

Term Information

Effective Term Summer 2021
[Previous Value](#) Summer 2012

Course Change Information

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

Addition of DL modality, change in description, ELOs, topics.

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

More flexibility in scheduling and faculty / GTA teaching assignment

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 2320
Course Title Don Quixote in Translation
Transcript Abbreviation DonQuixoteNovel
[Previous Value](#) [Don Quix in Trans](#)
Course Description Intro to Cervantes's masterpiece, Don Quixote. Students explore the novel through critical reading, writing, and class discussion. The course surveys the most salient features of Baroque Spanish art, and introduces major themes and narrative techniques included in the novel. An informed reading of DQ fosters and awareness of homologous artistic features and social issues in contemporary society.
[Previous Value](#) [Introductory critical reading of Don Quixote in English.](#)
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered 100% at a distance
[Previous Value](#) [No](#)
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

Exclusions

[Previous Value](#)

Not open to students with credit for 320.

Electronically Enforced

No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

16.0905

Subsidy Level

Baccalaureate Course

Intended Rank

Freshman, Sophomore

Requirement/Elective Designation

General Education course:

Literature; Global Studies (International Issues successors)

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

- Students will produce critical readings of Don Quixote de la Mancha in English Translation
- Students will develop independent, critical writing on topics related to Cervantes, his historical and cultural contexts, and Don Quixote de la Mancha
- Students develop capacities for aesthetic and historical response and judgment through critical thinking, listening, seeing, and discussion; and by reflecting on their shared experience of reading Don Quixote de la Mancha together.
- Develop critical listening, reading, seeing, thinking, and writing. (Literature GE Requirement)
- Understand the pluralistic nature of institutions, society, and culture across the world in order to help students become educated, productive, and principled citizens. (Global Studies GE Requirement)
- Identify and explain key features about Spanish culture and society across history with a focus on the 16th and 17th centuries and compare them to their own context
- Evaluate Don Quixote in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation. (Literature GE Requirement)
- Recognize, evaluate, and synthesize the place of Don Quixote in the Western literary canon.

Previous Value

- *Encourage students to do an intensive and critical reading in English of Miguel de Cervantes' renowned novel Don Quixote*
- *Offer an analysis of the literary text and its social-historical framework through the reading of one of the best English translations of the novel*
- *Promote students' critical thinking by offering ample opportunities to write concise and convincing arguments through short essays and class participation*

Content Topic List

- Introduction to Cervantes, and Don Quixote de la Mancha in English Translation
- Renaissance and Baroque Spanish literature and art
- Spain and the Mediterranean world
- Spain and the Americas

Previous Value

- *Introduction to Don Quixote de la Mancha in English*
- *Critical reading of Cervantes' novel Don Quixote de la Mancha in English*
- *Critical interpretations of Don Quixote de la Mancha in English*

Sought Concurrence

No

Attachments

- SPAN 2320 Tech assessment.docx: Tech Assessment
(Other Supporting Documentation. Owner: Sanabria,Rachel A.)
- DL SYLLABUS SPAN 2320 Don Quixote in Translation AU20_ONL.pdf: DL syllabus
(Syllabus. Owner: Sanabria,Rachel A.)
- donquixotesyllabus2019[1].docx: F2F syllabus
(Syllabus. Owner: Sanabria,Rachel A.)

Comments

Workflow Information

| Status | User(s) | Date/Time | Step |
|------------------|--|---------------------|------------------------|
| Submitted | Sanabria,Rachel A. | 01/05/2021 11:55 PM | Submitted for Approval |
| Approved | Podalsky,Laura | 01/06/2021 09:25 AM | Unit Approval |
| Approved | Haddad,Deborah Moore | 01/06/2021 12:13 PM | College Approval |
| Pending Approval | Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Hilty,Michael Vankeerbergen,Bernadette Chantal | 01/06/2021 12:13 PM | ASCCAO Approval |



SYLLABUS SPAN 2320

Don Quixote in Translation
Autumn 2020 – Online

COURSE OVERVIEW

Instructor

Instructor: Lucía Aja López (First name: Lucía; Surnames: Aja López [not hyphenated])

Email address: ajalopez.1@osu.edu

Office hours: Tuesdays from 1 PM – 2 PM in my virtual office, and by appointment (email me)

Virtual office: (Waiting Room feature is enabled)

<https://osu.zoom.us/my/luciaajalopez?pwd=aE1vVDZhbGtYZFZFZ0NFTnJkaE5CUT09>

Course description

This course introduces the undergraduate student to a critical reading in English of Miguel de Cervantes's masterpiece, *Don Quixote*. Universally acclaimed by scholars, authors, and artists from around the world, *Don Quixote* is arguably one of the most influential works of modern prose fiction written in any language. This course will allow students to explore their own responses and opinions about the novel as a human document through written work and class discussion using discussion boards and synchronous Zoom meetings, as well as to practice with critical reading strategies. The class lectures are designed to introduce the student to some of the major themes, topics, and narrative techniques included in *Don Quixote*, as well as the socioeconomic relationships present in the novel, to foster an appreciation of those features in contemporary cultural productions – such as literature or commercials – and to explore their effect on the audience.

Course learning outcomes

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

- Develop critical listening, reading, seeing, thinking, and writing. (Literature GE Requirement)
- Understand the pluralistic nature of institutions, society, and culture across the world in order to help students become educated, productive, and principled citizens. (Global Studies GE Requirement)

- Identify and explain key features about Spanish culture and society across history with a focus on the 16th and 17th centuries and compare them to their own context.
- Evaluate *Don Quixote* in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation. (Literature GE Requirement)
- Recognize, evaluate, and synthesize the place of *Don Quixote* in the Western literary canon.

HOW THIS COURSE WORKS

Mode of delivery: This course is 100% online. There are six required sessions or assignments when you must be logged in to Carmen at a scheduled time. See below: “Assignment Description” and “Course Schedule.”

Pace of online activities: This course is divided into four modules with a duration of three weeks each. The first two modules cover Part I of *Don Quixote* and the last two modules cover Part II of *Don Quixote*. The modules are released one week ahead of time. Students are expected to keep pace with twice-a-week deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a **3-credit-hour course**. According to [Ohio State policy](#), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

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 everyone's expected participation:

- **Participating in online activities: TWICE 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.
- **Office hours: 1 SESSION REQUIRED IN THE SEMESTER**
- **Live sessions: 4 SESSIONS REQUIRED IN THE SEMESTER**
Throughout the semester, you are expected to participate in four live sessions that will be held on Tuesdays and Thursdays at 2:20 PM. See below: “Assignment Description” and “Course Schedule”. If you anticipate a conflict, let me know as soon as possible.
- **Midterm and final**
There will be one midterm exam on Week 7 (Thursday, Oct. 8) and one final exam on Week 13 (Thursday, Nov. 19) which you will complete on Carmen from 2:20 PM to 3:40 PM. If you anticipate a conflict, let me know as soon as possible.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

REQUIRED

- Cervantes, Miguel de. *Don Quixote*. Trans. Edith Grossman. HarperCollins, 2003.
- Additional assignments will be posted on Carmen.

Other requirements

- *The Man Who Killed Don Quixote*. Directed by Terry Gilliam. 2018.

Course technology

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

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

BASELINE TECHNICAL SKILLS FOR ONLINE COURSES

- Basic computer and web-browsing skills
- Navigating Carmen: for questions about specific functionality, see the [Canvas Student Guide](#).
- [CarmenZoom virtual meetings](#). All Zoom meetings are password protected.

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
- Other: a mobile device (smartphone or tablet) or landline to use for BuckeyePass authentication

REQUIRED SOFTWARE

- [Microsoft Office 365](#): All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Full instructions for downloading and installation can be found [at go.osu.edu/office365help](http://go.osu.edu/office365help).

COMMUNICATION WITH INSTRUCTOR AND CLASSMATES

You will be expected to check the course's Carmen site at least twice a week.

Your instructor will communicate with you in a variety of ways:

- Weekly announcements. At least once a week you will receive a message from your instructor with reminders and other useful information for your success in the course. If you have any questions about the content of the announcement, you are encouraged to respond to the announcement in the form of a comment so that your classmates can benefit from the information generated by your question. If you don't have any questions, you can simply "like" the announcement to indicate to your instructor that you have read it.
- Carmen Inbox messages or email. If your instructor needs to communicate with you, she will send you a Carmen Inbox message or an email. You are expected to check your email daily.
- Submission comments. This will be the main source of feedback to your submissions. You are encouraged to respond to these comments to seek clarification or ask additional questions.

If you want to communicate with your instructor, you can send a Carmen Inbox message or an email with your questions and your instructor will respond within 24 hours when school is in session and on Monday if you write on Friday after 5 PM. It is good etiquette to respond to Carmen Inbox messages and emails.

Finally, the eClassroom will be a place where you can ask questions about the mechanics and the content of the course to your classmates and your instructor.

Due to the variety of modes of communication with your instructor and your classmates, it is crucial to your success in the course that you change your Carmen notification settings so you don't miss any important information. You will find instructions on how to do this on the "Start Here" module on the course's Carmen site.

GRADING

How your grade is calculated

| ASSIGNMENT CATEGORY | POINTS |
|---|------------|
| Assignments | 35 |
| Lecture and <i>Don Quixote</i> | |
| Discussion Boards (4) | |
| Synchronous Sessions with Classmates (4) | |
| Synchronous Sessions with Instructor | 5 |
| Zoom Sessions (4) | 4 |
| Office Hours (1) | 1 |
| Short Essays (2) | 10 |
| Midterm Exam | 10 |
| Final Exam | 10 |
| Final Paper | 25 |
| Pre-Writing Assignment | 1 |
| Abstract and annotated bibliography | 3 |
| Rough Draft | 5 |
| Peer Review | 1 |
| Final Paper | 15 |
| Additional Assignments | 5 |
| Total | 100 |

See course schedule below for due dates.

Late assignments

Please refer to Carmen and to the “Course Schedule” for due dates. Unless otherwise noted, all assignments will be due at 11:59PM on the day they are listed. Every student will have a 72-hour grace period to submit late homework. These 72 hours can be used throughout the semester as needed, that is, this time may be allocated to one or more assignments when necessary (e.g., if one assignment is 10 hours late, the student will still have 62 hours of remaining grace period for any future assignments). You do not need to provide any documentation or reason to your instructor. Beyond this 72-hour grace period, late assignments may be accepted on case-by-case basis when sufficient, acceptable, and verifiable documentation is provided. Contact your instructor with any questions about this policy.

Grading scale

| | |
|---------------|----------------|
| 92.5–100: A | 77.5–79.4: C+ |
| 89.5–92.4: A- | 72.5–77.4: C |
| 87.5–89.4: B+ | 69.5 –72.4: C- |
| 82.5–87.4: B | 67.5 –69.4: D+ |
| 79.5–82.4: B- | 64.5 –67.4: D |
| | Below 64.4: E |

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-HELP** at any time if you have a technical problem.)

- **Grading and feedback:** For large assignments, you can generally expect feedback within **7 days** in the form of a Submission Comment. For weekly assignments, you will receive some feedback throughout the semester, but you may not receive feedback each week.
- **Email:** I check my email frequently from 8 AM to 5 PM. I will reply to emails within **24 hours on days when class is in session at the university and on Monday when an email is sent on Friday after 5 PM.**
- **Discussion board:** I will check and reply to messages in the discussion boards every **24 hours on school days.**

ASSIGNMENT DESCRIPTION

Assignments

Lecture and *Don Quixote*

Every Monday and Thursday (except on Week 1, Week 3, Week 7, Week 13, Week 14, and Week 15) you will be expected to watch a brief recorded lecture or an external video, occasionally complete additional readings or reflect on images, and read a few chapters from *Don Quixote*. Then, you will complete and submit a series of assignments designed to guide and check your comprehension of the recorded lectures, videos, and readings and to help you keep an organized log of your readings and reflections to help you locate passages when you write the short essays, the midterm and final exams, and the final paper. These assignments will consist of surveys and reading journals. You will find more specific instructions on the corresponding assignment on Carmen.

These assignments will be graded on a credit/no-credit basis where 100%= complete and well-done and 0%= partially complete and/or not well done. The instructor will monitor these submissions to provide feedback.

Discussion Boards

Throughout the course, you will participate in 4 discussion boards (one per module) in groups of 5 students. The composition of the group will be changed for modules 3 and 4. The instructor will post 2-4 comprehension questions to develop your critical thinking and critical reading skills. Each student will respond in the form of, at minimum, a well-developed paragraph to 1 of those questions. Each question must be answered by at least one student. See the "Course Schedule" for due dates for this initial post. Students will then read their classmates' posts to engage in a discussion of the topics or passages the questions refer to in order to interpret their meaning collectively. At minimum, you must respond to one classmate, but the goal of the activity is to engage in meaningful conversation, so plan to respond to several posts or to extend one exchange to its fullest. The responses are due a week after the initial post.

These assignments will be graded on a credit/no-credit basis where 100%= well-developed and thoughtful initial post and a minimum of one engaged response to a classmate's post and 0%= partially complete and/or not well done. The instructor will participate in these exchanges to provide feedback and foster further engagement.

Synchronous Sessions with Classmates

Throughout the course, you will participate in 4 synchronous sessions on Zoom (one per module) in groups of 4 students. The groups will be the same throughout the semester. You will be responsible for contacting your group members, whose contact information you will be able to find on the assignment on Carmen, to set up a meeting time. The instructor will post 4-5 comprehension questions to develop your critical thinking and critical reading skills. As a group, you must engage in at least 30 minutes of meaningful discussion of the questions posed by your instructor and, together, complete a collaborative Word document with your answers. Every group member should submit the document to facilitate the process of receiving feedback. For this assignment, you must turn your camera and microphone on and participate actively in the conversation, understood as frequently intervening to share your ideas and write/edit the document. You must also record the meeting. You will find instructions on how to use collaborative documents, and how to create a Zoom meeting and record it on the corresponding assignment on Carmen. The instructor will review these recordings to monitor comprehension and participation.

These assignments will be graded on a credit/half-credit/no-credit basis where 100%= active participation, 25-30 minutes of engaged, recorded discussion and complete and well-developed collaborative document; 50%= missing or less than 25 minutes of recording or missing or not-well developed collaborative document and 0%=not active participation, missing or less than 25 minutes of recording, and missing, partially incomplete or not well-developed collaborative document. The instructor will monitor these submissions to provide feedback.

Synchronous Sessions with Instructor

Zoom Sessions

Throughout the course, you will participate in 4 synchronous Zoom sessions (one per module) in groups of 10 students. These sessions will be held at the official meeting time for this course, 2:20 PM, and will last approximately 30 minutes. The class has been divided into 4 groups, identified as Group A, Group B, Group C, and Group D. You will find the meeting times for each group on the “Course Schedule” section below and the group members under the “START HERE: Introduction to the Course” module on Carmen. Contact me as soon as possible regarding any conflicts with your assigned dates.

For this assignment, please turn your camera on when possible and keep yourself muted, only unmuting yourself when you are going to orally intervene in the conversation. Some meetings might be recorded for a student who is absent; if you do not wish to be recorded, you will not be required to have your camera on or orally intervene (you can participate through the chat). In these activities, active participation will be the norm. The instructor will lead the discussion,

but you are expected to take notes and think critically about what is said. Your instructor will encourage your participation by using the poll feature on Zoom or asking questions that you can answer in the chat or orally. You may use the chat function at any point during the session.

In the event that you are unable to attend any of these synchronous Zoom sessions on the day assigned to your group, you should contact your instructor to provide documentation that justifies your absence and to discuss one of the following alternatives: you may attend the meeting on a different day, or you may watch a recording of the session. The instructor will send you the link to the recording. You should watch the recording and email your instructor the “session minutes,” that is, a summary or an outline of the topics covered during the meeting and any follow-up questions that you may have.

These assignments will be graded on a credit/no-credit basis where 100%= attendance and active participation and 0%= no attendance or no active participation.

Office Hours

The office hours for this course are on Tuesdays from 1 PM – 2 PM or by appointment. They will be held in the instructor’s virtual office (see above under “Instructor”). Office hours are a recurring time when your instructor will be available in her office to meet with students regarding any topic related to the course that a student would like to talk about: assignments, content, etc. You will be required to attend office hours at least once throughout the semester. There is not a time requirement for this meeting, but for a meeting to be meaningful 10-15 minutes normally suffice. It may be a good idea to schedule this requirement around the due dates for the short essays, exams or the final paper components, but feel free to attend any time you would like additional support or talk to your instructor further about the readings.

This assignment will be graded on a credit/no-credit basis where 100%= attendance and active participation and 0%= no attendance or no active participation.

Short Essays

Every two modules and right before the midterm exam and the final exam you will write a short, 1-page essay. In this essay, you will be expected to carry out a close reading of an excerpt from *Don Quixote* that illustrates one of the topics discussed in the course or respond to one question similar to those of the discussion boards and the synchronous sessions. You will find more detailed instructions and resources on the format, requirements and expectations on Carmen.

This assignment will be graded following the rubric below.

Midterm (Thursday, Oct. 8, 2:20 PM – 3:40 PM)

The midterm exam will cover Part I of *Don Quixote*. You should be ready to discuss in depth any of the themes and topics discussed in the individual submissions, discussion boards, and synchronous sessions with classmates in Modules 1 and 2.

The format, requirements and expectations will be identical to those of the short essays; that is, it will consist of a short, 1-page essay in which you carry a close reading of an excerpt from *Don Quixote* that illustrates one of the topics discussed in the course or in which you respond to one question similar to those of the discussion boards and the synchronous sessions.

This assignment will be graded following the rubric below.

Final Exam (Thursday, Nov. 19, 2:20 PM – 3:40 PM)

The final exam will cover Part II of *Don Quixote*, but you can refer to Part I if relevant. You should be ready to discuss in depth any of the themes and topics discussed in the individual submissions, discussion boards, and synchronous sessions with classmates in Modules 3 and 4.

The format, requirements and expectations will be identical to those of the short essays; that is, it will consist of a short, 1-page essay in which you carry a close reading of an excerpt from *Don Quixote* that illustrates one of the topics discussed in the course or in which you respond to one question similar to those of the discussion boards and the synchronous sessions.

This assignment will be graded following the rubric below.

Final Paper (Monday, Dec. 7, 5:45 PM)

At the end of the semester, you will be expected to write a 4-5-page original research essay on one aspect of *Don Quixote* of your choosing. The assignment is divided into five components described below.

Pre-Writing Assignment: Topic, Thesis, Methodology, and Evidence

The final paper has been broken into smaller assignments to encourage you to reflect on the writing process. In the first assignment, you will decide on your topic, your research question, your preliminary thesis, your methodology, and the evidence you will use. You will find more specific instructions and resources on the corresponding assignment on Carmen.

This assignment will be graded on a credit/no-credit basis where 100%= complete and well-done and 0%= partially complete and/or not well done. The instructor will give you feedback before the next component of the final paper.

Abstract and annotated bibliography

After you have decided on a topic, thesis, methodology, and evidence, and received feedback from your instructor, you will write a 1-page abstract of your paper, which will roughly correspond to the 1-page of your final essay. Additionally, you will submit an annotated bibliography of 5-10 secondary readings (scholarly books and articles) that you will use to support your argument. You will find more specific instructions and resources on the corresponding assignment on Carmen.

This assignment will be graded on a credit/no-credit basis where 100%= complete and well-done and 0%= partially complete and/or not well done. The instructor will give you feedback before the next component of the final paper.

Rough Draft

After you have received feedback from your instructor, you will write the first draft of your final paper. You will find more specific instructions and resources on the corresponding assignment on Carmen.

This assignment will be graded on a credit/no-credit basis where 100%= complete and well-done and 0%= partially complete and/or not well done. The instructor will give you feedback before you write the final paper.

Peer Review

Before you edit your draft for final submission, you will receive additional feedback from two of your classmates. In turn, you will read two of your classmates' drafts and give them feedback following the rubric and adding comments that will be used to assess your final paper, which is the same rubric that was used to assess your short papers, midterm exam, and final exam.

This assignment will be graded on a credit/no-credit basis where 100%= complete and well-done and 0%= partially complete and/or not well done.

Final Paper

After receiving feedback from two peers and from your instructor, you will finish writing and polishing your 4-5-page original research essay on one aspect of *Don Quixote* of your choosing.

This assignment will be graded using the rubric below.

Additional Assignments

In addition to the recurring assignments, there will be sporadically additional assignments as needed as a response to real-world events or students' needs and requests. Some assignments in this category have already been incorporated into the course:

- “Start Here” module: In this module, you will learn about the mechanics of this online course, complete a syllabus quiz, change your Carmen notification settings, and other small assignments designed for you to succeed in this online course.
- Presentations: In this assignment, you will record a short video to introduce yourself to your instructor and your classmates.
- Check-in: At the end of each module, there will be a self-assessment or “check-in” assignment. This assignment is meant to guide students in their reflection of their learning process and give the instructor feedback about the format and content of the course.
- Watch film *The Man Who Killed Don Quixote* to review for the final exam. You are encouraged to discuss the film with your classmates and complete the assignment together. You can work with either of your Synchronous Sessions groups or with your discussion board group.

These assignments will be graded on a credit/no-credit basis where 100%= complete and well-done and 0%= partially complete and/or not well done.

OTHER COURSE POLICIES

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 formal grammar, spelling, and punctuation. Exclamation points, emoticons, emojis, and gifs are welcome.
- **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. A conversational tone is fine for non-academic topics.
- **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

POLICIES FOR THIS ONLINE COURSE

- **Quizzes and exams:** You must complete the midterm and final exams yourself, without any communication to other people. You may use your class notes from lectures and synchronous sessions, class discussions (discussion boards, collaborative documents), reading journals, and *Don Quixote*. You may NOT resubmit partly or in-whole previous class work or your short essay. Quizzes are included as Individual Submissions and are graded on a complete/not-complete basis (see "Assignment Description" above).
- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In your short essays, midterm exam, final exam, and final paper, you should follow MLA style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your final paper before you turn it in—but no one else should revise or rewrite your work.
- **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 formal collaboration with your classmates. Study groups are encouraged to review before the midterm exam and final exam. Peer-review of the short essays is accepted but should be limited to point to areas that need rewriting or clarification and not to changing the thesis, argument, or evidence. Comparing answers on the midterm exam

and the final exam is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.

- **Group projects:** This course includes one group assignments (see “Synchronous Sessions with Classmates” above), which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I have attempted to make the guidelines for group work as clear as possible, but please let me know if you have any questions.

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*, 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:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

Copyright disclaimer

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 at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at 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 on OIE, visit equity.osu.edu or email equity@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 find yourself feeling isolated, anxious or overwhelmed, please know that there are resources to help: ccs.osu.edu. 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 Prevention Hotline at 1-(800)-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

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. 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; 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.

- [CarmenCanvas accessibility](#)
- Streaming audio and video
- [CarmenZoom accessibility](#)
- Collaborative course tools

COURSE SCHEDULE

| Week | Dates | Topics, Readings, Assignments, Deadlines |
|-----------------|--------------------|---|
| 1 | Friday, Aug. 28 | Introduction to the Course |
| MODULE 1 | | |
| 2 | Monday, Aug. 31 | <i>Don Quixote</i> Part I, Prologue, To the Book of Don Quixote de la Mancha, chapters 1-5 |
| | Thursday, Sept. 3 | <i>Don Quixote</i> Part I, chapters 6-10 Discussion Board: Initial Post Synchronous Zoom Session with Instructor: Group A (2:20-3:40) |
| 3 | Monday, Sept. 7 | Labor Day |
| | Tuesday, Sept. 8 | <i>Don Quixote</i> Part I, chapters 11-15 Synchronous Zoom Session with Instructor: Group B (2:20-3:40PM) |
| | Thursday, Sept. 10 | <i>Don Quixote</i> Part I, chapters 16-21 Discussion Board: Responses Synchronous Zoom Session with Instructor: Group C (2:20-3:40PM) |
| 4 | Monday, Sept. 14 | <i>Don Quixote</i> Part I, chapters 22-26 Synchronous Zoom Session with Classmates |
| | Tuesday, Sept. 15 | Synchronous Zoom Session with Instructor: Group D (2:20-3:40PM) |
| MODULE 2 | | |
| | Thursday, Sept. 17 | <i>Don Quixote</i> Part I, chapters 27-31 |
| 5 | Monday, Sept. 21 | <i>Don Quixote</i> Part I, chapters 32-37 Discussion Board: Initial Post |
| | Tuesday, Sept. 22 | Synchronous Zoom Session with Instructor: Group B (2:20-3:40PM) |
| | Thursday, Sept. 24 | <i>Don Quixote</i> Part I, chapters 38-42 Synchronous Zoom Session with Instructor: Group C (2:20-3:40PM) |
| 6 | Monday, Sept. 28 | <i>Don Quixote</i> Part I, chapters 43-47 Discussion Board: Responses |
| | Tuesday, Sept. 29 | Synchronous Zoom Session with Instructor: Group D (2:20-3:40PM) |

| Week | Dates | Topics, Readings, Assignments, Deadlines |
|-----------------|-------------------|---|
| | Thursday, Oct. 1 | <i>Don Quixote</i> Part I, chapters 48-52 (End Part I) Synchronous Zoom Session with Classmates Synchronous Zoom Session with Instructor: Group A (2:20-3:40PM) |
| 7 | Monday, Oct. 5 | Final Paper: Pre-Writing Assignment Short Essay #1 |
| | Thursday, Oct. 8 | Midterm Exam (2:20PM-3:40PM) |
| MODULE 3 | | |
| 8 | Monday, Oct. 12 | <i>Don Quixote</i> Part II, Dedication to the Count of Lemos, Prologue to the Reader, and chapters 1-7 |
| | Thursday, Oct. 15 | <i>Don Quixote</i> Part II, chapters 8-15 Discussion Board: Initial Post Synchronous Zoom Session with Instructor: Group C (2:20-3:40PM) |
| 9 | Monday, Oct. 19 | <i>Don Quixote</i> Part II, chapters 16-21 |
| | Tuesday, Oct. 20 | Synchronous Zoom Session with Instructor: Group D (2:20-3:40PM) |
| | Thursday, Oct. 22 | <i>Don Quixote</i> Part II, chapters 22-28 Discussion Board: Responses Synchronous Zoom Session with Instructor: Group A (2:20-3:40PM) |
| 10 | Monday, Oct. 26 | <i>Don Quixote</i> Part II, chapters 29-35 Synchronous Session with Classmates |
| | Tuesday, Oct. 27 | Synchronous Zoom Session with Instructor: Group B (2:20-3:40PM) |
| MODULE 4 | | |
| | Thursday, Oct. 29 | <i>Don Quixote</i> Part II, chapters 36-44 |
| 11 | Monday, Nov. 2 | <i>Don Quixote</i> Part II, chapters 45-53 Discussion Board: Initial Post |
| | Tuesday, Nov. 3 | Synchronous Zoom Session with Instructor: Group C (2:20-3:40PM) |
| | Thursday, Nov. 5 | <i>Don Quixote</i> Part II, chapters 54-61 Synchronous Zoom Session with Instructor: Group D (2:20-3:40PM) |

| Week | Dates | Topics, Readings, Assignments, Deadlines |
|-------------|--------------------------|---|
| 12 | Monday, Nov. 9 | <i>Don Quixote</i> Part II, chapters 62-66 Discussion Board: Responses |
| | Tuesday, Nov. 10 | Synchronous Zoom Session with Instructor: Group A (2:20-3:40PM) |
| | Thursday, Nov. 12 | <i>Don Quixote</i> Part II, chapters 67-74 Synchronous Session with Classmates Synchronous Zoom Session with Instructor: Group B (2:20-3:40PM) |
| 13 | Monday, Nov. 16 | Abstract and annotated bibliography Short Essay #2 |
| | Tuesday, Nov. 17 | <i>The Man Who Killed Don Quixote</i> |
| | Thursday, Nov. 19 | Final Exam (2:20PM-3:40PM) |
| 14 | Monday, Nov. 23 | Final Paper Rough Draft Due |
| 15 | Monday, Nov. 30 | Final Paper: Peer Review |
| | Thursday, Dec. 3 | Final Remarks |
| 16 | Monday, Dec. 7 | Final Paper (5:45PM) |

RUBRIC FOR ESSAY-BASED ASSIGNMENTS

| | Exceeds expectations (9-10) | Meets expectations (8-9) | Somewhat meets expectations (7-8) | Scarcely meets expectations (6.5-7) | Does not meet expectations (0-6.4) |
|---------------------|---|---|---|---|---|
| Content | Demonstrates comprehension of concepts discussed in class and of other ideas, relevant to the topic, present in <i>Don Quixote</i> . | Demonstrates comprehension of concepts discussed in class. | Somewhat demonstrates comprehension of concepts discussed in class. | Scarcely demonstrates comprehension of concepts discussed in class. | Does not demonstrate comprehension of concepts discussed in class. |
| Thesis | Argument is clearly articulated and compelling, contains a thoughtful insight. | Argument is mostly clearly articulated and presents a reasonable idea, contains some insight. | Argument is somewhat clearly articulated and presents a reasonable idea, but somewhat broad and basic, lacking insight. | Argument is scarcely clear or illogical (shows misunderstanding of the prompt or text). | Thesis not evident; thesis is a fact or plot summary; thesis is missing. |
| Organization | Creates logical paragraphs and sentences that are connected in a meaningful manner. Demonstrates clear and thoughtful distribution of ideas. | Mostly creates logical paragraphs and sentences that are connected in a meaningful manner. Mostly demonstrates clear and thoughtful distribution of ideas. | Somewhat creates logical paragraphs and sentences that are connected in a meaningful manner. Somewhat demonstrates clear and thoughtful distribution of ideas. | Scarcely creates logical paragraphs and sentences that are connected in a meaningful manner. Scarcely demonstrates clear and thoughtful distribution of ideas. | Does not create logical paragraphs and sentences that are connected in a meaningful manner. Does not demonstrate clear and thoughtful distribution of ideas. |
| Introduction | Introduction grabs attention and provides meaningful context to a persuasive argument thesis). | Introduction sparks some interest and effectively introduces reasonable argument. | Introduction provides context for the argument but is obvious and/or basic. | Introduction or conclusion does not flow with the argument of the paper and/or contains blanket or vague statements. | Introduction is missing. |
| Evidence | Relevant details chosen; clearly and thoroughly support thesis. | Some details (but not quite enough) that support the main ideas. | Chosen details offer insufficient support, simple plot summary, or minimally relate to main idea. | Supporting details and information are typically unclear or not related to the topic. | Almost no support or support has no relation to the main idea. |

| | | | | | |
|---|---|---|--|---|--|
| Quotations: Analysis | Quotes are thoroughly developed and insightfully relevant. | Quotes are mostly well-developed and relevant. | Quotes are weakly developed, but show an attempt at analysis. | Quotes are scarcely analyzed. | No direct quotes or relevant paraphrasing. |
| Integration | Quotes are integrated smoothly into existing sentences and paragraphs. | Most quotes are integrated correctly. | Some quotes are integrated correctly. | Quotes are not integrated. | No direct quotes or relevant paraphrasing. |
| Conclusion | Conclusion effectively restates the argument, but fresh language and meaningful insight leaves reader wanting more. | Conclusion restates arguments, but uses new language and shows understanding of the big picture. | Conclusion restates arguments, but recycles previous statements verbatim. | Conclusion contains blanket or vague statements; needs development to be effective, does not flow with the argument of the paper. | Conclusion is missing. |
| Tone and Vocabulary | Tone is formal and academic. Accurate, sophisticated and varied word choice. | Tone is mostly formal and academic. Mostly accurate, sophisticated and varied word choice. | Tone is somewhat formal and academic. Somewhat accurate, sophisticated and varied word choice. | Tone is scarcely formal and academic. Scarcely accurate, sophisticated and varied word choice. | Tone is not formal and academic. Lack of accurate, sophisticated and varied word choice. |
| Mechanics: grammar, spelling, structure variety | Minimal errors; sophisticated and varied sentence structures. | Almost free of errors, but little variety of sentence structure or repetitive sentence structure. | Errors are distracting. | Errors interfere with meaning. | Errors interfere with comprehension of the text by the reader. |
| Follows MLA formatting conventions: title page, page headings, title, font, margins, spacing, citations, etc. | Zero formatting errors. | 1-2 formatting errors. | 3-4 formatting errors. | 5-6 formatting errors. | More than 6 formatting errors. |

Adapted from:

<https://studylib.net/doc/7388032/literary-analysis-rubric>

<https://www.edutopia.org/sites/default/files/pdfs/stw/edutopia-stw-yesprep-rubric-literary-analysis.pdf>

Spanish 2320: *Don Quixote* in Translation

Spring 2019, WF, 9:35 - 10:55 am, Hagerty 046

Prof. R. Haidt

Office: Hagerty 256

Office hours: 2:30- 4:00 pm Wednesdays, or by appointment

Professor Email: haidt.1@osu.edu; r.haidt@gmail.com

Course Description: The reading, discussion, and study of Miguel de Cervantes's novel *Don Quixote de la Mancha*, on an introductory level. The course will be taught in English, in lecture and discussion format.

This course applies to the GE Literature and as a Diversity Global Studies course:

GE Literature Goals

Students evaluate significant texts in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; and critical listening, reading, seeing, thinking, and writing.

Expected Learning Outcomes

1. Students analyze, interpret, and critique significant literary works.
2. Through reading, discussing, and writing about literature, students appraise and evaluate the personal and social values of their own and other cultures.

GE Diversity & Global Studies Goals

Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes

- GLOBAL STUDIES
 1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
 2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Course-specific Objectives: After participating successfully in this course, students will:

- have read one of the world's classic, most important, and most influential works of literature, regularly voted "the best novel ever written" by writers and scholars around the world
- have gained knowledge of select background information (historical, cultural, social) important for comprehension of the characters, settings and situations explored by Cervantes

- have gained an understanding of some key themes and ideas explored by Cervantes through the novel
- have developed the ability to speak and write briefly and effectively to apply/bring together background and textual knowledge to/with the student's own thinking about questions, ideas and characters in the novel
- have a better idea of the meanings of "culture" with regard to the ways that works of fiction challenge readers, help them think and grow, and thereby enrich society

Required Texts:

Don Quixote de la Mancha (translation by John Rutherford; Penguin paperback edition: ISBN-10: 0142437239 or ISBN-13: 978-0142437230)

This is the required translation you are to purchase at University Bookstores or through Amazon.com.

--Handouts, provided in class, which count as required course material.

--Film and videos to be shown in class and/or assigned for watching outside of class at OSU's Secured Media Library

Participation & Attendance:

Students are required to come to class prepared, to attend class, and to participate actively in class discussions in a constructive way. "Participate" means be prepared, alert, attentive; a friendly contributor and respondent in class. "Prepared" means that you have looked up words you don't understand in the reading, taken notes on your reading and in class (if that helps you), and reflected on what you've read, heard and seen. "Prepared" also means that you take your assignments seriously, try to do your personal best in executing them, and strive for excellence. This is the greatest novel ever written: be present as you engage with it!

Students must have assigned readings completed before coming to class on the day for which a particular assignment is listed in the syllabus. Even if we do not cover all the assigned reading on that particular day, in order to keep up with the demands of the book you **MUST** have the listed reading done before coming to class for the day it is assigned anyway. As you quickly will discover, there are a lot of adventures and a lot of characters in this book, and keeping up with the reading is a way to give yourself processing time to pull all the different wild and crazy threads together into some kind of pattern that makes sense. **Note:** Some days we will have no class, but you still need to be reading to keep up with assignments.

Absences beyond two will require official written documentation of legitimate absence (e.g. coach's official note, ROTC, emergency surgery or hospitalization with official release papers and documentation, out of town job interview with documentation, etc.) to avoid lowering of the attendance portion of the final grade.

Written work:

***Minute papers:** There will be weekly "minute papers" at some point in class (usually at the end, but sometimes in the middle of a given class period). Minute papers are one or two

questions on a sheet of paper (that I will distribute in class) that students are to answer in a couple of minutes in concise, thoughtful responses (in the form of well-constructed full sentences) addressing the topic of the question(s), and then turn back to me in that same class session. These questions are designed to enhance learning during a particular class period. Minute papers require students to organize their thinking about the material covered during class, and to focus on their own perceptions and questions with regard to what is being covered. Minute papers also help instructors gauge where students are with their learning and how they are assimilating new ideas and material. **Each student will need to have turned in at least 10** thoughtful, pertinent, topic-relevant, well-constructed, completed minute paper response sheets to get full credit for the component of the grade. I will return minute papers from a particular class, at the beginning of the next class session. (If a student has documented illness or other official excuse for absence on the day of a missed minute paper, that student can get the full 10% for 9 completed and turned-in minute papers, if the 9 are satisfactory).

***Quizzes and exams:** There will be **5 pop quizzes** in class over the course of the semester. Each quiz contains five questions. Each quiz is graded on a 100 point scale, so each question will be worth 20 points. The quizzes can be on the reading assigned for the day, on material covered in the lectures, on readings/lecture material from the previous session(s), or on some combination of these. **Note that lecture material can be included in quiz questions.** The quizzes are intended to indicate to both you and me how well you are keeping up with and paying attention to what you read, to what is discussed in class, and to what is covered in review sessions. (Remember: you are responsible for asking questions either in class or in review sessions when you do not understand something!) There will also be a **midterm exam and a final exam**. I will hand out study guides before the midterm and the final.

Review sessions in class: Our study of the world's greatest novel will benefit from some review as we go along. I will be holding several **in-class Review sessions** throughout the semester. These review sessions are **mandatory**, and will be very helpful to you in terms of getting questions answered and complexities clarified. Attendance will be taken. Full and active participation is required in review sessions. Ask questions, answer questions. I will cover key episodes/characters/themes in these reviews; however, it will not be possible to cover all the material in all the chapters. **NOTE** that you need to take handwritten notes if you think notes will be helpful to you (which they will): **I do not post lectures or notes online or in any other format.** If you have any questions about the review sessions or about the material to be reviewed, please direct them to me at haidt.1@osu.edu.

Canvas site and note-taking: The Carmen/Canvas site for this class has not been activated. I do not post lecture notes or Power Points online. **I do recommend that you take class notes**, especially because material presented during the lectures may also appear on quizzes and tests. **Did you know that researchers have found that taking notes by hand improves retention rates for material?**

If you have an officially diagnosed special need or disability that impacts on your function in class, please let me know as soon as possible so that we might make special arrangements to meet your needs.

Grading:

attendance/participation: 15%

10 total in-class “minute papers”: 10%

Pop quizzes: 5 @ 5% = 25%

Midterm: 25%

Final: 25%

GRADING SCALE

| Percentage% | Letter Grade | Percentage % | Letter Grade |
|-------------|--------------|--------------|--------------|
| 100 – 93 | A | 77 – 73 | C |
| 92 – 90 | A- | 72 – 70 | C- |
| 89 – 88 | B+ | 69 – 68 | D+ |
| 87 – 83 | B | 67 – 65 | D |
| 82 – 80 | B- | 64.9 – 0 | E |
| 79 – 78 | C+ | | |

----The fine print/the stuff you already know but that nonetheless merits stating here:

---You are responsible for reading this syllabus and doing classwork/assignments/performing according to what is stipulated on the syllabus.

--This syllabus, including readings and assignments detailed therein, is subject to change by the instructor, who—if syllabus is revised-- will send a revised syllabus to class members.

--Do not cheat, copy, plagiarize etc. If it is discovered that your quizzes, minute papers, or exams contain material in any way not your own original contributions, I will initiate academic misconduct proceedings. Please re-acquaint yourselves with the University's codes of ethics and academic conduct.

--Have a positive, constructive attitude in class.

Academic Misconduct:

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

Statement on Disability Services (recommended 16 point font):

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.

Mental Health Statement:

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.

Schedule of classes/readings/films:

Wednesday January 9 Introduction, first day of class.

Friday January 11 Read the packet handed out on the first day of class. Read *Don Quixote* Part I, Prologue and Chapters 1-4 (pp. 11-47). **Also**, at home, from OSU's Secure Media Library: **Watch** the film "Europe in the Middle Ages: Christians, Jews and Muslims in Medieval Spain".

Wednesday January 16 Have read the packet of materials handed out; Read Part I, chapters 5 - 10 (pp. 48-82). **ALSO**, at home, from OSU's Secure Media Library: **Watch** the film "Moslems in Spain."

Friday January 18 Read *Don Quixote* Part I, Chapters 11-21 (pp. 83-176)

Wednesday January 23: Discussion

Friday January 25 Film in class: *Don Quixote*

Wednesday January 30 Finish film in class. Discussion. **Read** *Don Quixote* Part I, Chapters 22-31 (pp. 176-288)

Friday February 1 In-class Review

Wednesday February 6 Read *Don Quixote* Part I, Chapters 32-35 (pp. 289-337)

Friday February 8 Read *Don Quixote* Part I, Chapters 36-46 (pp. 338-433)

Wednesday February 13 Discussion

Friday February 15 Read *Don Quixote*, Part I, Chapters 47-52, end of Part I (pp. 433-479).
Distribution of study guide.

Wednesday, February 20 In-class Review

Friday, February 22 MIDTERM IN CLASS

Wednesday, February 27 Read *Don Quixote* Part II, Prologue and Chapters 1-9 (pp. 483-542)

Friday March 1 Read *Don Quixote* Part II, Chapters 10-15(pp. 543-581)

Wednesday, March 6 open slot day

No class on Friday, March 8

Wednesday, March 20 Discussion

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Friday March 22 Read *Don Quixote* Part II, Chapters 16-30 (pp. 581-692)

Wednesday March 27 Read: *Don Quixote* Part II, Chapters 31-43 (pp. 692-775)

Friday March 29 In-class Review

Wednesday April 3 Read *Don Quixote* Part II, Chapters 44-56 (pp. 776-869)

Friday April 5 Read *Don Quixote* Part II, Chapters 57-65 (PP. 869-934)

Wednesday April 10 Discussion

Friday April 12 Read *Don Quixote* Part II, Chapters 66-74 (pp. 934-982) (to end of book).
Distribution of Study Guide

Wednesday April 17 Discussion; In-class Review

Friday April 19 Final Examination in class

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: SPAN 2320

Instructor: Lucía Aja López

Summary: Don Quixote in Translation

| 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"> • Office 365 • Carmen |
| 6.2 Course tools promote learner engagement and active learning. | X | | | <ul style="list-style-type: none"> • CarmenZoom • Live lectures. • Carmen Discussion Board posts. |
| 6.3 Technologies required in the course are readily obtainable. | X | | | All tools are available via OSU site license free of charge. |
| 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 external tools 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 | | | No 3 rd party tools are used. |
| 8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners. | X | | | Instructions are provided to obtain materials in another format. |
| 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: 10/29/20
- Reviewed by: Ian Anderson

Notes: This looks good!

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

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

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