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**SPAN 1103.01**

**Spanish III (Lecture, 4 Credit Hours)**

**Course Description, Policies, Grading Procedures, and Syllabus**

*Autumn 2016*

|  |
| --- |
| Course Contact Information |
| ***Section:*** XXXXX, TWRF, X:00-X:00 AM/PM, XXX Hagerty Hall  ***Instructor*:** XXXX  E-mail: <XXXX.XX@osu.edu>  Office: XXX Hagerty Hall|Office Phone: (614) 292-XXXX  Office Hour(s): XXXX, or by appt.  Dept. Tutoring Hour(s): See <sppo.osu.edu/undergraduate/tlc/spanish-schedule>  ***Language Program Director***: **Dr. Holly Nibert** ***Assistant Language Program Director:* Megan Lobert, M.Ed**.  E-mail: [nibert.3@osu.edu](mailto:nibert.3@osu.edu) E-mail: lobert.3@osu.edu  Office: 240 Hagerty Hall; Office Phone: (614) 292-7125 Office: 249 Hagerty Hall; Office Phone: (614) 688-5434  Office Hours: TR 12-6 PM, W 1-6 PM, or by appt. Office Hours: MTWF 10:00-6:00 PM, or by appt. |

# A. COURSE DESCRIPTION AND OBJECTIVES

# 1. Overview

As the continuation of Spanish 1102.01 or 1155, Spanish 1103.01 presupposes beyond-basic knowledge of the Spanish language and the cultures that speak it, including their perspectives, practices, and products. Spanish 1103.01 employs a multifaceted, communicative approach to adult second language acquisition that foments the continued development of the four skills of listening, speaking, reading, and writing. By the semester’s end, students will be able to comprehend, speak, read, and write the language at an intermediate level by using more complex vocabulary and grammar to carry out essential communicative functions in context and in culturally appropriate ways. These goals are best achieved through using Spanish as the primary language of communication in the classroom, consistent attendance, daily pre-class prepa­ration, and active in-class participation (i.e., *in order to acquire Spanish, you must be engaged intensively in its use!*).

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

Foreign language coursework develops a learner’s communication skills across ethnic, cultural, ideological, and national boundaries, and helps students develop a better understanding of other cultures and patterns of thought, as well as their own language and culture. For all Spanish courses (1101.01 through 2202.01 and beyond), the target language (Spanish) is the primary language of instruction.

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

**1.** Students demonstrate basic communicative skills (e.g., listening, speaking, reading, and writing) in a language other than their native language.

**2.** Students learn about the cultural contexts and manifestations of the peoples who speak the language that they are studying.

**3.** Students recognize and understand differences and similarities between the cultures and communities of the language that they are studying and their own.

# In SPAN 1103.01, these ELOs are manifested in the following concrete ways. Students will…

• Continue to develop a vocabulary base relevant to immediate scenarios, including travel and tourism, the airport, health and wellness, healthcare, the workplace and various professions, want ads and job interviews, technology, the environment, and the future of these.

• Develop a working knowledge of more complex grammatical structures, including adverbs ending in *–mente* (–ly), the prepositions *por* versus *para*, the subjunctive mood in noun clauses, adjective clauses, and adverbial clauses, formal and informal commands, past participles, the present perfect tense, the future tense, and the conditional tense.

• Use vocabulary and grammar to carry out various communicative functions in context, such as making travel arrangements, describing travel experiences, communicating about one’s ailments, responding to want ads, interviewing for a job, discussing technology, discussing the environment, asking others to do things, giving advice, expressing emotions, opinions, and beliefs, talking about what has happened, talking about will happen, talking about what would happen (under a certain condition), and speculating about the present and the past.

• Listen to and understand complex passages and conversations in context.

• Read and understand complex, authentic texts.

• Write a series of comprehensible paragraphs that express complex ideas about the scenarios studied.

• Speak at a comprehensible level to engage in interpersonal conversations and express ideas about the scenarios studied.

• Demonstrate an understanding of the perspectives, practices, and products (ACTFL’s 3 P’s) of various Spanish-speaking cultures.

• Demonstrate knowledge of the geography of the Spanish-speaking world.

• Use technology and expand digital literacy to explore and reinforce cultural and linguistic concepts.

### B. COURSE MATERIALS

*Required:*

**1.** Pearson’s **MyLab Student Access Code** for *¡Arriba! Comunicación y cultura* (6th ed.) 2015 Release, by Zayas-Bazán, Bacon & Nibert, sold in the OSU bookstore package or directly online at [www.myspanishlab.com](http://www.myspanishlab.com)

**a.** The **MyLab Course ID** for this specific section of SPAN 1103.01, provided by your instructor: XXXXX00-00000

**2.** Two (2) thirty-minute conversations purchased through TalkAbroad [www.talkabroad.com](http://www.talkabroad.com); You will need to create a free TalkAbroad account and purchase two (2) conversations at the cost of $15 per conversation (2 conversations x $15 each = $30 total). [*¡OJO!* If you are taking two semesters or more of Spanish language courses (i.e., SPAN 1101.01-2202.01), it is recommended that you purchase at least the five (5) minimum sessions required to receive the discounted price of $10.00 per conversation (5 sessions x $10.00 = $50); with two (2) required TalkAbroad assignments per course level, any unused sessions purchased will remain available indefinitely.]

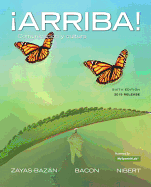
*Optional:*

**3.** **Brief version** (with Chapters 1-12) of the **print textbook** *¡Arriba! Comunicación y cultura* (6th ed.) 2015 Release, by Zayas-Bazán, Bacon & Nibert

**4.** **Print SAM (workbook)** *¡Arriba! Comunicación y cultura* (6th ed.) 2015 Release, by Zayas-Bazán, Bacon & Nibert

**5.** Spanish-English/English-Spanish **Dictionary** (See <sppo.osu.edu/syllabi/language-program-policies/resources> for suggested online dictionaries. There is also a free digital dictionary within MyLab.)

**6.** Access to the free **Companion Website** at [www.pearsonhighered.com/arriba/](http://www.pearsonhighered.com/arriba/)

The OSU bookstores sell a shrink-wrapped package that includes items 1 (with 24-month access), 3 (brief version of the print textbook), and 4 (print SAM) above. If you prefer to work *solely digitally*, you may purchase MyLab directly online, since it contains a digital eText (with Chapters 1-15) and more— *however, if you choose the digital-only option, please read over Section C.7 below carefully*. When purchased directly online, the MyLab Student Access Code sells for $84.25 (for one-semester, 5-month access) or for $137.25 (for multi-semester, 24-month access). As an independent consumer, you are free to purchase your course materials in the place and manner of your choosing. However, you must have required item 1. Explore your options carefully before buying. [NOTE: These materials will carry over beyond Autumn 2016 for SPAN 1101.01 (Chapters 1-4), 1102.01 (Chapters 5-8), 1155 (Chapters 1-8), and 1103.01/.51 (Chapters 9-12). *Be sure to take into consideration the life of your MyLab Student Access Code when planning your course sequence.*]

# C. COURSE POLICIES

# 1. Course Prerequisite

Spanish 1103.01 is for students who have earned regular course credit or Transfer Credit for Spanish 1102.01 or 1155, or who have placed into the level via the Spanish placement test (i.e., the Multimedia Computer Adaptive Test, or MultiCAT). Spanish 1103.01 is **not** open to native speakers of Spanish or to students who have OSU EM (Examination Mark) test credit or transfer credit for 1103.01.

**2. Course Sequence**

Spanish 1103.01 is the final course in the three-course sequence (1101.01, 1102.01, 1103.01/.51) or the two-course sequence (1155 and 1103.01/.51) that fulfills the foreign language requirement of the College of Arts and Sciences. Students enrolled in Spanish 1103.01 are eligible to enroll in Spanish 2202.01 after successful completion of this course.

# 3. More on Placement Testing and the MultiCAT

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

# 4. More on Foreign Language EM Proficiency Testing

Heritage speakers of Spanish, as well as students who deem that, due to self-study or travel abroad, they have developed Spanish skills beyond their MultiCAT placement and/or recent course work, should consider taking the EM Proficiency Test. Eligible students may seek credit by examination (EM) for Spanish 1101.01, 1102.01, 1155, or 1103.01. Students can only take the EM Proficiency Test for the course level into which they have placed or are currently enrolled, but *only during the first week of the semester* in the latter case. Students who have audited, received a “W”, or earned a failing grade for a Spanish course are not eligible for an EM Proficiency Test. For more information, see <sppo.osu.edu/undergraduate/spanish/departmental-exams/em> and email <sppotest@osu.edu>.

# 5. Academic Misconduct

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

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

# 6. Student Life Disability Services

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

# 7. In-class Use of Electronic Devices

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

# D. GRADING PROCEDURES

# 1. Grading Scale

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

# 2. Key to Grade Percentages for Compositions (see Appendix 2 for Evaluation Criteria for Compositions)

|  |  |  |  |
| --- | --- | --- | --- |
| 50/50= 100% **A** | 45/50= 90% **A-** | 40/50= 80% **B-** | 35/50= 70% **C-** |
| 49/50= 98%  **A** | 44/50=88% **B+** | 39/50=78% **C+** | 34/50=68%  **D+** |
| 48/50= 96%  **A** | 43/50= 86% **B** | 38/50= 76%  **C** | 33/50= 66%  **D** |
| 47/50= 94% **A** | 42/50= 84% **B** | 37/50= 74% **C** | 32/50= 64%  **E** |

# 3. Final Grade: Components and Weighting

|  |  |
| --- | --- |
| Component | Weight |
| Homework |  |
| a. MyLab (ML) activities | 16%; (4% each Ch. x 4 = 16% total) |
| b. Daily written assignments | 4%; (1% each Ch. x 4 = 4%) |
| c. TalkAbroad conversations (2 total) | 10%; (2.5% per talk + 2.5% per reflection x 2 = 10% total) |
| II. Class Participation | 10%; (2.5% each Ch. x 4 = 10%) |
| III. Composition (1 total) | 8%; (5% first + 3% final = 8% total) |
| IV. Quizzes (2 total) | 14%; (7% each x 2 = 14% total) |
| V. Midterm Exam | 13% |
| VI. Oral Exam | 10% |
| VII. Final Written Exam | 15% |
| TOTAL | 100% |

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

**Class Participation:**

Chapter 9 \_\_\_\_\_\_\_x .025 = \_\_\_\_\_\_\_

Chapter 10 \_\_\_\_\_\_\_x .025 = \_\_\_\_\_\_\_

Chapter 11 \_\_\_\_\_\_\_x .025 = \_\_\_\_\_\_\_

Chapter 12 \_\_\_\_\_\_\_x .025 = \_\_\_\_\_\_\_

**Homework:**

• **MyLab** (each chapter grade is the average score derived

from all scores on *assigned* chapter activities only, indicated by

a clock icon in MyLab and on the weekly syllabus in Section F)

Chapter 9 \_\_\_\_\_\_\_x .04 = \_\_\_\_\_\_\_

Chapter 10 \_\_\_\_\_\_\_x .04 = \_\_\_\_\_\_\_

Chapter 11 \_\_\_\_\_\_\_x .04 = \_\_\_\_\_\_\_

Chapter 12 \_\_\_\_\_\_\_x .04 = \_\_\_\_\_\_\_

• **Daily homework** assigned by your instructor (1 point per

activity, scored on a credit/no-credit basis) \_\_\_\_\_\_\_x .04 = \_\_\_\_\_\_\_

* **TalkAbroad:**

Conversation 1 \_\_\_\_\_\_\_ x .025 = \_\_\_\_\_\_\_

Reflection 1 \_\_\_\_\_\_\_ x .025 = \_\_\_\_\_\_\_

Conversation 2 \_\_\_\_\_\_\_ x .025 = \_\_\_\_\_\_\_

Reflection 2 \_\_\_\_\_\_\_ x .025 = \_\_\_\_\_\_\_

**Composition:**

Composition: First draft \_\_\_\_\_\_\_x .05 = \_\_\_\_\_\_\_

Composition: Final draft \_\_\_\_\_\_\_x .03 = \_\_\_\_\_\_\_

*[Continued on next page.]*

**Quizzes:**

Quiz 1: Chapter 9 \_\_\_\_\_\_\_x .07 = \_\_\_\_\_\_\_

Quiz 2: Chapter 11 \_\_\_\_\_\_\_x .07 = \_\_\_\_\_\_\_

**Midterm Exam:** Chapters 9 & 10 \_\_\_\_\_\_\_x .13 = \_\_\_\_\_\_\_

**Final Oral Exam:** Chapters 9, 10, & 11 \_\_\_\_\_\_\_x .10 = \_\_\_\_\_\_\_

**Final Written Exam:** Chapters 9, 10, 11 & 12 \_\_\_\_\_\_\_x .15 = \_\_\_\_\_\_\_

PRELIMINARY TOTAL = \_\_\_\_\_\_\_

# of 55-minute, unexcused absences \_\_\_\_ x -1% = \_\_\_\_\_\_\_

**FINAL TOTAL =** \_\_\_\_\_\_\_ **(Out of 100%)**

# E. GRADE COMPONENTS & POLICIES

# 1. Class Participation

Your overall class participation will be evaluated according to the seven criteria specified on the “Class Participation Self-Assessment Sheet,” shown in Appendix 1. Since you cannot participate if you are absent from class, regular class attendance is an important component of your participation grade (Criteria 1 in Appendix 1). Note also in Criteria 2 that arriving more than 5 minutes late to class (or leaving early or frequently during class) will result in a loss of points from your participation grade for that period. [See also Section E.2 below regarding *extreme tardiness*, which is defined as 15 or more minutes late.] At the end of each of the four chapters covered in Spanish 1103.01, you will be asked to complete the self-assessment sheet for your instructor. To complete the sheet, circle one point value on the horizontal scale given for each of the seven evaluation criteria. You must choose from among the point values given; for example, ‘18’ points is not an option for the “Class attendance” component. The low, mid, and high points of each scale are defined. Circle the point value on each scale that most accurately describes your performance in that area for that grading period. Then, add up the points and write the resulting total score in the space provided at the end of the sheet. Your instructor may accept or alter your self-assessment, may offer comments, and then will record the total number of points earned for that chapter or “grading period.” [NOTE: If you do not understand or if you disagree with a change made to your self-assessment, you should discuss the matter with your instructor immediately. Office hours are the most appropriate time for this.] By the end of the semester, you will have received four (4) class participation grades.

# 2. Policy on Attendance and Chronic Tardiness, beyond Class Participation

As emphasized earlier, daily class attendance is crucial for the development of your language skills and therefore for success in this course. Absences fall into one of three categories: “grace sessions”, excused absences, and unexcused absences. All absences apart from those that are *excused* will negatively affect your participation grade (quite simply, you cannot participate if you are not present in class). In addition, ***an excess of unexcused absences*** will negatively affect your *overall final course grade*. Further details follow.

Over the course of the semester, you will be allowed ***four (4) “grace sessions” of 55 minutes*** (which is the equivalent of *one (1) week of class*) as absences without the need for official documentation. Thus, if your class section meets four days per week (e.g., MTWR from 8:00-8:55 AM), you will be allowed *four days* of absences as “grace sessions”. If your class section meets two days per week (e.g., MW from 6:30-8:20 PM), you will be allowed *two days* of absences as “grace sessions” (since each class day = 110 minutes or *two* sessions of 55 minutes). In either case, these days should ***not*** be interpreted as *free* days! ***Use them wisely! They should be reserved*** for foreseeable or unforeseeable events and emergencies, including illness for which medical attention is not sought. Be sure to make a personal record of the reason for using each of your “grace sessions”, and, if possible, obtain and keep any documentation to verify it (e.g., an email informing your Spanish instructor about missing class due to a migraine, etc.). [*¡OJO!* Should you be absent the day of a quiz or an exam, you must present *official, documented proof* of illness or of some other calamity in order to be able to make it up. Otherwise, you will *receive a zero*! See the following paragraph for more information on how to document an absence.]

Any additional absences (beyond the four “grace sessions” of 55 minutes) *can be* ***excused****,* ***if***you have an acceptable, verifiable reason. In this context, “acceptable” means an illness, a death in the family (or some other significant family event), a subpoena, jury duty, military service, performance in a university-sponsored athletic competition, a job interview, etc. “Verifiable” means that you can provide *official, original* documentation to account for the reason. Such documentation typically provides a phone number that can be called for verification. [*¡OJO!* The falsification of official documents is a serious offense that will be reported to COAM.] Examples include a doctor’s note (on original letterhead paper; in general, photocopies and faxes will not be accepted), a dated container of medication, an original program from a funeral or wedding, an obituary, a written call to service from a court of law or other government institution, a note from a university athletic division, etc. Personal notes from friends or relatives *will not be accepted* as official documentation. Documentation intended to excuse an absence should be presented to your instructor (and, if necessary, to the language program director or assistant language program director) *as soon as possible*. No documentation will be accepted *after Reading Day*, which for Autumn 2016 is *Thursday, December 8.*

*Any additional absences* (beyond the four “grace sessions” of 55 minutes and any absences excused through official documentation) *will be considered* ***unexcused***. Furthermore, ***extreme tardiness*** can accumulate into unexcused absences. A late arrival to class of 15 minutes or more on three (3) different class days will be counted as one (1) unexcused absence from class.

***Each unexcused absence of 55 minutes will result in the lowering of your final course grade by 1%***. For example, in a class section that meets four days per week (e.g., MTWR), if your overall grade is 92% (A-) and you have three (3) *unexcused* absences (of 55 minutes) at the end of the semester (i.e., 3 class days= 3 sessions of 55 minutes), your final assigned course grade will be 89% (B+) [i.e., 92% – 3% = 89%]. In a class section that meets two days per week (e.g., MW), recall that one (1) class day= two (2) sessions of 55 minutes. So, if a student misses 3 class days (beyond the grace sessions) without official documentation to account for them, an overall grade of 92% (A-) will be lowered to 86% (B), since 3 class days= 6 sessions of 55 minutes [i.e., 92% – 6% = 86%]. *In sum, make sure that you clearly understand the attendance and tardiness policies for this course, that you keep track of your own attendance record, and that you make wise decisions regarding if and when you miss class.*

[NOTE: The following message appears on the “Student Health Services” page: “If you had a visit with a health care provider, he/she can provide you with a visit verification form. If your professor will not accept the visit verification form, stop by Administrative Services and Credentialing in room 264, directly across from the elevator. They can provide you with a medical excuse that should be accepted by your professor. If you did not see a health care provider but still need to document your illness, you can use the Absence Excuse Form (PDF).” Please know that the Absence Excuse Form will *not* be accepted as official documentation for this course. You are expected to reserve and use your four “grace sessions” of 55 minutes to cover this and any other type of absence that cannot be officially documented. For your convenience, a table is provided in Appendix 4 to record any absences and/or extreme tardies (i.e., 15 minutes or more) accumulated in this course throughout the semester.]

# 3. Homework

For each chapter, **homework assignments will come from *three* sources**: **a.)** pre-assigned activities in MyLab (ML), located at <www.mySpanishlab.com>, **b.)** brief daily assignments made by your individual instructor (for example, additional activities from MyLab, written out on paper or completed online as preferred by your instructor; extra handouts, etc.), **c.)** and synchronous TalkAbroad conversations.

**a. MyLab activities:** First, regarding the pre-assigned activities in MyLab, various assignments (e.g., SAM, videos, games, etc.) and their due dates appear in the weekly syllabus in Section F. MyLab assignments and their due dates also are indicated within the MyLab system, by means of a clock icon on an electronic calendar. Be sure to check this electronic calendar weekly. All MyLab assignments are due *by 11:59 PM* on the date indicated, regardless of your particular class section’s meeting days and time. The MyLab system will automatically score and offer feedback on these pre-assigned activities, since they are machine-gradable. To encourage practice, MyLab will allow you to repeat an activity up to 100 times and will display and use only the highest score achieved in order to calculate chapter averages. The system will indicate the correct responses for an activity only after it has come due at 11:59 PM, so you can return to the activity later to check answers. Furthermore, any *unassigned* activities attempted or completed by you will not affect your chapter averages positively or negatively, so feel free to experiment!

**b. Daily written assignments:** Second, your instructor will make brief daily homework assignments (1-2 activities), to closely gauge your progress. Each activity assigned will be worth one (1) point, awarded on a credit/no-credit basis. [NOTE: 1 point= complete and well done; 0 points = partially complete or not well done or missing (i.e., not completed).] These assignments will be due in class *at the beginning of the class hour* of the due date given by your instructor. ***No late home­work will be accepted.*** If you are absent from class when an assignment is due, you should try to submit it to your instructor’s mailbox or as an email attachment that same day. If that is not possible, the assignment will only be accepted if submitted the *next session you are pres­ent in class*. You also are responsible for finding out from your instructor (or from another classmate) what assignments were given during your absence(s), in order to have all of the work ready to submit upon your return to class. In short, “I wasn’t in class yesterday” is **not** an acceptable excuse for incomplete homework.

**c. TalkAbroad:** Third, during the semester you will be required to participate in two (2) conversations through TalkAbroad and complete a brief reflection on your experience. Each conversation will be 30 minutes in duration and will take place through [www.talkabroad.com](http://www.talkabroad.com) at the cost of $15 per conversation (2 conversations x $15 each = $30 total). You will need to create a free TalkAbroad account and purchase two (2) conversations by Week 3 of the semester. The first conversation and reflection are due during Week 5 while the second conversation and reflection are due Week 10. For each conversation, you will need to choose a TalkAbroad conversation partner through the company and select a date and time from his/her online schedule. Each conversation will be automatically recorded by TalkAbroad. You will need to download it, listen to it again, and submit it to your instructor, along with a reflection assignment on language and culture. This assignment will consist of questions to help you process your experience speaking Spanish with a native speaker. It is important to note that the reflection will be evaluated separately from the conversation component. It will follow the same credit/no credit criteria used for the conversation (i.e., one (1) point for completion and zero (0) points for an incomplete or missing submission (i.e., not completed)). Each of the two components (i.e., the conversation and reflection) is worth 2.5% of your final overall course grade, for a total of 10% (2.5% per conversation x 2 conversations = 5%, 2.5% per reflection x 2 reflections = 5%; 5% + 5% = 10% total).

# 4. Composition

One composition will be assigned over the course of the semester. It will entail two drafts: a first draft and a final draft. Each draft needs to contain 1**75-200** varied words **in Spanish** and incorporate the vocabulary and grammar from the textbook chapter(s). A topic will be assigned to guide your writing. ***Any prior draft(s) must be resubmitted on due dates*** to facilitate comparison. See the weekly syllabus in Section F for due dates. Both first and final drafts will be evaluated according to the six criteria specified in Appendix 2. For your final course grade, the *first draft* will be worth 5% and the *final draft* 3%, for a total of 8%.

Each draft must be handed in at the *beginning* of the class session when it is due. For each day (up to a maximum of three) that a draft is late beyond its due date, 5% will be subtracted from the assessed grade percentage, up to a total of 15% off for lateness. On the fourth day and beyond (including the two days of the weekend), a draft will no longer be accepted for credit. For example, if your work is due by 11:59 PM on Tuesday, the last possible time when you can submit it for credit (albeit with a loss of 15% from the start) is 11:59 PM on Friday. After that, you would receive a zero on the assignment.

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

# 5. Quizzes (“Pruebas/Controles”)

There will be *at least* two (2) brief (~20-30 minutes) quizzes, or “pruebas”, given during the semester, one for each of the two textbook chapters *not* immediately preceding a major exam. Thus, minimally, there will be a brief quiz on Chapter 9 and on Chapter 11. Each quiz will cover listening comprehension, vocabulary, grammar, and culture. Your instructor will specify the exact na­ture and date of each quiz for your class section.

# 6. Written Exams

There will be two written exams: a midterm exam given during the semester and a final exam given during finals week. The midterm exam will be given over two consecutive 55-minute class sessions. It will cover Chapters 9-10. The final exam will be given during the one-hour and 45-minute time slot of exam week specified for your class section by the University. The final exam will be cumulative but will focus most heavily on Chapters 11-12.

# 7. Final Oral Exam

An oral exam of approximately 7 minutes will be given sometime during weeks 12-13 of the semester. The oral exam will be evaluated according to the criteria in Appendix 3. You will take the oral exam individually with your instructor during class time in your regular classroom, on the date and time specified by your in­structor at a later point in the semester. The format of the exam will involve spontaneous speaking (i.e., not read or memorized material) for a total of four (4) minutes (two minutes about two different topics). Thus, the best way to prepare for it is to be present in class on a regular basis and actively participate during class ***in Spanish***, not English, as much as possible. Further details about the oral exam will be provided by your instructor at a later date in the semester.

**F. WEEKLY SYLLABUS**

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| **Key to abbreviations used in syllabus** | |
| **ML**= MyLab **P1** = *Primera Parte* of chapter  **CS** = *¿Cuánto saben?* review section **P2** = *Segunda Parte* of chapter  **VT** = *Vocabulary Tutorial* | **PV** = *¡Pura Vida!* video episode  **→** = homework “corresponds to” topic listed on same line in previous column |

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| **WEEK 1**  **(August 22-26)** | |
| • *Tuesday, August 23: SEMESTER CLASSES BEGIN* | |
| • *Friday, August 26: LAST DAY TO ADD A COURSE (without instructor’s written permission)* | |
| *Textbook pages & topics:* | *ML homework* |
| • **Course Introduction & Syllabus Quiz**  • **Chapter 9**: pp. 282-295  • Primera parte: Así es la vida (pp. 282-284)  • En el aeropuerto (pp. 285-288)  • *Por* and *Para* (pp. 289-292)  • Adverbs ending in *–mente* (pp. 293-295) | • ***The following review activities are due Sun., Sept. 4:***  → ML (9-1)  → ML (9-2, 9-3, 9-4, 9-5, 9-6; VT Ch09 P1 En la agencia de viajes A)A)  → ML (9-9, 9-10, 9-11, 9-12; VT Ch09 P1 Expressions with por)  → ML (9-15, 9-16, 9-17) |
| **Additional assignments:** | |
| • **Syllabus Quiz** *(during 2nd day of class)* | |
| **Optional ML Spanish Grammar tutorials available for:** | |
| • *Por* and *Para* • Adverbs | |
| **Additional ML Practice (*Optional*)**: Go to: *ML Course > Course Materials* > *Capítulo 9* > *Additional Practice* | |

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| **WEEK 2**  **(August 29-September 2)** | |
| • *Friday, September 2: LAST DAY TO ADD A COURSE (without a petition)* | |
| *Textbook pages & topics:* | *ML homework* |
| • **Chapter 9**: pp. 295-296, 298-301  • REVIEW: *¿Cuánto saben?* (p. 295)  • *Perfiles: Mi experiencia* (p. 296)  • Segunda parte: *Así es la vida* (p. 298)  • Los viajes (pp. 299-301)  • *Letras y sonidos* (p. 300) | • ***The following review activities are due Sun., Sept. 4:***  → ML CS P1 (9-20, 9-21, 9-22)  → ML (9-25)  → ML (9-27)  → ML (9-28, 9-29, 9-31; VT Ch09 P2 En el viaje A & B, VT Ch09 P P2 En el hotel y Actividades)  → ML (9-32, 9-33) |
| **Additional assignments:** | |
| • **None** | |
| **Optional ML Spanish Grammar tutorials available for:** | |
| • N/A | |
| **Additional ML Practice (*Optional*)**: Go to: *ML Course > Course Materials* > *Capítulo 9* > *Additional Practice* | |

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| **WEEK 3**  **(September 5-9)** | |
| • *Monday, September 5: Labor Day --- NO CLASSES* | |
| *Textbook pages & topics:* | *ML homework* |
| • **Introduction TalkAbroad**  • **Chapter 9**: pp. 302-315, 317  • The Spanish subjunctive: An introduction (pp. 302-305)  • The subjunctive to express influence (pp. 306-310)  • REVIEW: *¿Cuánto saben?* (p. 310)  • *Observaciones: ¡Pura Vida!* Episodio 9 (p. 311)  *[Continued on next page.]*  • *Nuestro Mundo: Panoramas* (pp. 312-313)  • *Nuestro Mundo: Páginas* (pp. 314-315) | • ***The following review activities are due Sun., Sept. 11:***  → ML (9-34, 9-35, 9-36, 9-37, 9-38, 9-39)  → ML (9-41, 9-42)  → ML CS P2 (9-45, 9-46, 9-47): Flashcards Ch09; Games (9-1, 9- 2 2 2)  → ML PV (do 9-50; (re)view video while completing 9-51;  then complete 9-52)  → ML (9-53, 9-54)  → ML (9-55)  **• *The following preview activity is due Sun., Sept. 11:*** Readiness Check Ch10 |
| **Additional assignments:** | |
| * **None** | |
| **Optional ML Spanish Grammar tutorials available for:** | |
| * Regular Forms of the Present Subjunctive • Use of the Subjunctive in Noun Clauses * Spelling Changes in the Present Subjunctive • Use of the Subjunctive with Verbs of Volition * Irregular Present Subjunctive | |
| **Additional ML Practice (*Optional*)**: Go to: *ML Course > Course Materials* > *Capítulo 9* > *Additional Practice* | |

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| **WEEK 4**  **(September 12-16)** | |
| • *Friday, September 16: LAST DAY TO DROP A COURSE (without receiving a “W” on record)* | |
| *Textbook pages & topics:* | *ML homework* |
| • **Chapter 10**: pp. 318-329  • *Primera parte: Así es la vida* (pp. 318-320)  • Las partes del cuerpo humano (pp. 321-323)  • Formal Commands (pp. 324-326)  • The subjunctive to express feelings & emotions (pp. 3 327-329) | ***The following review activities are due Sun., Sept. 18:***  → ML (10-1)  → ML (10-2, 10-4, 10-5, 10-6, 10-7, 10-8; VT 10 P1 Las partes d del cuerpo humano, VT Ch10 P1 Las partes y Problemas d de la salud, & VT Ch10 P1 Medicinas comunes y en el c consultorio)  → ML (10-10, 10-11, 10-12, 10-13, 10-14)  → ML (10-16, 10-17, 10-18, 10-19) |
| **Additional assignments:** | |
| • **QUIZ 1 on Chapter 9** | |
| **Optional ML Spanish Grammar tutorials available for:** | |
| * Formation of Formal Commands • Attaching Object and Reflexive Pronouns to Formal Commands   • Negative Formal Commands • Subjunctive in Noun Clauses with Verbs of Feelings and Emotions | |
| **Additional ML Practice (*Optional*)**: Go to: *ML Course > Course Materials* > *Capítulo 10* > *Additional Practice* | |

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| **WEEK 5**  **(September 19-23)** | |
| *Textbook pages & topics:* | *ML homework* |
| • **Chapter 10**: pp. 329-330, 332-336  • REVIEW: *¿Cuánto saben?* (p. 329)  • *Perfiles: Mi experiencia* (p. 330)  • *Segunda parte: Así es la vida* (p. 332)  • Los alimentos (pp. 333-336)  • *Letras y sonido*s (p. 334) | • ***The following review activities are due Sun., Sept. 25:***  → ML CS P1 (10-22, 10-23, 10-24)  → ML (10-27)  → ML (10-29)  → ML (10-30, 10-31, 10-33, 10-34; VT Ch10 P2 La dieta, VT Ch10 P P2 Tu línea y tu salud)  → ML (10-36) |
| **Additional assignments:** | |
| • **FIRST DRAFT OF COMPOSITION & OUTLINE DUE** *(exact date to be determined by instructor)* | |
| **Optional ML Spanish Grammar tutorials available for:** | |
| * N/A | |
| **Additional ML Practice (*Optional*)**: Go to: *ML Course > Course Materials* > *Capítulo 10* > *Additional Practice* | |

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| **WEEK 6**  **(September 26-30)** | |
| *Textbook pages & topics:* | *ML homework* |
| • **Chapter 10**: pp. 337-347, 349  • The subjunctive to express doubt and denial (pp. 337-342)  *[Continued on next page.]*  • REVIEW: *¿Cuánto saben?* (p. 342)  • *Observaciones: ¡Pura Vida!* Episodio 10 (p. 343)  • *Nuestro Mundo: Panoramas* (pp. 344- 345)  • *Nuestro Mundo: Páginas* (pp. 346-347) | • ***The following review activities are due Sun., Oct. 2:***  → ML (10-38, 10-39, 10-40, 10-42, 10-43)  → ML CS P2 (10-45, 10-46, 10-47); Flashcards Ch10; Games (10-1, 10-2)  → ML PV (do 10-50; (re)view video while completing  10-51)  → ML (10-54, 10-55)  → ML (10-56) |
| **Additional assignments:** | |
| • **TalkAbroad Conversation & Reflection 1 due** *(exact date to be determined by instructor)* | |
| **Optional ML Spanish Grammar tutorials available for:** | |
| * Ojalá • Uses of Subjunctive in Nounc Clauses after Impersonal Expressions * Subjunctive in Noun Clauses • Tal vez, Quizás   with Verbs of Doubt & Denial | |
| **Additional ML Practice (*Optional*)**: Go to: *ML Course > Course Materials* > *Capítulo 10* > *Additional Practice* | |

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| **WEEK 7**  **(October 3-7)** | |
| *Textbook pages & topics:* | *ML homework* |
| • 1st & 2nd 55-minute sessions: REVIEW  • 3rd 55-minute session: **MIDTERM EXAM, PART 1:** *Listening, vocabulary, composition*  • 4th 55-minute session: **MIDTERM EXAM, PART 2**: *Grammar, culture, reading* | • ***The following preview activity is due Sun., Oct. 9:***  Readiness Check Ch11 |
| **Additional assignments:** | |
| * **None** | |
| **Optional ML Spanish Grammar tutorials available for:** | |
| * N/A | |
| **Additional ML Practice (*Optional*)**: N/A | |

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| **WEEK 8**  **(October 10-14)** | |
| * *Thursday, October 13 - Friday, October 14: AUTUMN BREAK --- NO CLASSES* | |
| *Textbook pages & topics:* | *ML homework* |
| • **Chapter 11**: pp. 350-358  • *Primera parte: Así es la vida* (pp. 350-352)  • Los oficios y las profesiones (pp. 353-355)  • *Tú* commands (pp. 356-358) | • ***The following review activities are due Sun., Oct. 16:***  → ML (11-1)  → ML (11-2, 11-4, 11-5, 11-6, 11-7; VT 11 P1 Oficos y profesiones A A, VT 11 P1 Oficos y profesiones B)  → ML (11-9, 11-10, 11-11, 11-12, 11-13, 11-15) |
| **Additional assignments:** | |
| • **None** | |
| **Optional ML Spanish Grammar tutorials available for:** | |
| • Formation of Regular Tú Commands • Negative Tú Commands  • Formation of Irregular Tú Commands • Attaching Object & Reflexive Pronouds to tú Commands | |
| **Additional ML Practice (*Optional*)**: Go to: *ML Course > Course Materials* > *Capítulo 11* > *Additional Practice* | |

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| **WEEK 9**  **(October 17-21)** | |
| *Textbook pages & topics:* | *ML homework* |
| • **Chapter 11**: pp. 359-364, 366  • The subjunctive and the indicative with adverbial conjunctions (pp. 359-363)  • REVIEW: *¿Cuánto saben?* (p. 363)  • *Perfiles: Mi experiencia* (p. 364)  • *Segunda parte: Así es la vida* (p. 366) | **• *The following review activities are due Sun., Oct. 23:***  → ML (11-16, 11-17, 11-18, 11-19, 11-20)  → ML CS P1 (11-22, 11-23, 11-24, 11-25)  → ML (11-28)  → ML (11-30) |
| **Additional assignments:** | |
| • **FINAL DRAFT OF COMPOSITION DUE** (*exact date to be determined by instructor*) | |
| **Optional ML Spanish Grammar tutorials available for:** | |
| • Adverbial conjunctions that Always Require Subjunctive  • Adverbial conjunctions that Always Require Indicative  • Adverbial Conjunctions that may Require Indicative or Subjunctive | |
| **Additional ML Practice (*Optional*)**: Go to: *ML Course > Course Materials* > *Capítulo 11* > *Additional Practice* | |

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| **WEEK 10**  **(October 24-28)** | |
| * *Friday, October 28: LAST DAY TO DROP A COURSE (without petitioning)* | |
| *Textbook pages & topics:* | *ML homework* |
| • **Chapter 11**: pp. 367-375  • La búsqueda de empleo (pp. 367-369)    • *Letras y sonidos* (p. 368)  • The subjunctive with indefinite people & things (pp. 370-374)  • REVIEW: *¿Cuánto saben?* (p. 374)  • *Observaciones: ¡Pura Vida!* Episodio 11 (pp. 3 375) | • ***The following review activities are due Sun., Oct. 30:***  → ML (11-31, 11-32, 11-34, 11-35; VT 10 P2 El trabajo, Los b beneficios y Verbos)  → ML (11-36, 11-37)  → ML (11-38, 11-39, 11-40, 11-41, 11-42)  → ML CS P2 (11-44, 11-45); Flashcards Ch11; Games  (11-1, 11-2)  → ML PV (do 11-48; (re)view video while completing 11-49; then complete 11-50)  • ***The following preview activity is due Sun., Oct. 30:***Readiness Check Ch12 |
| **Additional assignments:** | |
| • **QUIZ 2 on Chapter 11** *(exact date to be determined by instructor)* | |
| **Optional ML Spanish Grammar tutorials available for:** | |
| • Use of the Subjunctive in Adjective Clauses | |
| **Additional ML Practice (*Optional*)**: Go to: *ML Course > Course Materials* > *Capítulo 11* > *Additional Practice* | |

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| **WEEK 11**  **(October 31-November 4)** | |
| *Textbook pages & topics:* | *ML homework* |
| • **Chapter 11**: pp. 376-381, 383  • *Nuestro Mundo: Panoramas* (pp. 376- 377)  • *Nuestro Mundo: Páginas* (pp. 378-381)    • **Chapter 12**: pp. 384-390  • *Primera parte: Así es la vida* (pp. 384-385)  • La computadora y otros aparatos electrónicos (pp. 387-390) | • ***The following review activities are due Sun., Nov. 6:***  → ML (11-51, 11-52)  → ML (11-53)  → ML (12-1)  → ML (12-2, 12-3, 12-4, 12-5; VT Ch12 P1 La computadora A, VT C Ch12 P1 La computadora B) |
| **Additional assignments:** | |
| • **TalkAbroad Conversation & Reflection 2 due** *(exact date to be determined by instructor)* | |
| **Optional ML Spanish Grammar tutorials available for:** | |
| • N/A | |
| **Additional ML Practice (*Optional*)**: Go to: *ML Course> Course Materials* > *Capítulo 12* > *Additional Practice* | |

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| **WEEK 12**  **(November 7-11)** | |
| * *Friday, November 11: Veterans Day --- NO CLASSES* | |
| *Textbook pages & topics:* | *ML homework* |
| • **Chapter 12**: pp. 391-397  • The past participle (pp. 391-393)  • The present perfect indicative (pp. 394-397)  • REVIEW: *¿Cuánto saben?* (p. 397) | **• *The following review activities are due Sun., Nov. 13:***  → ML (12-7, 12-8, 12-9, 12-10)  → ML (12-11, 12-12, 12-13, 12-14)  → ML CS P1 (12-16, 12-17, 12-18) |
| **Additional assignments:** | |
| • **EXÁMENES ORALES** *(exact dates to be determined by instructor)* | |
| **Optional ML Spanish Grammar tutorials available for:** | |
| • Formation of Regular Past Participles • Past Participles used as Adjective  • Spelling Changes and Irregular Past Participles • Formation of Present Perfect Indicative | |
| **Additional ML Practice (*Optional*)**: Go to: *ML Course > Course Materials* > *Capítulo 12* > *Additional Practice* | |

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| **WEEK 13**  **(November 14-18)** | |
| *Textbook pages & topics:* | *ML homework* |
| • **Chapter 12**: pp. 398-403  • *Perfiles: Mi experiencia* (p. 398)  • *Segunda parte: Así es la vida* (p. 400)  • El medio ambiente (pp. 401-403) | **• *The following review activities are due Sun., Nov. 20****:*  → ML (12-21)  → ML (12-23)  → ML (12-24, 12-27, 12-28) |
| **Additional assignments:** | |
| • **EXÁMENES ORALES** *(exact dates to be determined by instructor)* | |
| **Optional ML Spanish Grammar tutorials available for:** | |
| • N/A | |
| **Additional ML Practice (*Optional*)**: Go to: *ML Course > Course Materials* > *Capítulo 12* > *Additional Practice* | |

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| **WEEK 14**  **(November 21-25)** | |
| * *Wednesday, November 23-Friday, November 27: Thanksgiving Break – NO CLASSES* | |
| *Textbook pages & topics:* | *ML homework* |
| • **Chapter 12**: pp. 402, 404-406  • *Letras y sonidos* (p. 402)  • The future tense (pp. 404-406) | • ***The following review activities are due Sun., Nov. 27:***  → ML (12-30, 12-31, 12-32)  → ML (12-33, 12-34, 12-35, 12-36, 12-37) |
| **Additional assignments:** | |
| • **None** | |
| **Optional ML Spanish Grammar tutorials available for:** | |
| • Formation of Regular Future Tense • Use of Future Tense  • Verbs with Irregular Stems in Future Tense | |
| **Additional ML Practice (*Optional*)**: Go to: *ML Course > Course Materials* > *Capítulo 12* > *Additional Practice* | |

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| **WEEK 15**  **(November 28-December 2)** | |
| *Textbook pages & topics:* | *ML homework* |
| • **Chapter 12**: pp. 407-415, 417  • The conditional tense (pp. 407-410)  • REVIEW: *¿Cuánto saben?* (p. 410)  • *Observaciones: ¡Pura Vida!* Episodio 12 (p. 4 411)  • *Nuestro Mundo: Panoramas* (pp. 412-413)  • *Nuestro Mundo: Páginas* (pp. 414-415) | • ***The following review activities are due Sun., Dec. 4:***  → ML (12-38, 12-39, 12-40, 12-41)  → ML CS P2 (12-43, 12-44, 12-45); Flashcards Ch12; Games ( (12-1, 12-2)  → ML PV (do 12-48; (re)view video while completing 12-49; then complete 12-50  → ML (12-51, 12-52)  → ML (12-53) |
| **Additional assignments:** | |
| • **None** | |
| **Optional ML Spanish Grammar tutorials available for:** | |
| • Formation of Regular Conditional • Use of Conditional  • Verbs with Irregular Stems in Conditional • Probability in the present and the past | |
| **Additional ML Practice (*Optional*)**: Go to: *ML Course > Course Materials* > *Capítulo 12* > *Additional Practice* | |

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| **WEEK 16**  **(December 5-9)** | |
| * *Wednesday, December 7: LAST DAY OF REGULARLY SCHEDULED SEMESTER CLASSES* | |
| * *Thursday, December 8: READING DAY* | |
| *Textbook pages & topics:* | *ML homework* |
| • Remaining class time: REVIEW | • ***The following review activities are due Sun., Dec. 11:*** |
| **Additional assignments:** | |
| • **None** | |

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| **Final Examinations: Friday, December 9 - Thursday, December 15** *(excluding Saturday & Sunday)* |
| **• FINAL EXAM:** Xday, December XX, from XX:XX-XX:XX AM/PM |

**SUMMARY of Dates of Composition, TalkAbroad reflections, Quizzes, and Exams**

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| **ASSIGNMENT** | **DUE DATE** |
| Quiz 1: Chapter 9 | Week 4; exact date to be determined by instructor |
| Composition: First draft | Week 5; exact date to be determined by instructor |
| TalkAbroad Conversation & Reflection 1 | Week 6; exact date to be determined by instructor |
| Written Midterm Exam: Chapters 9 & 10 | Week 7; 3rd & 4th 55-minute sessions |
| Composition: Final draft | Week 9; exact date to be determined by instructor |
| Quiz 2: Chapter 11 | Week 10; exact date to be determined by instructor |
| TalkAbroad Conversation & Reflection 2 | Week 11; exact date to be determined by instructor |
| Final Oral Exam: Chapters 9, 10, & 11 | Weeks 12-13; exact dates to be determined by instructor |
| Final Written Exam: Chapters 9, 10, 11, 12 | To be announced (TBA) |

**G. APPENDIX 1**

**CLASS PARTICIPATION SELF-ASSESSMENT SHEET**

**Chapter number (circle one): 9 10 11 12**

**1. Class attendance**

1. 5 10 15 20

| | | | |

I missed ***four (4)*** I missed ***three (3)*** I missed ***two (2)*** I missed ***one (1)*** I attended ***all*** of

***or more*** 55-min. 55-min. sessions 55-min. session 55-min. session the 55-min. sessions of sessions this this grading period. this grading period. this grading period. this grading period.

grading period.

**2. Arriving late and/or leaving class early, frequently, or excessively** (arriving late= more than 5 minutes late; leaving early= before the instructor officially dismisses class; leaving frequently or excessively= leaving and returning to classroom more than once per class day or for more than 5 minutes)

0 2 4 6 8 10 12 14 16 18 20

| | |

I arrived late and/or left early, I arrived late and/or left early, I did not arrive late or leave

frequently, or excessively from frequently, or excessively from early, frequently, or

every 55-min. session of this about half of the 55-min. sessions excessively from any of the

grading period. of this grading period. 55-min. sessions of this

grading period.

**3. Pre-class preparation** (i.e., studying, completing all homework assignments in MyLab, completing textbook reading assignments, etc.)

0 2 4 6 8 10 12 14 16 18 20

| | |

I did not prepare any of the I prepared about half of the I prepared all of the assigned

assigned out-of-class work assigned out-of-class work out-of-class work before

before coming to class during before coming to class during coming to class during this

this grading period. this grading period. grading period.

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

0 1 3 5 6 7 8 9 11 13 15

| | |

I was consistently inattentive, I was only somewhat attentive I was consistently attentive,

distracted, disinterested, and/ and interested, and did not interested, and active during

or passive during this grading actively contribute on a consistent this grading period.

period. basis during this grading period.

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

0 1 3 5 6 7 8 9 11 13 15

| | |

I was consistently inattentive, I was only somewhat attentive I was consistently attentive,

distracted, disinterested, and/ and interested, and did not interested, and active during

or passive during this grading actively contribute on a consistent this grading period.

period. basis during this grading period.

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

0 1 2 3 4 5 6 7 8 9 10

| | |

I made no or little effort to I made only a partial effort to I made a full, 100% effort to

communicate in Spanish and communicate in Spanish and communicate in Spanish a and used English very frequently. used English on various occasions. spoke as little English as

possible.

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

0 1 2 3 4 5 6 7 8 9 10

| | |

I frequently displayed I occasionally displayed behavior I consistently displayed

disrespectful, intolerant, or that was distracting to others, respectful, tolerant, positive

negative behavior during this or not entirely constructive or behavior grading period. positive during this grading during this grading period.

**TOTAL POINTS EARNED FOR GRADING PERIOD** **= \_\_\_\_\_\_\_\_\_ / 100 POINTS POSSIBLE**

*POSSIBLE INSTRUCTOR COMMENTS:*

**H. APPENDIX 2**

**EVALUATION CRITERIA FOR COMPOSITIONS**

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

**I. APPENDIX 3**

**GRADING CRITERIA FOR ORAL EXAM**

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

0 1 2 3 4 5 6 7 8 9 10

| |

Very little speech is comprehensible; All speech is comprehensible; pronunciation is very inaccurate pronunciation is accurate for a and greatly impedes comprehension. first-year learner and does not

impede comprehension.

**2. Vocabulary**

0 1 2 3 4 5 6 7 8 9 10

| |

Very inadequate and/or inaccurate; Very rich/varied and accurate;

erroneous use of numerous words; reflective of words, expressions, unable to recall the basic vocabulary and topics covered during covered during the semester. the semester.

**3. Grammar**

0 1 2 3 4 5 6 7 8 9 10

| |

Consistently very inaccurate; Consistently accurate use of the structures

Numerous errors in all of the covered during the semester.

structures covered during the semester.

**4. Content**

0 1 2 3 4 5 6 7 8 9 10

| |

Ideas not well developed at all; very little Ideas very well developed and content provided; unconnected or disjoint connected; content completely ideas; content completely irrelevant to the relevant to the topic at hand;

topic at hand. content fully addresses

the topic at hand.

**5. Fluency**

0 1 2 3 4 5 6 7 8 9 10

| |

Numerous, frequent pauses in speech; Speech flows smoothly for a

slow speech; needs frequent prompting first-year learner; an absence of

by instructor. excessive pausing; requires

no prompting.

**TOTAL POINTS EARNED =** /**50 POINTS POSSIBLE = %**

**J. APPENDIX 4**

**RECORD OF ABSENCES & TARDIES**

**(for use by the student)**

|  |
| --- |
| **Key to abbreviations used in chart** |
| **E** = *Excused Absence* (Acceptable and verifiable reason for missing class; See Section E2 for more details.)  **U** = *Unexcused Absence* (Absent without a valid or permissible reason)  **G** = *Grace Day* (4 55-minute sessions that are available to each student; See Section E2 for more details). |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **Absent (A) or Tardy (T) beyond 15 minutes**  ***(select one)*** | **Documentation Submitted for Absence**  **(Yes / No)** | **\*Category of Absence:**  **G / E / U**  ***(select one)*** | **Reason** |
| E.g.,  10/15/16 | ***A* / T** | ***Y* / N** | **G / *E* / U** | e.g., doctor’s appointment |
|  | **A / T** | **Y / N** | **G / E / U** |  |
|  | **A / T** | **Y / N** | **G / E / U** |  |
|  | **A / T** | **Y / N** | **G / E / U** |  |
|  | **A / T** | **Y / N** | **G / E / U** |  |
|  | **A / T** | **Y / N** | **G / E / U** |  |
|  | **A / T** | **Y / N** | **G / E / U** |  |
|  | **A / T** | **Y / N** | **G / E / U** |  |
|  | **A / T** | **Y / N** | **G / E / U** |  |
|  | **A / T** | **Y / N** | **G / E / U** |  |
|  | **A / T** | **Y / N** | **G / E / U** |  |
|  | **A / T** | **Y / N** | **G / E / U** |  |
|  | **A / T** | **Y / N** | **G / E / U** |  |
|  | **A / T** | **Y / N** | **G / E / U** |  |
|  | **A / T** | **Y / N** | **G / E / U** |  |
|  | **A / T** | **Y / N** | **G / E / U** |  |
|  | **A / T** | **Y / N** | **G / E / U** |  |

**Total Tardies (***15 minutes or more***):** \_\_\_\_\_\_\_\_\_\_

**Total Absences:**

Grace Days: \_\_\_\_\_\_\_\_\_\_ Excused: \_\_\_\_\_\_\_\_\_\_ Unexcused: \_\_\_\_\_\_\_\_\_\_