

## Term Information

Effective Term Spring 2024  
*Previous Value* Summer 2019

## Course Change Information

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

Add online

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

more flexibility in scheduling for students

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 3403  
Course Title Intermediate Spanish Composition  
Transcript Abbreviation Intermed Spa Comp  
*Previous Value* Int Sp Composition  
Course Description Spanish prose forms and practice in writing descriptive, narrative, and expository compositions.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? Yes  
Is any section of the course offered 100% at a distance  
*Previous Value* No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus

## Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: A grade of C- or above in 2202 or 2213. May be taken concurrently with 3401, 3401H, and/or 3404.
Exclusions	Not open to students with credit for 3413, 4603, or 4613.
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
Previous Value	<i>Sophomore, Junior</i>

## 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	<ul style="list-style-type: none"><li>• Further develop expository writing skills in Spanish</li><li>• Identify and evaluate a variety of formal writing styles in Spanish</li><li>• Produce a portfolio of academic writing</li></ul>
Content Topic List	<ul style="list-style-type: none"><li>• Intermediate Spanish writing through literature</li><li>• Intermediate writing and composition in Spanish</li><li>• Intermediate writing strategies in Spanish</li></ul>
Sought Concurrence	No

## Attachments

- SPAN 3403\_SEMESTER YEAR\_ONLINE[final].docx: syllabus - Online  
*(Syllabus. Owner: Sanabria,Rachel A.)*
- SPAN3403\_SP23.docx: syllabus - F2F  
*(Other Supporting Documentation. Owner: Sanabria,Rachel A.)*
- Spanish 3403 asc-distance-approval-cover-sheet.pdf: DL cover sheet  
*(Other Supporting Documentation. Owner: Sanabria,Rachel A.)*

## Comments

**COURSE CHANGE REQUEST**  
3403 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
04/12/2023

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Sanabria, Rachel A.	04/03/2023 08:44 AM	Submitted for Approval
Approved	Sanabria, Rachel A.	04/03/2023 08:44 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	04/12/2023 02:56 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	04/12/2023 02:56 PM	ASCCAO Approval

# Intermediate Spanish Composition Syllabus

SPAN 3403 AU23

## Course Information

- **Course times and location:** Tuesdays/Thursday from 12:45 pm to 2:05 p.m.
- **Credit hours:** 3
- **Mode of delivery:** Distance Learning (synchronous)

## Instructor

- **Name:** Dr. Rebecca Mason-Vergote
- **Email:** [masonvergote.1@osu.edu](mailto:masonvergote.1@osu.edu)
- **Office location:** 275 Hagerty Hall
- **Zoom:** Zoom ID: rmasonvergote; pw: biescas
- **Office hours:** Wednesdays from 10:00 am-12:00 pm
- **Preferred means of communication:**
  - My preferred method of communication for questions is **email**.
  - My class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your [notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to be sure you receive these messages.

## Course Coordinator

- **Name:** Dr. Rebecca Mason Vergote
- **Email:** [masonvergote.1@osu.edu](mailto:masonvergote.1@osu.edu)

## Course Prerequisites

A grade of C- or above in 2202 or 2213. May be taken concurrently with 3401, 3401H, and/or 3404. Not open to students with credit for 3413, or 4603.



## Course Description

The purpose of this course is to develop your writing skills in formal writing contexts. You will begin the course at an Intermediate level and will finish the course being able to produce compositions at an Advanced level according to the ACTFL Proficiency Guidelines.<sup>1</sup> You will be able to perform at this level with the use of resources and self-editing strategies. The reason for aiming for an Advanced level is reaching a level where learners have the skills to complete most written academic tasks in Spanish.

In order to develop students' writing skills, students will read, prior to class meetings + synchronous group meetings, a variety of authentic texts in Spanish, that is, texts written by native speakers for native speakers. These will be discussed in class and will serve as models for a variety of writing techniques. Students will learn to self-edit to be able to build independence towards meeting the expectations of academic and professional contexts by learning out to use electronic resources, such as dictionaries, online grammar resources, and spelling and grammar checkers, and by acting as reviewers for their classmates compositions.

The course is divided into four modules, each corresponding to a different textual genre: short stories, letters of interest, argumentative essays, and academic essays. Throughout each module, students will read various texts pertaining to the genre of focus. During synchronous class and group meetings, these texts will be analyzed, and students will practice writing techniques that can be observed in them. In addition, each module will cover vocabulary, grammar, and spelling and punctuation topics.

## Learning Outcomes

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

- tell stories based on concrete experiences in academic, social, and professional topics of interest, using organized paragraphs across major time frames.
- present an argument with supporting evidence, based on a variety of concrete academic, social and professional topics of interest, using organized paragraphs across major time frames.
- inform, describe and explain a variety of concrete academic, social and professional topics of interest, using organized paragraphs across major time frames.

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<sup>1</sup> For more information on the ACTFL Proficiency Guidelines for Writing: <https://www.actfl.org/resources/actfl-proficiency-guidelines-2012/spanish/comunicaci%C3%B3n-escrita>

# How This Online Course Works

**Mode of delivery:** This course is 100% online albeit with various weekly synchronous (i.e., live) experiences, scheduled during the official class days and times shown in Buckeyelink. Attendance at all synchronous experiences is mandatory, including virtual classes, workshops, *Charlas* with classmates, and *tutorías* with your instructor. In sum, you need to reserve all official class days and times for this course. Each type of synchronous experience is outlined below and explained in further detail in a later section of this syllabus.

This course is divided into four modules [3-4 weeks per module], each corresponding to one genre of writing: Narrative, Expository, Argumentative, Academic Essay. Each module consists of a series of synchronous meetings, complemented by asynchronous assignments:

1. **One small-group meeting with the professor:** the class will be divided into two groups; at the beginning of each module, each group will attend a synchronous class meeting with the professor in which the genre is presented and its key features explained, using a sample text as a model. This synchronous session will take place during scheduled class time. Group assignments will be made in Carmen. [80 minutes]
2. **One student small-group meeting:** Students will be divided into groups of 3-4 and will meet at a mutually convenient time to answer discussion questions, provided by the professor and complete specified activities to reinforce grammatical concepts and practice new vocabulary. Students will record their meeting and submit any assignments completed during this synchronous session to Carmen. Correct responses to any closed-ended small-group activities will be provided in Carmen. Group assignments will be made in Carmen. [45-60 minutes]
3. **Drop-in review session:** Once per module, a scheduled [optional] review session will be held to address questions regarding grammatical concepts, vocabulary, and elements of that module's genre. This synchronous session will take place during scheduled class time. [80 minutes]
4. **Pre-composition session:** Before each composition is written, a whole-class synchronous session will be held for final preparations and guided practice ahead of the first draft, which students write in Carmen, with Proctorio. This synchronous session will take place during scheduled class time. [80 minutes]
5. **Synchronous workshop (*taller*):** After each first draft, students attend a whole-class synchronous session for guided peer review and individual editing before submitting first graded draft. This synchronous session will take place during scheduled class time. [80 minutes]
6. **Tutorías:** After the Narrative taller and the Academic Essay workshops, students attend 1:1 meetings with professor to discuss feedback and corrections in greater detail. These synchronous sessions will take place during scheduled class time. [10-15 minutes per student]



**Pace of online activities:** This course is divided into **four genre-based 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 bylaws on instruction](https://go.osu.edu/credithours) (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (in-class lecture and activities, recorded lectures, in-class compositions, in-class writing workshops) in addition to 6 hours of homework per week (reading, homework, quiz preparation, composition re-write) to receive a grade of C average.

**Attendance and participation requirements:** Research shows that regular participation is one of the highest predictors of success. With that in mind, I have the following expectations for everyone's participation:

- **Participating in online activities for attendance: at least once per week**  
You are expected to log in to the course in Carmen every week. During most weeks you will probably log in many times. If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Zoom meetings: Required**  
As indicated in the course calendar, we will have regular synchronous meetings during our scheduled class time. These may take the form of small-group discussion meetings, 1:1 meetings with me (*tutorías*), or instructor-led class meetings. These are obligatory and will take place in my Zoom room [rmasonvergote; pw: biescas]
- **Office hours: optional**  
With the exception of the scheduled *tutorías*, my office hours, are optional.
- **Participating in discussion forums: two or more times per week**  
As part of your participation, each week you can expect to post at least twice as part of our substantive class discussion on the week's topics.

# Course Materials, Fees and Technologies

## Required Materials and/or Technologies

- Taller de escritores: Grammar and Composition for Advanced Spanish, 3<sup>rd</sup> Edition
  - To purchase: <https://vistahigherlearning.com/store/taller-de-escriitores-3rd-edition.html>
    - Digital Access to Supersite Plus required; print book optional
- You will need an **iPad, laptop or desktop** to access Carmen and Supersite Plus to complete homework
- You will need a **laptop or desktop** to complete compositions using the remote proctoring software Proctorio.

## Required Equipment

- **Computer:** current Mac (MacOS) or PC (Windows 10) with high-speed internet connection
- **Webcam:** built-in or external webcam, fully installed and tested
- **Microphone:** built-in laptop or tablet mic or external microphone
- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

If you do not have access to the technology you need to succeed in this class, review options for technology and internet access at [go.osu.edu/student-tech-access](https://go.osu.edu/student-tech-access).

## Required Software

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

## CarmenCanvas Access

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

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](https://go.osu.edu/add-device) (go.osu.edu/add-device) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.



- [Install the Duo Mobile application](https://go.osu.edu/install-duo) (go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

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

## Technology Skills Needed for This Course

- Basic computer and web-browsing skills
- [Navigating CarmenCanvas](https://go.osu.edu/canvasstudent) (go.osu.edu/canvasstudent)
- [CarmenZoom virtual meetings](https://go.osu.edu/zoom-meetings) (go.osu.edu/zoom-meetings)
- [Recording a slide presentation with audio narration and recording, editing, and uploading video](https://go.osu.edu/video-assignment-guide) (go.osu.edu/video-assignment-guide)

## Technology Support

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

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

## Tutoring & Learning Center

The Tutoring & Learning Center (TLC) at the Department of Spanish and Portuguese offers Spanish, Portuguese, Quechua, and Catalan conversation, tutoring and second language (L2) writing support. All sessions are led by Master's and Ph.D. level instructors currently teaching in the Department of Spanish & Portuguese. Tutors at the TLC can help with questions related to class work and homework (in Spanish, Portuguese, Quechua) from our face-to-face classroom and online courses at the beginner, intermediate, and/or advanced levels.

**Any TLC tutor may help with tutoring, conversation, and reading and writing. All services are free of charge.**

For more information and for schedule, please visit: <https://sppo.osu.edu/undergraduate/tlc>



# Grading and Faculty Response

## How Your Grade is Calculated

Assignment Category	Points
Homework (Carmen activities, written reflections, discussions)	14%
Supersite Wssignments	10%
At-home composition drafts (4)	4% (1% each)
Synchronous workshops	4% (1% each)
First graded draft (4)	48% (12% each)
Second graded draft (4)	14% (3.5% each)
Tutorías (2 sessions of 15-30 minutes)	4%
<b>Total</b>	<b>100%</b>

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

## Descriptions of Major Course Assignments

### Tarea (Homework)

**Description:** Each week, students will complete 3-5 activities in Carmen, outside of class, in order to prepare for synchronous sessions and to practice grammatical and lexical concepts discussed in synchronous sessions and recorded lectures. These may be **additional readings** of 2-4 pages length [1-2 per module]; brief, 3-5 question **reading comprehension checks** [1 per reading assignment]; short **editing and grammar** practice [2-3 per week]; one **weekly written reflection** in a discussion board [200 words or less] and **short recorded lessons with follow-up comprehension activity** [maximum 1 per week]. Students should expect to spend 1-1.5 hours per week on these homework assignments.

**Grading and academic integrity:** Homework activities will be given assigned a grade or completed for credit, according to the criteria for each assignment. To complete these activities, students may consult

with the professor and use the available resources on Carmen. Using Google Translate or any other automatic translation service is strictly prohibited.

## Supersite Assignments

**Description:** Each week, students will complete one or more activities in Supersite as preparation for and practice with grammatical, lexical, orthographic, and punctuation concepts. In some cases, these assignments will entail comprehension checks for the assigned readings. Students should plan to spend one hour per week on these assignments.

**Grading and academic integrity:** Supersite activities will be assigned a grade according to the criteria for each assignment. To complete these activities, students may consult with the professor and use the textbook. The use of Google Translate or any other automatic translation service is strictly prohibited.

## At-home initial draft

**Description:** In this course, students will write four compositions, each corresponding to a different written textual genre: a short story, (200 palabras), a letter of interest (250 words), an opinion piece (350 words) and an academic essay (500 words). The initial draft of each composition will be done at home, on a desktop or laptop using Proctorio. Students will not have access to the prompt until the day of the draft, and therefore, will not be able to write the draft ahead of time, since the purpose of this task is to produce spontaneous writing so that the feedback given by the professor can be directed specifically to the genuine needs of each student. Students will be allowed to use an electronic dictionary and other electronic resources, which will be specified in the prompt instructions on Carmen.

**Grading and academic integrity:** The at-home draft of each composition will be graded as complete/incomplete. The written work of each student must reflect the individual student's writing abilities, therefore, to complete this assignment, students are not permitted to consult with the professor nor with classmates. Only the designated resources listed in the prompt may be used. **The use of Google Translate or any other automatic translation service is strictly prohibited.**

**In this course, academic misconduct is constituted by using any online automatic translators, such as Google Translate or the automatic translator on SpanishDict.com, among others, or receiving help in compositions from others, including but not limited to tutors outside the Teaching & Learning Center (<https://sppo.osu.edu/undergraduate/tlc>), classmates outside of the Taller de escritura, native, heritage, or advanced Spanish speakers. Every assignment on Carmen will include detailed information about the resources that are allowed. Any resources not listed will not be permitted. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact your instructor.**

## Writing workshop

**Description:** Following the at-home draft, students will have two opportunities to edit their work before submitting the first draft, which will be graded according to the rubric located on Carmen. The first of these will be done individually, using the editing steps provided by the professor. The second will take place in a synchronous peer-review workshop. At home, students will follow the given instructions to edit the grammar, vocabulary, spelling, punctuation, and format of their draft. While working on this draft, students are not permitted to receive outside help of any kind, including from the tutoring center or from peers. The second editing opportunity will take place during a synchronous peer-review workshop, which is divided in two parts: peer review and individual editing. During the first part, students will work in pairs or groups of three to review the content and organization of their peer's essay. During the second portion of the workshop, students will have a final opportunity to edit their essay using the suggestions from their classmate and the feedback from their professor who will have reviewed the at-home drafts prior to the workshop, in order to give general feedback and suggestions to be applied during the workshop. At the end of the workshop, students will have produced the **first version of the composition**, which they will submit in Carmen before the end of the synchronous workshop. This version will receive a grade, according to the rubric on Carmen, and detailed feedback.

**Grading and academic integrity:** The workshop will be graded as complete/incomplete. To complete this activity, students can consult with the professor as well as their peers. They may also use the resources listed on the corresponding Carmen assignment page. **The use of Google Translate or any other automatic translation service is strictly prohibited.**

## First version of the composition

**Description:** At the end of the synchronous workshop, students will submit the first version of the composition, having completed their edits after the peer-review portion of the workshop. Students are allowed to add words to their composition, provided that they respect the following word limits: short story (250 words), letter of interest (350 words), opinion piece (500 words) and academic essay (650 words).

**Grading and academic integrity:** The first version of the composition will be assigned a grade using the rubric attached to the corresponding assignment page in Carmen. In order to complete this first version, students are permitted to consult with their professor and classmates during the writing workshop, using only the resources listed in the Carmen activity page. **The use of Google Translate or any other automatic translation service is strictly prohibited.**

**In this course, academic misconduct is constituted by using any online automatic translators, such as Google Translate or the automatic translator on SpanishDict.com, among others, or receiving help in compositions from others, including but not limited to tutors outside the Teaching & Learning Center (<https://sppo.osu.edu/undergraduate/tlc>), classmates outside of the Taller de escritura, native, heritage, or advanced Spanish speakers. Every assignment on Carmen will include detailed**

**information about the resources that are allowed. Any resources not listed will not be permitted. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact your instructor.**

## Second version of the composition

**Description:** After students submit the first version of their composition, the professor will correct it, assign a grade using the corresponding rubric, available on Carmen, and provide extensive and individualized feedback. Students will have one week from the day that their first version is returned with a grade to implement the suggested changes. The due date for this draft will be announced in class and posted on Carmen.

**Grading and academic integrity:** The grade for the second version of the composition will be assigned a grade using the rubric attached to the corresponding assignment page in Carmen. In order to complete this first version, students are permitted to consult with their professor or the TLC instructor, they are not permitted to consult with any other individuals. They may also use the resources listed on the corresponding Carmen assignment page. **The use of Google Translate or any other automatic translation service is strictly prohibited.**

**In this course, academic misconduct is constituted by using any online automatic translators, such as Google Translate or the automatic translator on SpanishDict.com, among others, or receiving help in compositions from others, including but not limited to tutors outside the Teaching & Learning Center (<https://sppo.osu.edu/undergraduate/tlc>), classmates outside of the Taller de escritura, native, heritage, or advanced Spanish speakers. Every assignment on Carmen will include detailed information about the resources that are allowed. Any resources not listed will not be permitted. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact your instructor.**

## Tutoría

**Description:** Each student will attend two mandatory tutorías sessions: the first, following the submission of the first version of the first composition and the second, following the submission of the first version of the fourth and final composition. It is to be expected that students may not understand or feel capable to implement all of the suggested changes given in the feedback on the first draft. The function of the tutorías is to clarify any uncertainties regarding the feedback, offer additional, individualized, verbal feedback, clarify any confusion about the necessary corrections and how to implement them, answer additional questions, etc. Several class days will be utilized in order to complete the tutorías; these dates are listed in the course calendar. Although only two tutorías sessions are required, students are welcome and encouraged to attend office hours as frequently as needed throughout the semester in order to receive clarifications and verbal feedback through conversation with the professor, which can be more detailed than what is possible to give in written feedback.



**Grading and academic integrity:** The tutorías will be graded as complete/incomplete. To receive a grade of “complete”; students must attend the tutorías having worked on their compositions, with incorporated changes and specific questions about any elements that are unclear or changes that they are not sure how to implement.

## Late Assignments

Please refer to Carmen and to the [Course Schedule](#) on pages 14-15 below for due dates. Due dates are set to help you stay on pace and to allow timely feedback that will help you complete subsequent assignments.

## Instructor Feedback and Response Time

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

- **Preferred contact method:** If you have a question, please contact me through my Ohio State email address. I will reply to emails within **24 hours on days when class is in session at the university**. I regularly check emails during regular business hours (Monday-Friday from 8 AM to 5 PM).
- **Class announcements:** I will send all important class-wide messages through the Announcements tool in CarmenCanvas. Please check [your notification preferences](http://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to ensure you receive these messages.
- **Grading and feedback:** For assignments submitted before the due date, I will try to provide feedback and grades within **seven days**. Assignments submitted after the due date may have reduced feedback, and grades may take longer to be posted.

## Grading Scale

93–100: A  
 90–92.9: A-  
 88–89.9: B+  
 83–87.9: B  
 80–82.9: B-  
 78–79.9: C+  
 73–77.9: C  
 70–72.9: C-  
 68–69.9: D+  
 65–67.9: D  
 0-64.9: E

# Other Course Policies

## Discussion and Communication Guidelines

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

- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably.
- **Email communication:** Remember that email is a formal context, so you should write emails following formal writing conventions in English or Spanish. You should include a salutation, the reason for your email, a closing, and a signature. It is good practice to respond to emails to confirm receipt or thank your correspondent for their response.

## Academic Integrity Policy

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

## Ohio State's Academic Integrity Policy

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

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

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

In this course, academic misconduct is constituted by using any online automatic translators, such as Google Translate or the automatic translator on SpanishDict.com, among others, or receiving help in compositions from others, including but not limited to tutors outside the Teaching & Learning Center (<https://spgo.osu.edu/undergraduate/tlc>), classmates outside of the Taller de escritura, native, heritage, or advanced Spanish speakers. Every assignment on Carmen will include detailed information about the resources that are allowed. Any resources not listed will not be permitted. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact your instructor.

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

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

## SPPO Teaching & Learning Center

Students may be familiar with the TLC as a free resource for help with grammar, vocabulary, writing, and practice speaking. The assistance provided to students at the 3403 level differs from that offered to students in lower-level courses. Students in SPAN 3403 should expect TLC instructors to ask the student to articulate what they are planning to write; provide feedback on any noted organizational weaknesses; provide general guidance on standard grammar weaknesses seen in the student's work. Students in SPAN 3403 should **not** expect TLC instructors to read nor proofread entire compositions; correct specific errors in drafts; translate or compose any part of a student's draft; to write on students' drafts, edit, or write for them on a computer/tablet; or provide translations.

## 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.

## Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or



recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at [equity.osu.edu](https://equity.osu.edu),
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or email [equity@osu.edu](mailto:equity@osu.edu)

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

## Your Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, [on-demand mental health resources](https://go.osu.edu/ccsondemand) (go.osu.edu/ccsondemand) are available. You can reach an on-call counselor when CCS is closed at [614-292-5766](tel:6142925766). **24-hour emergency help** is available through the [National Suicide Prevention Lifeline website](https://suicidpreventionlifeline.org) (suicidpreventionlifeline.org) or by calling [1-800-273-8255\(TALK\)](tel:18002738255). [The Ohio State Wellness app](https://go.osu.edu/wellnessapp) (go.osu.edu/wellnessapp) is also a great resource.

# Accessibility Accommodations for Students with Disabilities

## Requesting Accommodations

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 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](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

## Disability Services Contact Information

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

## Accessibility of Course Technology

This in-person 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 as early as possible.

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

# Course Schedule

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

Semana	Día	Synchronous meetings	Topics and Activities
Semana 1: 22-25 agosto <b>Narrativa</b>	m	Introducción al curso + Introducción a la narración <a href="#">Carmen Zoom</a>	Overview of course; description of assignments; introduction to first module (narrative)
	j	Narración: <b>Synchronous session: Group 1</b> <a href="#">Carmen Zoom</a>	<b>Elements of Narrative Writing</b> <b>Discussion:</b> “La siesta del martes” (Gabriel García Márquez, p.34-39) <b>2.3</b> Narrating in the past (p.46-48)
Semana 2: 28 agosto – 1 septiembre <b>Narrativa</b>	m	Narración: <b>Synchronous session: Group 2</b> <a href="#">Carmen Zoom</a>	<b>Elements of Narrative Writing</b> <b>Discussion:</b> “La siesta del martes” (Gabriel García Márquez , p.34-39) <b>2.3</b> Narrating in the past (p.46-48)
	j	Narración: <b>Charlas con compañeros</b> [Meet on Zoom in assigned groups + record; students make meeting arrangements]	<b>Discussion:</b> Don Juan Manuel: El Conde Lucanor, Cuento II: “ <a href="#">Lo que sucedió a un hombre bueno con su hijo</a> ” <b>Práctica:</b> <b>2.1</b> Ampliar el vocabulario (p.42-43)
Semana 3: 4-8 septiembre <b>Narrativa</b>	m	Narración: <b>Drop-in review session/horas de consulta</b>	Narrative structure; Narrating in the past (p. 46)
	j	Narración: <b>Synchronous session: Groups 1 + 2</b> Carmen Zoom <a href="#">Carmen Zoom</a>	<b>1.1</b> Descriptive vocabulary (p.7-8) <b>1.2</b> Expressions of sensory perception (p.9-10) <b>2.4</b> Relative clauses (p.50-51) <b>**At-home composition window: 9/7, 8 a.m. – 9/9, 11:59 pm**</b>
Semana 4: 11-15 septiembre <b>Narrativa</b>	m	Narración: <b>Synchronous workshop</b> <a href="#">Carmen Zoom</a>	Instructor-guided, synchronous peer-review of <b>Narrative composition</b> <b>**First graded draft due: 9/12**</b>
	j	Tutorías (Individual 1:1 meeting to discuss 1 <sup>st</sup> composition) <a href="#">Carmen Zoom</a>	<b>Review:</b> <b>1.6</b> Accentuation I (p.19) <b>2.5</b> Acentuación II (p.53-54) <b>1.7</b> Puntuación I (p.20)
Semana 5: 18-22 septiembre <b>Narrativa</b>	m	Tutorías <a href="#">Carmen Zoom</a>	<b>Review:</b> <b>4.2</b> Los sufijos (p.111-13) <b>5.2</b> Los prefijos (p.147-48)

	j	Tutorías <a href="#">Carmen Zoom</a>	<b>Review:</b> 3.4 El futuro y el condicional (p.85-86) 6.4 Verbal periphrases and modal verbs (190-92) <b>**Second graded draft of narrative composition due: 9/21**</b>
Semana 6: 25-29 septiembre <b>Exposición</b>	m	Exposición: <b>Synchronous session: Group 1</b> <a href="#">Carmen Zoom</a>	<b>Elements of Expository Writing</b> <b>Discussion:</b> “La prohibición silenciosa de los móviles en los colegios españoles” Ana Torres Menárguez (p.104-06) 4.4 The subjunctive I (p.118-21)
	j	Exposición: <b>Synchronous session: Group 2</b> <a href="#">Carmen Zoom</a>	<b>Elements of Expository Writing</b> <b>Discussion:</b> “La prohibición silenciosa de los móviles en los colegios españoles” Ana Torres Menárguez (p.104-06) 4.4 The subjunctive I (p.118-21)
Semana 7: 2-6 octubre <b>Exposición</b>	m	Exposición: <b>Charlas con compañeros</b> [Meet on Zoom in assigned groups + record; students make meeting arrangements]	<b>Discussion:</b> “ <a href="#">Un modelo mundial para combatir la violencia contra las mujeres</a> ” <b>Práctica:</b> 3.1 Las conjunciones (p.77-78)
	j	Exposición: <b>Drop-in review session/horas de consulta</b> <a href="#">Carmen Zoom</a>	<b>Expository writing:</b> 4.3 Infinitives and Participles (p.114-16)
Semana 8: 9-13 octubre <b>Exposición</b>	m	Exposición: <b>Synchronous session: Groups 1 + 2</b> <a href="#">Carmen Zoom</a>	4.1 Expresiones de transición (p.109-110) 6.4 Verbal periphrases and modal verbs (p.190-92) <b>**At-home composition window: 10/11, 8 a.m. – 10/14, 11:59 pm**</b> [permitted but not required to write during fall break]
	j	<b>Fall Break</b>	
Semana 9: 16-20 octubre <b>Exposición + Argumentación</b>	m	Exposición: <b>Synchronous workshop</b> <a href="#">Carmen Zoom</a>	Instructor-guided, synchronous peer-review of <b>Expository composition</b> <b>**First graded draft due: 10/17**</b>
	j	Argumentación: <b>Synchronous session: Group 1</b> <a href="#">Carmen Zoom</a>	<b>Elements of Argumentative Writing:</b> <b>Discussion:</b> “La civilización del espectáculo” (Mario Vargas Llosa) (p.140-42) 5.6 Si clauses (p.159-60)
Semana 10: 23-27 octubre <b>Argumentación</b>	m	Argumentación: <b>Synchronous session: Group 2</b> <a href="#">Carmen Zoom</a>	<b>Elements of Argumentative Writing:</b> <b>Discussion:</b> “La civilización del espectáculo” (Mario Vargas Llosa) (p.140-42) 5.6 Si clauses (p.159-60)



	j	Argumentación: <b>Charlas con compañeros</b> [Meet on Zoom in assigned groups + record; students make meeting arrangements]	<a href="#">LinkedIn: Cómo escribir...</a> <a href="#">iCulum</a> 3.3 Passive constructions (p. 81-83) 5.5 Other uses of se (p.156-57) <b>**Second graded draft of expository composition due: 10/26**</b>
Semana 11: 30 octubre-3 noviembre <b>Argumentación</b>	m	Argumentación: <b>Drop-in review session</b> /horas de consulta <a href="#">Carmen Zoom</a>	<a href="#">Primer Empleo</a> 5.3 Verbos seguidos de preposición (p.149-50)
	j	Argumentación: <b>Synchronous session: Groups 1 + 2</b> <a href="#">Carmen Zoom</a>	5.4 The subjunctive II (p.152-53) <b>**At-home composition window: 10/31, 8 a.m. – 11/2, 11:59 pm**</b>
Semana 12: 6-10 noviembre <b>Argumentación + Ensayo académico</b>	m	Argumentación: <b>Synchronous workshop</b> <a href="#">Carmen Zoom</a>	Instructor-guided, synchronous peer-review of <b>Argumentative composition</b> <b>**First graded draft due: 11/7**</b>
	j	Ensayo académico: <b>Synchronous session: Group 1</b> <a href="#">Carmen Zoom</a>	<b>Elements of Academic Writing</b> <b>Discussion:</b> “Sujetos en el margen: representaciones de los indígenas en la pintura” Silvana Flores (p.176-79)
Semana 13: 13-17 noviembre <b>Ensayo académico</b>	m	Ensayo académico: <b>Synchronous session: Group 2</b> <a href="#">Carmen Zoom</a>	<b>Elements of Academic Writing</b> <b>Discussion:</b> “Sujetos en el margen: representaciones de los indígenas en la pintura” Silvana Flores (p.176-79)
	j	Ensayo académico: <b>Charlas con compañeros</b> [Meet on Zoom in assigned groups + record; students make meeting arrangements]	<b>Discussion:</b> “La lengua de las mariposas” (drm.osu.edu) H. Graham, “Spanish Civil War, ch. 1 (p.1-19) <b>**Second graded draft of argumentative composition due: 11/18**</b>
Semana 14: 20-24 noviembre <b>Ensayo académico</b>	m	Ensayo académico: <b>Synchronous session: Groups 1 + 2</b> <a href="#">Carmen Zoom</a>	<b>Discussion:</b> “La lengua de las mariposas” (drm.osu.edu) H. Graham, “Spanish Civil War”, ch. 2 (p. 21-36)
	j	<b>ACCIÓN DE GRACIAS</b>	<b>No class meeting, recorded review session posted on Carmen</b> <b>**At-home composition window: 11/21, 8 a.m. – 11/27, 11:59 pm**</b> [permitted but not required to write during Thanksgiving break]
Semana 15: 27 noviembre-1 diciembre <b>Ensayo académico</b>	m	Ensayo académico: Synchronous workshop <a href="#">Carmen Zoom</a>	Instructor-guided, synchronous peer-review of <b>Academic essay</b> 6.5 Reported speech (p.194-96) 6.6 Notas y referencias bibliográficas (p.198-99)



			<b>3.6 Las citas (p. 90-91)</b> <b>**First graded draft due: 11/28**</b>
	j	Tutorías <a href="#">Carmen Zoom</a>	1:1 meetings to discuss revisions for academic essay
Semana 16: 4-6 diciembre <b>Ensayo académico</b>	m	Tutorías <a href="#">Carmen Zoom</a>	1:1 meetings to discuss revisions for academic essay
Semana de exámenes: 8-14 diciemre	<a href="#">Sch</a> <a href="#">ed-</a> <a href="#">ule</a>	Tutorías <a href="#">Carmen Zoom</a>	1:1 meetings to discuss revisions for academic essay <b>**Second graded draft of narrative composition due: 12/11**</b>



# Intermediate Spanish Composition Syllabus

SPAN 3403 PR23

## Course Information

- **Course times and location:** Tues/Thurs 9:35a-10:55a, Enarson 204
- **Credit hours:** 3
- **Mode of delivery:** In Person

## Instructor

- **Name:** Dr. Rebecca Mason-Vergote (ella)
- **Email:** [masonvergote.1@osu.edu](mailto:masonvergote.1@osu.edu)
- **Office hours:** martes, 2:15p-3:15p, HH275, o con cita\*
- **ZoomID:** rmasonvergote, **PW:** biescas
  - **Direct ZoomID link:**  
<https://osu.zoom.us/my/rmasonvergote?pwd=aVRxejRLcVR4Ykg2TIB5Ymw3ZEIrZz09>
- **Preferred means of communication: email**

\*I am frequently in my office on Wednesday mornings and am available by Zoom during my scheduled office hours and outside of them, especially MWF between 10a-12p. My “set” office hour each week **is by no means** my only availability for students.

## Course Coordinator

- **Name:** Dr. Rebecca Mason Vergote
- **Email:** [masonvergote.1@osu.edu](mailto:masonvergote.1@osu.edu)

## Tutoring & Learning Center

The Tutoring & Learning Center (TLC) at the Department of Spanish and Portuguese offers Spanish, Portuguese, Quechua, and Catalan conversation, tutoring and second language (L2) writing support. All sessions are led by Master’s and Ph.D. level instructors currently teaching in the Department of Spanish & Portuguese. Tutors at the TLC can help with questions related to class work and homework



(in Spanish, Portuguese, Quechua) from our face-to-face classroom and online courses at the beginner, intermediate, and/or advanced levels.

**Any TLC tutor may help with tutoring, conversation, and reading and writing. All services are free of charge.**

For more information and for schedule, please visit: <https://sppo.osu.edu/undergraduate/tlc>

## Course Prerequisites

A grade of C- or above in 2202 or 2213. May be taken concurrently with 3401, 3401H, and/or 3404. Not open to students with credit for 3413, 4603, or 4613

## Course Description

The purpose of this course is to develop your writing skills in formal writing contexts. You will begin the course at an Intermediate level and will finish the course being able to produce compositions at an Advanced level according to the ACTFL Proficiency Guidelines.<sup>1</sup> You will be able to perform at this level with the use of resources and self-editing strategies. The reason for aiming for an Advanced level is reaching a level where learners have the skills to complete most written academic tasks in Spanish.

In order to develop students' writing skills, students will read, prior to class meetings, a variety of authentic texts in Spanish, that is, texts written by native speakers for native speakers. These will be discussed in class and will serve as models for a variety of writing techniques. Students will learn to self-edit to be able to build independence towards meeting the expectations of academic and professional contexts by learning how to use electronic resources, such as dictionaries, online grammar resources, and spelling and grammar checkers, and by acting as reviewers for their classmates compositions.

The course is divided into four modules, each corresponding to a different textual genre: short stories, letters of interest, argumentative essays, and academic essays. Throughout each module, students will read a text pertaining to the genre of focus prior to class time. During class time, these texts will be analyzed, and students will practice writing techniques that can be observed in them. In addition, each module will cover vocabulary, grammar, and spelling and punctuation topics.

## Learning Outcomes

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

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<sup>1</sup> For more information on the ACTFL Proficiency Guidelines for Writing: <https://www.actfl.org/resources/actfl-proficiency-guidelines-2012/spanish/comunicaci%C3%B3n-escrita>



- tell stories based on concrete experiences in academic, social, and professional topics of interest, using organized paragraphs across major time frames.
- present an argument with supporting evidence, based on a variety of concrete academic, social and professional topics of interest, using organized paragraphs across major time frames.
- inform, describe and explain a variety of concrete academic, social and professional topics of interest, using organized paragraphs across major time frames.



# How This In-Person Course Works

**Mode of delivery:** This course is delivered in person. There are two 80-minute sessions each week on Tuesday and Thursday from 9:35-10:55 am in Enarson 204

**Pace of online activities:** Before each in-person class session, students will have to complete homework on Supersite and/or Carmen. See [Course Schedule](#) below on pages 14-15 or the course's Carmen site.

**Credit hours and work expectations:** This is a 3 credit-hour course. According to [Ohio State bylaws on instruction](#) ([go.osu.edu/credithours](http://go.osu.edu/credithours)), students should expect around 3 hours per week of time spent on direct instruction (in-class lecture and activities, in-class compositions, in-class writing workshops) in addition to 6 hours of homework per week (reading, homework, quiz preparation, composition re-write) to receive a grade of C average.

**Attendance and participation:** Research shows regular participation is one of the highest predictors of success. It is highly recommended that students review the materials provided by your instructor, complete all homework assignments, actively participate in class, ask your classmates for notes when missing class (NOT your instructor), and take advantage of your instructor's office hours. Students are permitted 2 unexcused absences, after which a deduction of 1% will be taken from the final grade for each additional unexcused absence. Please note that simply emailing your instructor to communicate your absence does not constitute excusal.

# Course Materials, Fees and Technologies

## Required Materials and/or Technologies

- Taller de escritores: Grammar and Composition for Advanced Spanish, 3<sup>rd</sup> Edition
  - To purchase: <https://vistahigherlearning.com/store/school/buckeyes>
    - Digital Access to Supersite Plus required; print book optional
- You will need an iPad or a laptop to access Carmen and Supersite Plus to complete homework
- You will need a **laptop or desktop computer** to complete compositions using the remote proctoring software Proctorio.

## Required Equipment

- **Desktop computer or laptop:** current Mac (MacOS) or PC (Windows 10) with high-speed internet connection
- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

If you do not have access to the technology you need to succeed in this class, review options for technology and internet access at [go.osu.edu/student-tech-access](http://go.osu.edu/student-tech-access).

## Required Software

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

## CarmenCanvas Access

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

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

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

## Technology Skills Needed for This Course

- Basic computer and web-browsing skills
- [Navigating CarmenCanvas \(go.osu.edu/canvasstudent\)](https://go.osu.edu/canvasstudent)
- [CarmenZoom virtual meetings \(go.osu.edu/zoom-meetings\)](https://go.osu.edu/zoom-meetings)
- [Recording a slide presentation with audio narration and recording, editing and uploading video \(go.osu.edu/video-assignment-guide\)](https://go.osu.edu/video-assignment-guide)

## Technology Support

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

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



# Grading and Faculty Response

## How Your Grade is Calculated

Assignment Category	Points
Tarea	10%
Supersite assignments	10%
Borradores de las redacciones (4)	4% (1% each)
Taller de escritura	4% (1% each)
Primera versión de la redacción (4)	56% (14% each)
Segunda versión de la redacción (4)	14% (3.5% each)
Tutoría (1 session of 15-30 minutes)	2%
<b>Total</b>	<b>100%</b>

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

## Descriptions of Major Course Assignments

### Tarea

**Descripción:** Antes de cada sesión de clase, el alumnado completará una o más actividades en Carmen como preparación para la clase. Entre otras actividades, se completarán lecturas y actividades de comprensión, actividades de gramática o edición, y reflexiones escritas.

**Calificación e integridad académica:** Las actividades de tarea se calificarán como completado/no completado. Para completar esta tarea, se podrá consultar conmigo o con los demás miembros de la clase y utilizar únicamente los recursos disponibles en la actividad en Carmen. El uso de Google Translate o cualquier otro traductor automático queda estrictamente prohibido.

## Supersite

**Descripción:** Antes de cada sesión de clase, el alumnado completará una o más actividades en Supersite como preparación para la clase. Entre otras actividades, se completarán lecturas y actividades de comprensión, actividades de gramática o edición y reflexiones escritas.

**Calificación e integridad académica:** Las actividades de Supersite se calificarán mediante la nota que recibas tras completarlas. Para completar esta tarea, se podrá consultar conmigo. El uso de Google Translate o cualquier otro traductor automático está estrictamente prohibido.

## Borradores de las redacciones

**Descripción:** En este curso, el alumnado escribirá cuatro redacciones, cada una de ellas correspondiente a un género textual diferente: un relato breve (200 palabras), una carta de presentación (250 palabras), un artículo de opinión (350 palabras) y un ensayo académico (500 palabras). El primer borrador de cada redacción se escribirá en casa en una computadora de mesa o portátil utilizando Proctorio. No se tendrá acceso al enunciado hasta el día de la redacción y, por tanto, no se podrá escribir la redacción con anterioridad, ya que el propósito es **producir escritura espontánea** para que el feedback de la profesora pueda estar dirigido específicamente a las necesidades de cada estudiante. Se podrá usar un diccionario electrónico y otros recursos electrónicos especificados en las instrucciones de la redacción en Carmen.

**Calificación e integridad académica:** Los borradores de las redacciones en clase se calificarán como completado/no completado. El trabajo escrito de cada estudiante debe ser reflejo de su propia capacidad de escritura, por ello, para completar esta actividad, **no** podrás consultar con tu instructor **ni** con tus compañeros. Podrás utilizar únicamente los recursos disponibles en la actividad en Carmen. El uso de Google Translate o cualquier otro traductor automático está estrictamente prohibido.

**In this course, academic misconduct is constituted by using any online automatic translators, such as Google Translate or the automatic translator on SpanishDict.com, among others, or receiving help in compositions from others, including but not limited to tutors outside the Teaching & Learning Center (<https://sppo.osu.edu/undergraduate/tlc>), classmates outside of the Taller de escritura, native, heritage, or advanced Spanish speakers. Every assignment on Carmen will include detailed information about the resources that are allowed. Any resources not listed will not be permitted. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact your instructor.**

## Taller de escritura

**Descripción:** Tras la escritura de la redacción en casa, el alumnado tendrá dos oportunidades para editar su trabajo antes de entregar la primera versión de la redacción para ser calificada. Una de estas oportunidades tendrá lugar en Carmen y la otra tendrá lugar en clase. En casa, el alumnado seguirá las

instrucciones en Carmen para editar la gramática, el vocabulario, la ortografía, la puntuación y el formato de la redacción en clase y recibirá *feedback* en uno o dos **aspectos globales** de su ensayo. Utilizar traductores automáticos o contar con la ayuda de otras personas está estrictamente prohibido. La parte del taller que tiene lugar en clase estará dividida en dos partes. Durante la primera parte, el alumnado trabajará en parejas o en grupos de tres para revisar el contenido y la organización del ensayo de los otros miembros del grupo. Durante la segunda parte del taller, el alumnado tendrá la oportunidad de editar su ensayo con las sugerencias de su compañero y con las indicaciones de la profesora. Finalmente, la profesora puede incorporar una o dos actividades de edición adicionales. Al final del taller, cada estudiante habrá producido **la primera versión de la redacción**, que entregará en Carmen antes del final de la clase para recibir una nota (grade) y más *feedback*.

El primer taller será una excepción a este formato, ya que se dedicará una porción del taller en la clase a explicar el cómo y por qué de la rúbrica, las expectativas, las formas en las que el alumnado recibirá *feedback* y las expectativas sobre qué se debe hacer con ese *feedback*.

**Calificación e integridad académica:** El taller de escritura se calificará como completado/no completado\*. Para completar esta actividad, se podrá consultar con la profesora, con los demás miembros de la clase y utilizar únicamente los recursos disponibles en la actividad en Carmen. El uso de Google Translate o cualquier otro traductor automático está estrictamente prohibido.

\*El o la estudiante que falte el día del taller sin excusa válida recibirá un 50% si entrega, antes de comenzar el taller en clase, el borrador para el taller habiendo completado ya la porción en casa, y un 0% si éste no se entrega antes de que comience el taller.

## Primera versión de la redacción

**Descripción:** Al final del taller de escritura, se entregará la primera versión de la redacción que se haya producido después de editar la redacción en clase para recibir una nota (grade). Se podrán añadir palabras a la redacción en clase hasta los siguientes máximos: relato breve (250 palabras), carta de presentación (350 palabras), artículo de opinión (500 palabras) y ensayo académico (650 palabras).

**Calificación e integridad académica:** La primera versión de la redacción se calificará mediante una nota (grade) utilizando la rúbrica que se encuentra en la actividad correspondiente en Carmen. Para completar la primera versión, se podrá consultar con la profesora, con los demás miembros de la clase durante el Taller de escritura en clase y utilizar únicamente los recursos disponibles en la actividad en Carmen. El uso de Google Translate o cualquier otro traductor automático está estrictamente prohibido.

El o la estudiante que falte el día del taller sin excusa válida recibirá automáticamente un 0% para la primera versión de la redacción, ya que la primera versión se debe entregar al final de la porción en clase del taller, para proteger el rigor académico de la composición y mantener la equidad entre todos los miembros de la clase.

In this course, academic misconduct is constituted by using any online automatic translators, such as Google Translate or the automatic translator on SpanishDict.com, among others, or receiving help in compositions from others, including but not limited to tutors outside the Teaching & Learning Center (<https://sppo.osu.edu/undergraduate/tlc>), classmates outside of the Taller de escritura, native, heritage, or advanced Spanish speakers. Every assignment on Carmen will include detailed information about the resources that are allowed. Any resources not listed will not be permitted. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact your instructor.

## Segunda versión de la redacción

**Descripción:** Después de entregar la primera versión, la profesora la corregirá, asignará una nota mediante el uso de una rúbrica y proporcionará *feedback* extenso e individualizado. El alumnado tendrá una semana para introducir los cambios sugeridos a partir del momento en el que reciba la nota; la fecha de entrega se anunciará en clase y en Carmen.

**Calificación e integridad académica:** La segunda versión de la redacción se calificará mediante una nota (grade) utilizando la rúbrica que encontrarás en la actividad correspondiente en Carmen. Para completar la segunda versión, se podrá consultar con la profesora o con los tutores del TLC, pero no se podrá consultar a ninguna otra persona. Se podrán utilizar únicamente los recursos disponibles en la actividad en Carmen. El uso de Google Translate o cualquier otro traductor automático está estrictamente prohibido.

In this course, academic misconduct is constituted by using any online automatic translators, such as Google Translate or the automatic translator on SpanishDict.com, among others, or receiving help in compositions from others, including but not limited to tutors outside the Teaching & Learning Center (<https://sppo.osu.edu/undergraduate/tlc>), classmates outside of the Taller de escritura, native, heritage, or advanced Spanish speakers. Every assignment on Carmen will include detailed information about the resources that are allowed. Any resources not listed will not be permitted. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact your instructor.

## Tutoría

**Descripción:** Cada estudiante asistirá a una tutoría obligatoria de 15 minutos después de la entrega del primer borrador de la primera redacción. Es muy posible que el alumnado no comprenda o no sea capaz de editar individualmente todo el *feedback* recibido. El propósito de esta actividad es aclarar dudas sobre el *feedback* recibido, recibir *feedback* oral adicional individualizado, aclarar dudas sobre las correcciones necesarias o cómo buscar información para hacerlas, hacer preguntas adicionales, etc. Se dedicarán varios días de clase a las tutorías obligatorias; las fechas están indicadas en el calendario del curso. Aunque solo se requiere una tutoría de al menos 15 minutos, se podrá asistir a tutorías con la profesora tantas veces como se quiera a lo largo del semestre. Se recomienda especialmente acudir a tutorías para trabajar en la segunda versión de cada redacción y así recibir *feedback* individualizado y más detallado de lo que es posible por escrito.



**Calificación e integridad académica:** La tutoría se calificará como completado/no completado. Para considerar el trabajo como “completado”, el alumnado deberá asistir a estas reuniones habiendo trabajado en sus redacciones, con ediciones incorporadas y preguntas específicas sobre cualquier elemento que no comprenda o que no sea capaz de editar de manera independiente.

## Late Assignments

Please refer to Carmen and to the [Course Schedule](#) on pages 14-15 below for due dates. Due dates are set to help you stay on pace and to allow timely feedback that will help you complete subsequent assignments. Late submission of composition components + Carmen tarea will be accepted only with valid excusal. Late submission of **supersite** homework without excusal will result in a 5% deduction with each additional day beyond the original deadline.

## Instructor Feedback and Response Time

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

- **Preferred contact method:** If you have a question, please contact me through my Ohio State email address. I will reply to emails within **24 hours on days when class is in session at the university**. I regularly check emails during regular business hours (Monday-Friday from 8 AM to 5 PM).
- **Class announcements:** I will send all important class-wide messages through the Announcements tool in CarmenCanvas. Please check [your notification preferences](http://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to ensure you receive these messages.
- **Grading and feedback:** For assignments submitted by the due date, I will try to provide feedback and grades within **seven days**. Assignments submitted after the due date may have reduced feedback, and grades may take longer to be posted.

## Grading Scale

93–100: A	73–77.9: C
90–92.9: A-	70–72.9: C-
88–89.9: B+	68–69.9: D+
83–87.9: B	65–67.9: D
80–82.9: B-	60–64.9: E
78–79.9: C+	



# Other Course Policies

## Discussion and Communication Guidelines

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

- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably.
- **Email communication:** Remember that email is a formal context, so you should write emails following formal writing conventions in English or Spanish. You should include a salutation, the reason for your email, a closing, and a signature. It is good practice to respond to emails to confirm receipt or thank your correspondent for their response.

## Academic Integrity Policy

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

### Ohio State's Academic Integrity Policy

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

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

**If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the university's *Code of Student Conduct* (i.e., committed academic

misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

**In this course, academic misconduct is constituted by using any online automatic translators, such as Google Translate or the automatic translator on SpanishDict.com, among others, or receiving help in compositions from others, including but not limited to tutors outside the Teaching & Learning Center (<https://sppo.osu.edu/undergraduate/tlc>), classmates outside of the Taller de escritura, native, heritage, or advanced Spanish speakers. Every assignment on Carmen will include detailed information about the resources that are allowed. Any resources not listed will not be permitted. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact your instructor.**

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

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

## SPPO Teaching & Learning Center

Students may be familiar with the TLC as a free resource for help with grammar, vocabulary, writing, and practice speaking. The assistance provided to students at the 3403 level differs from that offered to students in lower-level courses. Students in SPAN 3403 should expect TLC instructors to ask the student to articulate what they are planning to write; provide feedback on any noted organizational weaknesses; provide general guidance on standard grammar weaknesses seen in the student's work. Students in SPAN 3403 should **not** expect TLC instructors to read nor proofread entire compositions; correct specific errors in drafts; translate or compose any part of a student's draft; to write on students' drafts, edit, or write for them on a computer/tablet; or provide translations.

## 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.

## Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry,

color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at [equity.osu.edu](https://equity.osu.edu),
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or email [equity@osu.edu](mailto:equity@osu.edu)

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

## Your Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, [on-demand mental health resources](https://go.osu.edu/ccsondemand) (go.osu.edu/ccsondemand) are available. You can reach an on-call counselor when CCS is closed at [614- 292-5766](tel:614-292-5766). **24-hour emergency help** is available through the [National Suicide Prevention Lifeline website](https://suicidepreventionlifeline.org) (suicidepreventionlifeline.org) or by calling [1-800-273-8255\(TALK\)](tel:1-800-273-8255). [The Ohio State Wellness app](https://go.osu.edu/wellnessapp) (go.osu.edu/wellnessapp) is also a great resource.

# Accessibility Accommodations for Students with Disabilities

## Requesting Accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with [Student Life Disability Services \(SLDS\)](#). After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. 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.

## Disability Services Contact Information

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

## Accessibility of Course Technology

This in-person 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 as early as possible.

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

# Course Schedule

Refer to the CarmenCanvas course for up-to-date due dates. Homework assigned in Carmen will appear in your Carmen modules + Carmen calendar. Homework assigned in the Supersite will appear in your Supersite calendar. The calendar below explains the order of genres, the schedule of compositions + talleres, and the required readings before each class.

Semana	Día	Género	Leer antes de clase
Semana 1 9-13 enero	m	Introducción al curso	1.6 Acentuación I (p.19) 2.5 Acentuación II (p.53) 1.7 Puntuación I (p.20)
	j	Narración	“La siesta del martes”, Gabriel García Márquez (p.34)
Semana 2 16-20 enero	m	Narración	1.1 Vocabulario para describir (p.7) 2.1 Ampliar el vocabulario (p.42)
	j	Narración	1.2 Expresiones de percepción sensorial (p.9) 2.2 Expresiones de tiempo (p.44) 2.3 Narrando en el pasado (p.46)
Semana 3 23-27 enero	m	Narración	2.4 Cláusulas relativas (p.50) Ver: El anillo de oro, en Carmen
	j	Narración	“Lo que sucedió a un hombre bueno con su hijo”, Don Juan Manuel (Carmen)
Semana 4 30 enero-3 febrero	m	Narración: Taller	<b>Plazo para la redacción: 26e (2p.) – 28e (11:59p)</b>
	j	Tutorías	Repasa: 4.2 Los sufijos (p.111) Repasa: 5.2 Los prefijos (p.147)
Semana 5 6-10 febrero	m	Tutorías	Repasa: 3.4 El futuro y el condicional (p.85)
	j	Tutorías	Repasa: 6.4 Verbal periphrases and modal verbs (p.190)
Semana 6 13-17 febrero	m	Exposición	“La prohibición silenciosa de los móviles en los colegios españoles” Ana Torres Menárguez (p.104)
	j	Exposición	3.1 Las conjunciones (p.77) 4.1 Expresiones de transición (p.109)
Semana 7 20-24 febrero	m	Exposición	4.3 Infinitives and Participles (p.114)
	j	Exposición	The subjunctive I (p.118)
Semana 8 27 febrero-3 marzo	m	Exposición	Lectura II (Carmen)
	j	Exposición: Taller	<b>Plazo para la redacción: 27f (8a.) - 1m (11:59p)</b>

Semana 9 6-10 marzo	m	Argumentación	“La civilización del espectáculo” (Mario Vargas Llosa) (p.140)
	j	Argumentación	<a href="#">LinkedIn: Cómo escribir...</a> <a href="#">iCulum</a> 5.3 Verbos seguidos de preposición
Semana 10 13-17 marzo	m	<b>VACACIONES DE PRIMAVERA</b>	
	j		
Semana 11 20-24 marzo	m	Argumentación	<a href="#">Lanbide Euskadi</a> 5.4 The subjunctive II (p.152)
	j	Argumentación	<a href="#">Orientación laboral</a> 3.3 Passive constructions 5.5 Other uses of se
Semana 12 27-31 marzo	m	Argumentación	<a href="#">Primer Empleo</a> 5.6 Si clauses
	j	Argumentación: Taller	<b>Plazo para la redacción: 27m (8a.) 30m (11:59p)</b>
Semana 13 3-7 abril	m	Ensayo académico	“Sujetos en el margen: representaciones de los indígenas en la pintura” Silvana Flores (p.176)
	j	Ensayo académico	“La lengua de las mariposas” (drm.osu.edu) “Spanish Civil War” (H.Graham), en Carmen
Semana 14 10-14 abril	m	Ensayo académico	6.2 El lenguaje académico (p.185) 6.6 Notas y referencias bibliográficas (p.198) 3.6 Las citas
	j	Ensayo académico	6.1 Verbos y expresiones para hacer cambios (p.182) 6.5 Reported speech (p.194) 2.6 Puntuación II (p.55)
Semana 15 17-21 abril	m	Ensayo académico: Taller	<b>Plazo para la redacción: 13a (2p.) – 15a (11:59p)</b>
	j	Ensayo académico	
Semana 16		No hay reunión de clase; trabajar en la segunda versión del ensayo académico	
Semana de exámenes		No hay examen final; entrega segunda versión del ensayo académico antes de la fecha indicada	

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# 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 and 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.





- 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):

## 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.

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.

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.

- 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):

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Syllabus and cover sheet reviewed by *Jeremie Smith* on

Reviewer Comments:

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.

Eugenia and SPPO Colleagues,

I have completed and signed off on the preliminary distance learning review for the **SPAN 3403 Intermediate Spanish Composition** approval proposal (see signed Cover Sheet attached). This syllabus includes all required syllabus elements and provides an overview of the course expectations.

I have a few *recommendations* that I think will improve the course design, add clarity to the syllabus, and support a successful review by the faculty curriculum committee:

- In the *How This Online Course Works* section of the syllabus (p. 3), it states “These may take the form of small-group discussion meetings, 1:1 meetings with me (*tutorías*), or instructor-led class meetings.” I was initially having difficulty understanding the rhythm and pacing of the class, As I continued reviewing the syllabus, I realized that it was intended that these details would be communicated by the color-coded course schedule, but I happen to be significantly color-blind and found the color shades used hard to differentiate without using a digital color-detecting tool. *Here are a few recommendations to make sure this important information is both accessible and clear to students:*
  - I recommend providing a bit more details about the plan for utilizing the synchronous class meeting time in the *How This Online Course Works* section of the syllabus. I think you have much of this narrative description in the DL cover Sheet already and the *Community Building* and *Workload Estimation* sections of the cover sheet can help craft a short description of the rhythm and pacing of the unusual (but surely pedagogically useful) meeting pattern. This need not be exacting or exhaustive, an approximate description of the amount of time a student should expect, on average each week, in the various forms of synchronous sessions would go a long way toward improving transparency and metacognitive reflection.
  - I think there is no problem necessarily with using a color-coded chart as was done in this syllabus. However, I recommend trying to identify colors with stronger contrasts when doing so, but *most importantly from an accessibility perspective*, don’t depend on the color alone to convey the distinction you are making. There are a few ways to go about improving this (resource: <https://blogs.missouristate.edu/accessibility/2017/12/13/accessibility-dont-use-color-alone-to-convey-content>). But in the case of your course schedule, I think there is an easy fix. In your calendar key (left side) and the schedule table (between “Semana” and “Día”), add a column with a symbol assigned with each color. This way, I can read the chart using blue (color) or the # (symbol) to navigate and understand the different formats (for example).
  - In addition to the accessibility pitfall around the color-coding, the course schedule syllabus in the table has other accessibility issues that I recommend addressing. Microsoft Word has a built in Accessibility Checker that can be used for this. When I run this checker on the syllabus, it recommends formatting header rows and columns, and adding alt text to the course schedule table. Also here is a good tip I learned from one of our instructional designers regarding

table accessibility in Word: when your table is complete, place your cursor in the first row cell, then use the tab key to make sure that your table is moving from cell to cell as you intend the table to be read (by a screen reader or other assistive device).

- I talked to our instructional designer that is most well-versed with issues of digital accessibility, Sarah Dove, and she shared a few additional resources you may find useful:
  - Color Contrast Checker: <https://webaim.org/resources/contrastchecker/> (contrast between background color and text should be at least 4:1)
  - Color Blindness simulator: <https://www.color-blindness.com/coblis-color-blindness-simulator/> (upload files and check colors within)
  - Info about using color coding and some of the colors to select because of differing vision abilities: <https://accessibility.psu.edu/color/colorcoding/>
- Under the *Description of Major Assignments* section of the syllabus (p. 6), the graded component “homework” is described as including quizzes, reflections, and discussions. I recommend disaggregating these assignment categories and providing a description of student expectations for each. How many quizzes, reflections, and discussions will be assigned? Specifically, regarding quizzes, will these take place during synchronous class time?
- I recommend adding due dates for major assignments to the class schedule, even if these are subject to change. This conveys the planned pacing of the course to students and improves course transparency.

The ASC Office of Distance Education strives to be a valuable resource to instructors and departments in the College of Arts and Sciences. In addition to managing the [DL course review](#) process, [hosting ASC Teaching Forums](#), and developing an ever-expanding catalog of [instructor support resources](#), we also provide one-on-one instructional design consultation to ASC instructors interested in redesigning any aspect of their online course. If your department or any of your individual instructors wish to [meet with one of our instructional designers](#) to discuss how we can provide advice, assistance, and support, please do let me know.