter in *Indigaciones* (*V/Blog* or *Proyectos creativos*) to create written, filmed, or other original work.

**Academic integrity and collaboration:** Your creative projects and V/Blogs must be your own original work. You are encouraged to use a spell and grammar check and to ask a trusted person to proofread your written work, but no one else may revise or rewrite your work.

## Essays (Midterm and Final)

**Description:** The Midterm and Final essays are the thoughtful elaboration and extension of one of your discussion posts into a 3-page paper (Midterm) and a 5-6-page paper (Final). It must be written in Spanish, double-spaced with 1-inch margins and a normal 12-point font. It should include footnotes or endnotes and a final page for bibliography for all sources and references used, including digital or electronic media sources, formatted according to the *MLA Handbook for Writers of Research Papers*, 8<sup>th</sup> edition. Students are encouraged to discuss the topic of each essay with me in advance. Essays must include a clear thesis statement in the first paragraph, articulating an argument that is supported throughout the paper using specific examples and appropriate quotes from the analyzed text. Essays that merely describe or repeat

the plot/story will receive a lower grade. Further guidelines and evaluation criteria will be posted on Carmen. Students receiving lower than a B- may rewrite the essay after discussing revisions with the professor; the final grade will be the average of the two.

**Academic integrity and collaboration:** Your written essays must be your own original work. You must follow MLA style to cite the ideas and words of your primary and secondary sources. You are encouraged to use a spell and grammar check and to ask a trusted person to proofread your essay before you turn it in, but no one else may revise or rewrite your work.

## Late Assignments

The grades of late Homework, Essays, and Creative Projects or V/Blogs will be deducted by 10% for each day submitted late. Late Discussion Board posts are addressed above.

## Instructor Feedback and Response Time

I am providing the following list to give you an idea of my intended availability throughout the course. Remember that you can call [614-688-4357 \(HELP\)](tel:614-688-4357) at any time if you have a technical problem.

- **Preferred contact method:** If you have a question, please contact me first through my Ohio State email address. I will reply to emails within **24 hours on days when class is in session at the university.**
- **Class announcements:** I will send all important class-wide messages through the Announcements tool in CarmenCanvas. Please check [your notification preferences](http://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to ensure you receive these messages.
- **Discussion board:** I will check and reply to messages in the discussion boards between the Wednesday and Friday class sessions.
- **Grading and feedback:** For the homework and essays, you can generally expect feedback within **ten days.**

## Grading Scale

93–100: A  
 90–92.9: A-  
 87–89.9: B+  
 83–86.9: B  
 80–82.9: B-  
 77–79.9: C+

73–76.9: C  
70–72.9: C-  
67–69.9: D+  
60–66.9: D  
Below 60: E





# Other Course Policies

## Discussion and Communication Guidelines

The following are my expectations for how we should communicate on the **Discussion Board**. Above all, please remember to be respectful and thoughtful.

- **Writing style:** Since this course is intended to build all of your Spanish language skills, including writing, you should remember to write using good grammar, spelling, and punctuation in your quiz answers and discussion board posts. I will not correct all mistakes, but I will point out common errors.
- **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.

## Academic Integrity Policy

See [Descriptions of Major Course Assignments](#) for specific guidelines about collaboration and academic integrity in the context of this online class.

### Ohio State's Academic Integrity Policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's [Code of Student Conduct](#) ([studentconduct.osu.edu](http://studentconduct.osu.edu)), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university

or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university’s *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

**If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the university’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- [Committee on Academic Misconduct](http://go.osu.edu/coam) (go.osu.edu/coam)
- [Ten Suggestions for Preserving Academic Integrity](http://go.osu.edu/ten-suggestions) (go.osu.edu/ten-suggestions)
- [Eight Cardinal Rules of Academic Integrity](http://go.osu.edu/cardinal-rules) (go.osu.edu/cardinal-rules)

## Copyright for Instructional Materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options on [Ohio State’s Title IX website](http://titleix.osu.edu) (titleix.osu.edu) or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu).

Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information, visit the [OIE website](http://equity.osu.edu) (equity.osu.edu) or email [equity@osu.edu](mailto:equity@osu.edu).

## Commitment to a Diverse and Inclusive Learning Environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

## Health and Safety Requirements

All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu>), which includes wearing a face mask in any indoor space and maintaining a safe physical distance at all times. Non-compliance will result in a warning first, and disciplinary actions will be taken for repeated offenses.

## 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. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, [on-demand mental health resources](http://go.osu.edu/ccsondemand) (go.osu.edu/ccsondemand) are available. You can reach an on-call counselor when CCS is closed at [614- 292-5766](tel:614-292-5766). **24-hour emergency help** is available through the [National Suicide Prevention Lifeline website](http://suicidepreventionlifeline.org) (suicidepreventionlifeline.org) or by calling [1-800-273-8255\(TALK\)](tel:1-800-273-8255). [The Ohio State Wellness app](http://go.osu.edu/wellnessapp) (go.osu.edu/wellnessapp) is also a great resource.

## Other Resources

### STUDENT ACADEMIC SERVICES

Student academic services offered on the OSU main campus:

<http://advising.osu.edu/welcome.shtml>

### STUDENT SUPPORT SERVICES

Student support services offered on the OSU main campus: <http://ssc.osu.edu>



# Accessibility Accommodations for Students with Disabilities

## Requesting Accommodations

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 \(SLDS\)](#). After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

## Disability Services Contact Information

- Phone: [614-292-3307](tel:614-292-3307)
- Website: [slds.osu.edu](http://slds.osu.edu)
- Email: [slds@osu.edu](mailto:slds@osu.edu)
- In person: [Baker Hall 098, 113 W. 12th Avenue](#)

# Course Schedule

Refer to the CarmenCanvas course for up-to-date due dates.

Dates	Modules, lessons, readings and films	Assignments
<p><b>Week 1</b> Jan 11-15</p>	<p style="text-align: center;">Introducción al curso</p> <p style="text-align: center;">Capítulo I: Códigos y convenciones</p> <p>Texto 1: <i>Entrevista de Mireya Navarro a Rosario Ferré</i> (pg. 3) El artículo se puede encontrar aquí:   <a href="https://www.nytimes.com/1998/09/08/books/arts-in-america-bilingual-author-finds-something-gained-in-translation.html">https://www.nytimes.com/1998/09/08/books/arts-in-america-bilingual-author-finds-something-gained-in-translation.html</a></p> <p>Texto 2: Dos poemas: "Aprender el inglés" (pg. 4) y "Sin idioma" (pg. 5)</p>	<p><b>Tarea. Comprensión</b> (Identificación) (pg. 6)</p> <p style="text-align: center;"><b>DUE THURSDAY, JANUARY 14 by 12:45 PM</b></p>
<p><b>Week 2</b> Jan 18-22</p>	<p style="text-align: center;">Capítulo I: Códigos y convenciones</p> <p>Texto 3: Narrativa: <i>Como agua para chocolate</i> (pg. 8-11)</p> <p>Texto 4. Vídeos musicales. La Movida (pg. 14 – YouTube)</p> <p>Enfoque gramatical. Hablar del pasado (pg. 16-18)</p>	<p><b>Tarea. Enfoque gramatical: Hablar del pasado</b></p> <p>Las convenciones impuestas – Tareas domésticas (pg. 16 – 18)</p> <p><b>Discussion Board 1</b> <i>You can base your main post on the following prompts.</i> Mientas ve. Conexiones (pg. 14); Comprensión (pg. 14)</p> <p>Indagaciones críticas (pg. 26)</p> <p style="text-align: center;"><b>DUE THURSDAY, JANUARY 21 by 12:45 PM</b></p>
<p><b>Week 3</b> Jan 25-29</p>	<p style="text-align: center;">Capítulo II: La ontología</p>	<p><b>Tarea. Comprensión</b> (pg. 36- 37)</p>



	<p>Perspectivas múltiples. Texto visual (pg. 22)</p> <p>Texto 2: Dos poemas - “El ave y la mariposa” (pg. 24- 25), “Hermana” (pg. 25)</p> <p>Texto 3: <i>El matadero</i> de Estevan Echeverría (pg. 26 – 36)</p>	<p><b>Discussion Board 2</b>  <i>You can base your main post on the following prompts:</i>  Indagaciones críticas [apoyar con citas; Elementos estilísticos, paso 4, paso 5.] (pg. 37)</p> <p><b>DUE THURSDAY, JANUARY 28 by 12:45 PM</b></p>
<p><b>Week 4</b> Feb 1-5</p>	<p style="text-align: center;"><b>Capítulo II: La ontología</b></p> <p>Texto 4: Cine – <i>Yo, la peor de todas</i> de Maria Luisa Bemberg [available in Secured Media Library]</p> <p>Enfoque gramatical: planes y conjeturas (pg. 40- 41)</p>	<p><b>Tarea.</b> Enfoque gramatical: planes y conjeturas – Práctica (paso 1) (pg. 40) + Me pregunto (pg. 41)</p> <p><b>Discussion Board 3</b>  <i>You can base your main post on the following prompts.</i>  Indagaciones, conexiones (pg.3 9)</p> <p><b>DUE THURSDAY, FEBRUARY 4 by 12:45 PM</b></p>
<p><b>Week 5</b> Feb 8-12</p>	<p style="text-align: center;"><b>Capítulo III: Derechos y responsabilidades cívicas</b></p> <p>La ideología. Texto visual (pg. 44)</p> <p>Texto 3. Canciones protesta (pg.4 9):</p> <ul style="list-style-type: none"> <li>○ “Te recuerdo Amanda” de Víctor Jara (Chile) [YouTube, audio oficial]</li> <li>○ “La maldición de Malinche” de Amparo Ochoa y Gabino Palomares [YouTube]</li> </ul> <p>Texto 4. Cine: <i>No</i> de Pablo Larraín [available in Secured Media Library]</p> <p>Enfoque gramatical: Declarar e influir (pg. 55)</p>	<p><b>Tarea.</b> Enfoque gramatical: Declarar e influir – Para decirlo de otra forma / Declaraciones, demandas y anhelos (pg. 55)</p> <p><b>Discussion Board 4</b>  <i>You can base your main post on the following prompts.</i>  Comprensión (pg. 50)</p> <p><b>DUE THURSDAY, FEBRUARY 11 by 12:45 PM</b></p>
<p><b>Week 6</b> Feb 15- 19</p>	<p style="text-align: center;"><b>Capítulo IV: La violencia</b></p> <p>La violencia; el concepto del otro (pg. 60)</p> <p>Texto 2: Obra de teatro. <i>Pronovias</i> de Laia Ripoll (pg.62- 67)</p>	<p><b>Tarea.</b> Enfoque gramatical. Por y para – Comprensión; la masacre de Tlatelolco (pg. 73)</p> <p><b>Discussion Board 5</b></p>



	<p>Poesía, negritud y violencia estructural: Nicolás Guillén, "Balada de Simón Carballo" y "Sensemayá" (Carmen)</p> <p>Lectura secundaria: <i>Violence</i> de Slavoj Zizek (aelección) (Carmen)</p> <p>Enfoque gramatical. Por y para (pg. 73)</p>	<p><i>You can base your main post on the following prompts.</i></p> <p>Indagaciones críticas - La tragicomedia (pg. 68); Instructor based prompts</p> <p><b>DUE THURSDAY, FEBRUARY 18 by 12:45 PM</b></p>
<p><b>Week 7</b> Feb 22-26</p>	<p><b>Capítulo V: Salidas forzadas</b></p> <p>Salidas Forzadas. Texto visual (pg. 78)</p> <p>Poesía: Luís Cernuda, "Es lástima que fuera mi tierra" (Carmen)</p> <p>Texto 2: Relato: <i>La escuelita</i> (selecciones) de Alicia Partnoy (pg. 86 – 92)</p> <p>Texto 3: Alocución grabada, "Hasta pronto, hermanos" de Dolores Ibárruri, La Pasionaria (pg. 93 YouTube)</p> <p>Enfoque gramatical: Lo personal y lo impersonal: ¿recuerda? (pg. 99)</p> <p><b>MIDTERM ESSAY DUE FEBRUARY 26 by 11:59 PM</b></p>	<p><b>Tarea.</b> Enfoque gramatical: Lo personal y lo impersonal: ¿recuerda?, práctica- la ciudadanía (pg. 99)</p> <p><b>Discussion Board 6</b> <i>You can base your main post on the following prompts.</i></p> <p>Lenguaje literal y lenguaje figurado (pg. 94); el discurso populista (pg. 95); Indagaciones críticas (pg. 92)</p> <p><b>DUE THURSDAY, FEBRUARY 25 by 12:45 PM</b></p> <p><b>MIDTERM ESSAY DUE FEBRUARY 26 by 11:59 PM</b></p>
<p><b>Week 8</b> Mar 1-5</p>	<p><b>Capítulo VI: Fronteras Fluidas</b></p> <p>Fronteras fluidas. Identidad. Texto Visual (pg. 104)</p> <p>Texto 1: Entrevista a Ilan Stavans en <i>Barcelona Review</i></p> <p>Texto 2: Ensayo "La narrativa y la diáspora" (pg. 106- 110)</p>	<p><b>Tarea.</b> Entrevista con Juan Luís Guerra (pg. 110)</p> <p><b>Discussion Board 7</b> <i>You can base your main post on the following prompt/s.</i></p> <p>Descripciones (pg. 110)</p> <p><b>DUE THURSDAY, MARCH 4 by 12:45 PM</b></p>
<p><b>Week 9</b> Mar 8-12</p>	<p><b>Capítulo VI: Fronteras Fluidas</b></p>	<p><b>Tarea.</b> Enfoque gramatical: expresiones de <i>ser</i>. modismos y</p>





Texto 4. Cine: *Novia, que te vea* de Guita Schyfter  
 [Available on YouTube:  
<https://www.youtube.com/watch?v=mOTQdEvVpiA>]

Enfoque gramatical: expresiones de *ser*: modismos y expresiones idiomáticas (pg. 124)

expresiones idiomáticas  
 [Modismos con ser + Párrafo Cloze] (pg. 124)

#### Discussion Board 8

*You can base your main post on the following prompt/s.*  
 Cuestiones de identidad (pg. 121),  
 Indagaciones críticas, análisis formal (pg. 122)

**DUE THURSDAY, MARCH 11 by 12:45 PM**

**Week 10**  
**Mar 15-19**

### Capítulo VII: Categorías Identitarias

Categorías identitarias. Texto visual (pg. 127)

Texto 1: Gloria Anzaldúa, *Borderlands/La Frontera* (selecciones) (pg. 129- 131)

Poesía audiovisual. Yosimar Reyes, *For colored boys who speak softly*  
<https://www.youtube.com/watch?v=CXSakLlqcQ4>

Texto 4: Anuncio de televisión "Banco Provincia" (pg. 136; YouTube)

Lectura secundaria: Néstor García Canclini, *Consumidores y ciudadanos: Conflictos multiculturales de la globalización* (selección) (Carmen)

Enfoque gramatical. Escribirse: Formas reflexivas y recíprocas (pg. 139)

**BLOG or CREATIVE PROJECT due FRIDAY 19 at 11:59 PM**

**Tarea.** Enfoque gramatical.  
 Escribirse: Formas reflexivas y recíprocas – Formando oraciones completas (pg.139)

#### Discussion Board 9

*You can base your main post on the following prompts.* Instructor prompt, Indagaciones Críticas /cambios (pg. 137)

**DUE THURSDAY, MARCH 18 by 12:45 PM**

**BLOG or CREATIVE PROJECT due FRIDAY 19 at 11:59 PM**

**Week 11**  
**Mar 22-26**

### Capítulo VIII: Mercados

Mercados. Texto visual (pg. 141- 142)

**Tarea.** Enfoque gramatical. Verbos como gustar – Uso de los complementos indirectos (pg. 154)

#### Discussion Board 10

	<p>Texto 3: Productos de marketing: <i>Un día sin mexicanos</i> (pg. 150)</p> <p>Texto 4: Cine. <i>Guantanamera</i> de Tomás Gutiérrez y Carlos Tobío [Available on YouTube: <a href="https://www.youtube.com/watch?v=muB0glRWyh4">https://www.youtube.com/watch?v=muB0glRWyh4</a>]</p> <p>Enfoque gramatical. Verbos como gustar – Uso de los complementos indirectos (pg. 154)</p>	<p><i>You can base your main post on the following prompts:</i> Instructor prompt, Indagaciones Críticas /síntesis (pg. 156)</p> <p><b>DUE THURSDAY, MARCH 25 by 12:45 PM</b></p>
<p><b>Week 12</b> Mar 29-Apr 2</p>	<p style="text-align: center;"><b>Capítulo IX: Creación</b></p> <p>Creación. Texto visual (pg. 157)</p> <p>Texto 2: Micropoesía. “La poesía estalla en las redes” (pg. 171-175)</p> <p>Texto 4: Cine: <i>La flor de mi secreto</i> de Pedro Almodóvar [Available on Secured Media Library or to rent on Amazon Prime]</p> <p>Enfoque gramatical: complementos directos e indirectos- Preguntas y respuestas (186)</p>	<p><b>Tarea.</b> Comprensión (pg. 175-176)</p> <p><b>Tarea.</b> Enfoque gramatical: complementos directos e indirectos- Preguntas y respuestas (186)</p> <p><b>Discussion Board 11</b> <i>You can base your main post on the following prompts.</i> Indagaciones Críticas (pg. 176)</p> <p><b>DUE THURSDAY, APRIL 1 by 12:45 PM</b></p>
<p><b>Week 13</b> Apr 5-9</p>	<p style="text-align: center;"><b>Capítulo X: Espacios íntimos</b></p> <p>Espacios íntimos. El feminismo. Texto visual (pg. 190)</p> <p>Texto 3: <i>Carta de José Martí</i> (pg. 213- 216)</p> <p>Texto 4. Revistas femeninas (pg 218 – 221)</p> <p>Enfoque gramatical: Existencias y estados. Ser y estar – Uso del ser y estar (pg. 223)</p>	<p><b>Tarea.</b> Enfoque gramatical. Existencias y estados. Ser y estar – Uso del ser y estar (pg. 223-224)</p> <p><b>Discussion Board 12</b> <i>You can base your main post on the following prompt/s.</i> Indagaciones Críticas (pg. 222)</p> <p><b>DUE THURSDAY, APRIL 8 by 12:45 PM</b></p>



<p><b>Week 14</b> Apr 12-16</p>	<p style="text-align: center;"><b>Capítulo XI: Reflejos y reflexiones</b></p> <p>Reflejos y reflexiones. Texto visual (227- 228)</p> <p>Texto 3. Crónica. "El origen de los Incas reyes del Perú" (pg. 236- 239)</p> <p>Texto 4. Cine. <i>También la Lluvia</i> (de Iciar Boallain) [Available on Secured Media Library]</p> <p>Enfoque gramatical: Referentes y antecedents – Pronombres relativos (pg. 242)</p>	<p><b>Tarea.</b> Enfoque gramatical: Referentes y antecedents – Pronombres relativos (pg. 242-244)</p> <p><b>Discussion Board 13</b> <i>You can base your main post on the following prompt/s.</i> Indagaciones Críticas (pg. 241)</p> <p><b>DUE THURSDAY, APRIL 15 by 12:45 PM</b></p>
<p><b>Week 15</b> Apr 19-21</p>	<p style="text-align: center;"><b>Conclusiones. Repaso</b></p> <p><b>FINAL ESSAY DUE APRIL 21 by 11:59 PM</b></p>	<p><b>FINAL ESSAY DUE APRIL 21 by 11:59 PM</b></p>

## Arts and Sciences Distance Learning Course Component Technical Review Checklist

**Course: SPAN 3450**

**Instructor: TBD**

**Summary: Intro to Study of lit and culture in Spanish**

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			<ul style="list-style-type: none"> <li>• Carmen</li> </ul>
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> <li>• Zoom synchronous and asynchronous lectures</li> <li>• Carmen discussion boards</li> </ul>
6.3 Technologies required in the course are readily obtainable.	X			All applications are either free or provided for free by OSU site license.
6.4 The course technologies are current.	X			All applications used are web based and updated regularly.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			
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 are provided to 8HELP for support.
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		Please include statement 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		Please include statement 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			Links are provided to all 1 <sup>st</sup> party tools.
8.3 The course provides alternative means of access to course materials in formats that 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 design facilitates readability	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
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**Reviewer Information**

- Date reviewed: 10/15/2020
- Reviewed by: Ian Anderson

**Notes: Add contact info when known. Add dates to the weekly breakdown. Two missing statements noted above.**

<sup>a</sup>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](mailto:slds@osu.edu); [slds.osu.edu](http://slds.osu.edu).

<sup>b</sup>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>

<sup>c</sup>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.