Term Information

Effective Term	Spring 2022
Previous Value	*Summer 2018*

Course Change Information

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

Addition of ONL modality, addition of 1113 as a pre-req, pre-requisite numbering update (.01 versions no longer exist).

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

The sequence for Heritage language courses in Spanish is 1113, 2213 and 3413. These courses are only offered in the Columbus campus. 1113 is currently being offered online and there are many students who are taking this course from Newark campus and other cities in Ohio. Many of these students, who will continue onto 2213, are not physically in Columbus. Since this is a program that is trying to grow, and to best serve and include students from other campuses, it is best for 2213 to be offered online in Spring 2022.

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)?

Our department will benefit from higher enrollments and Spanish Heritage students both on and off OSU main campus will move through our major and minor programs more efficiently.

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	2213
Course Title	Spanish IV for Heritage Speakers
Transcript Abbreviation	Spa4HeritageSpkrs
Course Description	This course identifies and expands on Spanish heritage students' diverse identities and bilingual range through grammar review, vocabulary building, spelling and punctuation, and the development of composition skills. Listening, speaking, reading, and writing are emphasized through readings, written essays, and oral presentations.
Previous Value	*This course identifies & expands on Spanish heritage students' diverse identities & bilingual range through grammar review, vocabulary building, spelling and punctuation, & the development of composition skills. Listening, speaking, reading, & writing are emphasized through readings, written essays, & oral presentations. A grade of C- or above is required to move on to Spanish 3000-level.*
Semester Credit Hours/Units	Fixed: 3

Offering Information

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

Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	Yes
Exam Type	Advanced Placement Program, College Level Examination Prog, Departmental Exams, International Baccalaureate
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: 1103 or 1113 or equiv., or permission of instructor.
Previous Value	*Prereq: 1103.01 or equiv., or permission of instructor.*
Exclusions	Not open to students with credit for 2202. A grade of C- or above is required to move on to Spanish 3000-level.
Previous Value	Not open to students with credit for 2202.01 or 2202.51 or equiv.
Electronically Enforced	Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

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

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors
The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Improve presentational communicative abilities in Spanish
- Improve command of spelling and use of written accents in Spanish
- Strengthen and expand use of grammatical structures
- Expand lexical repertoire in Spanish
- Understand the nature and extent of language and culture variation in the Spanish-speaking world
- Research, write, and present about local Latino/a business and communities
- Write well-structured 1-2 page reflective essays in Spanish
- Expand knowledge about cultural heritage
- Recognize the value of cultural differences among Spanish speakers in Latin America and in the United States

Content Topic List

- Expansion of bilingual range through grammar review, vocabulary building, spelling and punctuation, and composition skills.
- Linguistic diversity among heritage speakers of Spanish
- Concentration on authentic Spanish readings, written essays, and oral presentation
- Developing connections with local Spanish speaking communities
- Studies in diverse language and identities among Spanish speakers

Sought Concurrence   No

Attachments

- Final SPAN_2213 (2).doc: syllabus F2F

  (Syllabus. Owner: Sanabria,Rachel A.)

- SPA2213 RS asc-distance-approval-cover-sheet-fillable_Span 2213.pdf: Tech Review

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

- SPAN2213-ONLINE-Sp22 Final (11_30_21).docx: syllabus ONL

  (Syllabus. Owner: Sanabria,Rachel A.)

Comments

- See feedback email sent to department 11-2-21 RLS *(by Steele,Rachel Lea on 11/22/2021 05:13 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Sanabria,Rachel A.	11/09/2021 01:30 PM	Submitted for Approval
Approved	Sanabria,Rachel A.	11/09/2021 01:31 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	11/10/2021 01:11 PM	College Approval
Revision Requested	Steele,Rachel Lea	11/22/2021 05:13 PM	ASCCAO Approval
Submitted	Sanabria,Rachel A.	11/30/2021 01:37 PM	Submitted for Approval
Approved	Sanabria,Rachel A.	11/30/2021 01:37 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	11/30/2021 03:48 PM	College Approval
Pending Approval	Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	11/30/2021 03:49 PM	ASCCAO Approval

Course Contact Information

Instructor: Elena Foulis
Office: Hagerty Hall 262
Email: foulis.5@osu.edu
Phone
Office Hours: Online office hours, via Zoom by appointment.
Class times: Mon and Wed, 5:30-6:50pm via Zoom. This class is synchronous.

Course Description

This course is designed specifically for heritage speakers of Spanish by building on the language base students already possess. The primary purpose of the course is to identify and expand on students' bilingual range through grammar review, vocabulary building, spelling and punctuation, and the development of composition skills. All four language skills (listening, speaking, reading, and writing) are emphasized through readings, written essays, and oral presentations. The course will also explore the diverse identities and experiences of Spanish-Speaking groups in the United States and student's home and community culture.

Course Objectives and Learning Outcomes:

In this course students will:

1. Improve speaking and writing skills
2. Improve presentational communicative abilities in Spanish
3. Improve command of spelling and use of written accents in Spanish
4. Strengthen and expand their use of grammatical structures
5. Expand their lexical repertoire in Spanish
6. Understand the nature and extent of language and culture variation in the Spanish-speaking world
7. Research, write, and present about local Latino/a business and communities
8. Be able to write well-structured 1-2 page reflective essays in Spanish
9. Expand knowledge about their cultural heritage

Recognize the value cultural differences among Spanish speakers in Latin America and in the United States

How this Online course works

Mode of delivery: This course is 100% online. There are two required sessions each week, when you must be logged in to Carmen Zoom at a scheduled time.

Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

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

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

- **Attendance via Carmen Zoom**: Attendance to synchronous class meetings is **REQUIRED**. Each unexcused absence will have a penalty of 2% of your final grade. Remember to provide the proper documentation, such as doctor's note from a medical emergency, court order, and such, in order to excuse your absence. If you show up 15 minutes late to class, it will count as an absence.
- **Online participation**: You are also expected to log in to the course in Carmen every week to access readings, quizzes, submit assignments and participate in online discussions. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible.*
- **Office hours**: **OPTIONAL**
  While attending office hours are optional, they are recommended as needed.
- **Participating in discussion forums**: **ONE TIME PER WEEK**
  Each week you are expected to submit a post to contribute to our substantive class discussion on the week's topics.

COURSE MATERIALS
Textbooks: Available on-line and at University Bookstores
- Carreira, M & Geoffrion-Vinci, M. (2008). *¡Sí se puede! Un curso transicional para hispanohablantes.* Cengage Learning.
- Gonzalez-Berlin, Erlinda. *Paletitas de Guayaba.*

Suggested:
- *Diccionario para la enseñanza de la lengua española.* ISBN 8483321114

COURSE TECHNOLOGY
For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at https://ocio.osu.edu/help/hours, and support for urgent issues is available 24x7.
- **Self-Service and Chat support:**
  - http://ocio.osu.edu/selfservice
- **Phone:** 614-688-HELP (614-688-4357)
- **Email:** 8help@osu.edu

TDD: 614-688-8743

BASELINE TECHNICAL SKILLS FOR ONLINE COURSES
- Basic computer and web-browsing skills
- Navigating Carmen

TECHNOLOGY SKILLS NECESSARY FOR THIS SPECIFIC COURSE
- General Carmen navigation
- Recording, editing, and uploading audio to Carmen discussions
- Uploading images to Carmen discussions
- Use of Carmen Conferences feature

NECESSARY EQUIPMENT
- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested.
- Microphone: built-in laptop or tablet mic or external microphone.

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

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:
- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

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

COURSE POLICIES

1. Class Preparation and Readings: Students _MUST_ keep up with the readings. Part of reading for a college course involves taking **NOTES** on your reading. You should mark up the books with underlining and, even better, notes in the margins (or your notebook, with page references)

about thoughts you had while reading. You will be much happier when you go to write that paper if you have captured the good thinking you did while you were reading. If you don't take any notes, all that thought falls between the cracks, and you're stuck trying to reconstruct it later. By keeping up with the readings and assignments, you will be ready to participate during our synchronous meetings and in online discussions.

2. Assignments Due Dates

Due dates are firm. Work is due at the *beginning* of each class period (unless specified otherwise) and it must be submitted in Carmen. Late work will not be accepted. **Coursework turned in late will receive zero points for the assignment.** We will make exceptions for university-excused absences and unavoidable circumstances (e.g., deaths, personal/family illness and emergencies) with written verification.

3. Make-up Exams and Presentations

If you don't submit your exam by the due date (see calendar) or if you don't attend class to participate in the group presentation you will receive a score of zero. Make-up exams and presentations will be arranged for university-excused or unavoidable circumstances (e.g., deaths, personal/family illness and emergencies), but *only* with written verification. Proper documentation must be submitted within 72 hours of your absence. I also ask that you inform us of these types of situations at least 24 hours in advance.

4. Carmen/E-mail

We will be using Carmen/Canvas site for this course where readings will be posted, along with grades and other course information and assignments. It is your responsibility to check Carmen weekly for announcements and updates. You are also responsible for all information that is sent to your OSU email account regarding the course, and you should check this information regularly. E-mail is the easiest and quickest way to get in touch with your instructors, and we will do our best to respond to your emails within 24 hours.

Other course policies

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

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

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

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:
· Committee on Academic Misconduct web page (go.osu.edu/coam)
· *Ten Suggestions for Preserving Academic Integrity (*go.osu.edu/ten-suggestions*)*

Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here: https://contactbuckeyelink.osu.edu/

Advising resources for students are available here: http://advising.osu.edu

Copyright for instructional materials

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

Statement on Title IX

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

Commitment to a diverse and inclusive learning environment

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

Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

https://mcc.osu.edu/about-us/land-acknowledgement

Your mental health

As a student you may experience a range of issues that can cause barriers to learn, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic

performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

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

Accessibility of course technology
This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.
· Canvas accessibility (go.osu.edu/canvas-accessibility)
· Streaming audio and video
· CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
· Collaborative course tools

GRADING PROCEDURES

Grading Scale

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

Final Grade: Components and Weighting

Grade Components	Weighting
Exams (x 2)	30% [15% per exam]
Homework	10%
Participation	10%
Online discussions	15%
Oral Presentation	10%
Quizzes	5%
Final Exam	20%
TOTAL	**100%**

GRADE COMPONENTS & POLICIES

* **2 Exams (30%)**
  Stories and vocabulary from textbook, *¡Sí se puede! Un curso transicional para hispanohablantes,* supplementary materials and class discussions. Exam format will be short answer and short essay. The exams will be administered via Carmen and they will be timed. Exams will be available for 24 hours and students will have two hours to finish it once they begin the exam. Since exams will be due by the end of a regular scheduled synchronous class, there will be no class meeting during these days (see calendar).
  Homework (10%)
  You are expected to study the assigned readings carefully, take notes on the readings, and be prepared to participate in class discussions.
  * *¡Sí se puede!* Student Activities Manual. Carmen discussion board, CARMENs, language use log. Please refer to the calendar for what is due. Some of these activities will be collected for grade, some will be reviewed in class.
  * *Paletitas de Guayaba.* For this novel, write in your own words in Spanish a synopsis of the assigned chapters. Incorporate your original insights into the summary.
    o Students will complete four one-page reflective essays about the novel.
* **Participation (10%):** It is expected that you participate regularly **during our synchronous class meetings.** Class discussion is a crucial part of this course, and as such, regular participation is vital to your success. *BE PREPARED TO SHARE YOUR SCREEN AND SHOW YOUR WORK.*
* **Online discussions (15%)**
  The purpose of online discussions is to stimulate the participation and dialogue among students in the course. Therefore, the online discussions are a way to engage with other students in the course and to exchange thoughts and ideas about the course materials. There's roughly 1 Discussion Board per week **total of 12 online discussions.** Online discussions will be done individually, and you are required to **write an original comment or POST** and must **comment or respond to a minimum of 2 posts** (within each discussion thread). In these posts, students will share a reflection on the topic of the module using the texts or topic that have been studied in that module. **The original post will be worth**

50% of each Discussion Board, while the comments/responses to a peer's post will be worth 25% each. I will always post a prompt to "inspire" or guide your posts, but you are free to discuss any other issues/aspects of the films or literary texts within the scope of the specific module. Your posts can include citations or quotes, (make sure to use the MLA style), reference to specific passages, etc. There's only **a minimum requirement of one paragraph of 8-10 sentences for the original post**, but you can write more if you want. The response to a peer's post can be minimum 4-5 sentences long.

∗ **Oral Presentation: Research presentation about a local Latino/a business (10%)**
With your group (2-3 members only), you will research a local Latino/a business. You and your group will visit (arrangements can be made for students who are not on campus) the chosen business, interview the owner or employee, and prepare a detailed written report explaining the following:
   a. History, mission and vision
   b. Business culture and practices
   c. The use of language: What is the primary language with customers, advertisement, vendors, etc.
   d. Products: what do they sell, what is the most popular item, etc.
   e. Number of employees: where are they mostly from, preferred language, gender.
You and your group will prepare an oral presentation to the class. Please see calendar for due dates.
The oral presentation will be evaluated individually as an oral exam, so presentation time should be evenly distributed among all members of the group. The length of the presentation will be around 10-15 minutes for each group. See oral evaluation rubric in Carmen.

* **Quizzes (5%):** The quizzes will consists of 10-15 questions of varied formats like multiple choice, true and false, etc. The quizzes are **NOT** open book, and they will **NOT** be timed; however, they will be due the Monday before class (5:30pm) on the week they are assigned (see schedule for dates). You are expected to attend class on the day of quiz.

∗ **Final Exam (20%)**
The novel *Paletitas de Guayaba*, supplementary materials, class discussions, new reading. The format will be short answer and short essay.

*Note: Learning to read literary texts is a skill that one develops over time, with practice. It involves: a) vocabulary development; b) learning to recognize grammatical structures; c) learning to interpret cultural/historical references; d) learning to identify and interpret the writer's use of literary devices such as metaphor and symbol, and determine his/her tone (ironic, parodic, etc.) and; e) learning to recognize regional language differences.

Date	Grammar point	Spelling	Homework
Week 1 January 10 and 12.	Review: -Present tense -Use of 'ser' y 'estar' Academic and non-academic Spanish	Capitalization and punctuation	- **Capítulo 1:** ¿Qué significa ser hispano? Lectura 1: "Mi nombre" por Sandra Cisneros ***Online Carmen discusión*** ***NOTE: All online discussions are due on Friday of each week, before midnight.***
Week 2 **January 17 (no class)** **January 19**		Capitalization and punctuation	- **Capítulo 1:** ¡Viva la raza! Los mexico-americanos en Estados Unidos. ***Online Carmen discusión*** ***Quiz one*** *(quizzes are due on Mondays, before class)*
Week 3 **January 24 and 26**	Review: -Preterit and imperfect -Direct and indirect object pronouns	-Use of letter 'h'	- **Capítulo 2:** Los puertorriqueños: Con las venas aculturadas ***Online Carmen discussion***
Week 4 **January 31 and February 2.**	Review: -Preterit and imperfect -Nouns and adjectives	Homophones: así y a sí; así mismo, a sí mismo and asimismo -Uses of 'hay', 'ay' y 'ahí'	- **Capítulo 2:** Los puertorriqueños: Con las venas aculturadas ***Online Carmen discusión*** **Quiz two**
Week 5 **Feb 7 and 9**	-Review, the use of gender	-Use of letters 'g' y 'j' -Basic rules of written accents. -diphthongs, triphthongs e hiatus	- **Capítulo 3:** De Quisqueya la Bella a Washington Heights: La República Dominicana y los dominicanos en EE.UU. ***Online Carmen discussion***
Week 6 February 14 and 16	Spelling irregularities	-Past Participle -accented syllables: Agudas, graves y esdrújulas	- **Capítulo 3:** De Quisqueya la Bella a Washington Heights: La República Dominicana y los dominicanos en EE.UU.

			EXAM I, February 16th. Exam will open on 2/15 at midnight and close on 2/16 at 6:50PM. No class on Feb 16.
Week 7 February 21 and 23	-Present perfect	-Use of letters 'c', 's', 'z'	- **Capítulo 4:** De aquí y de allá: Los cubanos en EE.UU. *Online Carmen discusión*
Week 8 February 28 and March 2	-Perfect tenses	-accented syllables: las palabras agudas	- **Capítulo 4:** El turismo y el De aquí y de allá: Los cubanos en EE.UU. *Online Carmen discusión* **Quiz three**
Week 9 March 7 and 9		-use of letters 'b' y 'v'	- **Capítulo 5:** Los hispanos unidos de América: El sueño de Simón Bolívar hecho realidad *Online Carmen discussion*
SPRING BREAK			
Week 11 March 21 and 23	-Future tense	-use of letters 'll' y 'y' -use of letters r y la rr -rules for written accents	- **Capítulo 6:** El Salvador y Nicaragua: La presencia centroamericana en Estados Unidos *Online Carmen discusión* *Quiz four*
Week 12 March 28 and 30	-Conditional	- rules for written accents	**Presentaciones grupales orales: Negocios locales Latinos.** **Presentation will be during our class meeting on 3/30.**
Week 13 April 4 and 6	-Subjunctive mood -Vosotros		- **Capítulo 7:** Encrucijadas: Panamá, Estados Unidos y el transporte de comercio y cultura *Online Carmen discussion*
Week 14 April 11 and 13	- Subjunctive mood		- **Capítulo 9:** Voces del Cono Sur *Online Carmen discusión* *Quiz five*
Week 15 April 18 and 20	-El voseo		**EXAM II. April 18th. Exam will open on 4/17 at midnight and will close on 4/18 at 6:50pm. There's no class on April 18th.** **NOVELA:**

			Paletitas de Guayaba Reflective essay I
Week 15 **April 25**	- Subjunctive mood	-Common errors -Language contact (Spanglish) Verbs 'hacer' y 'ser'	**NOVELA:** **Paletitas de Guayaba** **Reflective essay II y III**
Week 16 **April 29th.**			**Final Exam , April 29th** **Exam will open on 4/28 at midnight and will close on 4/29 at 11:59pm. You will have two hours to complete this exam once you begin.**

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences

Course Number and Title:

Carmen Use

When building your course, we recommend using the ASC Distance Learning Course Template for CarmenCanvas. For more on use of Carmen: Common Sense Best Practices.

☐ A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

If no, why not?

Syllabus

☐ Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

☐ Syllabus is consistent and is easy to understand from the student perspective.

☐ Syllabus includes a schedule with dates and/or a description of what constitutes the beginning an end of a week or module.

☐ If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional):

Instructor Presence

For more on instructor presence: About Online Instructor Presence.

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

☐ Regular instructor communications with the class via announcements or weekly check-ins.

☐ Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.

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☐ Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.

☐ Regular opportunities for students to receive personal instructor feedback on assignments.

Please comment on this dimension of the proposed course (or select/explain methods above):

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the Quality Matters rubric. For information about Ohio State learning technologies: Toolsets.

☐ The tools used in the course support the learning outcomes and competencies.

☐ Course tools promote learner engagement and active learning.

☐ Technologies required in the course are current and readily obtainable.

☐ Links are provided to privacy policies for all external tools required in the course.

Additional technology comments (optional):

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning (optional):

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Workload Estimation

For more information about calculating online instruction time: ODEE Credit Hour Estimation.

☐ Course credit hours align with estimated average weekly time to complete the course successfully.

☐ Course includes direct (equivalent of "in-class") and indirect (equivalent of "out-of-class") instruction at a ratio of about 1:2.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

☐ In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

Accessibility

For more information or a further conversation, contact the accessibility coordinator for the College of Arts and Sciences. For tools and training on accessibility: Digital Accessibility Services.

☐ Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.

☐ Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.

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Additional comments (optional):

Academic Integrity

For more information: Academic Integrity.

☐ The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:

☐ Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments (optional):

Frequent, Varied Assignments/Assessments

For more information: Designing Assessments for Students.

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

☐ Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.

☐ Variety of assignment formats to provide students with multiple means of demonstrating learning.

☐ Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.

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Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

Community Building

For more information: Student Interaction Online.

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

☐ Opportunities for students to interact academically with classmates through regular class discussion or group assignments.

☐ Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.

☐ Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

Please comment on this dimension of the proposed course (or select methods above):

Transparency and Metacognitive Explanations

For more information: *Supporting Student Learning.*

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

☐ Instructor explanations about the learning goals and overall design or organization of the course.

☐ Context or rationale to explain the purpose and relevance of major tasks and assignments.

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☐ Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.

☐ Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.

☐ Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.

☐ Opportunities for students to provide feedback on the course.

Please comment on this dimension of the proposed course (or select methods above):

Additional Considerations

Comment on any other aspects of the online delivery not addressed above (optional):

Syllabus and cover sheet reviewed by   on

Reviewer Comments:

Additional resources and examples can be found on ASC's Office of Distance Education website.

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