

## Term Information

Effective Term Summer 2021  
*Previous Value* Spring 2014

## Course Change Information

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

Update course numbering & description, and officially add ONLINE teaching modality

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

Eliminate "shell" based course numbering, officially add ONLINE teaching modality

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 1103  
*Previous Value* 1103.01  
Course Title Spanish III  
Transcript Abbreviation Spanish 3  
Course Description Continuing development of listening, reading, speaking, and writing skills in cultural contexts. Both classroom-based and 100% online sections available each semester. A grade of C- or above is required to continue to 2202. Not open to native speakers of this language through regular course enrollment or EM credit.  
*Previous Value* Continuing development of listening, reading, speaking, and writing skills in cultural contexts. A grade of C- or above is required to continue to 2201.01/.51 and/or 2202.01/.51. Not open to native speakers of this language through regular course enrollment or EM credit.  
Semester Credit Hours/Units Fixed: 4

## Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? Yes  
Is any section of the course offered 100% at a distance  
*Previous Value* No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam Yes

**COURSE CHANGE REQUEST**  
1103 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
01/19/2021

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<b>Exam Type</b>	Advanced Placement Program, College Level Examination Prog, Departmental Exams, International Baccalaureate, EM Tests via Office of Testing
<b>Admission Condition Course</b>	Yes
<b>Admission Condition</b>	Foreign Language - Level
<b>Off Campus</b>	Never
<b>Campus of Offering</b>	Columbus, Lima, Mansfield, Marion, Newark

## Prerequisites and Exclusions

<b>Prerequisites/Corequisites</b>	Prereq: 1102 or 1155 or equivalent course.
<b><i>Previous Value</i></b>	<i>Prereq: 1102.01 (103.01) or 1155 (103.66).</i>
<b>Exclusions</b>	Not open to students with credit for 1103.01, 1103.51, 2202.01 or 2202.51, or equivalent courses.
<b><i>Previous Value</i></b>	Not open to students with credit for 104, 104H, 2200H, 1103.51, 2201.01, 2201.51, 2202.01, or 2202.51.
<b>Electronically Enforced</b>	No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

<b>Subject/CIP Code</b>	16.0905
<b>Subsidy Level</b>	Baccalaureate Course
<b>Intended Rank</b>	Freshman, Sophomore, Junior, Senior

## Requirement/Elective Designation

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

## Course Details

<b>Course goals or learning objectives/outcomes</b>	<ul style="list-style-type: none"><li>• Foreign Language coursework develops students' skills in communication across ethnic, cultural, ideological, and national boundaries, and helps students develop an understanding of other cultures and patterns of thought</li><li>• Demonstrate basic communicative skills (e.g., speaking, listening, reading, and/or writing) in a language other than their native language</li><li>• Learn about the cultural contexts and manifestations of the peoples who speak the language that they are studying</li><li>• Recognize and understand differences and similarities between the cultures and communities of the language that they are studying and their own</li><li>• Demonstrate increased understanding of their own culture</li><li>• Demonstrate increased understanding of how language works</li></ul>
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**COURSE CHANGE REQUEST**  
1103 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
01/19/2021

**Content Topic List**

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

**Sought Concurrence**

No

**Attachments**

- SPAN 1103-Assessment Plan.docx: DL\_F2F GE assessment plan  
*(GEC Course Assessment Plan. Owner: Sanabria, Rachel A.)*
- IPA Rubrics-SPPO-11022020.pdf: supporting docs  
*(Other Supporting Documentation. Owner: Sanabria, Rachel A.)*
- SPAN\_1103\_DL\_Syllabus\_Final.docx: DL syllabus  
*(Syllabus. Owner: Sanabria, Rachel A.)*
- F2F\_SPAN 1103 Syllabus\_SP20\_FINAL.docx: F2F syllabus  
*(Syllabus. Owner: Sanabria, Rachel A.)*
- SPAN 1103 Tech Assessment 12-6-21.docx: Tech Assurance  
*(Other Supporting Documentation. Owner: Sanabria, Rachel A.)*

**Comments**

- As we have never had an P/DL assessment plan on file for this course, and the Language Studies Team worked hard on it, I have included it here (although not required). *(by Sanabria, Rachel A. on 01/06/2021 11:47 AM)*
- Please upload the GE assessment plan for the online version of this GE course. Panels ask to look at these for online GE courses. If it is the same as for the in-person course, please just upload that one. Many thanks. *(by Vankeerbergen, Bernadette Chantal on 10/05/2018 03:17 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Sanabria, Rachel A.	09/25/2018 11:43 AM	Submitted for Approval
Approved	Sanabria, Rachel A.	09/25/2018 12:05 PM	Unit Approval
Approved	Heysel, Garrett Robert	09/28/2018 07:16 PM	College Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	10/05/2018 03:18 PM	ASCCAO Approval
Submitted	Sanabria, Rachel A.	01/06/2021 11:47 AM	Submitted for Approval
Approved	Podalsky, Laura	01/06/2021 12:32 PM	Unit Approval
Approved	Haddad, Deborah Moore	01/06/2021 03:52 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Hilty, Michael Vankeerbergen, Bernadette Chantal	01/06/2021 03:53 PM	ASCCAO Approval



THE OHIO STATE  
UNIVERSITY

SPAN 1103  
Spanish III (Online Lecture, 4 Credit Hours)  
Course Description, Policies, Grading Procedures, and Syllabus  
*Autumn 2020*

**COURSE CONTACT INFORMATION**

**Instructor:** X

**Class Section Number(s):** X

**E-mail:** <XXXX.XX@osu.edu>

**Office:** XXX Hagerty Hall

**Personal CarmenZoom Room & Passcode:** XXXX

**Virtual Office Hour** (for Instructor's Students Only, held in Personal CarmenZoom Room): XXXX, or by appt.

**Virtual TLC Hours** (for All Enrolled SPPO Students, held in Personal CarmenZoom Room): TR 10:30AM-11:30AM

**For all Dept. Virtual TLC Hours:** <https://sppo.osu.edu/undergraduate/tlc>

**SPANISH & PORTUGUESE LANGUAGE PROGRAM ADMINISTRATION**

**Language Program Director:** Dr. Holly Nibert

**E-mail:** [nibert.3@osu.edu](mailto:nibert.3@osu.edu)

**Office:** 240 Hagerty Hall; **Phone:** (614) 292-7125

**Virtual Office Hours** (held in Personal CarmenZoom Room):  
WF 1:00-2:00PM, or by appt.

**Personal CarmenZoom Room & Passcode:**

<https://osu.zoom.us/jv/hollynibert> (Passcode: Butter)

**Asst. Lang. Program Director:** Dr. Richard Henricksen

**E-mail:** [henricksen.6@osu.edu](mailto:henricksen.6@osu.edu)

**Office:** 277 Hagerty Hall; **Phone:** (614) 688-1482

**Virtual Office Hours** (held in Personal CarmenZoom Room):  
MT 10:00-11:00AM, or by appt.

**Personal CarmenZoom Room & Passcode:**

**Asst. Language Program Director:** Megan Lobert, M.Ed.

**E-mail:** [lobert.3@osu.edu](mailto:lobert.3@osu.edu)

**Office:** 249 Hagerty Hall; **Phone:** (614) 688-5434

**Virtual Office Hours** (held in Personal CarmenZoom Room):  
WR 2:00-3:00PM, or by appt.

**Personal CarmenZoom Room & Passcode:**

<https://osu.zoom.us/jv/meganlobert> (Passcode: James)

**SPAN 1101-1103 Online Coordinator:** Mike Mara, M.Ed.

**E-mail:** [mara.6@osu.edu](mailto:mara.6@osu.edu)

**Office:** 265 Hagerty Hall

**Virtual Office Hours** (held in Personal CarmenZoom Room):  
WF 11:00-12:00PM, or by appt.

**Personal CarmenZoom Room & Passcode:**

**TECH SUPPORT**

1. Carmen and non-MyLab (ML) technology issues, questions, or requests:

- Self-Service and Chat Support: <http://ocio.osu.edu/selfservice>
- Phone: 614-688-HELP (4357); TDD: 614-688-8743
- Email: [8help@osu.edu](mailto:8help@osu.edu)

2. MyLab technology issues, questions, or requests:

- Self-Service and Chat Support: <https://support.pearson.com/getsupport/s/>

3. TalkAbroad technology issues, questions, or requests:

- Self-Service and Chat Support: <https://talkabroad.com>

4. Tech Tutoring with Student Mentors:

**A. COURSE DESCRIPTION AND OBJECTIVES**

**1. Overview**

As the continuation of Spanish 1102 or 1155, Spanish 1103 presupposes beyond-basic knowledge of the Spanish language and the cultures that speak it, including their perspectives, practices, and products. Spanish 1103 employs a

multifaceted, communicative approach to adult second language acquisition that foment the continued development of the four skills of listening, speaking, reading, and writing. By the semester's end, students will be able to comprehend, speak, read, and write the language at an intermediate level by using more complex vocabulary and grammar to carry out essential communicative functions in context and in culturally appropriate ways. These goals are best achieved through meaningful and consistent application of Spanish as the primary language of communication in the virtual classroom. In addition, active participation on a weekly basis is critical for successful L2 acquisition (i.e., *in order to acquire Spanish, you must be engaged intensively in its use*). As a fully-online, self-directed language course, effective time management and self-discipline are critical to student success. It is recommended that students engage with the material on a daily basis (versus attempting to complete all the assignments at once).

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

Foreign language coursework develops a learner's communication skills across ethnic, cultural, ideological, and national boundaries, and helps students develop a better understanding of other cultures and patterns of thought, as well as their own language and culture. For all Spanish courses (1101 through 2202 and beyond), the target language (Spanish) is the primary language of instruction.

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

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

In SPAN 1103, these ELOs are manifested in the following concrete ways. Students will...

- Continue to develop a vocabulary base relevant to immediate scenarios, including travel and tourism, the airport, health and wellness, healthcare, the workplace and various professions, want ads and job interviews, technology, the environment, and the future of these.
- Develop a working knowledge of more complex grammatical structures, including adverbs ending in *-mente* (-ly), the prepositions *por* versus *para*, the subjunctive mood in noun clauses, adjective clauses, and adverbial clauses, formal and informal commands, past participles, the present perfect tense, the future tense, and the conditional tense.
- Use vocabulary and grammar to carry out various communicative functions in context, such as making travel arrangements, describing travel experiences, communicating about one's ailments, responding to want ads, interviewing for a job, discussing technology, discussing the environment, asking others to do things, giving advice, expressing emotions, opinions, and beliefs, talking about what has happened, talking about will happen, talking about what would happen (under a certain condition), and speculating about the present and the past.
- Listen to and understand complex passages and conversations in context.
- Read and understand complex, authentic texts.
- Write a series of comprehensible paragraphs that express complex ideas about the scenarios studied.
- Speak at a comprehensible level to engage in interpersonal conversations and express ideas about the scenarios studied.
- Demonstrate an understanding of the perspectives, practices, and products (ACTFL's 3 P's) of various Spanish-speaking cultures.
- Demonstrate knowledge of the geography of the Spanish-speaking world.
- Use technology and expand digital literacy to explore and reinforce cultural and linguistic concepts.

## B. COURSE MATERIALS

### 1. Required Course Materials

#### 1.1. Student Access Code to Pearson's MyLab and eText for *¡Arriba! Comunicación y cultura* (7th edition, 2019 Release)

### by co-authors Zayas-Bazán, Bacon & Nibert

As indicated in an email that you should have received from CarmenBooks, you already purchased the textbook for this course upon enrolling as part of your OSU tuition and fees. Its cost (\$38.99 for the semester, or 5 months) should appear as a CarmenBooks fee on your Statement of Account. (No more waiting for financial aid or scholarship money to purchase your textbook!) You are ready to go! To begin, go to [www.pearsonmylab.com](http://www.pearsonmylab.com). You will need the following information to access the course materials:

- **MyLab Student Access Code** for SPAN 1103: **SPAAR-SCOFF-LADEN-SIXTE-TANIS-VEXES**
- **MyLab Course ID** for this specific class section of SPAN 1103: **XXXXX**

If you drop this course *before the first Friday of the semester*, you will receive a 100% refund from CarmenBooks for this textbook. If you drop this course *after the first Friday*, however, you will receive no refund (0%).

If you already purchased a Student Access Code for *¡Arriba!* (7th ed.) previously (for example, through Pearson's website, the bookstore, or some other means, or if you purchased a multi-semester subscription to this textbook during a previous semester that has not yet expired), you may opt out of CarmenBooks. To do so, please email [carmenbooks@osu.edu](mailto:carmenbooks@osu.edu) as soon as possible. Then go to [www.pearsonmylab.com](http://www.pearsonmylab.com) and use the Student Access Code that you already own, along with the Course ID above, to access the course materials.

### 1.2. Two Conversations in TalkAbroad

Create a free TalkAbroad account at [www.talkabroad.com](http://www.talkabroad.com), if you do not already have one. Then, purchase two (2) thirty-minute conversations at the cost of \$15 each. **[NOTE:** If you are taking three semesters or more of Spanish language courses at OSU (i.e., SPAN 1101-2202), you may want to consider purchasing the five minimum conversations required to receive the discounted price of \$10.00 per conversation (5 sessions x \$10.00 = \$50), since two TalkAbroad assignments will be required per course level after SPAN 1101. Any unused conversations purchased will not expire. If you have conversations remaining that you would like to use outside of our courses, please let us know, so that we can "anchor" you in a course to be able to use them.]

- **TalkAbroad Course ID** for this specific class section of SPAN 1103: **Niber2019-XXXXXX**

## 2. Optional Course Materials

- **Brief version** of the **print textbook** (with Chapters 1-12 and a *brown cover*) *¡Arriba! Comunicación y cultura* (7th ed.) 2019, by Zayas-Bazán, Bacon & Nibert.
- **Canvas mobile app** available in Apple App Store & Google Play
- Spanish-English/English-Spanish **Dictionary** (See <https://sppo.osu.edu/undergraduate/tlc>) for suggested online dictionaries.)
- Access to the free **Companion Website** for *¡Arriba! Comunicación y cultura* (7th ed.) at <https://mediadev.pearsoncmg.com/alt/myspanishlab/arriba7e/cw/index.html>

## C. COURSE TECHNOLOGY

### 1. Required Equipment

- **Required Hardware**
  - **Computer, Tablet or Smart Phone:** Current Mac (OS X 10.10+) or PC (Windows 7+); iPhone/Android
  - **Internet:** High-speed internet connection
  - **Webcam:** Built-in or external webcam, fully installed
  - **Microphone:** Built-in laptop or tablet mic or external microphone
- **Required Software**
  - **Browser:** Google Chrome

### 2. Required Basic Technical Skills

- Basic computer & web-browsing skills
- Navigating CarmenCanvas (Ohio State's learning management system, or LMS, also known as simply "Carmen")

### 3. Required Basic Technology Skills

- **Audio-Video Tools:** The course requires a basic understanding of specific audio & video tools in order to communicate in the online classroom and complete required course assignments.
- **Pearson's MyLab:** Students must be able to acquire the ability to access and navigate course materials located in Pearson's MyLab platform.

#### 4. Accessibility

For information regarding accessibility to TalkAbroad, Pearson's MyLab, and CarmenZoom, please consult the following websites:

- **TalkAbroad:** <https://talkabroad.com/index/terms>
- **Pearson's MyLab:** <http://www.pearsoned.com/accessibility/>
- **Zoom:** <https://zoom.us/accessibility>

#### 5. Privacy

For information regarding the privacy policies for TalkAbroad, Pearson's MyLab, and CarmenZoom, please consult the following websites:

- **TalkAbroad:** <https://talkabroad.com/index/terms>
- **Pearson's MyLab:** <https://register.pearsoncmg.com/w3c/privacy.htm>
- **Zoom:** <https://zoom.us/policy>

### D. COURSE POLICIES

#### 1. Course Prerequisite

Spanish 1103 is for students who have earned regular course credit or Transfer Credit for Spanish 1102 or 1155, or who have placed into the level via the Spanish placement test (i.e., the Multimedia Computer Adaptive Test, or MultiCAT). Spanish 1103 is **not** open to native speakers of Spanish or to students who have OSU EM (Examination Mark) test credit or transfer credit for 1103.

#### 2. Course Sequence

Spanish 1103 is the final course in the three-course sequence (1101, 1102, 1103) or the two-course sequence (1155 and 1103) that fulfills the foreign language requirement of the College of Arts and Sciences. Students enrolled in Spanish 1103 are eligible to enroll in Spanish 2202 upon successful completion of this course.

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

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

#### 4. More on Foreign Language EM Proficiency Testing

Heritage speakers of Spanish, as well as students who deem that, due to self-study or travel abroad, they have developed Spanish skills beyond their MultiCAT placement and/or recent course work, should consider taking the EM Proficiency Test. Eligible students may seek credit by examination (EM) for Spanish 1101, 1102, 1155, 1103 or 2202. Students can only take the EM Proficiency Test for the course level into which they have placed or are currently enrolled, but only during the first week of the semester in the latter case. Students who have audited, received a "W", or earned a failing grade for a Spanish course are not eligible for an EM Proficiency Test. For more information, see <https://sppo.osu.edu/undergraduate/language-program/departmental-exams> and email Dr. Richard Henricksen at [henricksen.6@osu.edu](mailto:henricksen.6@osu.edu).

## 5. Academic Misconduct

"It is the responsibility of the Committee on Academic Misconduct (COAM) to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term 'academic misconduct' includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. If your instructor suspects academic misconduct, they are obligated by University Rules to report any suspicions to COAM (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct at <https://studentlife.osu.edu/resources/>." Academic misconduct is defined as any activity that tends to compromise the academic integrity of the institution, or subvert the educational process. Such instances include, but are not limited to: cheating on assignments or exams, collusion, falsification of excuses, submitting work from a previous semester without explicit permission of the current instructor, violation of course rules contained in the syllabus or provided in class, or plagiarism. Plagiarism is the representation of another's works or ideas as one's own: it includes the unacknowledged word for word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas. *Using online or electronic translators is a form of plagiarism when used to form phrases longer than a few words.* Plagiarism via the Internet is not only dishonest; it is also likely to be caught. Formal writing assignments, if they are clear and course-specific, do not match well content available on the Internet, and search engines make the detection of plagiarism as easy as plagiarism itself. For a written piece or oral report, for example, aim to use the vocabulary, grammatical structures, and strategies that you have learned in this course. Paraphrase information; do not "cut and paste" entire paragraphs from the Internet. For more on university policies concerning plagiarism, including information on the formal hearing process by the Committee on Academic Misconduct, visit the COAM FAQ page.

## 6. Student Life Disability Services (SLDS)

### 6.1. General Accommodation Requests

"Students with disabilities that have been certified by the Office of Student Life Disability Services (SLDS) will be appropriately accommodated and should inform the instructor as soon as possible of their needs." The Office of SLDS is located in 098 Baker Hall, 113 W. 12th Ave.; telephone 614-292-3307, TDD 614-292-0901; [slds.osu.edu](https://slds.osu.edu). This online course requires use of a variety of technology such as Carmen (Ohio State's learning management system) and other online communication and multimedia tools (e.g., streaming audio and video, synchronous and asynchronous course tools, etc.). If you need additional services to use any of these technologies, please request accommodations with your instructor immediately.

### 6.2. COVID-Related Accommodation Requests

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](#), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please notify your instructor immediately to privately discuss options. In order to establish reasonable accommodations, your instructor may request that you register with Student Life Disability Services. After registration, you will make arrangements with your instructor as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. As mentioned above, the Office of SLDS is located in 098 Baker Hall, 113 W. 12th Ave.; telephone 614-292-3307, TDD 614-292-0901; [slds.osu.edu](https://slds.osu.edu).

## 7. Mental Health Services

"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/is 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](http://ccs.osu.edu) or calling (614) 292-5766. CCS is located on the 4th Floor of the Younkin Success Center and the 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](http://suicidepreventionlifeline.org)."

## 8. Communication Guidelines & Expectations

### 8.1. Channels of Communication

#### 8.1.1. Announcements

Be sure to pay close attention to the "Announcements" feature in CarmenCanvas for this course. Your instructor will post administrative announcements about the course *to the entire class* through this channel of communication. You will be able to reference administrative details about various aspects of the course, *all in one place*. Examples of information to be posted include reminders about homework assignments or deadlines, instructions on how and where to sign up for oral exams, updates on when you might expect an assessment to be graded or how a particular aspect was graded, etc. This channel is a centralized place for important information from your instructor— one that avoids a need for various emails that might get lost or become disorganized in your OSU email account.

#### 8.1.2. OSU Email

If your instructor needs to communicate with you individually, or if you need to communicate with him/her privately, please use your OSU email account <lastname.#@osu.edu>. Some examples of reasons to use email include: to request an appointment outside of the instructor's established office or tutoring hours, to provide documentation to account for a missed assignment or exam, to request a letter of recommendation, etc. Please know that, due to FERPA (a U.S. federal law from 1974), your instructor cannot correspond with you outside of official university channels. Email messages sent from another type of account (such as <gmail>) will be answered by your instructor only with a request to resend the message through the official OSU email system. Lastly, if you contact your instructor via email, you can expect a response within 24-48 hours, during normal business days (i.e., Monday-Friday). For example, an email sent at 3:00 PM on Friday will receive a response before or by 3:00 PM on the following Tuesday. All email correspondence shall remain professional and respectful in nature.

#### 8.1.3. eClassroom

An eClassroom has been created for your class in CarmenCanvas. The eClassroom is meant to be a virtual forum where you can freely and openly connect with both your classmates and your instructor in writing. Examples of its use may include posting a clarification question about a grammar topic, asking for help with a particular item that you find difficult on a homework assignment, offering helpful explanations or tips to your classmates, organizing a study group, etc. The eClassroom is a safe, respectful, and authorized space where you can connect and collaborate in writing, with monitored and equal access to help with the course content.

#### 8.1.4. Virtual Office Hour and Virtual TLC Hours

Beyond the eClassroom, don't forget that your instructor also has a virtual office hour set aside for his/her students in his/her Personal CarmenZoom Room (or simply "Zoom room"). Furthermore, your instructor will hold virtual TLC (or "tutoring") hours through Zoom for any student enrolled in a course in our Department this semester. For details, please refer to the "Course Content Information" at the beginning of this document.

### 8.2. Tone & Civility

It is important to recognize the role we each play in maintaining a supportive online-learning community. Remember that sarcasm, irony, etc., which rely heavily on subtleties of tone of voice, body language, and other nonverbal cues to accurately convey the intent, do not always directly transfer in online discourse. In order to cultivate and sustain a safe learning environment in which we can communicate freely, and be free to amicably disagree, it is crucial to be cognizant of our tone while participating in the online community.

### 8.3. Writing Style

While there is no need to participate in class activities as if you were writing a formal academic paper, you should remember to write using good grammar, spelling and punctuation. Informal writing (including an occasional emoticon) is fine for non-academic topics. All communication should avoid the use of vulgar, sexually suggestive, or otherwise inappropriate content.

#### 8.4. Grading & Instructor Feedback

For instructor-graded assignments (for example, the TalkAbroad reflection, the Formal Writing Assignment, etc.), feedback will be provided within **seven business days**. If you wish to discuss an assignment, please do not hesitate to contact your instructor privately with any questions, comments, or concerns.

### 9. Requirements for Student Participation

#### 9.1. Logging in to Carmen

Although the course assignments will normally require logging in to Carmen and MyLab multiple times per week, it is important to check Carmen **at least once at the beginning of every week for course announcements and weekly assignments**. [NOTE: This includes weeks with holidays and/or less online activity!]. Failing to submit an assignment because you did not log in to Carmen until the end of the week is **not** an acceptable excuse and, barring extenuating circumstances, you will **not** be granted an extension to complete a missed assignment. If you have a situation that may cause you to miss an entire week of class, please discuss it with your instructor in advance and *as soon as possible*.

#### 9.2. Attendance and Participation in Various Synchronous Speaking Experiences

A typical week in this course provides one to two opportunities to practice speaking Spanish live with others, which is an important and necessary second language skill. These opportunities will involve classmates, your instructor, or a conversation partner living in a Spanish-speaking country through the TalkAbroad platform. You should expect to meet synchronously in a virtual platform for **at least one hour per week**.

Specifically, there will be five types of synchronous experiences in this course. Three of these types will be scheduled in conjunction with your instructor: **1)** two administrative meetings (in English), **2)** ten *Clases virtuales*, and **3)** one oral exam. The other two types will be scheduled in conjunction with your classmates or conversation partner: **4)** ten *Charlas con unos/as compañeros/as de clase*, and **5)** two TalkAbroad conversations, respectively. For additional details about each assignment type, consult "G. GRADE COMPONENTS AND POLICIES" below.

Please note that **attendance is mandatory at all synchronous sessions, with the exception of the administrative meetings, which are recorded and available to watch at a later time**. If you are unable to attend a synchronous session, you must notify your instructor and/or classmate(s) as soon as possible. Please also review the cancellation policy for the TalkAbroad conversation under Section 2.3 of "G. GRADE COMPONENTS AND POLICIES" below.

### 10. Guidelines & Expectations for CarmenZoom

This course requires frequent use of CarmenZoom in order to complete required synchronous assignments. You may also wish to use CarmenZoom to host virtual study groups and/or host additional conversations in Spanish during the semester. Regardless of the type of virtual meeting, it is important that all students respect basic guidelines while using CarmenZoom to ensure a positive learning experience. Please carefully review the guidelines and expectations outlined in Appendix 4 and try to abide by them throughout the semester. If you have any questions, please contact your instructor.

### 11. Technology Issues & Submission of Work

It is critical that you have access to reliable equipment throughout the semester. However, we recognize that at times even the most reliable technology can malfunction. **With this in mind, we strongly recommend that you give yourself extra time to complete assignments in the event that you do experience a technical issue**. This is especially true for all course quizzes, exams, and synchronous speaking activities. If you do experience a technical problem outside of your control that prevents you from submitting an assignment by the deadline or completing a formal assessment, you should:

1. **Document the issue** to the best of your ability (either through screenshots, chat conversations or emails with tech support, pictures of a broken laptop, etc.) and,
2. **Contact your instructor immediately**. While your instructor will be as flexible as possible with technological issues,

please note that s/he reserves the right to refuse late work and/or quizzes and exams.

## E. ACADEMIC SUPPORT

### 1. Student Academic Services

The Ohio State University reflects its commitment to excellence in teaching and learning, research, creative activity, and outreach and engagement through an extensive inventory of academic services available to all students. For detailed information regarding university-sponsored academic programs and services, please call (614) 292-6961, go to [artsandsciences.osu.edu/academics/current-students](https://artsandsciences.osu.edu/academics/current-students), or visit the Student Academic Services Building, located at 281 W. Lane Avenue, Columbus, OH 43210.

### 2. Student Services

The Student Service Center provides each OSU student convenient access to all pertinent information regarding the payment of tuition and fees, financial aid, matters concerning course registration, grades, and more. Students may visit the lobby of the Student Academic Services Building (located at 281 W. Lane Avenue, Columbus, OH 43210), call (614) 292-0300, or toll-free at (800) 678-6440, or go to [ssc.osu.edu](https://ssc.osu.edu) for more information.

## F. GRADING PROCEDURES

### 1. Grading Scale

<b>A</b>	93.00-100	<b>B+</b>	88.00-89.99	<b>C+</b>	78.00-79.99	<b>D+</b>	68.00-69.99
<b>A-</b>	90.00-92.99	<b>B</b>	83.00-87.99	<b>C</b>	73.00-77.99	<b>D</b>	65.00-67.99
		<b>B-</b>	80.00-82.99	<b>C-</b>	70.00-72.99	<b>E</b>	0-64.99

[NOTE: As reflected in the above grading scale, there is no rounding in this course.]

### 2. Key to Grade Percentages for Formal Writing Assignment & Oral Exam (see Appendices 1 & 2 for Evaluation Criteria)

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

### 3. Final Grade: Components and Weighting

COMPONENT	WEIGHTING
<b>A. Homework</b>	
1. MyLab Activities	<b>12%</b> (3% each chapter x 4 = 12% total)
2. Additional Activities	<b>7%</b>
<b>B. Speaking Activities</b>	
1. <i>Charlas con unos/as compañeros/as de clase</i>	<b>5%</b> (.5% each assignment x 10 = 10% total)
2. <i>Clases virtuales</i>	<b>10%</b> (1% each assignment x 10 = 10% total)
3. TalkAbroad	
3.1. Conversations	<b>6%</b> (3% each conversation x 2 = 6% total)

3.2. Reflections	4% (2% each reflection x 2 = 4% total)
<b>C. Formal Writing Assignment (FWA)</b>	
1. FWA 1, 2, 3 & 4	3% (1% each for assignments 1 & 4 + .5% each for assignments 2 & 3 = 3% total)
2. FWA 5	5%
<b>D. Formal Assessments</b>	
1. Oral Exam	10%
2. Quizzes	12% (6% each quiz x 2 = 12% total)
3. Midterm Exam	12%
4. Final Exam	14%
<b>TOTAL</b>	<b>100%</b>

## G. GRADE COMPONENTS & POLICIES

### 1. Text-Based (Written) Homework

In this course, **text-based homework assignments will come from *two* sources: 1.1) pre-assigned activities in MyLab (ML), and 1.2) additional activities assigned by your instructor throughout the semester.** Assignment details, evaluation criteria, and other pertinent information are detailed below. ***No late homework will be accepted.***

#### 1.1. Pearson's MyLab

Pearson's MyLab (ML) is the platform utilized during this course to access online homework, tutorials, and more. Throughout the semester, you will be expected to complete ***two*** types of weekly activities within the MyLab system: **a) MyLab eText activities (or ML TXT)**, which come directly from the eText within MyLab, and **b) MyLab Student Activities Manual activities (or ML SAM)**, which come directly from the online Student Activities Manual within MyLab. All assigned MyLab activities and their due dates are clearly indicated in both the course calendar below and in an electronic calendar within MyLab (by a blue alarm clock icon). Lastly, all MyLab assignments are due ***by 11:59 PM*** on the date indicated.

***Grading.*** The MyLab system will automatically score and offer feedback on the pre-assigned activities, since they are machine-gradable. To encourage practice, you will have unlimited attempts to complete an activity in MyLab. The system will display and use only the highest score achieved in order to calculate chapter averages. The system will indicate the correct responses for an activity only after it has come due at 11:59 PM, so you can return to the activity later to check answers. Furthermore, any ***unassigned*** activities attempted or completed by you will not affect your chapter averages positively or negatively, so feel free to experiment!

#### 1.2. Additional Activities

Throughout the semester, your instructor will assign additional activities to be completed by specific deadlines. These activities may entail additional readings, worksheets, podcasts, short videos, etc. They also will entail the five specific activities or activity types detailed below in 1.2.1. through 1.2.5.

##### 1.2.1. Syllabus Quiz

You are required to read the course syllabus and complete a brief quiz over its content. The quiz is available on Carmen and due by the end of the first week of the semester (please consult the course calendar below for the exact deadline).

***Grading.*** As the assignment will be evaluated on a credit/no-credit basis, a score of 100% must be earned in order to receive credit (where "credit"= a score of 100%, and "no-credit"= less than a score of 100% or a missing or incomplete assignment). You have unlimited attempts to take this quiz.

##### 1.2.2. Administrative Meetings

During the semester, your instructor will hold two (2) one-hour meetings in English via CarmenZoom to discuss

important course information (e.g., course policies, course assignments and weighting, formal quizzes and exams, etc.), as well as answer any questions from students. If you are unable to attend these meetings live, you will need to access the recordings online and watch them at a later time. It is strongly encouraged that you attend live so that you may ask questions and/or resolve any doubts regarding the course. [NOTE: Since these are whole-class meetings, any questions regarding individual grades, missing assignments, etc., should be addressed with your instructor individually at a different time.]

These meetings will be scheduled during Weeks 1 and 7 of the semester and will cover the following topics:

### **Week 1**

- *Who is my instructor?*
- *What are some strategies for being successful in an online class?*
- *What does "participation" look like in this class?*
- *What should I do if I would like to move up to a higher course level or down to a lower one?*
- *What are the course policies?*
- *What are the main grading categories, and how much are they worth?*
- *Any other topic selected by your instructor, and any other questions from students.*

### **Week 7**

- *What topics are on the midterm exam? How are these divided over the two parts of the exam? How can I best prepare for it?*
- *How do I sign up for my oral exam? What are the topics? How can I best prepare for it?*
- *What topics are on the final exam? How are these divided over the two parts of the exam? How can I best prepare for it?*
- *Any other topic selected by your instructor, and any other question(s) from students.*

**Grading:** Your participation in the administrative meetings will be assessed through a brief quiz after each one. After each meeting, you will log in to Carmen and complete the quiz by the deadline established by your instructor. As the assignment will be evaluated on a credit/no-credit basis, a score of 100% must be earned in order to receive credit (where "credit"= a score of 100%, and "no-credit"= less than a score of 100% or a missing or incomplete assignment). You have unlimited attempts to take this quiz.

### **1.2.3. Activity on Inserting Special Characters in Spanish**

You will be expected to complete an activity on inserting special characters in Spanish. This activity will help you use special characters as you complete various assignments for the course, such as the Formal Writing Assignment and the formal assessments. You will not be required to memorize the codes for inserting special characters or use them during online quizzes and exams. Nonetheless, it is important that you learn how to insert special characters in order to complete other assignments throughout the semester.

**Grading:** As the assignment will be evaluated on a credit/no-credit basis, a score of 100% must be earned in order to receive credit (where "credit"= a score of 100%, and "no-credit"= less than a score of 100% or a missing or incomplete assignment). You have unlimited attempts on this activity.

### **1.2.4. ¡Repasemos! (Weekly Comprehension Checks)**

You will complete a brief comprehension check (or "review activity", of approximately 5-10 items) on the material covered each week, before continuing on to the material of the following week. Possible content for this activity type may include grammar, vocabulary, culture, and/or particular language skills, such as listening comprehension. A comprehension check may also include content that your instructor has included in his/her own presentations that week. These comprehension checks will be machine-gradable (through MyLab or Carmen Quizzes), and/or they will be accompanied by an answer key shortly after, so that you receive quick feedback on your progress and understanding thus far.

**Grading:** The weekly comprehension checks will be evaluated on a credit/no-credit basis. Thus, a score of 100%

must be earned in order to receive credit (where "credit" = a score of 100%, and "no-credit" = less than a score of 100% or a missing or incomplete assignment). You will have unlimited attempts on these review activities. Your instructor will provide further details each week.

### 1.2.5. Additional Miscellaneous Assignments

Finally, your instructor reserves the right to assign miscellaneous activities that s/he believes will contribute to your development of the Spanish language and/or cultural understanding. These assignments may include, but are not limited to, PowerPoints, handouts, readings, discussion boards, videos, songs, podcasts, FlipGrid or Padlet activities, etc.

**Grading:** For any additional activity assigned by your instructor, s/he will provide instructions, evaluation criteria, and deadlines. If you have any questions and/or concerns, you should contact your instructor right away.

## 2. Speaking Activities in Spanish

Throughout the course, you will have opportunities to engage in authentic, meaningful conversations in Spanish in **three** ways: **a)** ten synchronous *Charlas con uno/as compañeros/as de clase*, with one to two other classmates; **b)** ten synchronous *Clases virtuales* with your instructor and a small group of students (6 to 12 students total); and **c)** two synchronous TalkAbroad conversations with a native speaker living in a Spanish-speaking country. These activities are designed to encourage the natural sharing of ideas in Spanish. You will *not* be evaluated on your grammar or pronunciation, so take advantage of these valuable opportunities to practice speaking in the target language! Each of these activities will be graded on a credit/no-credit basis. ***If it appears that you are simply reading prepared answers (or scripts) during any of these conversations, you will receive a zero for the assignment without an opportunity to resubmit the work.*** Additional details for each assignment follow below.

### 2.1. *Charlas con unos/as compañeros/as de clase* (via CarmenZoom)

During the semester, you will be expected to participate in ten conversations of 30 minutes each, in Spanish, via CarmenZoom, in a small group with one to two classmates. Your instructor will assign you to a small group for these *Charlas* by the end of Week 2 of the semester. To find your group member(s), you can either: **a)** go to the "People" tab in Carmen and click "Charla," or **b)** go to the "Module" tab, click on the "Charla" activity, and then click on "People." You are responsible for reaching out to your group member(s). In other words, do not wait to be contacted to initiate your planning.

Once you are in contact with your group member(s), you will need to schedule a mutually convenient day and time for the upcoming *Charla*. One group member (or "host," chosen by the group itself) will be responsible for setting up the CarmenZoom room where your group will meet to complete the activity. In order to set up the room, the host will create a meeting via [carmenzoom.osu.edu](http://carmenzoom.osu.edu) and share the CarmenZoom link and password with the others, at least 24 hours in advance of the meeting. The same student can host all of its group's *Charla* activities, or you may rotate hosts throughout the semester. Lastly, the host is required to record the conversation and upload either the *recording file* or *the link to it in Carmen* by the assignment deadline. It is suggested that each group member take a screenshot at the end of the conversation in order to document the experience for credit, in case the file is not uploaded and/or there are technical issues with the recording.

**Grading:** These conversations will be graded on credit/no-credit basis, where 100% credit means active participation in Spanish for the entire duration of the activity, and 0% credit represents minimal or no participation. For your final course grade, each conversation will be worth .5%, for a total of 5% (.5% x 10 conversations = 5%). Specific due dates are indicated in the course calendar below.

### 2.2. *Clases virtuales* (via CarmenZoom)

Throughout the semester, your instructor will host ten *Clases virtuales* of 30 minutes each, in Spanish, via CarmenZoom, in a small group of 6 to 12 students. Each session will consist of three stages: **1)** a live, interactive, 10-minute presentation during which your instructor will present one of the assigned topics from the week; **2)** a 10-minute breakout session for you to practice the topic in small groups of two to three students; and **3)** a 10-minute review and/or wrap-up of content covered and practiced. These live sessions are a great opportunity not only to get to know

your instructor and classmates better, but to get real-time feedback on your speaking!

**Grading:** Each session will be evaluated on a credit/no-credit basis, where 100% credit means active participation in Spanish during the entire virtual class session, and 0% credit means minimal to no participation. Please note that you are awarded full credit for simply *trying* to speak in Spanish! Mistakes are expected and are a natural part of the second language acquisition process! For your final course grade, each conversation will be worth 1%, for a total of 10% (1% x 10 conversations= 10%).

### 2.3. TalkAbroad

Lastly, you will be required to participate in two conversations through TalkAbroad and subsequently complete a reflection assignment about each experience. The conversations will be 30 minutes in duration and will take place through [www.talkabroad.com](http://www.talkabroad.com) at the cost of \$15 per conversation. (However, see Section 1.2 of "B. COURSE MATERIALS" above for information about a reduced bulk rate.) The conversation and the reflection represent *two* separate grades. Additional details on both the conversation and reflection assignments are given below.

#### 2.3.1. Part 1: TalkAbroad Conversation

Possible topics of conversation are available in a document posted within the "Modules" tab of your Carmen course. Each TalkAbroad conversation sheet includes strategies to enhance your conversation skills, as well as a list of questions based directly on our course content. Please note that these questions are meant to serve as a guide! You are free to prepare additional questions ahead of time and bring them to your TalkAbroad session.

In order to get started, you will need to create a free TalkAbroad account, join the specific class section shown above in Section 1.2 of "B. COURSE MATERIALS," and purchase two conversations. Then, you will choose a TalkAbroad conversation partner and select a date and time from his/her online schedule. Please note that, according to the rules of TalkAbroad as a company, ***all appointments must be booked at least 36 hours in advance.*** If, for whatever reason, you need to reschedule or cancel your appointment, all requests must be submitted at least ***12 hours in advance*** in order for the credit(s) to be refunded to your account.

On the day of your appointment, it is ***critical that you are set up and ready to begin your scheduled time slot, in order to ensure a full 30 minutes to complete your conversation.*** As trained employees of TalkAboard, the conversation partners have appointments every 30 minutes and thus need to begin and end conversations on time, even if a student arrives late. Each conversation will be recorded and photographed automatically, and the audio file will be available to you for review and download within your TalkAbroad account. Your instructor will access your recording, photograph, and time log through TalkAbroad. The conversation is worth 6% of the overall final course grade. As per grading, the conversation will be evaluated according the following criteria:

#### ***Grading of the Conversation:***

- **100% credit=** 25:00-30:00 minutes
- **75% credit=** 20:00-24:59 minutes
- **50% credit=** 15:00-19:59 minutes
- **0% credit=** 00:00-14:59 minutes

***Policy on Late Submissions:*** For each day (up to a maximum of three) that a TalkAbroad conversation is late beyond its due date, 10% will be subtracted from the assessed final grade percentage, up to a total of 30% off for lateness. On the fourth day and beyond (including the two days of the weekend), a conversation will no longer be accepted for credit. If you are unable to complete your scheduled conversation due to a technical issue, document the problem (for example, through an email exchange with TalkAbroad, screenshots, etc.). With appropriate documentation, your instructor will negotiate a new due date with you. Please know that if a TalkAbroad conversation has not taken place but a TalkAbroad reflection is submitted, this ***will be reported*** to the Committee on Academic Misconduct (or COAM) as a case of suspected academic dishonesty.

#### 2.3.2. Part 2: TalkAbroad Reflection

After you complete each TalkAbroad conversation, **you will need to submit a reflection assignment on language and culture.** This assignment consists of questions and answers in Spanish and/or English, to help you process your experience conversing with a native speaker in Spanish. The reflection must be submitted via Carmen on the date and time specified in the course calendar below. The reflection is worth 4% of the overall final course grade. As per grading, the reflection will be evaluated according the following criteria:

***Grading of the Reflection:***

- **100% credit**= All sections answered thoroughly.
- **75% credit**= All sections answered but not thoroughly.
- **50% credit**= Only some sections answered.
- **0% credit**= No questions answered, or no submission.

***Policy on Late Submissions:*** For each day (up to a maximum of three) that a reflection is late beyond its due date, 10% will be subtracted from the assessed final grade percentage, up to a total of 30% off for lateness. On the fourth day and beyond (including the two days of the weekend), a reflection will no longer be accepted for credit. **[NOTE:** Again, as stated above, if you submit a TalkAbroad reflection but did not actually complete the conversation, this will be reported to COAM as a case of suspected academic dishonesty.]

### **3. Formal Writing Assignment (FWA): A Process-Approach to Writing in Five Steps**

One pre-established topic will be assigned over the course of the semester. The formal writing assignments together will be worth 8% of the final course grade and will entail the following five (5) separate steps or "assignments":

- 3.1. Formal Writing Assignment 1: Pre-writing activity** [1% of final grade] Submit via Carmen pre-writing activity (handwritten or typed in Spanish; credit/no-credit).
- 3.2. Formal Writing Assignment 2: First draft** [.5% of final grade] Submit via Carmen first draft (typed, in Spanish; double-spaced; use the special characters of Spanish; credit/no-credit).
- 3.3. Formal Writing Assignment 3: Peer reviews** [.5% of final grade] Complete via Carmen two peer reviews of first draft (credit/no-credit).
- 3.4. Formal Writing Assignment 4: Second draft** [1% of final grade] Submit via Carmen a second draft of approximately **175-200** words in Spanish (typed; double-spaced; use the special characters of Spanish; include a word count (WC); credit/no-credit).
- 3.5. Formal Writing Assignment 5: Final draft** [5% of final grade] Submit via Carmen a final draft of approximately **175-200** words in Spanish (typed; double-spaced; use the special characters of Spanish; include a word count (WC); will be graded using the rubric shown in Appendix 1).

***Grading.*** As stated above, FWAs 1, 2, 3 & 4 will be evaluated on a credit/no-credit basis, where "100% credit"= complete, well done (in earnest effort), and on time, and where "0% or no-credit"= partially complete or not well done or missing (i.e., not completed). Also as stated above, FWA 5 will be graded according to the rubric given in Appendix 1.

***Policy on late submissions:*** FWAs 1, 2, 3 & 4 must be submitted on the due date and by the time specified by your instructor. **No late work will be accepted for credit** without acceptable, verifiable documentation. Regarding FWA 5 (the final draft), for each day (up to a maximum of three) that it is late beyond the due date, 10% will be subtracted from the assessed final grade percentage, up to a total of 30% off for lateness. On the fourth day and beyond (including the two days of the weekend), FWA 5 will no longer be accepted for credit. For example, if the due date is 11:59 PM on Wednesday, the last possible time when you can submit it for credit via Carmen (albeit with a loss of 30%) is 11:59 PM on Saturday. In such a case, let's imagine that the instructor deems the 3-day-late final draft to be worth a score of 45 points, or 90% (A-). After the loss of 30% [3 days late x -10%], the student will receive a grade percentage of 60% (E) on the final draft [i.e., 90% – 30% = 60%]. After 3 days, FWA 5 will receive a zero.



**Policy on originality of work:** It should be noted that all 5 assignments must reflect a student's own work, in terms of both content and language. Translations carried out through the use of a computer are unacceptable and will receive the grade of 0%, with no possibility of a resubmission. Furthermore, if you solicit the help of a tutor in your writing, you must simultaneously submit both a marked-up draft signed by the tutor and a clean copy of the draft due, in order to receive credit or a grade (regardless of which of the 5 assignments is involved). You must produce all drafts, on your own, in Spanish, before soliciting any help from others. This requirement is very important, since you will be expected to complete a formal writing assignment directly in Spanish on the final exam. A tutor may indicate any errors made on a draft by indicating (although *not* correcting) them in a color different from your original copy. It is the student's job to then edit and correct his/her own draft. It is obvious to an instructor when a student has received help with writing. If you receive help and the above procedure is not followed (i.e., a signed, marked-up draft reflecting any feedback from a tutor is not submitted with the draft due), you will receive a 0% on that assignment, with no possibility of a resubmission. If you do not receive help on a given draft, you only need to submit your own work.

#### 4. Formal Assessments

Over the course of the semester you will complete *three* exams: one online midterm, one online final exam, and one oral exam with your instructor. In addition, you will complete *at least* two online quizzes (of shorter duration). During the quizzes, midterm, and final exam, you will only be allowed to use class notes as well as your eText *¡Arriba!* (7<sup>th</sup> edition). Other external resources, such as, but not limited to, online translators, dictionaries and/or search engines, are strictly prohibited. For the complete policy on completing formal quizzes and exams in this course, please read the "Academic Integrity Promise" provided in Appendix 3. It is important to note that you will be required to type your name beneath the "Academic Integrity Promise" in each formal quiz and exam. Your name will serve as your electronic signature stating that you have read and understand the policy on permitted materials during formal assessments in this course.

**Policy on Rescheduling a Quiz and/or Exam:** For all formal assessments, you will have from 8:00 AM until 8:00 PM on the dates indicated in the course calendar to complete the quizzes and exams. (In other words, these assessments will open at 8:00 AM and *close at 8:00 PM*, whether you have finished them or not.) If you are unable to complete a formal assessment during this pre-determined 12-hour window, you will need to submit verifiable documentation to your instructor before you are able to reschedule a make-up quiz or exam. If possible, the make-up quiz or exam should be rescheduled within one week *after* its original date. "Verifiable" means that you can provide *official, original* documentation to account for the reason. Such documentation typically provides a phone number that can be called for verification. Examples include a doctor's note (on original letterhead), an original program from a funeral or wedding, an obituary, a written call to service from a court of law or other government institution, a note from a university athletic division, etc. Personal notes from friends or relatives *will not be accepted* as official documentation. Documentation should be presented to your instructor (and, if necessary, to the Language Program Director, Dr. Holly Nibert(.3), and/or to the Assistant Language Program Directors, Megan Lobert(.3) and/or Dr. Richard Henriksen(.6.) *as soon as possible*). [NOTE: The falsification of official documents is a serious offense that *will be reported* to the Committee on Academic Misconduct (COAM).]

##### 4.1. Text-Based Quizzes ("Pruebas/Controles")

There will be *at least* two brief online quizzes, or "pruebas", administered via Carmen during the semester, one for each of the two textbook chapters *not* immediately preceding a major exam. Thus, minimally, there will be a brief quiz on Chapter 9 and on Chapter 11. The quizzes must each be completed within *one* 30-minute session between 8:00 AM-8:00 PM on the dates indicated in the course calendar. Each quiz will cover listening comprehension, vocabulary, grammar, and culture. Your instructor will provide an outline of the quiz (containing the direction lines, point values, and models (where appropriate) for each section of the quiz) *at least one week before each quiz date*.

##### 4.2. Text-Based Exams

There will be two online exams: a midterm exam (Chapters 9-10) and a cumulative final exam (Chapters 9-12). The midterm and final exam must each be completed within *two* 60-minute sessions between 8:00 AM-8:00 PM on the dates indicated in the course calendar. Your instructor will provide an outline of the exam (containing the direction lines, point values, and models (where appropriate) for each section of the exam) *at least one week in advance of the testing windows*. The final exam date and time for this course is established in advance by the Spanish & Portuguese Language Program. Requests to reschedule your final exam will *not* be considered, except in the case of legitimate, verifiable, extenuating circumstances. For additional details, please see the "Policy on Rescheduling a Quiz and/or

Exam" above.

#### 4.3. Oral Exam

One oral exam will be administered individually with your instructor on a mutually convenient date and time during Weeks 13-15 of the semester via CarmenZoom. A sign-up sheet will be made available on Carmen, and you will be *required to sign up in advance. Please select your day and time carefully, as you will not be able to reschedule without acceptable documentation.* The format of the exam will be spontaneous in nature (i.e., not read or memorized material). Thus, the best way to prepare for it is to complete all speaking assignments and actively participate throughout the semester *in Spanish*. The oral exam will be evaluated according to the criteria in Appendix 2. Further details about the oral exam will be provided by your instructor at a later date in the semester.

## H. WEEKLY SYLLABUS

### KEY TO ABBREVIATIONS USED IN SYLLABUS

ML SAM = MyLab Student Activities Manual	CC = <i>Club cultura</i> video
ML TXT = MyLab eText Activities	VT = <i>Vocabulary Tutorial</i>
P1 = <i>Primera Parte</i> of chapter	→ = homework "corresponds to" topic listed on same line in previous column
P2 = <i>Segunda Parte</i> of chapter	

### "COMIENZA AQUÍ" MODULE

(August 25-28)

**MÁS ALLÁ DEL LIBRO due Fri., Aug. 28 by 11:59 PM:**

1. **Download & Complete:** Download Syllabus & Complete "Quiz" on Course Policies
2. **Watch:** Video *¡Bienvenidos a SPAN 1103 en línea!*
3. **Complete:** Student Questionnaire
4. **Read & Complete:** Setting Up Carmen Notifications
5. **Register:** Pearson MyLab Account
6. **Register:** TalkAbroad Account
7. **Activate:** CarmenZoom Account
8. **Complete Synchronous Session:** Administrative Meeting (1 of 2)
9. **Read:** "How to be Successful in This Online Course"

### WEEK 1 MODULE

(August 25-28)

• *Tuesday, August 25: SEMESTER CLASSES BEGIN*

• *Friday, August 28: LAST DAY TO ADD A COURSE (without instructor's written permission)*

*Textbook pages & topics*

*ML homework*

• **Chapter 9:** pp. 282-292

9.1 PRIMERA PARTE

CLUB CULTURA

- *Introducción a Colombia* (p. 283)

VOCABULARIO

- *En el aeropuerto* (pp. 284-288)

ESTRUCTURAS

- *Por and Para* (pp. 289-292)

• **The following *review* activities are due Mon., Aug. 31:**

→ ML TXT Club cultura: *Introducción a Colombia*

→ ML TXT (9-1, 9-3, 9-4); ML SAM (9-1, 9-2, 9-3); VT09 P1 *En el aeropuerto* A & B; VT09 P1 *Verbos* A & B

→ ML TXT (9-7, 9-8); ML SAM (9-5, 9-6)

**MÁS ALLÁ DEL LIBRO due Fri., Aug. 28 by 11:59 PM:**

1. **Complete:** *Comienza Aquí* Module (See above)

**MÁS ALLÁ DEL LIBRO due Mon., Aug. 31 by 11:59 PM:**

1. **Complete:** *¡Repasemos!* (Week 1)
2. **Complete:** "Quiz" on Administrative Meeting (1 of 2)
3. **Sign Up:** *Clases virtuales* Weeks 2-6
4. **Complete:** Pre-class preparation activity for *Clase virtual* (1 of 10)

**WEEK 2 MODULE**  
**(August 31-September 4)**

• *Friday, September 4: LAST DAY TO ADD A COURSE (without a petition)*

<i>Textbook pages &amp; topics</i>	<i>ML homework</i>
<p>• <b>Chapter 9:</b> pp. 293-301 ESTRUCTURAS (<i>continued</i>)</p> <ul style="list-style-type: none"> <li>• Adverbs ending in <i>-mente</i> (pp. 293-295)</li> </ul> <p>PERFILES</p> <ul style="list-style-type: none"> <li>• <i>Mi experiencia: Auyantepuy: Un viaje de aventura</i> (p. 296)</li> </ul> <p><b>9.2 SEGUNDA PARTE</b> VOCABULARIO</p> <ul style="list-style-type: none"> <li>• <i>Los viajes</i> (pp. 298-301)</li> <li>• <i>Letras y sonidos.</i> The letter "g" in sequences other than "ge" and "gi" in Spanish (p. 299)</li> </ul> <p>ESTRUCTURAS</p> <ul style="list-style-type: none"> <li>• Introduction to the Spanish subjunctive (pp. 302-305)</li> </ul>	<p>• <i>The following review activities are due Thurs., Sept. 3:</i></p> <p>→ ML TXT (9-11, 9-12); ML SAM (9-9, 9-10)</p> <p>→ ML SAM (9-17)</p> <p>• <i>The following review activities are due Mon., Sept. 7:</i></p> <p>→ ML TXT (9-20, 9-21, 9-22); ML SAM (9-19, 9-20, 9-21, 9-22); VT09 P2 <i>Atracciones turísticas</i>; VT09 P2 <i>Actividades típicas de los viajeros A &amp; B</i></p> <p>→ ML SAM (9-23, 9-24)</p> <p>→ ML TXT (9-26 Paso 1); ML SAM (9-25, 9-26, 9-27); VT09 P2 <i>Expressions that may be followed by the subjunctive A &amp; B</i></p>

**MÁS ALLÁ DEL LIBRO due Mon., Sept. 7 by 11:59 PM:**

1. **Complete:** *¡Repasemos!* (Week 2)
2. **Complete Synchronous Session:** *Clase virtual* (1 of 10)
3. **Complete:** Pre-class preparation activity for *Clase virtual* (2 of 10)
4. **Read & Complete:** How to Insert Special Characters in Spanish
5. **Complete:** Contact your group members for *Charla con unos/as compañeros/as de clase*

**WEEK 3 MODULE**  
**(September 7-11)**

• *Monday, September 7: LABOR DAY – NO CLASSES*

<i>Textbook pages &amp; topics</i>	<i>ML homework</i>

<p>• <b>Chapter 9:</b> pp. 302-317</p> <p>ESTRUCTURAS (<i>continued</i>)</p> <ul style="list-style-type: none"> <li>• The subjunctive to express influence (pp. 306-309)</li> </ul> <p>CLUB CULTURA</p> <ul style="list-style-type: none"> <li>• <i>El paraíso venezolano</i> (p. 311)</li> </ul> <p><b>9.3 NUESTRO MUNDO</b></p> <ul style="list-style-type: none"> <li>• <i>Panoramas: Riquezas naturales e históricas</i> (pp. 312-313)</li> <li>• <i>Páginas: Viajes aventura, un sitio turístico</i> (pp. 314-315)</li> <li>• <i>Taller: Conoce mi universidad</i> (p. 316)</li> </ul> <p>REPASO DEL CAPÍTULO 9</p> <ul style="list-style-type: none"> <li>• <i>Repaso</i></li> </ul>	<p>• <b>The following review activities are due Thurs., Sept. 10:</b></p> <p>→ ML TXT (9-29 Paso 1, 9-30, 9-32); ML SAM (9-29, 9-30, 9-32)</p> <p>→ ML TXT (9-36, 9-37); ML SAM CC (do 9-37, view video while completing 9-38, then do 9-39)</p> <p>• <b>The following review activities are due Mon., Sept. 14:</b></p> <p>→ ML SAM (9-40, 9-41)</p> <p>→ ML TXT (9-44); ML SAM (9-42)</p> <p>→ ML SAM (9-13, 9-14, 9-33, 9-34); Flashcards Ch09</p>
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**MÁS ALLÁ DEL LIBRO due Mon., Sept. 14 by 11:59 PM:**

1. **Complete:** ¡Repasemos! (Week 3)
2. **Complete Synchronous Session:** *Charla con unos/as compañeros/as de clase* (1 of 10)
3. **Complete Synchronous Session:** *Clase virtual* (2 of 10)
4. **Complete:** Pre-class preparation activity for next *Clase virtual* (3 of 10)
5. **Download & Read:** Outline of QUIZ 1 on Chapter 9

**WEEK 4 MODULE**

(September 14-18)

• *Friday, September 18: LAST DAY TO DROP A COURSE (without receiving a "W" on record)*

*Textbook pages & topics*

*ML homework*

<p>• <b>Chapter 10:</b> pp. 318-326</p> <p><b>10.1 PRIMERA PARTE</b></p> <p>CLUB CULTURA</p> <ul style="list-style-type: none"> <li>• <i>Introducción a Paraguay</i> (p. 319)</li> </ul> <p>VOCABULARIO</p> <ul style="list-style-type: none"> <li>• <i>Las partes del cuerpo humano</i> (pp. 320-323)</li> </ul> <p>ESTRUCTURAS</p> <ul style="list-style-type: none"> <li>• <i>Formal Commands</i> (pp. 324-326)</li> </ul>	<p>• <b>The following preview activity is due Mon., Sept. 21:</b> Grammar Readiness Check Ch10</p> <p>• <b>The following review activities are due Mon., Sept. 21:</b></p> <p>→ ML TXT Club cultura: <i>Introducción a Paraguay</i></p> <p>→ ML TXT (10-1); ML SAM (10-1, 10-2, 10-3); VT10 P1 <i>Las partes del cuerpo humano</i> A &amp; B; VT10 P1 <i>Problemas de salud</i> A &amp; B</p> <p>→ ML TXT (10-6, 10-7); ML SAM (10-5, 10-6, 10-7)</p>
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**MÁS ALLÁ DEL LIBRO due Thurs., Sept. 17 by 8:00 PM:**

1. **Complete:** QUIZ 1 on Chapter 9 (AVAILABLE THURS., SEPTEMBER 17 FROM 8:00AM-8:00PM ONLY)

**MÁS ALLÁ DEL LIBRO due Mon., Sept. 21 by 11:59 PM:**

1. **Complete:** ¡Repasemos! (Week 4)
2. **Complete Synchronous Session:** *Charla con unos/as compañeros/as de clase* (2 of 10)
3. **Complete Synchronous Session:** *Clase virtual* (3 of 10)
4. **Complete:** Pre-class preparation activity for next *Clase virtual* (4 of 10)
5. **Read:** Introduction to Formal Writing Assignment: Pre-Writing Activity

**WEEK 4: ONLINE QUIZ 1 INFORMATION**

<b>Date &amp; Time</b>	<b>BETWEEN 8:00AM-8:00PM ON THURS., SEPTEMBER 17 ONLY</b>
<b>Location of Quiz on Carmen</b>	<a href="https://carmen.osu.edu">https://carmen.osu.edu</a> > SPAN 1103 > Modules SPAN 1103 QUIZ 1 (Chapter 9)
<b>Permitted External Resources</b>	<i>¡Arriba!</i> (7th edition) & class notes
<b>Duration of Quiz</b>	30 minutes
<b>Quiz Sections</b>	1 listening activity, 1 vocabulary activity, 2 grammar activities, 1 culture activity
<b>Quiz Content</b>	<i>¡Arriba!</i> 7th ed. Chapter 9

WEEK 5 MODULE (September 21-25)	
Textbook pages & topics	ML homework
<ul style="list-style-type: none"> <li>• <b>Chapter 10:</b> pp. 329-330, 332-336</li> </ul> ESTRUCTURAS ( <i>continued</i> ) <ul style="list-style-type: none"> <li>• The subjunctive to express feelings &amp; emotions (pp. 327-329)</li> </ul> PERFILES <ul style="list-style-type: none"> <li>• <i>Mi experiencia: La medicina tradicional en Bolivia</i> (p. 330)</li> </ul> <b>10.2 SEGUNDA PARTE</b> VOCABULARIO <ul style="list-style-type: none"> <li>• <i>Los alimentos</i> (pp. 332-336)</li> <li>• <i>Letras y sonidos:</i> The consonants "r" and "rr" (p. 333)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The following review activities are due Thurs., Sept. 24:</b></li> </ul> → ML TXT (10-11 Paso 1, 10-12); ML SAM (10-9, 10-10, 10-11); VT10 P1 <i>Verbs and expressions of emotions A &amp; B</i>  → ML SAM (10-17)  <ul style="list-style-type: none"> <li>• <b>The following review activities are due Mon., Sept. 28:</b></li> </ul> → ML TXT (10-21, 10-22, 10-23); ML (10-19, 10-21); VT10 P2 <i>Sigan una dieta rica en..., VT10 P2 En moderación coman/beban...y Eviten...</i> → ML SAM (10-23)
<b>MÁS ALLÁ DEL LIBRO due Mon., Sept. 28 by 11:59 PM:</b>	
<ol style="list-style-type: none"> <li>1. <b>Complete:</b> <i>¡Repasemos!</i> (Week 5)</li> <li>2. <b>Complete Synchronous Session:</b> <i>Clase virtual</i> (4 of 10)</li> <li>3. <b>Complete:</b> Pre-class preparation activity for next <i>Clase virtual</i> (5 of 10)</li> <li>4. <b>Submit:</b> Formal Writing Assignment 1 (Pre-Writing Activity)</li> <li>5. <b>Complete Synchronous Session:</b> TalkAbroad Conversation (1 of 2)</li> <li>6. <b>Submit Synchronous Session:</b> TalkAbroad Reflection (1 of 2)</li> </ol>	

WEEK 6 MODULE (September 28-October 2)	
Textbook pages & topics	ML homework
<ul style="list-style-type: none"> <li>• <b>Chapter 10:</b> pp. 337-346, 347</li> </ul> ESTRUCTURAS <ul style="list-style-type: none"> <li>• The subjunctive to express doubt and denial (pp. 337-340)</li> </ul> CLUB CULTURA	<ul style="list-style-type: none"> <li>• <b>The following review activities are due Thurs., Oct. 1:</b></li> </ul> → ML TXT (10-26 Paso 1); ML SAM (10-25, 10-27); VT10 P2 <i>Verbs and expressions of doubt and denial</i> → ML TXT (10-31); ML SAM CC (do 10-33, view video while

<ul style="list-style-type: none"> <li>• <i>La medicina tradicional y la medicina moderna en Bolivia</i> (p. 341)</li> </ul> <p><b>10.3 NUESTRO MUNDO</b></p> <ul style="list-style-type: none"> <li>• <i>Panoramas: Bolivia y Paraguay: Riquezas por descubrir</i> (pp. 342-343)</li> <li>• <i>Páginas: "La azucena del bosque" (Mito guaraní)</i> (pp. 344-345)</li> <li>• <i>Taller: Un artículo sobre la salud</i> (p. 346)</li> </ul> <p>REPASO DEL CAPÍTULO 10</p> <ul style="list-style-type: none"> <li>• <i>Repaso</i></li> </ul>	<p>completing 10-34, then do 10-35)</p> <ul style="list-style-type: none"> <li>• <b>The following <i>review</i> activities are due Mon., Oct. 5:</b></li> </ul> <p>→ ML SAM (10-36, 10-37)</p> <p>→ ML TXT (10-36 Paso 1, 10-38); ML SAM (10-38)</p> <p>→ ML SAM (10-13, 10-14, 10-29, 10-30); Flashcards Ch10</p>
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**MÁS ALLÁ DEL LIBRO due Mon., Oct. 5 by 11:59 PM:**

1. **Complete:** ¡Repasemos! (Week 6)
2. **Complete Synchronous Session:** *Charla con unos/as compañeros/as de clase* (3 of 10)
3. **Complete Synchronous Session:** *Clase virtual* (5 of 10)
4. **Submit:** Formal Writing Assignment 2 (First Draft)
5. **Download & Read:** Outline of MIDTERM EXAM on Chapters 9 & 10

**WEEK 7 MODULE  
(October 5-9)**

<i>Textbook pages &amp; topics</i>	<i>ML homework</i>
<ul style="list-style-type: none"> <li>• <b>REVIEW</b></li> <li>• <b>MIDTERM EXAM</b></li> </ul>	

**MÁS ALLÁ DEL LIBRO due Thurs., Oct. 8 by 8:00 PM:**

- 1a. **Complete:** Part 1 of MIDTERM EXAM on Chapters 9 & 10 (*THURS., OCTOBER 8 FROM 8:00AM-8:00PM ONLY*)
- 1b. **Complete:** Part 2 of MIDTERM EXAM on Chapters 9 & 10 (*THURS., OCTOBER 8 FROM 8:00AM-8:00PM ONLY*)

**MÁS ALLÁ DEL LIBRO due Mon., Oct. 12 by 11:59 PM:**

1. **Complete Synchronous Session:** Administrative Meeting (2 of 2)
2. **Complete:** "Quiz" on Administrative Meeting (2 of 2)
3. **Complete Synchronous Session:** *Charla con unos/as compañeros/as de clase* (4 of 10)
4. **Complete:** Pre-class preparation activity for next *Clase virtual* (6 of 10)
5. **Complete:** Formal Writing Assignment 3 (Two Peer Reviews on First Draft in Carmen)
6. **Sign Up:** *Clases virtuales* Weeks 8-15

**WEEK 7: ONLINE MIDTERM EXAM INFORMATION**

<b>Date &amp; Time</b>	<b>BETWEEN 8:00AM-8:00PM ON THURS., OCTOBER 8 ONLY</b>
<b>Location of Exam on Carmen</b>	<a href="https://carmen.osu.edu">https://carmen.osu.edu</a> > SPAN 1103 > Modules
<b>Permitted External Resources</b>	<i>¡Arriba!</i> (7th edition) & class notes
<b>Duration of Exam</b>	<b>Part 1:</b> 60-minutes <b>Part 2:</b> 60-minutes

<b>Exam Sections</b>	<b>Part 1:</b> Listening, Vocabulary, Reading <b>Part 2:</b> Grammar, Culture
<b>Exam Content</b>	<i>¡Arriba!</i> 7th ed. Chapters 9-10

WEEK 8 MODULE (October 12-16)	
Textbook pages & topics	ML homework
<p>• <b>Chapter 11:</b> pp. 348-360</p> <p><b>11.1 PRIMERA PARTE</b></p> <p>CLUB CULTURA</p> <ul style="list-style-type: none"> <li>• <i>Introducción a Argentina</i> (p. 349)</li> </ul> <p>VOCABULARIO</p> <ul style="list-style-type: none"> <li>• <i>El mundo del trabajo</i> (pp. 350-353)</li> </ul> <p>ESTRUCTURAS</p> <ul style="list-style-type: none"> <li>• <i>Tú</i> commands (pp. 354-356)</li> <li>• The subjunctive and the indicative with adverbial conjunctions (pp. 357-360)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The following <i>preview</i> activity is due Thurs., Oct. 15:</b> Grammar Readiness Check Ch11</li> <li>• <b>The following <i>review</i> activities are due Thurs., Oct. 15:</b> → ML TXT Club cultura: <i>Introducción a Argentina</i> → ML TXT (11-1, 11-2, 11-3); ML SAM (11-1, 11-2, 11-3); VT11 P1 <i>Los oficios y las profesiones</i> A, B &amp; C; VT11 P1 <i>Términos y expresiones del trabajo</i> A &amp; B → ML TXT (11-6); ML SAM (11-5, 11-6, 11-7)</li> <li>• <b>The following <i>review</i> activities are due Mon., Oct. 19:</b> → ML TXT (11-10 Paso 1, 11-11, 11-12); ML SAM (11-9, 11-10, 11-11); VT11 P1 <i>Adverbial conjunctions</i> A &amp; B</li> </ul>
<b>MÁS ALLÁ DEL LIBRO due Mon., Oct. 19 by 11:59 PM:</b>	
<ol style="list-style-type: none"> <li><b>1. Complete:</b> <i>¡Repasemos!</i> (Week 8)</li> <li><b>2. Complete Synchronous Session:</b> <i>Charla con unos/as compañeros/as de clase</i> (5 of 10)</li> <li><b>3. Complete Synchronous Session:</b> <i>Clase virtual</i> (6 of 10)</li> <li><b>4. Complete:</b> Pre-class preparation activity for next <i>Clase virtual</i> (7 of 10)</li> <li><b>5. Submit:</b> Formal Writing Assignment 4 (Second Draft)</li> </ol>	

WEEK 9 MODULE (October 19-23)	
Textbook pages & topics	ML homework
<p>• <b>Chapter 11:</b> p. 362, pp. 364-371</p> <p>PERFILES</p> <ul style="list-style-type: none"> <li>• <i>Mi experiencia: Los empleos y las recomendaciones</i> (p. 362)</li> </ul> <p><b>11.2 SEGUNDA PARTE</b></p> <p>VOCABULARIO</p> <ul style="list-style-type: none"> <li>• <i>La búsqueda de empleo</i> (pp. 364-367)</li> <li>• <i>Letras y sonidos</i>. The consonants "b" and "v" (p. 365)</li> </ul> <p>ESTRUCTURAS</p> <ul style="list-style-type: none"> <li>• The subjunctive with indefinite people &amp; things (pp. 368-371)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The following <i>review</i> activities are due Thurs., Oct. 22:</b> → ML SAM (11-17)</li> <li>→ ML TXT (11-22); ML SAM (11-19, 11-20, 11-21, 11-22); VT11 P2 <i>La búsqueda de empleo</i>; VT11 P2 <i>Los beneficios</i></li> <li>• <b>The following <i>review</i> activities are due Mon., Oct. 26:</b> → ML SAM (11-23, 11-24)</li> <li>→ ML TXT (11-27 Paso 1); ML SAM (11-25, 11-26, 11-27)</li> </ul>
<b>MÁS ALLÁ DEL LIBRO due Mon., Oct. 26 by 11:59 PM:</b>	
<ol style="list-style-type: none"> <li><b>1. Complete:</b> <i>¡Repasemos!</i> (Week 9)</li> <li><b>2. Complete Synchronous Session:</b> <i>Charla con unos/as compañeros/as de clase</i> (6 of 10)</li> </ol>	



**3. Complete Synchronous Session: Clase virtual (7 of 10)**

WEEK 10 (October 26-30)	
• Friday, October 30: <b>LAST DAY TO DROP A COURSE</b> (without petitioning)	
Textbook pages & topics	ML homework
<p>• <b>Chapter 11:</b> pp. 372-378</p> <p>CLUB CULTURA</p> <ul style="list-style-type: none"> <li>• <i>Introducción a Uruguay</i> (p. 373)</li> </ul> <p><b>11.3 NUESTRO MUNDO</b></p> <ul style="list-style-type: none"> <li>• <i>Panoramas: El virreinato del Río de la Plata: Argentina y Uruguay</i> (pp. 374-375)</li> <li>• <i>Páginas: ¿Qué tipo de jefe tienes?</i> (pp. 376-377)</li> <li>• <i>Taller: Una carta formal</i> (p. 378)</li> </ul> <p>REPASO DEL CAPÍTULO 11</p> <ul style="list-style-type: none"> <li>• <i>Repaso</i></li> </ul>	<p>• <b>The following review activities are due Thurs., Oct. 29:</b></p> <p>→ ML TXT (11-33, 11-34); ML SAM CC (do 11-33, view video while completing 11-34, then do 11-35)</p> <p>→ ML TXT (11-36); ML SAM (11-36, 11-37)</p> <p>→ ML TXT (11-39, 11-41); ML SAM (11-38)</p> <p>• <b>The following review activity are due Mon., Nov. 2:</b></p> <p>→ ML SAM (11-13, 11-14, 11-29, 11-30); Flashcards Ch11</p>
<b>MÁS ALLÁ DEL LIBRO due Mon., Nov. 2 by 11:59 PM:</b>	
<ol style="list-style-type: none"> <li>1. <b>Complete:</b> ¡Repasemos! (Week 10)</li> <li>2. <b>Complete Synchronous Session:</b> Charla con unos/as compañeros/as de clase (7 of 10)</li> <li>3. <b>Complete:</b> Pre-class preparation activity for next Clase virtual (8 of 10)</li> <li>4. <b>Download &amp; Read:</b> Outline for QUIZ 2 on Chapter 11</li> <li>5. <b>Complete Synchronous Session:</b> TalkAbroad Conversation (2 of 2)</li> <li>6. <b>Submit Synchronous Session:</b> TalkAbroad Reflection (2 of 2)</li> </ol>	

WEEK 11 MODULE (November 2-6)	
Textbook pages & topics	ML homework
<p>• <b>Chapter 12:</b> pp. 381-385</p> <p><b>12.1 PRIMERA PARTE</b></p> <p>CLUB CULTURA</p> <ul style="list-style-type: none"> <li>• <i>Introducción a Estados Unidos</i> (p. 381)</li> </ul> <p>VOCABULARIO</p> <ul style="list-style-type: none"> <li>• <i>La tecnología</i> (pp. 382-385)</li> </ul>	<p>• <b>The following preview activity is due Mon., Nov. 9:</b> Readiness Check Ch12</p> <p>• <b>The following review activity are due Mon., Nov. 9:</b></p> <p>→ TXT Club Cultura: Introducción a Estados Unidos</p> <p>→ ML TXT (12-1, 12-2, 12-3, 12-4 Pasos 1 &amp; 2); ML SAM (12-1, 12-2, 12-3); VT12 P1 <i>En internet</i> A &amp; B; VT12 P1 <i>Verbos</i> A, B &amp; C</p>
<b>MÁS ALLÁ DEL LIBRO due Thurs., Nov. 5 by 8:00 PM:</b>	
1. <b>Complete:</b> QUIZ 2 on Chapter 11 (THURS., NOVEMBER 5 FROM 8:00AM-8:00PM ONLY)	
<b>MÁS ALLÁ DEL LIBRO due Mon., Nov. 9 by 11:59 PM:</b>	
<ol style="list-style-type: none"> <li>1. <b>Complete:</b> ¡Repasemos! (Week 11)</li> <li>2. <b>Complete Synchronous Session:</b> Charla con unos/as compañeros/as de clase (8 of 10)</li> <li>3. <b>Complete Synchronous Session:</b> Clase virtual (8 of 10)</li> <li>3. <b>Complete:</b> Pre-class preparation activity for next Clase virtual (9 of 10)</li> <li>4. <b>Read:</b> Feedback from Instructor on Formal Writing Assignment 4 (Second Draft)</li> </ol>	

WEEK 11: ONLINE QUIZ 2 INFORMATION	
<b>Date &amp; Time</b>	<b>BETWEEN 8:00AM-8:00PM ON THURS., NOVEMBER 5 ONLY</b>
<b>Location of Quiz on Carmen</b>	<a href="https://carmen.osu.edu">https://carmen.osu.edu</a> > SPAN 1103 > Modules SPAN 1103 QUIZ 2 (Chapter 11)
<b>Permitted External Resources</b>	<i>¡Arriba!</i> (7th edition) & class notes
<b>Duration of Quiz</b>	30 minutes
<b>Quiz Sections</b>	1 listening activity, 1 vocabulary activity, 2 grammar activities, 1 culture activity
<b>Quiz Content</b>	<i>¡Arriba!</i> 7th ed. Chapter 11

WEEK 12 MODULE (November 9-13)	
• <i>Wednesday, November 11: Veteran's Day—NO CLASSES</i>	
<i>Textbook pages &amp; topics</i>	<i>ML homework</i>
<ul style="list-style-type: none"> <li>• <b>Chapter 12:</b> pp. 386-392</li> </ul> <p>ESTRUCTURAS</p> <ul style="list-style-type: none"> <li>• The past participle (pp. 386-388)</li> </ul> <ul style="list-style-type: none"> <li>• The present perfect indicative (pp. 388-391)</li> </ul> <p>PERFILES</p> <ul style="list-style-type: none"> <li>• <i>Mi experiencia: La tecnología y el futuro</i> (p. 392)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The following review activities are due Thurs., Nov. 12:</b></li> <li>→ ML TXT (12-6, 12-7); ML SAM (12-5, 12-6, 12-7, 12-8)</li> <li>• <b>The following review activities are due Mon., Nov. 16:</b></li> <li>→ ML TXT (12-10, 12-11 Paso 1); ML SAM (12-9, 12-10, 12-11)</li> <li>→ ML SAM (12-17)</li> </ul>
<b>MÁS ALLÁ DEL LIBRO due Mon., Nov. 16 by 11:59 PM:</b>	
<ol style="list-style-type: none"> <li>1. <b>Complete:</b> <i>¡Repasemos!</i> (Week 12)</li> <li>2. <b>Complete Synchronous Session:</b> <i>Charla con unos/as compañeros/as de clase</i> (9 of 10)</li> <li>3. <b>Complete Synchronous Session:</b> <i>Clase virtual</i> (9 of 10)</li> <li>4. <b>Submit:</b> Formal Writing Assignment 5 (Final Draft)</li> <li>5. <b>Download &amp; Read:</b> Introduction to the ORAL EXAM</li> <li>6. <b>Sign Up:</b> ORAL EXAM</li> </ol>	

WEEK 13 MODULE (November 16-20)	
<i>Textbook pages &amp; topics</i>	<i>ML homework</i>
<ul style="list-style-type: none"> <li>• <b>Chapter 12:</b> pp. 394-400</li> </ul> <p>12.2 SEGUNDA PARTE</p> <p>VOCABULARIO</p> <ul style="list-style-type: none"> <li>• <i>El medio ambiente</i> (pp. 394-397)</li> <li>• <i>Letras y sonidos.</i> The consonants "t" and "d" (p. 395)</li> </ul> <p>ESTRUCTURAS</p> <ul style="list-style-type: none"> <li>• The future tense (pp. 398-400)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The following review activities are due Thurs., Nov. 19:</b></li> <li>→ ML TXT (12-20, 12-21, 12-22); ML (12-19, 12-20, 12-22); VT12 P2 <i>Nuestro mundo y el medio ambiente</i> A &amp; B; VT12 P2 <i>Amenazas al medio ambiente</i> A &amp; B</li> <li>→ ML SAM (12-23, 12-24, 12-25)</li> <li>• <b>The following review activities are due Mon., Nov. 23:</b></li> <li>→ ML TXT (12-24 Paso 1, 12-25); ML SAM (12-26, 12-27, 12-29)</li> </ul>

**MÁS ALLÁ DEL LIBRO due Mon., Nov. 23 by 11:59 PM:**

1. Complete: ¡Repasemos! (Week 13)
2. Complete Synchronous Session: ORAL EXAMS
3. Complete Synchronous Session: Charla con unos/as compañeros/as de clase (10 of 10)

**WEEK 14 MODULE  
(November 23-27)**

• Thursday, November 26-Friday, November 27: THANKSGIVING BREAK – NO CLASSES

*Textbook pages & topics*

*ML homework*

• Chapter 12: pp. 401-405

ESTRUCTURAS

- The conditional tense (pp. 401-403)

CLUB CULTURA

- EE.UU.: Los medios de comunicación en español (p. 405)

• The following review activity are due Mon., Nov. 30:

→ ML TXT (12-28 Paso 1); ML SAM (12-30, 12-32)

→ ML SAM CC (do 12-38, view video while completing 12-39, then do 12-40)

**MÁS ALLÁ DEL LIBRO due Mon., Nov. 30 by 11:59 PM:**

1. Complete: ¡Repasemos! (Week 14)
2. Complete Synchronous Session: ORAL EXAMS
3. Complete: Pre-class preparation activity for next Clase virtual (10 of 10)

**WEEK 15 MODULE  
(November 30-December 4)**

• Friday, December 4: LAST DAY OF REGULARLY SCHEDULED SEMESTER CLASSES

*Textbook pages & topics*

*ML homework*

• Chapter 12: pp. 406-410

12.3 NUESTRO MUNDO

- Panoramas: Los hispanos en Estados Unidos (pp. 406-407)
- Páginas: El cambio climático es en serio para la comunidad latina (pp. 408-409)
- Taller: Un artículo serio (p. 410)

• The following review activities are due Fri., Dec. 4:

→ ML TXT (12-34); ML SAM (12-41, 12-42)

→ ML TXT (12-37, 12-39); ML SAM (12-43)

REPASO DEL CAPÍTULO 12

→ ML SAM (12-13, 12-14, 12-34, 12-35); Flashcards Ch12

**MÁS ALLÁ DEL LIBRO due Fri. Dec. 4 by 11:59 PM:**

1. Complete: ¡Repasemos! (Week 15)
2. Complete Synchronous Session: ORAL EXAMS
3. Complete Synchronous Session: Clase virtual (10 of 10)
4. Download & Read: Outline of FINAL EXAM on Chapters 9-12

**FINAL EXAM WEEK  
(December 7-11)**

**MÁS ALLÁ DEL LIBRO**

1. Complete: FINAL EXAM on Chapters 9-12 (MON., DECEMBER 7 FROM 8:00AM-8:00PM ONLY)

**FINAL EXAM INFORMATION**

<b>Date &amp; Time</b>	<b>BETWEEN 8:00AM-8:00 PM ON MONDAY., DECEMBER 7 ONLY</b>
<b>Location of Exam on Carmen</b>	<a href="https://carmen.osu.edu">https://carmen.osu.edu</a> > SPAN 1103 > Modules > SPAN 1103 FINAL EXAM
<b>Permitted External Resources</b>	<i>¡Arriba!</i> (7th edition) & class notes
<b>Duration of Exam</b>	<b>Part 1:</b> 60-minutes <b>Part 2:</b> 60-minutes
<b>Exam Sections</b>	<b>Part 1:</b> Listening, Vocabulary, Reading <b>Part 2:</b> Grammar, Culture, Writing
<b>Exam Content</b>	<i>¡Arriba!</i> 7th ed. Chapters 9-12

I. APPENDIX 1

EVALUATION CRITERIA FOR FORMAL WRITING ASSIGNMENT 5

LOGISTICS										
The <i>final draft</i> of your formal writing assignment is typed [1 pt.], double-spaced [1 pt.], in Spanish using the special characters of the language [2 pts.], and includes a word count (WC) [1 pt.].										
Poor										Excellent
	1		2		3		4		5	
LENGTH										
Your formal writing assignment complies with length specifications. [1= 159 or fewer words; 2= 160-164; 3= 165-169; 4= 170-174 words; 5= 175-200 words]										
Poor										Excellent
	1		2		3		4		5	
CONTENT & DEVELOPMENT										
The main ideas are related to the topics studied in the course, are conveyed clearly and succinctly, and are sufficiently developed and supported by details.										
Poor										Excellent
1	2	3	4	5	6	7	8	9	10	
ORGANIZATION										
Your formal writing assignment includes a brief title, an introductory statement, a clear body, and a concluding statement. The body of the composition is separated logically into coherent paragraphs. The sentences of each paragraph flow together to develop ideas and are not disjointed. There are transitions present to connect ideas between sentences and/or paragraphs.										
Poor										Excellent
1	2	3	4	5	6	7	8	9	10	
VOCABULARY										
Your formal writing assignment includes target vocabulary studied in the course. There is a variety of words and expressions, without excessive repetition. Words and expressions are used appropriately according to context and are spelled correctly. There is no use of English vocabulary.										
Poor										Excellent
1	2	3	4	5	6	7	8	9	10	
GRAMMAR										
Your formal writing assignment integrates target grammatical structures covered in the course. Said structures are used with a reasonable degree of accuracy. Although some errors may be present, they are not excessive and do not interfere with the basic comprehension of the text.										
Poor										Excellent
1	2	3	4	5	6	7	8	9	10	
TOTAL= _____ /50 pts.= _____ %, Letter Grade _____										

J. APPENDIX 2

GRADING CRITERIA FOR ORAL EXAM

1. Comprehensibility / Pronunciation / Clarity of speech

0	1	2	3	4	5	6	7	8	9	10
Very little speech is comprehensible; pronunciation is inaccurate for a second-year learner and greatly impedes comprehension.						All speech is comprehensible; pronunciation is accurate for a second-year learner and does not impede comprehension.				

2. Vocabulary

0	1	2	3	4	5	6	7	8	9	10
Very inadequate and/or inaccurate; erroneous use of numerous words; unable to recall the vocabulary used during the semester.						Very rich, varied and accurate; reflective of words, expressions, and topics covered during the semester.				

3. Grammar

0	1	2	3	4	5	6	7	8	9	10
Consistently inaccurate use of the structures covered during the semester.						Consistently accurate use of the structures covered during the semester.				

4. Content

0	1	2	3	4	5	6	7	8	9	10
Ideas not well developed or interconnected; there is little content, or content given is irrelevant to the topic at hand.						Ideas very well developed and interconnected; content given is completely relevant to the topic at hand.				

5. Fluency

0	1	2	3	4	5	6	7	8	9	10
Numerous, frequent pauses in speech; slow speech; needs frequent prompting by instructor.						Speech flows smoothly for a second-year learner; an absence of excessive pausing; requires no prompting.				

TOTAL POINTS EARNED = \_\_\_\_\_ /50 POINTS POSSIBLE = \_\_\_\_\_ %

## K. APPENDIX 3

### ACADEMIC INTEGRITY PROMISE

**Welcome!** As a reminder, this is a formal course assessment. You are expected to complete this quiz/exam in accordance with the rules on Academic Integrity and Misconduct at The Ohio State University. Violating these rules can have serious consequences, including suspension or dismissal from the University. Before you begin, review what is permitted and not permitted during this assessment. Once you are done, please type your name in the box below. Your name will serve as an electronic signature that you have read and understand the guidelines for completing this assessment. **Please note that if you do not sign the Academic Integrity Promise, you are not permitted to take the quiz/exam.**

**1. Items permitted during the assessment:**

- *the course textbook (either the eText or a print copy)*
- *class notes*

**2. Items not permitted during the assessment:**

- *other external resources **beyond** the course textbook and class notes; **this includes but is not limited to:***
  - *online translators*
  - *search engines*
  - *online forums*
  - *online dictionaries*
  - *books (beyond the textbook)*

**Furthermore, I understand that..**

- *I must take the assessment alone and in a private space.*
- *I cannot copy, record or duplicate the assessment in any way which includes but is not limited to screen recordings, screenshots, copying and pasting, printing, and/or video.*
- *I am not allowed to share questions and/or answers from the assessment.*
- *I am responsible for following the Academic Integrity Promise. Academic misconduct is taken very seriously, and any suspicion of misconduct will be reported to the University's Committee on Academic Misconduct (COAM).*

## L. APPENDIX 4

### GUIDELINES & EXPECTATIONS FOR USING CARMENZOOM

**Before the CarmenZoom Session:**

1. **Be on time.** You may consider joining the session before the start time to test your microphone and webcam.

2. **Consider your environment.** Take into consideration your environment and the room lighting (specifically, avoid back-lighting). You may consider using a virtual background if that feature is available.
3. **Limit outside distractions.** Silence your phone, limit background noises, etc.
4. **Familiarize yourself with the features of CarmenZoom.** Some of the features you may wish to explore are the Chat, Participants Panel, Emoticons, Screen Sharing, etc.

*During the CarmenZoom Session:*

1. **Sign in using your OSU credentials.** You will need to access the CarmenZoom sessions using your OSU credentials so that your instructor and classmates can get to know you as well as ensure that only OSU students can join the Zoom sessions for the course. If you are unsure of how to log in using your OSU credentials, please ask a classmate or your instructor.
2. **Share your video.** You are expected to share your video during the entire session to allow for a more personalized experience. Please note that while your camera is on, it is expected that you will be dressed appropriately.
3. **Mute your microphone when you are not speaking.** In order to limit distractions and interference, please ensure that your microphone is muted when you are not speaking.
4. **Be professional and respectful in your speech and while others are speaking.**
5. **Use the chat and/or hand raise features to ask questions or make comments (if applicable).** Keep in mind that the instructor may not be able to address your question immediately, so exercise patience!

*During the Breakout Session:*

1. **Share your video.** You are expected to share your video in the breakout sessions.
2. **Participate actively and respectfully in the conversation.**
3. **Assign a "scribe" (if applicable).** If it is appropriate, you may want to assign a note taker during the session that will be responsible for jotting down the main ideas discussed during your breakout session.
4. **Mute your microphone when you are not speaking.** Depending on the number of people in your breakout session, you may want to mute your microphone when you are not speaking to reduce distractions and interference.
5. **Use the "Ask for Help" feature to contact your instructor (if applicable).** If you have questions or comments for your instructor during the breakout session, you should use the "Ask for Help" button. This will notify your instructor that you would like him/her to join your breakout room.
6. **Pay attention to "Broadcasts."** "Broadcasts" are messages shared by your instructor that will appear on your screen during the breakout session to make an announcement to the class. The messages will disappear after 5-10 seconds.
7. **Return to the main session when prompted by your instructor.** Your instructor will notify your breakout group via the "Broadcast" feature that it is time to return to the main session. If you do not end the breakout session on your own, the room will close automatically after one minute, and you will be redirected to the main session.
8. **Share responses compiled in the breakout room as explained by your instructor.** During the breakout session, you may be asked to discuss a topic with your group and share your response with the class once you return to the main session. For example, during a breakout session your instructor may ask groups to discuss a specific cultural product, practice, or perspective from a Spanish-speaking country. Next, each group will compare that product, practice, or perspective with the United States, in order to identify one similarity and one difference between the



two countries or cultures. Upon returning to the main session, one student from each group will share that similarity and difference with the class.

***After the CarmenZoom Session:***

1. Complete and submit any follow-up assignments as instructed.

**[NOTE:** In the rare instance that you experience a technical issue during your synchronous sessions on CarmenZoom with your instructor, s/he will expect you to reconnect to the session. If that is not possible, your instructor will post further instructions to Carmen Announcements.]



**THE OHIO STATE  
UNIVERSITY**

**SPAN 1103**  
**Spanish III (Lecture, 4 Credit Hours)**  
**Course Description, Policies, Grading Procedures, and Syllabus**  
*Spring 2020*

**COURSE CONTACT INFORMATION**

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

**Instructor:** X

**E-mail:** XXXX.XX@osu.edu

**Office:** XXX Hagerty Hall

**Office Hour(s):** XXXX, or by appt.

**Dept. Tutoring Hours:** See <https://sppo.osu.edu/undergraduate/tlc>

**SPANISH & PORTUGUESE LANGUAGE PROGRAM ADMINISTRATION**

**Language Program Director:** Dr. Holly Nibert

**E-mail:** [nibert.3@osu.edu](mailto:nibert.3@osu.edu)

**Office:** 240 Hagerty Hall; **Phone:** (614) 292-7125

**Office Hours:** TR 4:00-5:30 PM, W 2:00-5:00PM, or by appt.

**Asst. Language Program Director:** Megan Lobert, M.Ed.

**E-mail:** [lobert.3@osu.edu](mailto:lobert.3@osu.edu)

**Office:** 249 Hagerty Hall; **Phone:** (614) 644-5434

**Office Hours:** TRF 10:30AM-5:30PM, or by appt.

**Asst. Language Program Dir.:** Dr. Richard Henricksen

**E-mail:** [henricksen.6@osu.edu](mailto:henricksen.6@osu.edu)

**Office:** 277 Hagerty Hall; **Phone:** (614) 688-1482

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

**TECH SUPPORT**

**1. Carmen and non-MyLab (ML) technology issues, questions, or requests:**

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

**2. MyLab technology issues, questions, or requests:**

- **Self-Service and Chat support:** <https://support.pearson.com/getsupport/s/>

**3. TalkAbroad technology issues, questions, or requests:**

- **Self-Service and Chat support:** <https://talkabroad.com>

**A. COURSE DESCRIPTION AND OBJECTIVES**

**1. Overview**

As the continuation of Spanish 1102 or 1155, Spanish 1103 presupposes beyond-basic knowledge of the Spanish language and the cultures that speak it, including their perspectives, practices, and products. Spanish 1103 employs a multifaceted, communicative approach to adult second language acquisition that foment the continued development of the four skills of listening, speaking, reading, and writing. By the semester's end, students will be able to comprehend, speak, read, and write the language at an intermediate level by using more complex vocabulary and grammar to carry out essential communicative functions in context and in culturally appropriate ways. These goals are best achieved through using Spanish

as the primary language of communication in the classroom, consistent attendance, daily pre-class preparation, and active in-class participation (i.e., *in order to acquire Spanish, you must be engaged intensively in its use!*).

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

Foreign language coursework develops a learner's communication skills across ethnic, cultural, ideological, and national boundaries, and helps students develop a better understanding of other cultures and patterns of thought, as well as their own language and culture. For all Spanish courses (1101 through 2202 and beyond), the target language (Spanish) is the primary language of instruction.

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

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

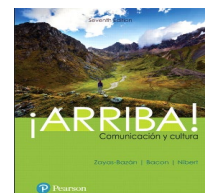
In SPAN 1103, these ELOs are manifested in the following concrete ways. Students will...

- Continue to develop a vocabulary base relevant to immediate scenarios, including travel and tourism, the airport, health and wellness, healthcare, the workplace and various professions, want ads and job interviews, technology, the environment, and the future of these.
- Develop a working knowledge of more complex grammatical structures, including adverbs ending in *-mente* (-ly), the prepositions *por* versus *para*, the subjunctive mood in noun clauses, adjective clauses, and adverbial clauses, formal and informal commands, past participles, the present perfect tense, the future tense, and the conditional tense.
- Use vocabulary and grammar to carry out various communicative functions in context, such as making travel arrangements, describing travel experiences, communicating about one's ailments, responding to want ads, interviewing for a job, discussing technology, discussing the environment, asking others to do things, giving advice, expressing emotions, opinions, and beliefs, talking about what has happened, talking about what will happen, talking about what would happen (under a certain condition), and speculating about the present and the past.
- Listen to and understand complex passages and conversations in context.
- Read and understand complex, authentic texts.
- Write a series of comprehensible paragraphs that express complex ideas about the scenarios studied.
- Speak at a comprehensible level to engage in interpersonal conversations and express ideas about the scenarios studied.
- Demonstrate an understanding of the perspectives, practices, and products (ACTFL's 3 P's) of various Spanish-speaking cultures.
- Demonstrate knowledge of the geography of the Spanish-speaking world.
- Use technology and expand digital literacy to explore and reinforce cultural and linguistic concepts.

## B. COURSE MATERIALS

### Required:

1. Pearson's **MyLab Student Access Code** for *¡Arriba! Comunicación y cultura* (7th ed.) 2019, by Zayas-Bazán, Bacon & Nibert, sold in the OSU bookstore package or directly online at <https://www.myspanishlab.com>
  - The **MyLab Course ID** for this specific section, provided by your instructor: **XXXXX00-00000**
2. Two thirty-minute conversations purchased through TalkAbroad at <https://talkabroad.com/>. You will need to create a free TalkAbroad account and purchase two conversations at the cost of \$15 per conversation (2 conversations x \$15 each = \$30 total). [NOTE: If you are taking two semesters or more of Spanish language courses (i.e., SPAN 1101-2202), it is recommended that you purchase at least the five minimum sessions required to receive the discounted price of \$10.00 per conversation (5 sessions x \$10.00 = \$50); with two required TalkAbroad assignments per course level, any unused sessions purchased will remain available indefinitely.]



- The **TalkAbroad Section Code** for this specific class section, provided by your instructor: Niber2019-XXXXXX

*Optional:*

3. **Brief version** (with Chapters 1-12 and a *brown cover*) of the **print textbook** *¡Arriba! Comunicación y cultura* (7th ed.) 2019, by Zayas-Bazán, Bacon & Nibert. Print copies of this textbook are on reserve for your use at the OSU library. For more information, see <http://guides.osu.edu/c.php?g=703154>.
4. Spanish-English/English-Spanish **Dictionary**  
(See <https://sppo.osu.edu/undergraduate/language-program/resources> for suggested online dictionaries. There is also a free digital glossary within MyLab.)
5. Access to the free **Companion Website**  
(See <https://mediadev.pearsoncmg.com/alt/myspanishlab/arriba7e/cw/index.html>.)

You may purchase the MyLab Student Access Code (item 1) at the OSU bookstore or directly online. Access includes a digital eText (with Chapters 1-15 and a *green cover*) and more. As an independent consumer, you are free to purchase your course materials in the place and manner of your choosing. However, you must have required items 1 and 2. Explore your options carefully before buying.

## C. COURSE POLICIES

### 1. Course Prerequisite

Spanish 1103 is for students who have earned regular course credit or Transfer Credit for Spanish 1102 or 1155, or who have placed into the level via the Spanish placement test (i.e., the Multimedia Computer Adaptive Test, or MultiCAT). Spanish 1103 is **not** open to native speakers of Spanish or to students who have OSU EM (Examination Mark) test credit or transfer credit for 1103.

### 2. Course Sequence

Spanish 1103 is the final course in the three-course sequence (1101, 1102, 1103) or the two-course sequence (1155 and 1103) that fulfills the foreign language requirement of the College of Arts and Sciences. Students enrolled in Spanish 1103.01 are eligible to enroll in Spanish 2202 after successful completion of this course.

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

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

### 4. More on Foreign Language EM Proficiency Testing

Heritage speakers of Spanish, as well as students who deem that, due to self-study or travel abroad, they have developed Spanish skills beyond their MultiCAT placement and/or recent course work, should consider taking the EM Proficiency Test. Eligible students may seek credit by examination (EM) for Spanish 1101, 1102, 1155, 1103, or 2202. Students can only take the EM Proficiency Test for the course level into which they have placed or are currently enrolled, but *only during the first week of the semester* in the latter case. Students who have audited, received a "W", or earned a failing grade for a Spanish course are not eligible for an EM Proficiency Test. For more information, see <https://sppo.osu.edu/undergraduate/language-program/departmental-exams> and email Dr. Richard Henricksen at [henricksen.6@osu.edu](mailto:henricksen.6@osu.edu).

### 5. Academic Misconduct

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

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

## 6. Student Life Disability Services

"Students with disabilities who have been certified by the Office of Student Life Disability Services (SLDS) will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of SLDS is located in 098 Baker Hall, 113 W. 12<sup>th</sup> Ave.; telephone 292-3307, TDD 614-292-0901; <http://slds.osu.edu/>.

## 7. Mental Health Services

"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/is 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](http://ccs.osu.edu) or calling (614) 292-5766. CCS is located on the 4th Floor of the Younkin Success Center and the 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](http://suicidepreventionlifeline.org)."

## 8. In-class Use of Electronic Devices

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

## D. GRADING PROCEDURES

### 1. Grading Scale

<b>A</b>	92.5-100	<b>B+</b>	87.5-89.4	<b>C+</b>	77.5-79.4	<b>D+</b>	67.5-69.4
<b>A-</b>	89.5-92.4	<b>B</b>	82.5-87.4	<b>C</b>	72.5-77.4	<b>D</b>	64.5-67.4
		<b>B-</b>	79.5-82.4	<b>C-</b>	69.5-72.4	<b>E</b>	0-64.4

## 2. Key to Grade Percentages for Formal Writing Assignment #4 & Oral Exam (see Appendices 2 & 3 for Evaluation Criteria)

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

## 3. Final Grade: Components and Weighting

GRADE COMPONENTS	WEIGHTING
<b>A. Homework</b>	
1. MyLab (ML) activities	<b>12%</b> (3% each chapter x 4 = 12% total)
2. Daily written homework activities	<b>4%</b> (1% each chapter x 4 = 4% total)
3. TalkAbroad conversations (2 total)	<b>10%</b> ([3% each conversation + 2% each reflection] x 2) = 10%
<b>B. Class Participation</b>	<b>10%</b> (2.5% each chapter x 4 = 10% total)
<b>C. Formal Writing Assignment</b>	<b>8%</b> (1% each for assignments 1, 2 & 3 + 5% for assignment 4 = 8% total)
<b>D. Formal Assessments</b>	
1. Oral Exam (1 total)	<b>12%</b>
2. Quizzes (2 total)	<b>14%</b> (7% each quiz x 2 = 14% total)
3. Midterm Exam	<b>14%</b>
4. Final Exam	<b>16%</b>
<b>TOTAL</b>	<b>100%</b>

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

### Homework:

- **MyLab** (each chapter grade is the average score derived from all scores on *assigned* chapter activities only, indicated by a clock icon in MyLab and on the weekly syllabus in Section F)

Chapter 9 \_\_\_\_\_ x .03 = \_\_\_\_\_

Chapter 10 \_\_\_\_\_ x .03 = \_\_\_\_\_

Chapter 11 \_\_\_\_\_ x .03 = \_\_\_\_\_

Chapter 12 \_\_\_\_\_ x .03 = \_\_\_\_\_

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

Chapter 9 \_\_\_\_\_ x .01 = \_\_\_\_\_

Chapter 10 \_\_\_\_\_ x .01 = \_\_\_\_\_

Chapter 11 \_\_\_\_\_ x .01 = \_\_\_\_\_

Chapter 12 \_\_\_\_\_ x .01 = \_\_\_\_\_

- **TalkAbroad:**

Conversation 1 \_\_\_\_\_ x .03 = \_\_\_\_\_

Reflection 1 \_\_\_\_\_ x .02 = \_\_\_\_\_

Conversation 2 \_\_\_\_\_ x .03 = \_\_\_\_\_

Reflection 2 \_\_\_\_\_ x .02 = \_\_\_\_\_

**Class Participation:**

Chapter 9	_____ x .025	= _____
Chapter 10	_____ x .025	= _____
Chapter 11	_____ x .025	= _____
Chapter 12	_____ x .025	= _____

**Formal Writing Assignment:**

Assignment 1 (scored on a credit/no-credit basis)	_____ x .01	= _____
_____ x .01	Assignment 2 (scored on a credit/no-credit basis)	= _____
Assignment 3 (scored on a credit/no-credit basis)	_____ x .01	= _____
Assignment 4 (graded using rubric in Appendix 2)	_____ x .05	= _____

**Formal assessments:**

- **Final Oral Exam:** Chapters 9, 10 & 11 \_\_\_\_\_ x .12 = \_\_\_\_\_
- **Quizzes:**
  - Quiz 1: Chapter 9 \_\_\_\_\_ x .07 = \_\_\_\_\_
  - Quiz 2: Chapter 11 \_\_\_\_\_ x .07 = \_\_\_\_\_
- **Midterm Exam:** Chapters 9 & 10 \_\_\_\_\_ x .14 = \_\_\_\_\_
- **Final Exam:** Chapters 9, 10, 11 & 12 \_\_\_\_\_ x .16 = \_\_\_\_\_

PRELIMINARY TOTAL = \_\_\_\_\_  
 # of 55-minute, unexcused absences \_\_\_\_ x -1% = \_\_\_\_\_  
**FINAL TOTAL = \_\_\_\_\_ (Out of 100)**

**E. GRADE COMPONENTS & POLICIES**

**1. Policy on Attendance, Tardiness, and Early Departures from Class**

Daily class attendance is crucial for the development of your language skills and therefore for success in this course. Regular attendance is expected. **Absences will be closely monitored** and fall into three categories: "grace sessions", excused absences, and unexcused absences. **Any unexcused absences will negatively affect your final course grade at the end of the semester, as explained below.** Please keep a personal record of any absences, tardies, or early departures from class, and when possible, obtain and keep any documentation that verifies your reasons. A chart for recording such information is provided in Appendix 4 for your convenience.

**Grace sessions:** Over the course of the semester, you will be allowed **four "grace sessions" of 55 minutes** (equivalent to *one week of class in Autumn or Spring*) without the need for official documentation. If your class section meets four days per week (e.g., TWRF from 8:00-8:55 AM), you will be allowed *four days* of absences as "grace sessions". If your class section meets two days per week (e.g., TR from 5:30-7:20 PM), you will be allowed *two days* of absences as "grace sessions" (since one class day= 110 minutes, or *two* sessions of 55 minutes). In either case, these sessions should **not** be interpreted as *free days!* **Use them wisely!** They should be reserved for foreseeable or unforeseeable events and emergencies, *including illness for which medical attention is not sought.* In the latter case, it is recommended that you email your Spanish instructor as soon as possible to inform him/her about needing to miss class (i.e., due to a migraine, etc.). [NOTE: Should you be absent the day of a quiz or an exam, you must present *official, documented proof* of illness or of some other calamity in order to be able to make it up. Otherwise, you will *receive a zero!* See the following paragraph for more information on how to document an absence.]

**Excused absences:** Any additional absences (beyond the four "grace sessions" of 55 minutes) can be **excused** if you have an acceptable, verifiable reason. In this context, "acceptable" means an illness, a death in the family (or some other significant family event, such as a wedding), a subpoena, jury duty, military service, performance in a university-sponsored athletic competition, a job interview, etc. "Verifiable" means that you can provide *official, original* documentation to account for the reason. Such documentation typically provides a phone number that can be called for verification. Examples include a doctor's note (on original letterhead paper; in general, photocopies and faxes will not be accepted), an original program from a funeral or wedding, an obituary, a written call to service from a court of law or other government institution, a note

from a university athletic division, etc. Personal notes from friends or relatives *will not be accepted* as official documentation. Documentation intended to excuse an absence should be presented to your instructor (and, if necessary, to the Language Program Director, Dr. Holly Nibert<sup>(3)</sup> and/or Assistant Language Program Directors, Megan Lobert<sup>(3)</sup>, and/or Dr. Richard Henriksen<sup>(6)</sup> *as soon as possible*. **No documentation will be accepted after 11:59 PM of Reading Day, which for Spring 2020 is Tuesday, April 21.** [NOTE: The falsification of official documents is a serious offense that *will be reported* to the Committee on Academic Misconduct (COAM). See Section C.5 above.]

**Unexcused absences:** Any additional absences (beyond the “grace sessions” and any excused absences) will be considered *unexcused*. **Each unexcused absence of 55 minutes will result in the lowering of your final course grade by 1% at the end of the semester.** For example, in a class section that meets four days per week (e.g., TWRF), if your overall grade is 92% (A-) and you have three *unexcused* absences of 55 minutes (beyond the “grace sessions” and any excused absences), your final assigned course grade will be 89% (B+) [i.e.,  $92\% - 3\% = 89\%$ ]. In a class section that meets two days per week (e.g., TR), recall that one class day= 110 minutes, or *two* sessions of 55 minutes. Thus, if a student misses 3 class days without official documentation (beyond the “grace sessions” and any excused absences), an overall grade of 92% (A-) will be lowered to 86% (B), since 3 class days= 6 sessions of 55 minutes [i.e.,  $92\% - 6\% = 86\%$ ].

**Late arrivals and early departures from class:** Finally, *arriving to class late* or *leaving class early* can accumulate into one or more absences. A late arrival to class (i.e., arriving at any point after your instructor officially begins a class session) or an early departure from class (i.e., leaving at any point before your instructor officially ends a class session) on five (5) different occasions (even if on the same class day) will be counted as *one 55-minute absence from class*. If you have “grace sessions” remaining, an absence of this nature can count as a “grace session”. If you have an acceptable, verifiable reason for arriving late or leaving early on a particular class day (e.g., a study abroad interview, a job interview, etc.), this may be excused, following the parameters outlined above for “Excused absences”.

*In sum, make sure that you clearly understand the attendance, tardiness, and early departure policies for this course, that you keep track of your own records [see Appendix 4], and that you make wise decisions regarding if and when you miss class.*

## 2. Class Participation

Beyond daily class attendance, consistent, active class participation is also crucial for the development of your language skills and therefore for success in this course. Your overall class participation will be evaluated according to the five criteria specified on the “Class Participation Self-Assessment Sheet,” shown in Appendix 1.

At the end of each of the four chapters covered in this course, you will be asked to complete the self-assessment for your instructor either in class or online via Carmen. In order to complete the participation assessment, choose the point value on each scale that most accurately describes your performance for that criteria during that grading period. Then, add up the points and write the resulting total score in the space provided at the end. Your instructor may accept or alter your self-assessment, may offer comments, and then will record the total number of points earned for that chapter or “grading period.” By the end of the semester, you will have received four class participation grades. If you do not understand or if you disagree with a change made to your self-assessment, you should discuss the matter with your instructor immediately; office hours are the most appropriate time for this. Lastly, if your instructor prefers the online submission of participation grades through Carmen, and you do not submit a self-assessment by the due date indicated by your instructor, s/he reserves the right to simply *assign you* a participation grade for that chapter.

## 3. Homework

For each chapter, **homework assignments will come from three sources:** **a)** pre-assigned activities in MyLab (ML); **b)** daily written homework activities assigned by your instructor (for example, additional activities from MyLab, written out on paper or completed online as preferred by your instructor; extra handouts, etc.); and **c)** synchronous TalkAbroad conversation and reflection assignments. Please note that ***no late homework will be accepted for MyLab activities or for daily written homework activities.*** The late policy for the TalkAbroad reflections is specified below in 3.c.

**a. MyLab activities:** First, regarding the pre-assigned activities in MyLab, various assignments (e.g., Student Activities Manual



(SAM) activities, videos, etc.) and their due dates appear in the weekly syllabus in Section F. MyLab assignments and their due dates also are indicated within the MyLab system, by means of a clock icon on an electronic calendar. **Be sure to check this electronic calendar weekly.** All MyLab assignments are due *by 11:59 PM* on the date indicated, regardless of your particular class section's meeting days and time. The MyLab system will automatically score and offer feedback on these pre-assigned activities, since they are machine-gradable. MyLab will allow you to repeat an activity up to three times. Note, however, that *each attempt counts*. MyLab will take the average of your attempts (whether 1, 2, or 3) as your final score for that activity in the MyLab grade book. The system will indicate the correct responses for an activity only after it has come due at 11:59 PM, so you can return to the activity later to check answers. Furthermore, any *unassigned* activities attempted or completed by you will not affect your chapter averages positively or negatively, so feel free to experiment!

**b. Daily written homework activities:** Second, your instructor will assign 2-4 brief *written* homework activities *for each class day* (1-2 "review" activities over that day's content and 1-2 "preview" activities to prepare for the next class day's content), to actively review in class, as a class, and thus provide opportunity for questions and clarifications. Each assignment will be due in class *at the beginning of the class hour* on the due date given by your instructor. ***On at least 5 class days per chapter (and perhaps more), chosen at random by your instructor,*** s/he will circulate around the classroom and assign each student's work a grade of credit/no-credit. [NOTE: 100% credit= all activities are completed and well done; 0% (no-credit)= activities are only partially completed or not well done or missing (i.e., not completed).] By the end of the semester, you will have received at least 20 daily written homework grades (= at least 5 per chapter x 4 chapters).

If you are absent from class when an assignment of daily written homework activities is due, you should try to submit it to your instructor's mailbox or as an email attachment that same day. If that is not possible, the assignment will only be accepted if submitted the *next session you are present in class*. You also are responsible for finding out from your instructor (or from another classmate) what activities were assigned during your absence(s), in order to have all of the work ready to submit upon your return to class. In short, "I wasn't in class yesterday" is **not** an acceptable excuse for missing or incomplete homework.

**c. TalkAbroad:** Third, during the semester you will be required to participate in two conversations through TalkAbroad and complete a brief reflection on your experience. Each conversation will be 30 minutes in duration and will take place through <https://www.talkabroad.com> at the cost of \$15 per conversation (2 conversations x \$15 each = \$30 total). The conversation and reflection represent *two* separate grades. Additional details on the conversation and reflection assignments are given below.

- **TalkAbroad conversation:** In order to get started, you first will need to create a free TalkAbroad account, join the specific class section shown on page 2 of this syllabus (Section B.2), and purchase two conversations. Then, you will choose a TalkAbroad conversation partner and select a date and time from his/her online schedule. Please note that, according to the rules of TalkAbroad as a company, ***all appointments must be booked at least 36 hours in advance***. If, for whatever reason, you need to reschedule or cancel your appointment, all requests must be submitted at least ***12 hours in advance*** in order for the credit(s) to be refunded to your account. On the day of your appointment, it is **critical that you are set up and ready to begin your scheduled appointment on time to ensure a full 30 minutes to complete your conversation**. Partners have appointments every 30 minutes and need to begin and end conversations on time, even if a student arrives late. Your conversation will be recorded and photographed automatically, and the audio file will be available to you for review in your TalkAbroad account. Your instructor will access your recording, photograph, and time log through TalkAbroad. The TalkAbroad conversation is worth 6% of the overall course grade (3% x 2 conversations= 6%) and will be evaluated according to its duration, as follows:

GRADING OF CONVERSATION
• 25:00-30:00 minutes= 100% credit
• 15:00-19:59 minutes= 50% credit
• 00:00-14:59 minutes= 0% credit

For each day (up to a maximum of three) that a TalkAbroad conversation is late beyond its due date, 10% will be subtracted from the assessed final grade percentage, up to a total of 30% off for lateness. On the fourth day and beyond (including

the two days of the weekend), a conversation will no longer be accepted for credit. If lateness is due to technical problems, please document these (for example, through an email exchange with TalkAbroad, screen shots, etc.). With documentation, your instructor will negotiate a new due date with you, which, if missed, will then result in a zero on the TalkAbroad conversation. [NOTE: If a TalkAbroad conversation has not taken place but a TalkAbroad reflection is submitted for it regardless, this action will be reported to COAM as a case of suspected academic dishonesty.]

- **TalkAbroad reflection:** *After* you complete your conversation, **you will need to submit a reflection assignment on language and culture.** This assignment consists of questions and answers in English, to help you process your experience conversing with a native speaker in Spanish. The reflection must be submitted either in class or via Carmen on the date and time specified by your instructor. The TalkAbroad reflection is worth 4% of the overall course grade (2% x 2 reflection= 4%) and will be evaluated according to its thoroughness, as follows:

GRADING OF REFLECTION
• All sections answered thoroughly= 100% credit
• All sections answered but not thoroughly= 75% credit
• Only some sections answered= 50% credit
• No questions answered, or no submission= 0% credit

For each day (up to a maximum of three) that a TalkAbroad reflection is late beyond its due date, 10% will be subtracted from the assessed final grade percentage, up to a total of 30% off for lateness. On the fourth day and beyond (including the two days of the weekend), a reflection will no longer be accepted for credit. [NOTE: If a TalkAbroad conversation has not taken place but a TalkAbroad reflection is submitted for it regardless, this action will be reported to COAM as a case of suspected academic dishonesty.]

#### 4. Formal Writing Assignment

One pre-established topic will be assigned over the course of the semester. The formal writing assignments together will be worth 8% of the final course grade and **will entail the following four separate assignments or steps:**

<b>Week 5</b>	<b>Formal Writing Assignment 1: Pre-writing activity</b> [1% of final grade] Bring to class pre-writing activity (handwritten or typed in Spanish; credit/no-credit); exact due date to be determined by instructor
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<b>Week 6</b>	<b>Formal Writing Assignment 2: First draft &amp; peer review</b> [1% of final grade] Bring to class first draft (2-3 copies, either handwritten or typed and <i>printed</i> , in Spanish; double-spaced; use the special characters of Spanish; credit/no-credit); exact due date to be determined by instructor
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<b>Week 8</b>	<b>Formal Writing Assignment 3: Second draft</b> [1% of final grade] Bring to class or submit via Carmen a second draft of approximately <b>175-200</b> words in Spanish (typed; double-spaced; use the special characters of Spanish; include a word count (WC); submit also the first draft; credit/no-credit); exact due date to be determined by instructor
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<b>Week 13</b>	<b>Formal Writing Assignment 4: Final draft</b> [5% of final grade] Bring to class or submit via Carmen a final draft of approximately <b>175-200</b> words in Spanish (typed; double-spaced; use the special characters of Spanish; include a word count (WC); submit also the second draft; will be graded using the rubric in Appendix 2); exact due date to be determined by instructor
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- **Definition of "credit/no credit":** 100% credit = complete (including any prior assignment requested), well done (in earnest effort), and on time. 0% (no-credit) = partially complete or not well done or missing (i.e., not completed).
- **Policy on late submissions:** Assignments 1, 2 & 3 must be shown or submitted on the due date and by the time specified by your instructor. **No late work will be accepted for credit** without acceptable, verifiable documentation. If you miss

class on a due date, you must email the assignment (whether 1, 2 or 3) to your instructor before the start time of your class that day. If you miss class on the peer review day for Assignment 2, you are encouraged to get feedback on your draft from your instructor or the TLC. Regarding Assignment 4 (the final draft), for each day (up to a maximum of three) that it is late beyond the due date, 10% will be subtracted from the assessed final grade percentage, up to a total of 30% off for lateness. On the fourth day and beyond (including the two days of the weekend), Assignment 4 will no longer be accepted for credit. For example, if your class section meets four days per week (e.g., TWRF from 8:00-8:55 AM) and your work is due at 8:00 AM on Wednesday, the last possible time when you can submit it for credit (albeit with a loss of 30%) is 8:00 AM on Saturday (by email or through Carmen). In such a case, let's imagine that the instructor deems the 3-day-late final draft to be worth a score of 45 points, or 90% (A-). After the loss of 30% [3 days late x -10%], the student will receive a grade percentage of 60% (E) on the final draft [i.e., 90% – 30% = 60%]. After 3 days, Assignment 4 will receive a zero.

- **Policy on originality of work:** It should be noted that *all 4 assignments must reflect a student's own work*, in terms of both content and language. Translations carried out through the use of a computer are unacceptable and will receive the grade of 0%, with no possibility of a resubmission. Furthermore, *if you solicit the help of a tutor in your writing, you must simultaneously submit both a marked-up draft signed by the tutor and a clean copy of the draft due, in order to receive credit or a grade* (regardless of which of the 4 assignments is involved). *You* must produce all drafts, on your own, in Spanish, before soliciting any help from others. This requirement is very important since you will be expected to complete a formal writing assignment directly in Spanish on the final exam. A tutor may indicate any errors made on a draft by circling (although *not* correcting) them in an ink color different from your original copy. It is the student's job to then edit and correct his/her own draft. It is obvious to an instructor when a student has received help with writing. If you receive help and the above procedure is not followed (i.e., a signed, marked-up draft reflecting any feedback from a tutor is not submitted with the draft due), you will receive a 0% on that assignment, with no possibility of a resubmission. If you do not receive help on a given draft, you only need to submit your own work.

## 5. Formal assessments

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

There will be *at least* two brief (~20-30 minutes) quizzes, or "pruebas", given during the semester, one for each of the two textbook chapters *not* immediately preceding a major exam. Thus, minimally, there will be a brief quiz on Chapter 9 and on Chapter 11. Each quiz will contain one section on listening comprehension, one section on vocabulary, two sections on grammar, and one section on culture, for a total of five sections. An outline of the quiz (containing the direction lines, point values, and models (where appropriate) for each section of the quiz) will be provided to you *at least one week before each quiz date*. Your instructor will provide this outline and specify the date of each quiz for your class section.

### b. Written Exams

There will be two written exams: a midterm exam given during week 7 of the semester and a final exam given during finals week. The midterm exam will be given over two consecutive 55-minute class sessions. It will cover Chapters 9-10. The final exam will be given during the one-hour and 45-minute time slot of exam week specified for your class section by the University. The final exam will be cumulative but will focus most heavily on Chapters 11-12. An exam outline (containing the direction lines, point values, and models (where appropriate) for each section) will be provided for both the midterm and final exam *at least one week before the established exam date*.

This course follows the University-established final exam schedule. Your section's final exam date and time are available for confirmation on the Registrar's website at <https://registrar.osu.edu/scheduling/finals/finals.asp>. Requests to reschedule final exams will *not* be considered except in the case of legitimate, verifiable, extenuating circumstances, such as a call to military service, serious illness, etc. Reasons such as, "I already bought a plane ticket to go home" will *not* be honored.

### c. Final Oral Exam

An oral exam of approximately 7 minutes will be given sometime during weeks 13-14 of the semester. The oral exam will be evaluated according to the criteria in Appendix 3. You will take the oral exam individually with your instructor during class time in your regular classroom, on the date and time specified by your instructor at a later point in the semester. The format of the exam will involve spontaneous speaking (i.e., not read or memorized material) for a total of four minutes (two minutes about two different topics). Thus, the best way to prepare for it is to be present in class on a regular basis and

actively participate during class *in Spanish*, not English, as much as possible. Further details about the oral exam will be provided by your instructor at a later date in the semester.

## F. WEEKLY SYLLABUS

### KEY TO ABBREVIATIONS USED IN SYLLABUS

ML= MyLab	P1 = <i>Primera Parte</i> of chapter	VT = <i>Vocabulary Tutorial</i>
CC = Club cultura	P2 = <i>Segunda Parte</i> of chapter	→ = homework "corresponds to" topic listed on same line in previous column

### WEEK 1 (January 6-10)

• *Monday, January 6: SEMESTER CLASSES BEGIN*

• *Friday, January 10: LAST DAY TO ADD A COURSE (without instructor's written permission)*

#### Textbook pages & topics

#### ML homework

- **Course Introduction**
- **Syllabus Quiz** (during 2nd or 3rd 55-minute session)

• **The following review activities are due Sun., Jan. 19:**

- **Chapter 9:** pp. 282-295

#### 9.1 PRIMERA PARTE

##### CLUB CULTURA

- *Introducción a Colombia* (p. 283)

##### VOCABULARIO

- *En el aeropuerto* (pp. 284-288)

##### ESTRUCTURAS

- *Por* and *Para* (pp. 289-292)
- Adverbs ending in *-mente* (pp. 293-295)

→ ML (9-1, 9-2, 9-3); VT09 P1 *En el aeropuerto* A & B;

VT09 P1 *Verbos* A & B

→ ML (9-5, 9-6)

→ ML (9-9, 9-10)

#### Additional Assignments:

- **None**

#### Additional ML Practice Activities (*Optional*):

*ML Course > Course Materials > Capítulo 9 > Learning Tools & Apps > Grammar Learning Tools*

### WEEK 2 (January 13-17)

• *Friday, January 17: LAST DAY TO ADD A COURSE (with instructor's written permission)*

#### Textbook pages & topics

#### ML homework

- **Introduction to MyLab**
- **Introduction to TalkAbroad**
- **Chapter 9:** pp. 295-296, 298-301

• **The following review activities are due Sun., Jan. 19:**

##### REPASO

- *Repaso*
- *¡Conversemos!* (p. 295)

→ ML (9-13, 9-14)

##### PERFILES

- *Mi experiencia: Auyantepuy: Un viaje de aventura* (p. 296)

→ ML (9-17)

#### 9.2 SEGUNDA PARTE

##### VOCABULARIO

- *Los viajes* (pp. 298-301)

→ ML (9-19, 9-20, 9-21, 9-22); VT09 P2 *Atracciones turísticas*; VT09 P2 *Actividades típicas de los viajeros* A & B

→ ML (9-23, 9-24)

- *Letras y sonidos*: The letter "g" in sequences other than "ge" and "gi" in Spanish (p. 299)

<b>Additional Assignments:</b>
• <b>Register for TalkAbroad</b>
<b>Additional ML Practice Activities (Optional):</b> <i>ML Course &gt; Course Materials &gt; Capítulo 9 &gt; Learning Tools &amp; Apps &gt; Grammar Learning Tools</i>

WEEK 3 (January 20-24)	
• <i>Monday, January 20: MARTIN LUTHER KING, JR. DAY– NO CLASSES</i>	
<i>Textbook pages &amp; topics</i>	<i>ML homework</i>
<p>• <b>Chapter 9:</b> pp. 302-316, 317</p> <p>ESTRUCTURAS</p> <ul style="list-style-type: none"> <li>• Introduction to the Spanish subjunctive (pp. 302-305)</li> <li>• The subjunctive to express influence (pp. 306-309)</li> </ul> <p>REPASO</p> <ul style="list-style-type: none"> <li>• <i>Repaso</i></li> <li>• <i>¡Conversemos!</i> (p. 310)</li> </ul> <p>CLUB CULTURA</p> <ul style="list-style-type: none"> <li>• <i>El paraíso venezolano</i> (p. 311)</li> </ul> <p><b>9.3 NUESTRO MUNDO</b></p> <ul style="list-style-type: none"> <li>• <i>Panoramas: Riquezas naturales e históricas</i> (pp. 312-313)</li> <li>• <i>Páginas: Viajes aventura, un sitio turístico</i> (pp. 314-315)</li> <li>• <i>Taller: Conoce mi universidad</i> (p. 316)</li> </ul>	<p>• <b>The following review activities are due Sun., Jan. 26:</b></p> <p>→ ML (9-25, 9-26, 9-27); VT09 P2 <i>Expressions that may be followed by the subjunctive A &amp; B</i></p> <p>→ ML (9-29, 9-30, 9-32)</p> <p>→ ML (9-33, 9-34); Flashcards Ch09</p> <p>→ ML CC (do 9-37, view video while completing 9-38, then do 9-39)</p> <p>→ ML (9-40, 9-41)</p> <p>→ ML (9-42)</p> <p>• <b>The following preview activity is due Sun., Jan. 26:</b></p> <p>Grammar Readiness Check Ch10</p>
<b>Additional Assignments:</b>	
• <b>Submit Participation Grade for Chapter 9</b> (exact date to be determined by instructor)	
<b>Additional ML Practice Activities (Optional):</b> <i>ML Course &gt; Course Materials &gt; Capítulo 9 &gt; Learning Tools &amp; Apps &gt; Grammar Learning Tools</i>	

WEEK 4 (January 27-31)	
• <i>Friday, January 31: LAST DAY TO DROP A COURSE (without receiving a "W" on record)</i>	
<i>Textbook pages &amp; topics</i>	<i>ML homework</i>
<p>• <b>Formal Writing Assignment Workshop 1:</b> <i>Introduction to topic and pre-writing strategies</i></p> <p>• <b>Chapter 10:</b> pp. 318-329</p> <p><b>10.1 PRIMERA PARTE</b></p> <p>CLUB CULTURA</p> <ul style="list-style-type: none"> <li>• <i>Introducción a Paraguay</i> (p. 319)</li> </ul> <p>VOCABULARIO</p> <ul style="list-style-type: none"> <li>• <i>Las partes del cuerpo humano</i> (pp. 320-323)</li> </ul> <p>ESTRUCTURAS</p>	<p>• <b>The following review activities are due Sun., Feb. 2:</b></p> <p>→ ML (10-1, 10-2, 10-3); VT10 P1 <i>Las partes del cuerpo humano A &amp; B</i>; VT10 P1 <i>Problemas de salud A &amp; B</i></p>

<ul style="list-style-type: none"> <li>• Formal Commands (pp. 324-326)</li> <li>• The subjunctive to express feelings &amp; emotions (pp. 327-329)</li> </ul>	<ul style="list-style-type: none"> <li>→ ML (10-5, 10-6, 10-7)</li> <li>→ ML (10-9, 10-10, 10-11); VT10 P1 <i>Verbs and expressions of emotions A &amp; B</i></li> </ul>
<b>Additional Assignments:</b>	
• <b>QUIZ 1 on Chapter 9</b> ( <i>exact date to be determined by instructor</i> )	
<b>Additional ML Practice Activities (Optional):</b> <i>ML Course &gt; Course Materials &gt; Capítulo 10 &gt; Learning Tools &amp; Apps &gt; Grammar Learning Tools</i>	

<b>WEEK 5</b> <b>(February 3-7)</b>	
<i>Textbook pages &amp; topics</i>	<i>ML homework</i>
<ul style="list-style-type: none"> <li>• <b>Chapter 10:</b> pp. 329-330, 332-336</li> </ul> <p>REPASO</p> <ul style="list-style-type: none"> <li>• <i>Repaso</i></li> <li>• <i>¡Conversemos!</i> (p. 329)</li> </ul> <p>PERFILES</p> <ul style="list-style-type: none"> <li>• <i>Mi experiencia: La medicina tradicional en Bolivia</i> (p. 330)</li> </ul> <p><b>10.2 SEGUNDA PARTE</b></p> <p>VOCABULARIO</p> <ul style="list-style-type: none"> <li>• <i>Los alimentos</i> (pp. 332-336)</li> <li>• <i>Letras y sonidos: The consonants "r" and "rr"</i> (p. 333)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The following <i>review</i> activities are due Sun., Feb. 9:</b></li> </ul> <ul style="list-style-type: none"> <li>→ ML (10-13, 10-14)</li> <li>→ ML (10-17)</li> <li>→ ML (10-19, 10-21); VT10 P2 <i>Sigan una dieta rica en...</i>, VT10 P2 <i>En moderación coman/beban...y Eviten...</i></li> <li>→ ML (10-23)</li> </ul>
<b>Additional Assignments:</b>	
• <b>Formal Writing Assignment 1 (Pre-Writing Activity):</b> <i>Show pre-writing activity in class (handwritten or typed; credit/no credit; exact date to be determined by instructor)</i>	
<b>Additional ML Practice Activities (Optional):</b> <i>ML Course &gt; Course Materials &gt; Capítulo 10 &gt; Learning Tools &amp; Apps &gt; Grammar Learning Tools</i>	

<b>WEEK 6</b> <b>(February 10-14)</b>	
<i>Textbook pages &amp; topics</i>	<i>ML homework</i>
<ul style="list-style-type: none"> <li>• <b>Formal Writing Assignment Workshop 2:</b> <i>In-class peer review of first draft &amp; practice with transition words</i></li> <li>• <b>Chapter 10:</b> pp. 337-346, 347</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The following <i>review</i> activities are due Sun., Feb. 16:</b></li> </ul>

<p><b>ESTRUCTURAS</b></p> <ul style="list-style-type: none"> <li>• The subjunctive to express doubt and denial (pp. 337-340)</li> </ul> <p><b>REPASO</b></p> <ul style="list-style-type: none"> <li>• <i>Repaso</i></li> <li>• <i>¡Conversemos!</i> (p. 340)</li> </ul> <p><b>CLUB CULTURA</b></p> <ul style="list-style-type: none"> <li>• <i>La medicina tradicional y la medicina moderna en Bolivia</i> (p. 341)</li> </ul> <p><b>10.3 NUESTRO MUNDO</b></p> <ul style="list-style-type: none"> <li>• <i>Panoramas: Bolivia y Paraguay: Riquezas por descubrir</i> (pp. 342-343)</li> <li>• <i>Páginas: "La azucena del bosque" (Mito guaraní)</i> (pp. 344-345)</li> <li>• <i>Taller: Un artículo sobre la salud</i> (p. 346)</li> </ul>	<p>→ ML (10-25, 10-27); VT10 P2 <i>Verbs and expressions of doubt and denial</i></p> <p>→ Flashcards Ch10</p> <p>→ ML CC (do 10-33, view video while completing 10-34, then do 10-35)</p> <p>→ ML (10-36, 10-37)</p> <p>→ ML (10-38)</p>
<b>Additional Assignments:</b>	
<ul style="list-style-type: none"> <li>• <b>Formal Writing Assignment 2 (First Draft &amp; Peer Review):</b> <i>Bring 2-3 copies of your first draft to class for peer review (handwritten or typed &amp; <u>printed</u>; double-spaced, use special characters of Spanish; credit/no credit; exact date to be determined by instructor)</i></li> <li>• <b>Submit Participation Grade for Chapter 10</b> (exact date to be determined by instructor)</li> <li>• <b>TalkAbroad Conversation &amp; Reflection 1 due</b> (exact date to be determined by instructor)</li> </ul>	
<p><b>Additional ML Practice Activities (Optional):</b></p> <p><i>ML Course &gt; Course Materials &gt; Capítulo 10 &gt; Learning Tools &amp; Apps &gt; Grammar Learning Tools</i></p>	

<b>WEEK 7</b> <b>(February 17-21)</b>	
<i>Textbook pages &amp; topics</i>	<i>ML homework</i>
<ul style="list-style-type: none"> <li>• 1st &amp; 2nd 55-minute sessions: REVIEW</li> <li>• 3rd 55-minute session: <b>MIDTERM EXAM, PART 1:</b> <i>Listening, vocabulary, reading</i></li> <li>• 4th 55-minute session: <b>MIDTERM EXAM, PART 2:</b> <i>Grammar &amp; culture</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>The following <i>review</i> activity is due Sun., Feb. 23:</b> Grammar Readiness Check Ch11</li> </ul>
<b>Additional Assignments:</b>	
<ul style="list-style-type: none"> <li>• <b>None</b></li> </ul>	

<b>WEEK 8</b> <b>(February 24-28)</b>	
<i>Textbook pages &amp; topics</i>	<i>ML homework</i>
<ul style="list-style-type: none"> <li>• <b>Chapter 11:</b> pp. 348-361</li> </ul> <p><b>11.1 PRIMERA PARTE</b></p> <p><b>CLUB CULTURA</b></p> <ul style="list-style-type: none"> <li>• <i>Introducción a Argentina</i> (p. 349)</li> </ul> <p><b>VOCABULARIO</b></p> <ul style="list-style-type: none"> <li>• <i>El mundo del trabajo</i> (pp. 350-353)</li> </ul> <p><b>ESTRUCTURAS</b></p> <ul style="list-style-type: none"> <li>• <i>Tú</i> commands (pp. 354-356)</li> <li>• The subjunctive and the indicative with adverbial conjunctions (pp. 357-360)</li> </ul> <p><b>REPASO</b></p>	<ul style="list-style-type: none"> <li>• <b>The following <i>review</i> activities are due Sun., Mar. 1:</b></li> </ul> <p>→ ML (11-1, 11-2, 11-3); VT11 P1 <i>Los oficios y las profesiones</i> A, B &amp; C; VT11 P1 <i>Términos y expresiones del trabajo</i> A &amp; B</p> <p>→ ML (11-5, 11-6, 11-7)</p> <p>→ ML (11-9, 11-10, 11-11); VT11 P1 <i>Adverbial conjunctions</i> A &amp; B</p> <p>→ ML (11-13, 11-14)</p>



<ul style="list-style-type: none"> <li>• <i>Repaso</i></li> <li>• <i>¡Conversemos!</i> (p. 361)</li> </ul>	
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**Additional Assignments:**

• **Formal Writing Assignment 3 (Second Draft):** *Submit second draft to instructor for feedback (typed & printed; double-spaced, use special characters of Spanish; include a word count; include second draft with submission; credit/no credit; exact date to be determined by instructor)*

**Additional ML Practice Activities (Optional):**

*ML Course > Course Materials > Capítulo 11 > Learning Tools & Apps > Grammar Learning Tools*

**WEEK 9  
(March 2-6)**

<i>Textbook pages &amp; topics</i>	<i>ML homework</i>
<p>• <b>Chapter 11:</b> pp. 362-371</p> <p>PERFILES</p> <ul style="list-style-type: none"> <li>• <i>Mi experiencia: Los empleos y las recomendaciones</i> (p. 362)</li> </ul> <p><b>11.2 SEGUNDA PARTE</b></p> <p>VOCABULARIO</p> <ul style="list-style-type: none"> <li>• <i>La búsqueda de empleo</i> (pp. 364-367)</li> <li>• <i>Letras y sonidos: The consonants "b" and "v"</i> (p. 365)</li> </ul> <p>ESTRUCTURAS</p> <ul style="list-style-type: none"> <li>• The subjunctive with indefinite people &amp; things (pp. 368-371)</li> </ul>	<p>• <b>The following review activities are due Sun., Mar. 8:</b></p> <p>→ ML (11-17)</p> <p>→ ML (11-19, 11-20, 11-21, 11-22); VT11 P2 <i>La búsqueda de empleo</i>; VT11 P2 <i>Los beneficios</i></p> <p>→ ML (11-23, 11-24)</p> <p>→ ML (11-25, 11-26, 11-27)</p>

**Additional Assignments:**

• **None**

**Additional ML Practice Activities (Optional):**

*ML Course > Course Materials > Capítulo 11 > Learning Tools & Apps > Grammar Learning Tools*

**WEEK 10  
(March 9-13)**

• *Monday, March 9-Friday, March 13: Spring Break—NO CLASSES*

<i>Textbook pages &amp; topics</i>	<i>ML homework</i>
• <b>None</b>	

**Additional Assignments:**

• **None**

**WEEK 11**  
**(March 16-20)**

• *Friday, March 20: LAST DAY TO DROP A COURSE (without petitioning)*

<i>Textbook pages &amp; topics</i>	<i>ML homework</i>
<ul style="list-style-type: none"> <li>• <b>Formal Writing Assignment Workshop 3:</b> <i>Instructor returns second draft with feedback &amp; provides overall observations and practice with editing (for example, error identification, organization, etc.)</i></li> <li>• <b>Chapter 11:</b> pp. 372-378</li> </ul> <p>REPASO</p> <ul style="list-style-type: none"> <li>• <i>Repaso</i></li> <li>• <i>¡Conversemos!</i> (p. 372)</li> </ul> <p>CLUB CULTURA</p> <ul style="list-style-type: none"> <li>• <i>Introducción a Uruguay</i> (p. 373)</li> </ul> <p><b>11.3 NUESTRO MUNDO</b></p> <ul style="list-style-type: none"> <li>• <i>Panoramas: El virreinato del Río de la Plata: Argentina y Uruguay</i> (pp. 374-375)</li> <li>• <i>Páginas: ¿Qué tipo de jefe tienes?</i> (pp. 376-377)</li> <li>• <i>Taller: Una carta formal</i> (p. 378)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The following <i>review</i> activities are due Sun., Mar. 22:</b></li> </ul> <p>→ ML (11-29, 11-30); Flashcards Ch11</p> <p>→ ML CC (do 11-33, view video while completing 11-34, then do 11-35)</p> <p>→ ML (11-36, 11-37)</p> <p>→ ML (11-38)</p> <ul style="list-style-type: none"> <li>• <b>The following <i>preview</i> activity is due Sun., Mar. 22:</b></li> </ul> <p>Grammar Readiness Check Ch12</p>

**Additional Assignments:**

- **QUIZ 2 on Chapter 11** (*exact date to be determined by instructor*)
- **Submit Participation Grade for Chapter 11** (*exact date to be determined by instructor*)

**Additional ML Practice Activities (*Optional*):**

*ML Course > Course Materials > Capítulo 11 > Learning Tools & Apps > Grammar Learning Tools*

**WEEK 12**  
**(March 23-27)**

<i>Textbook pages &amp; topics</i>	<i>ML homework</i>
<ul style="list-style-type: none"> <li>• <b>Overview &amp; Practice for Oral Exams</b></li> <li>• <b>Chapter 12:</b> pp. 381-391</li> </ul> <p><b>12.1 PRIMERA PARTE</b></p> <p>CLUB CULTURA</p> <ul style="list-style-type: none"> <li>• <i>Introducción a Estados Unidos</i> (p. 381)</li> </ul> <p>VOCABULARIO</p> <ul style="list-style-type: none"> <li>• <i>La tecnología</i> (pp. 382-385)</li> </ul> <p>ESTRUCTURAS</p> <ul style="list-style-type: none"> <li>• The past participle (pp. 386-388)</li> <li>• The present perfect indicative (pp. 388-391)</li> </ul> <p>REPASO</p> <ul style="list-style-type: none"> <li>• <i>Repaso</i></li> <li>• <i>¡Conversemos!</i> (p. 391)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The following <i>review</i> activities are due Sun., Mar. 29:</b></li> </ul> <p>→ ML (12-1, 12-2, 12-3); VT12 P1 <i>En internet</i> A &amp; B; VT12 P1 <i>Verbos</i> A, B &amp; C</p> <p>→ ML (12-5, 12-6, 12-7, 12-8)</p> <p>→ ML (12-9, 12-10, 12-11)</p> <p>→ ML (12-13, 12-14)</p>

**Additional Assignments:**

- **TalkAbroad Conversation & Reflection 2 due** (*exact date to be determined by instructor*)

**Additional ML Practice Activities (*Optional*):**

*ML Course > Course Materials > Capítulo 12 > Learning Tools & Apps > Grammar Learning Tools*

WEEK 13 (March 30-April 3)	
<i>Textbook pages &amp; topics</i>	<i>ML homework</i>
<p>• <b>Chapter 12:</b> p. 392, pp. 394-397</p> <p>PERFILES</p> <ul style="list-style-type: none"> <li>• <i>La tecnología y el futuro</i> (p. 392)</li> </ul> <p><b>12.2 SEGUNDA PARTE</b></p> <p>VOCABULARIO</p> <ul style="list-style-type: none"> <li>• <i>El medio ambiente</i> (pp. 394-397)</li> <li>• <i>Letras y sonidos</i>. The consonants "t" and "d" (p. 395)</li> </ul>	<p>• <i>The following review activities are due Sun., Apr. 5:</i></p> <p>→ ML (12-17)</p> <p>→ ML (12-19, 12-20, 12-22); VT12 P2 <i>Nuestro mundo y el medio ambiente</i> A &amp; B; VT12 P2 <i>Amenazas al medio ambiente</i> A &amp; B</p> <p>→ ML (12-23, 12-24, 12-25)</p>
<b>Additional Assignments:</b>	
<p>• <b>Formal Writing Assignment 4 (Final Draft):</b> <i>Submit final draft to instructor (typed, double-spaced, use special characters of Spanish, include a word count, include first draft with submission; graded with rubric in Appendix 2; exact date to be determined by instructor)</i></p> <p>• <b>ORAL EXAMS</b> <i>(exact dates to be determined by instructor)</i></p>	
<p><b>Additional ML Practice Activities (Optional):</b>  <i>ML Course &gt; Course Materials &gt; Capítulo 12 &gt; Learning Tools &amp; Apps &gt; Grammar Learning Tools</i></p>	

WEEK 14 (April 6-10)	
<i>Textbook pages &amp; topics</i>	<i>ML homework</i>
<p>• <b>Chapter 12:</b> pp. 398-404</p> <p>ESTRUCTURAS</p> <ul style="list-style-type: none"> <li>• The future tense (pp. 398-400)</li> <li>• The conditional tense (pp. 401-403)</li> </ul> <p>REPASO</p> <ul style="list-style-type: none"> <li>• <i>Repaso</i></li> <li>• <i>¡Conversemos!</i> (p. 404)</li> </ul>	<p>• <i>The following review activities are due Sun., Apr. 12:</i></p> <p>→ ML (12-26, 12-27, 12-29)</p> <p>→ ML (12-30, 12-32)</p> <p>→ ML (12-34, 12-35); Flashcards Ch12</p>
<b>Additional Assignments:</b>	
<p>• <b>ORAL EXAMS</b> <i>(exact dates to be determined by instructor)</i></p>	
<p><b>Additional ML Practice Activities (Optional):</b>  <i>ML Course &gt; Course Materials &gt; Capítulo 12 &gt; Learning Tools &amp; Apps &gt; Grammar Learning Tools</i></p>	

**WEEK 15**  
**(April 13-17)**

<i>Textbook pages &amp; topics</i>	<i>ML homework</i>
<ul style="list-style-type: none"> <li>• <b>Chapter 12:</b> pp. 405-410</li> </ul> <p>CLUB CULTURA</p> <ul style="list-style-type: none"> <li>• <i>EE.UU.: Los medios de comunicación en español</i> (p. 405)</li> </ul> <p><b>12.3 NUESTRO MUNDO</b></p> <ul style="list-style-type: none"> <li>• <i>Panoramas: Los hispanos en Estados Unidos</i> (pp. 406-407)</li> <li>• <i>Páginas: El cambio climático es en serio para la comunidad latina</i> (pp. 408-409)</li> <li>• <i>Taller: Un artículo serio</i> (p. 410)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>The following review activities are due Sun., Apr. 19:</i></li> </ul> <p>→ ML CC (do 12-38, view video while completing 12-39, then do 12-40)</p> <p>→ ML (12-41, 12-42)</p> <p>→ ML (12-43)</p>
<b>Additional Assignments:</b>	
<ul style="list-style-type: none"> <li>• <b>Submit Participation Grade for Chapter 12</b> (exact date to be determined by instructor)</li> </ul>	
<p><b>Additional ML Practice Activities (Optional):</b> ML Course &gt; Course Materials &gt; Capítulo 12 &gt; Learning Tools &amp; Apps &gt; Grammar Learning Tools</p>	

**WEEK 16**  
**(April 20-24)**

<ul style="list-style-type: none"> <li>• <i>Monday, April 20: LAST DAY OF REGULARLY SCHEDULED SEMESTER CLASSES</i></li> <li>• <i>Tuesday, April 21: READING DAY</i></li> </ul>	
<i>Textbook pages &amp; topics</i>	<i>ML homework</i>
<ul style="list-style-type: none"> <li>• Remaining class time: REVIEW</li> </ul>	
<b>Additional Assignments:</b>	
<ul style="list-style-type: none"> <li>• <b>None</b></li> </ul>	

**Final Examinations: Wednesday, April 22-Tuesday, April 28 (excluding Saturday & Sunday)**

• **FINAL EXAM:** Xday, April XX, from XX:XX-XX:XX AM/PM

**SUMMARY of Dates of Formal Writing Assignment, TalkAbroad Conversations & Reflections, Participation Assessments, Quizzes, and Exams**

<b>SEMANA</b>	<b>ASSIGNMENT</b>	<b>DUE DATE</b>
<b>WEEK 3</b>	Participation Assessment: Chapter 9	Exact date and time to be determined by instructor
<b>WEEK 4</b>	Quiz 1: Chapter 9	Exact date and time to be determined by instructor
<b>WEEK 5</b>	Formal Writing Assignment 1: Pre-writing activity	Exact date and time to be determined by instructor

<b>WEEK 6</b>	Formal Writing Assignment 2: First draft (for in-class peer review)	Exact date and time to be determined by instructor
<b>WEEK 6</b>	Participation Assessment: Chapter 10	Exact date and time to be determined by instructor
<b>WEEK 6</b>	TalkAbroad Conversation & Reflection 1	Exact date and time to be determined by instructor
<b>WEEK 7</b>	MIDTERM EXAM: Chapters 9 & 10	3rd & 4th 55-minute sessions
<b>WEEK 8</b>	Formal Writing Assignment 3: Second draft	Exact date and time to be determined by instructor
<b>WEEK 11</b>	QUIZ 2: Chapter 11	Exact date and time to be determined by instructor
<b>WEEK 11</b>	Participation Assessment: Chapter 11	Exact date and time to be determined by instructor
<b>WEEK 12</b>	TalkAbroad Conversation & Reflection 2	Exact date and time to be determined by instructor
<b>WEEK 13</b>	Formal Writing Assignment 4: Final draft	Exact date and time to be determined by instructor
<b>WEEK 13-14</b>	Final Oral Exam: Chapters 9, 10, & 11	Exact dates and times to be determined by instructor
<b>WEEK 15</b>	Participation Assessment: Chapter 12	Exact date and time to be determined by instructor
<b>FINAL EXAM WEEK</b>	FINAL EXAM: Chapters 9, 10, 11 & 12	See instructor for final exam schedule; you can also confirm your final exam time here: <a href="https://registrar.osu.edu/scheduling/finals/finals.asp">https://registrar.osu.edu/scheduling/finals/finals.asp</a>

## G. APPENDIX 1

### CLASS PARTICIPATION SELF-ASSESSMENT SHEET

Chapter number (circle one):    9    10    11                    12

**Instructions:** Choose the point value on each scale that most accurately describes your performance in that area for that chapter. Then, add up the points and write the resulting total score in the space provided at the end. You must choose from among the point values given; for example, '3.5' points is not an option for any component. Your instructor may accept your self-assessment as is or alter it.

- 1. Pre-class preparation** (i.e., studying, completing all daily written homework activities assigned by your instructor, completing textbook reading assignments, etc.)

1	2	3	4	5
I <i>did not prepare any</i> of the assigned out-of-class daily homework before coming to class during this chapter.	I prepared <i>about half</i> of the assigned out-of-class daily homework before coming to class during this chapter.			I prepared <i>all</i> of the assigned out-of-class daily homework before coming to class during this chapter.

2. **In-class participation at the whole-class level** (i.e., degree/amount of attention, participation, and volunteering during instructor presentations/lectures, or during whole-class activities fronted/lead by the instructor)

1	2	3	4	5
I was consistently inattentive, distracted, disinterested, and/or passive during this chapter.	I was only somewhat attentive and interested, and did not actively contribute on a consistent basis during this chapter.			I was consistently attentive, interested, and active during this chapter.

3. **In-class participation at the small-group level** (i.e., degree/amount of attention, participation, and effort during activities carried out in pairs or small groups of students)

1	2	3	4	5
I was consistently inattentive, distracted, disinterested, and/or passive during this chapter.	I was only somewhat attentive and interested, and did not actively contribute on a consistent basis during this chapter.			I was consistently attentive, interested, and active during this chapter.

4. **In-class use of spoken Spanish** (i.e., amount of effort put forth and attitude toward using Spanish to communicate with instructor *and* student peers during all in-class activities)

1	2	3	4	5
I made no or little effort to communicate in Spanish and used English very frequently.	I made only a partial effort to communicate in Spanish and used English on various occasions.			I made a full, 100% effort to communicate in Spanish and spoke as little English as possible.

5. **Behavior** (i.e., overall respect shown for instructor and student peers, including tolerance for the opinions of others, behavior that is neither disruptive nor distracting to others, using a respectful tone of voice, leaving negativity at the door, *not texting, not using a cell phone nor allowing it to ring during class*, not reading the newspaper, not doing work for other classes, not napping during class, etc.)

1	2	3	4	5
I frequently displayed disrespectful, intolerant, or negative behavior during this chapter.	I occasionally displayed behavior that was distracting to others, or not entirely constructive or positive, during this chapter.			I consistently displayed respectful, tolerant, positive behavior chapter.

TOTAL POINTS EARNED FOR GRADING PERIOD = \_\_\_\_\_ / 25 POINTS POSSIBLE

POSSIBLE INSTRUCTOR COMMENTS:

H. APPENDIX 2

EVALUATION CRITERIA FOR FORMAL WRITING ASSIGNMENT 4: FINAL DRAFT

LOGISTICS										
The <i>final draft</i> of your formal writing assignment is accompanied by your <i>second draft</i> (i.e., Assignment 3) [2 pts.], is typed <i>and</i> double-spaced [1 pt.], uses the special characters of the target language [1 pt.], and includes a word count (WC) [1 pt.].										
Poor										Excellent
	1		2		3		4		5	
LENGTH										
Your formal writing assignment complies with length specifications. [1= 159 or fewer words; 2= 160-164; 3= 165-169; 4= 170-174 words; 5= 175-200 words]										
Poor										Excellent
	1		2		3		4		5	
CONTENT & DEVELOPMENT										
The main ideas are related to the topics studied in the course, are conveyed clearly and succinctly, and are sufficiently developed and supported by details.										
Poor										Excellent
1	2	3	4	5	6	7	8	9	10	
ORGANIZATION										
Your formal writing assignment includes a brief title, an introductory statement, a clear body, and a concluding statement. The body of the formal writing assignment is separated logically into coherent paragraphs. The sentences of each paragraph flow together to develop ideas and are not disjointed. There are transitions present to connect ideas between sentences and/or paragraphs.										
Poor										Excellent
1	2	3	4	5	6	7	8	9	10	
VOCABULARY										
Your formal writing assignment includes target vocabulary studied in the course. There is a variety of words and expressions, without excessive repetition. Words and expressions are used appropriately according to context and are spelled correctly. There is no use of English vocabulary.										
Poor										Excellent
1	2	3	4	5	6	7	8	9	10	
GRAMMAR										
Your formal writing assignment integrates target grammatical structures covered in the course. Said structures are used with a reasonable degree of accuracy. Although some errors may be present, they are not excessive and do not interfere with the basic comprehension of the text.										
Poor										Excellent
1	2	3	4	5	6	7	8	9	10	
TOTAL= _____ /50 pts.= _____ %, Letter Grade _____										

I. APPENDIX 3



## GRADING CRITERIA FOR ORAL EXAM

### 1. Comprehensibility / Pronunciation / Clarity of speech

0	1	2	3	4	5	6	7	8	9	10
Very little speech is comprehensible; pronunciation is inaccurate for a second-year learner and greatly impedes comprehension.							All speech is comprehensible; pronunciation is accurate for a second-year learner and does not impede comprehension.			

### 2. Vocabulary

0	1	2	3	4	5	6	7	8	9	10
Very inadequate and/or inaccurate; erroneous use of numerous words; unable to recall the vocabulary used during the semester.							Very rich, varied and accurate; reflective of words, expressions, and topics covered during the semester.			

### 3. Grammar

0	1	2	3	4	5	6	7	8	9	10
Consistently inaccurate use of the structures covered during the semester.							Consistently accurate use of the structures covered during the semester.			

### 4. Content

0	1	2	3	4	5	6	7	8	9	10
Ideas not well developed or interconnected; there is little content, or content given is irrelevant to the topic at hand.							Ideas very well developed and interconnected; content given is completely relevant to the topic at hand.			

### 5. Fluency

0	1	2	3	4	5	6	7	8	9	10
Numerous, frequent pauses in speech; slow speech; needs frequent prompting by instructor.							Speech flows smoothly for a second-year learner; an absence of excessive pausing; requires no prompting.			

TOTAL POINTS EARNED = \_\_\_\_\_ /50 POINTS POSSIBLE = \_\_\_\_\_ %

J. APPENDIX 4

RECORD OF ABSENCES & TARDIES  
(for use by the student)

KEY TO ABBREVIATIONS USED IN CHART	
<b>G</b>	= <i>Grace Day</i> (four 55-minute sessions available to each student; See Section E.1 for details.)
<b>E</b>	= <i>Excused Absence</i> (Acceptable and verifiable reason for missing class; See Section E.1 for details.)
<b>U</b>	= <i>Unexcused Absence</i> (Absent without a valid or permissible reason.)

DATE	ABSENT (A) OR TARDY (T) BEYOND 15 MINUTES (SELECT ONE)	DOCUMENTATION SUBMITTED FOR ABSENCE (YES / NO)	*CATEGORY OF ABSENCE: G / E / U (SELECT ONE)	REASON
E.g., 2/5/20	A / T	Y / N	G / E / U	e.g., doctor's appointment
	A / T	Y / N	G / E / U	
	A / T	Y / N	G / E / U	
	A / T	Y / N	G / E / U	
	A / T	Y / N	G / E / U	
	A / T	Y / N	G / E / U	
	A / T	Y / N	G / E / U	
	A / T	Y / N	G / E / U	
	A / T	Y / N	G / E / U	
	A / T	Y / N	G / E / U	
	A / T	Y / N	G / E / U	
	A / T	Y / N	G / E / U	
	A / T	Y / N	G / E / U	
	A / T	Y / N	G / E / U	
	A / T	Y / N	G / E / U	
	A / T	Y / N	G / E / U	

Total Tardies: \_\_\_\_\_  
 Total Early Departures: \_\_\_\_\_  
 Total Absences:  
 Grace Days: \_\_\_\_\_ Excused: \_\_\_\_\_ Unexcused: \_\_\_\_\_

**Assessment Plan for SPAN 1103 for the World Languages Requirement in the new GE program within the College of Arts and Sciences (goals and ELOs drafted as of January 13<sup>th</sup>, 2020)**

**Note:** The learning outcomes are understood as skill areas and appropriate to the specific course level and language. These Goals and ELOs are in compliance with Ohio TAG (Transfer Assurance Guides).

World Languages Goals and Objectives		
Goals	Expected Learning Outcomes	Assignments/Assessment Tools
<p><b>GOAL 1: LANGUAGE USED IN CULTURALLY APPROPRIATE WAYS</b></p> <p>Successful students will demonstrate linguistic and cultural competence by accomplishing real-world communicative tasks in culturally appropriate ways in a language other than their first language.</p>	<p><b>Successful students are able to...</b></p> <p><b>1.1</b> achieve <i>interpersonal communication</i>, by initiating and sustaining meaningful spoken and/or written communication in culturally appropriate ways with users of the target language while actively negotiating meaning to ensure mutual comprehension.</p>	<p>In the near future,<sup>‡</sup> students will demonstrate competency through successful completion<sup>§</sup> of the interpersonal communication task, as measured by the Integrated Performance Assessment (IPA) that will be carried out in every section.</p>
	<p><b>1.2.</b> achieve <i>interpretive listening/viewing and/or reading</i>, by comprehending the main idea and relevant details of a variety of texts (live, recorded, written) in a language other than their first language.</p>	<p>In the near future, students will demonstrate competency through successful completion of the interpretive listening/viewing and/or reading task, as measured by the Integrated Performance Assessment (IPA) that will be carried out in every section.</p>
	<p><b>1.3</b> achieve <i>presentational speaking/ signing and/or writing</i>, by delivering live, recorded, and/or written presentations in a language other than their first language for varied purposes using information, ideas, and viewpoints on a variety of topics.</p>	<p>In the near future, students will demonstrate competency through successful completion of the presentational speaking and/or writing task, as measured by the Integrated Performance Assessment (IPA) that will be carried out in every section.</p>

<sup>‡</sup> The Integrated Performance Assessment (IPA) is the assessment procedure recommended by ACTFL (American Council on the Teaching of Foreign Languages), the premier professional organization in the field. IPAs include the assessment of all three modes of communication reflected in ELOs 1.1-1.3. Starting in SP21, IPAs will be used as the main course assessment in SPAN 1101. Starting in AU21, IPAs will be used as the main course assessment in SPAN 1102. Starting in SP22, IPAs will be used as the main course assessment in SPAN 1103.

<sup>§</sup> Successful completion will be assumed if the student receives a 70% or above on the rubric for the IPA (see attached).

<p><b>GOAL 2: CULTURE AND INTERCULTURAL COMPETENCE</b></p> <p>Successful students will demonstrate knowledge of target culture(s) and attitudes on cultural diversity reflective of an interculturally competent global citizen.</p>	<p><b>Successful students are able to...</b></p> <p><b>2.1</b> demonstrate familiarity with the products, practices, and perspectives (the 3 P's) of target culture(s) and be able to discuss in an informed and respectful way the diversity of the 3Ps across cultures and individuals.</p>	<p>Students will demonstrate competency through successful completion** of the relevant section(s) on their final formal written assessment for the course (e.g. a final exam).</p>
	<p><b>2.2</b> identify and demonstrate attitudes on cultural diversity reflective of an interculturally competent global citizen (such as respect, openness, curiosity, and adaptability).</p>	<p>Students will demonstrate competency through successful completion** of the relevant scenario(s) on their final formal oral and/or written assessment(s) for the course.</p>

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\*\* Successful completion will be assumed if the student receives a 70% or above on that section or scenario.

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

**Course: SPAN 1103**

**Instructor: ?**

**Summary:**

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

				embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser.
8.6 Vendor accessibility statements are provided for all technologies required in the course.	X			

**Reviewer Information**

- Date reviewed: 11/9/20
- Reviewed by: Ian Anderson

**Notes: This looks good!**

<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.

**Interpretive Task**

Grading Criteria	Exceeds Expectations (10 points)	Meets Expectations (8.5 points)	Somewhat Meets Expectations (7.5 points)	Does not Meet Expectations (5 points)
<b>Identify Key Words, Phrases, or Ideas</b>	Identifies all key words, phrases, or ideas.	Identifies most key words, phrases, or ideas.	Identifies some key words, phrases, or ideas.	Identifies a few key words, phrases, or ideas.
<b>Infer Meaning from Context</b>	Infers the meaning of all words or phrases.	Infers the meaning of most words or phrases.	Infers the meaning of some words or phrases.	Infers the meaning of a few words or phrases.
<b>Distinguish Additional Details</b>	Distinguishes all supporting details in the text.	Distinguishes most supporting details in the text.	Distinguishes some supporting details in the text.	Distinguishes a few supporting details in the text.
Grading Criteria	Meets expectations (10 points)	Does not meet expectations (5 points)	(0 points)	
<b>Infer Information from Context</b>	Provides an accurate example within which the text could be published (5 points).	Provides an inaccurate example within which the text could be published (2.5 points).	Fails to provide an example within which the text could be published (0 points).	
	Provides a clear defense/reasoning for their choice (5 points).	Provides an unclear defense/reasoning for their choice (2.5 points).	Fails to provide a defense/reasoning for their choice (0 points).	

Total points: / 40

**Interpersonal Task**

Grading Criteria	Exceeds Expectations (10 points)	Meets Expectations (8.5 points)	Somewhat Meets Expectations (7.5 points)	Does not Meet Expectations (5 points)
<b>Ability to Create with Language</b>	Responds to questions and creates a variety of questions.	Responds to questions and creates a reduced variety of questions.	Responds to questions and asks formulaic questions.	Is unable to create meaningful questions.
<b>Flow of Discourse</b>	Keeps the flow of the conversation.	Mostly keeps the flow of the conversation.	Somewhat keeps the flow of the conversation.	Is unable to participate in a true exchange of information.
<b>Comprehension</b>	Produces language that is easily understood.	Produces languages that is understood with some difficulty.	Produces languages that is understood with difficulty.	Produces language that is not understood.
<b>Language Control</b>	Produces mostly accurate sentences and isolated words.	Produces some accurate sentences and isolated words.	Produces some inaccurate sentences and isolated words.	Produces mostly inaccurate sentences and isolated words.

Total points: / 40

**Presentational Task**

Grading Criteria	Exceeds Expectations (10 points)	Meets Expectations (8.5 points)	Somewhat Meets Expectations (7.5 points)	Does not Meet Expectations (5 points)
<b>Content &amp; Development</b>	Creates mostly coherent and complete paragraphs or sentences.	Creates some coherent and complete paragraphs or sentences.	Creates a few coherent and complete paragraphs or sentences.	Does not create coherent and complete paragraphs or sentences.
<b>Organization</b>	Creates cohesive paragraphs, with some complex sentences.	Creates mostly cohesive paragraphs with mostly simple sentences.	Creates somewhat cohesive paragraphs with mostly simple sentences.	Does not create cohesive paragraphs.
<b>Comprehension</b>	Produces language that is easily understood.	Produces language that is understood with some difficulty.	Produces language that is understood with difficulty.	Produces language that is not understood.
<b>Language Control</b>	Produces mostly accurate sentences.	Produces some accurate sentences.	Produces some inaccurate sentences.	Produces mostly inaccurate sentences.

Total points: / 40