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 **SPAN 1155**

 **Intensive Spanish for Review (Lecture, 4 Credit Hours)**

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

 *Autumn 2018*

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| Course Contact Information |
| ***Section:*** 14542, TR, 6:30-8:20 PM, Enarson Classroom Bldg 211***Instructor*:** PayneE-mail: payne.58@osu.edu, but the best email for me is [payne\_rosemarie@dublinschools.net](http://payne_rosemarie@dublinschools.net)Office Hours: By appointmentMy website (for additional help): [espanolrocks.com](http://espanolrocks.com/)Our class Remind (please sign up asap): <https://www.remind.com/join/osu115>Dept. Tutoring Hour(s): See https://sppo.osu.edu/undergraduate/tlc  |

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| **Spanish & Portuguese Language Program Administration** |
| ***Language Program Director:*** **Dr. Holly Nibert  *Asst. Language Program Director:*  Megan Lobert, M.Ed.**E-mail: nibert.3@osu.edu E-mail: lobert.3@osu.edu Office: 240 Hagerty Hall; Phone: (614) 292-7125 Office Hours: Available by email only Office Hours: TR 2:30-5:30PM, or by appt. ***Asst. Language Program Dir.:* Dr.Richard Henricksen *Acting* *Asst. Language Program Dir.:*  Kristin Hawkins, M.A.** E-mail: henricksen.6@osu.edu E-mail: hawkins.323@osu.edu Office: 277 Hagerty Hall; Phone: (614) 688-1482 Office: 265 Hagerty HallOffice Hours: MWF 9:00AM-3:30PM or by appt. Office Hours: TR 9:00AM-12:00PM, or by appt. |

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| Tech Support |
| 1. **Carmen and non-MyLab (ML) technology issues, questions, or requests:**
* **Self-Service and Chat support:**  <http://ocio.osu.edu/selfservice>
* **Phone:**  614-688-HELP (4357); **TDD:**  614-688-8743
* **Email:**  8help@osu.edu
1. **MyLab (including Pearson-Duolingo) technology issues, questions, or requests:**
* **Self-Service and Chat support:** <https://support.pearson.com/getsupport/s/>

 **3. TalkAbroad technology issues, questions, or requests:** * **Self-Service and Chat support:** https://talkabroad.com
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**A. COURSE DESCRIPTION AND OBJECTIVES**

# 1. Overview

Spanish 1155 is an intensive review of the Spanish language that presupposes elementary knowledge of the Spanish language and the cultures that speak it. The course employs a multifaceted, communicative approach to adult second language acquisition that foments the 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 a beyond-basic level by using augmented 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 1155, these ELOs are manifested in the following concrete ways. Students will…

• Develop a vocabulary base relevant to immediate scenarios, including greetings and farewells, numbers, the calendar, the classroom setting, academic subjects, student life, the university campus, descriptions of people and things, common verbs, likes and dislikes, family relationships, daily hygiene routines and personal care items, household objects and chores, diet and nutrition, sports and leisure, clothing, and commerce.

• Develop a working knowledge of basic grammatical structures, including definite and indefinite articles, nouns and noun phrases, adjective agreement, demonstrative adjectives and pronouns, possessive adjectives, the simple present tense (with regular, irregular, and stem-changing verbs), the expression *ir + a + infinitive* in the present tense to express the future, question formation, direct objects (DO) and DO pronouns, indirect objects (IO) and IO pronouns, double object (IO + DO) pronouns, comparatives, superlatives, indefinite and negative expressions, the present progressive, reflexive verb constructions, the preterit and the imperfect (both past tenses, with regular and irregular verbs), and impersonal and passive constructions with “se”.

• Use vocabulary and grammar to carry out various communicative functions in context, such as responding to and asking questions in the classroom and community; telling time; exchanging basic information about class schedules and campus life; asking for and giving simple directions; claiming possessions; describing oneself and others; sharing personal preferences; planning activities; making, accepting, and rejecting invitations; describing daily routines and habits; making comparisons; understanding ingredients and recipes; ordering meals; making purchases; discussing events in progress; expressing events in the past; etc.

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

• Read and understand simple, authentic texts.

• Write comprehensible paragraphs that express basic ideas about the scenarios studied.

• Speak at a basic, comprehensible level to engage in interpersonal conversations and express basic 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, provided by your instructor: CRSKLBL-650506

 **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.]

 **a.** The **TalkAbroad Section Code** for this specific class section, provided by your instructor: Niber2018-593267

*Optional:*

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

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

**5.** **Arriba-Duolingo account** (*via Pearson*): You can create an Arriba-Duolingo account at https://www.duolingo.com/pearson. The Duolingo account, purchased through Pearson, offers the content of your textbook, *¡Arriba!*,via the Duolingo app. In order to register for a Pearson-Duolingo account, you will need a unique 12-digit user ID. Your unique user ID can be purchased at mypearsonstore.com/stores/duolingo.

**6.** Spanish-English/English-Spanish **Dictionary** (See https://sppo.osu.edu/undergraduate/language-program/resources for suggested online dictionaries. There is also a free digital glossary within MyLab.)

**7.** Access to the free **Companion Website** at https://www.pearsonhighered.com/arriba/

You may purchase the MyLab Student Access Code (item 1) at the OSU bookstore or directly online. Access includes a digital eText (with Chapters 1-15) and more. As an independent consumer, you are free to purchase your course materials in the place and manner of your choosing. However, you must have required items 1 and 2. Explore your options carefully before buying. [NOTE: These materials will carry over beyond Autumn 2018 for SPAN 1101.01 (Chapters 1-4), 1102.01 (Chapters 5-8), 1155 (Chapters 1-8), and 1103.01 (Chapters 9-12). Starting AU18, however, the new 7th edition of ¡Arriba! will be used in SPAN 1101.01 and will be phased in at each subsequent course level sequentially (i.e., in SPAN 1102.01 & 1155 in SP19, and in SPAN 1103.01 in AU19.) Be sure to take into consideration the edition and life of your MyLab Student Access Code when planning your course sequence.]

# C. COURSE POLICIES

# 1. Course Prerequisite

# Spanish 1155 is a course designed for students who have prior experience with the language—specifically, two (2) or more years of Spanish in middle or high school—and who have placed into this course level via the Spanish placement exam (i.e., the Multimedia Computer Adaptive Test, or MultiCAT). Spanish 1155 is not open to native speakers of Spansih, or to students who have OSU EM (Examination Mark) test credit, OSU course credit, or transfer credit for SPAN 1101.01, 1102.01, or 1155.

# 2. Course Sequence

Spanish 1155 is the first course in a two-course sequence (1155 and 1103.01) that fulfills the foreign language requirement of the College of Arts and Sciences. It is an intensive course that combines the content of two Spanish courses (1101.01 and 1102.01) into one semester of study. Thus, students enrolled in Spanish 1155 are not eligible to enroll in Spanish 1102.01 after successful completion of this course. They are only eligible to enroll in Spanish 1103.01 as the next course level in this sequence.

# 3. More on Placement Testing and the MultiCAT

All students who have studied Spanish for more than one year in middle or high school and who have used Spanish to fulfill the OSU admissions requirement, but who have not received any previous Spanish credit at OSU or any college or university, must take the MultiCAT (see https://sppo.osu.edu/undergraduate/language-program/departmental-exams/multicat). Students usually take this placement test during Orientation. If, however, for some reason you were unable to take it, please see https://cllc.osu.edu/undergraduate/testing and contact the Center for Languages, Literatures, and Cultures (CLLC) at <cllc@osu.edu> 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, 1103.01, or 2202.01. 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 <https://sppo.osu.edu/undergraduate/language-program/departmental-exams> and email Dr. Richard Henricksen at henricksen.6@osu.edu.

# 5. Academic Misconduct

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

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

# 6. Student Life Disability Services

“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 614-292-0901; http://slds.osu.edu/.

# 7. In-class Use of Electronic Devices

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

# D. GRADING PROCEDURES

# 1. Grading Scale

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **B+** | 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 Writing Assignment #4 & Oral Exam (see Appendices 2 & 3 for Evaluation Criteria)**

|  |  |  |  |
| --- | --- | --- | --- |
| 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** |
| 46/50= 92% **A-** | 41/50= 82% **B-** | 36/50= 72% **C-** | 31 & below **E** |

# 3. Final Grade: Components and Weighting

|  |  |
| --- | --- |
| Grade Components | Weighting |
| A. Homework |  |
| 1. MyLab (ML) activities | 16%; (2% each chapter x 8 = 16% total) |
| 2. Daily written homework activities |  4%; (.5% each chapter x 8 = 4% total) |
| 3. TalkAbroad conversations *(2 total)* | 10%; ([3% each conversation + 2% each reflection] x 2) = 10% total) |
| B. Class Participation |  6%; (1.5% every two chapters x 4 = 6% total) |
| C. Formal Writing Assignment  |  8%; (1% each for assignments 1, 2 & 3 + 5% for assignment 4  = 8% total) |
| D. Formal Assessments |  |
|  1. Oral Exam *(1 total)* | 10% |
|  2. Quizzes *(2 total)* | 14%; (7% each quiz x 2 = 14% total) |
|  3. Midterm Exam | 15% |
|  4. Final Exam | 17% |
| TOTAL | 100% |

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

**Homework:**

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

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

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

 Chapter 1 \_\_\_\_\_\_\_x .02 = \_\_\_\_\_\_\_

 Chapter 2 \_\_\_\_\_\_\_x .02 = \_\_\_\_\_\_\_

 Chapter 3 \_\_\_\_\_\_\_x .02 = \_\_\_\_\_\_\_

 Chapter 4 \_\_\_\_\_\_\_x .02 = \_\_\_\_\_\_\_

 Chapter 5 \_\_\_\_\_\_\_x .02 = \_\_\_\_\_\_\_

 Chapter 6 \_\_\_\_\_\_\_x .02 = \_\_\_\_\_\_\_

 Chapter 7 \_\_\_\_\_\_\_x .02 = \_\_\_\_\_\_\_

 Chapter 8 \_\_\_\_\_\_\_x .02 = \_\_\_\_\_\_\_

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

 Chapter 1 \_\_\_\_\_\_\_x .005 = \_\_\_\_\_\_\_

 Chapter 2 \_\_\_\_\_\_\_x .005 = \_\_\_\_\_\_\_

 Chapter 3 \_\_\_\_\_\_\_x .005 = \_\_\_\_\_\_\_

 Chapter 4 \_\_\_\_\_\_\_x .005 = \_\_\_\_\_\_\_

 Chapter 5 \_\_\_\_\_\_\_x .005 = \_\_\_\_\_\_\_

 Chapter 6 \_\_\_\_\_\_\_x .005 = \_\_\_\_\_\_\_

 Chapter 7 \_\_\_\_\_\_\_x .005 = \_\_\_\_\_\_\_

 Chapter 8 \_\_\_\_\_\_\_x .005 = \_\_\_\_\_\_\_

 • **TalkAbroad:**

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

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

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

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

**Class Participation:**

 Chapters 1 & 2 \_\_\_\_\_\_\_x .015 = \_\_\_\_\_\_\_

 Chapters 3 & 4 \_\_\_\_\_\_\_x .015 = \_\_\_\_\_\_\_

 Chapters 5 & 6 \_\_\_\_\_\_\_x .015 = \_\_\_\_\_\_\_

 Chapters 7 & 8 \_\_\_\_\_\_\_x .015 = \_\_\_\_\_\_\_

**Formal Writing Assignment:**

 Assignment 1 (scored on a credit/no-credit basis) \_\_\_\_\_\_\_x .01 = \_\_\_\_\_\_\_

 Assignment 2 (scored on a credit/no-credit basis) \_\_\_\_\_\_\_x .01 = \_\_\_\_\_\_\_

 Assignment 3 (scored on a credit/no-credit basis) \_\_\_\_\_\_\_x .01 = \_\_\_\_\_\_\_

 Assignment 4 (graded using rubric in Appendix 2) \_\_\_\_\_\_\_x .05 = \_\_\_\_\_\_\_

**Formal assessments**

• **Final Oral Exam:** Chapters 1-7 \_\_\_\_\_\_\_x .10 = \_\_\_\_\_\_\_

 • **Quizzes:**

 Quiz 1: Chapters 1 & 2 \_\_\_\_\_\_\_x .07 = \_\_\_\_\_\_\_

 Quiz 2: Chapters 5 & 6 \_\_\_\_\_\_\_x .07 = \_\_\_\_\_\_\_

 • **Midterm Exam:** Chapters 1-4 \_\_\_\_\_\_\_x .15 = \_\_\_\_\_\_\_

 • **Final Exam:** Chapters 1-8 \_\_\_\_\_\_\_x .17 = \_\_\_\_\_\_\_

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

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

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

# E. GRADE COMPONENTS & POLICIES

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

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

**Grace sessions:** Over the course of the semester, you will be allowed ***four (4) “grace sessions” of 55 minutes*** (equivalent to *one (1) week of class in Autumn or Spring)* without the need for official documentation. If your class section meets four days per week (e.g., TWRF from 8:00-8:55 AM), you will be allowed *four days* of absences as “grace sessions”. If your class section meets two days per week (e.g., TR from 5:30-7:20 PM), you will be allowed *two days* of absences as “grace sessions” (since one (1) class day= 110 minutes, or *two* (2) sessions of 55 minutes). In either case, these sessions should ***not*** be interpreted as *free* days! ***Use them wisely!*** *They should be reserved* for foreseeable or unforeseeable events and emergencies, *including illness for which medical attention is not sought*. In the latter case, it is recommended that you email your Spanish instructor as soon as possible to inform him/her about needing to miss class (i.e., due to a migraine, etc.). [*¡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.]

**Excused absences:** Any additional absences (beyond the four “grace sessions” of 55 minutes) can be ***excused*** ifyou have an acceptable, verifiable reason. In this context, “acceptable” means an illness, a death in the family (or some other significant family event, such as a wedding), a subpoena, jury duty, military service, performance in a university-sponsored athletic competition, a job interview, etc. “Verifiable” means that you can provide *official, original* documentation to account for the reason. Such documentation typically provides a phone number that can be called for verification. Examples include a doctor’s note (on original letterhead paper; in general, photocopies and faxes will not be accepted), an original program from a funeral or wedding, an obituary, a written call to service from a court of law or other government institution, a note from a university athletic division, etc. Personal notes from friends or relatives *will not be accepted* as official documentation. Documentation intended to excuse an absence should be presented to your instructor (and, if necessary, to the Language Program Director, Dr. Holly Nibert(.3) and/or Assistant Language Program Directors, Megan Lobert(.3), and/or Dr. Richard Henricksen(.6) *as soon as possible*. **No documentation will be accepted *after 11:59 PM of Reading Day*, which for Autumn 2018 is *Thursday, December 6.*** [***¡OJO****!* The falsification of official documents is a serious offense that ***will be reported*** to the Committee on Academic Misconduct (COAM). See Section C.5 above.]

**Unexcused absences:** Any additional absences (beyond the “grace sessions” and any excused absences) will be considered ***unexcused***. ***Each unexcused absence of 55 minutes will result in the lowering of your final course grade by 1% at the end of the semester***. For example, in a class section that meets four days per week (e.g., TWRF), if your overall grade is 92% (A-) and you have three (3) *unexcused* absences of 55 minutes (beyond the “grace sessions” and any excused absences), your final assigned course grade will be 89% (B+) [i.e., 92% – 3% = 89%]. In a class section that meets two days per week (e.g., TR), recall that one (1) class day= 110 minutes, or *two* (2) sessions of 55 minutes. Thus, if a student misses 3 class days without official documentation (beyond the “grace sessions” and any excused absences), an overall grade of 92% (A-) will be lowered to 86% (B), since 3 class days= 6 sessions of 55 minutes [i.e., 92% – 6% = 86%].

**Late arrivals and early departures from class:** Finally, ***arriving to class late***or ***leaving class early*** can accumulate into unexcused absences. A late arrival to class (i.e., arriving at any point after your instructor officially begins a class session) or an early departure from class (i.e., leaving at any point before your instructor officially ends a class session) on five (5) different occasions (even if on the same class day) will be counted as one (1) *unexcused absence* from class. If you have an acceptable, verifiable reason for arriving late or leaving early on a particular class day (e.g., a study abroad interview, a job interview, etc.), these may be excused, following the parameters outlined above for "Excused absences".

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

# [NOTE: The following message appears on the “Student Health Services” page: “If you had a visit with a health care provider, s/he 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 (4) “grace sessions” of 55 minutes to cover this and any other type of absence that cannot be officially documented.]

# 2. Class Participation

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

At the end of each of the four chapters covered in this course, you will be asked to complete the self-assessment for your instructor either in class or online via Carmen. In order to complete the participation assessment, choose the point value on each scale that most accurately describes your performance for those criteria during that grading period. Then, add up the points and write the resulting total score in the space provided at the end. Your instructor may accept or alter your self-assessment, may offer comments, and then will record the total number of points earned for that chapter or “grading period.” By the end of the semester, you will have received four (4) class participation grades.

* **NOTE 1:**  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.
* **NOTE 2:** If your instructor prefers the online submission of participation grades through Carmen, and you do not submit a self-assessment by the due date indicated by your instructor, s/he reserves the right to simply *assign you* a participation grade for that chapter.

# 3. Homework

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

**a. MyLab activities:** First, regarding the pre-assigned activities in MyLab, various assignments (e.g., Student Activities Manual (SAM) activities, videos, 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 homework activities:** Second, your instructor will assign 2-4 brief *written* homework activities *for each class day* (1-2 “review” activities over that day's content and 1-2 “preview” activities to prepare for the next class day's content), to actively review in class, as a class, and thus provide opportunity for questions and clarifications. Each assignment will be due in class *at the beginning of the class hour* on the due date given by your instructor. ***On at least 3 class days per chapter (and perhaps more), chosen at random by your instructor***, s/he will circulate around the classroom and assign each student's work a grade of credit/no-credit. [NOTE: 100% credit= all activities are completed and well done; 0% (no-credit)= activities are only partially completed or not well done or missing (i.e., not completed).] By the end of the semester, you will have received at least 24 daily written homeworkgrades (= at least 3 per chapter x 8 chapters).

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

**c. TalkAbroad:** Third, during the semester you will be required to participate in two (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). The conversation and reflection represent *two* separate grades. Additional details on the conversation and reflection assignments are given below.

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

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

* **TalkAbroad Reflection:** *After* you complete each conversation, **you will need to submit a *reflection assignment* on language and culture.** This assignment consists of questions and answers in English, to help you process your experience conversing with a native speaker in Spanish. The reflection must be submitted either in class or via Carmen on the date and time specified by your instructor. For each day (up to a maximum of three) that a reflection is late beyond its due date, 5% will be subtracted from the assessed final 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 reflection will no longer be accepted for credit. The reflections are worth 4% of the overall course grade: 2% x 2 reflections= 4%. The reflection will be evaluated according to the following parameters:

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| **Grading of Reflection** |
| • All sections answered thoroughly= 100% credit |
| • All sections answered but not thoroughly= 75% credit |
| • Only some sections answered= 50% credit |
| • No questions answered, or no submission= 0% credit |

# 4. Formal Writing Assignment

One pre-established topic will be assigned over the course of the semester. The formal writing assignments together will be worth 8% of the final course grade and **will entail the following 4 separate assignments or steps:**

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| **Week 5:**  | **Formal Writing Assignment 1: Pre-writing activity** [1% of final grade]Bring to class pre-writing activity (handwritten or typed in Spanish; credit/no-credit); exact due date to be determined by instructor |

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| **Week 6:**  | **Formal Writing Assignment 2: First draft & peer review** [1% of final grade]Bring to class first draft (2-3 copies, either handwritten or typed and *printed*, in Spanish; double-spaced; use the special characters of Spanish; credit/no-credit); exact due date to be determined by instructor |

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| **Week 8:** | **Formal Writing Assignment 3: Second draft** [1% of final grade]Bring to class or submit via Carmen a second draft of approximately **125-150** words in Spanish (typed; double-spaced; use the special characters of Spanish; include a word count (WC); submit also the first draft; credit/no-credit); exact due date to be determined by instructor  |

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| **Week 12:** | **Formal Writing Assignment 4: Final draft** [5% of final grade]  Bring to class or submit via Carmen a final draft of approximately **125-150** words in Spanish (typed; double-spaced; use the special characters of Spanish; include a word count (WC); submit also the second draft; will be graded using the rubric in Appendix 2); exact due date to be determined by instructor |

**• Definition of "credit/no credit":** 100%credit= complete (including any prior assignment requested), well done (in earnest effort), and on time. 0% (no-credit)= partially complete or not well done or missing (i.e., not completed).

**• Policy on late submissions:** Assignments 1, 2 & 3 must be shown or submitted on the due date and by the time specified by your instructor. ***No late work will be accepted for credit*** without acceptable, verifiable documentation. Regarding Assignment 4 (the final draft), for each day (up to a maximum of three) that it is late beyond the due date, 5% will be subtracted from the assessed final grade percentage, up to a total of 15% off for lateness. On the fourth day and beyond (including the two days of the weekend), Assignment 4 will no longer be accepted for credit. For example, if your class section meets four days per week (e.g., TWRF from 8:00-8:55 AM) and your work is due at 8:00 AM on Wednesday, the last possible time when you can submit it for credit (albeit with a loss of 15%) is 8:00 AM on Saturday (by email or through Carmen). In such a case, let's imagine that the instructor deems the 3-day-late final draft to be worth a score of 45 points, or 90% (A-). After the loss of 15% [3 days late x -5%], the student will receive a grade percentage of 75% (C) on the final draft [i.e., 90% – 15% = 75%]. After 3 days, Assignment 4 will receive a zero.

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

**5. Formal assessments**

# a. Quizzes (“Pruebas/Controles”)

There will be *at least* two (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 Chapters 1 & 2 and on Chapters 5 & 6. Each quiz will contain one section on listening comprehension, one section on vocabulary, two sections on grammar, and one section on culture, for a total of five sections. An outline of the quiz (containing the direction lines, point values, and models (where appropriate) for each section of the quiz) will be provided to you at least one week before each quiz date. Your instructor will provide this outline and specify the date of each quiz for your class section.

# b. Written Exams

There will be two written exams: a midterm exam given during week 7 of the semester and a final exam given during finals week. The midterm exam will be given over two consecutive 55-minute class sessions. It will cover Chapters 1-4. 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 5-8. An exam outline (containing the direction lines, point values, and models (where appropriate) for each section) will be provided for both the midterm and final exam at least one week before the established exam date.

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

# c. 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  | **PV** = *¡Pura Vida!* video episode |
| **CS** = *¿Cuánto saben?* review section**VT** = *Vocabulary Tutorial*  | **P2** = *Segunda Parte* of chapter |  **→** = homework “corresponds to” topic listed on same line in previous column |

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| **WEEK 1** **(August 20-24)** |
| • *Tuesday, August 21: SEMESTER CLASSES BEGIN* |
| • *Friday, August 24: LAST DAY TO ADD A COURSE (without instructor’s written permission)* |
| *Textbook pages & topics:* | *ML homework*  |
| • **Course Introduction** • **Chapter 1**: pp. 2-18, 20-37, 39 • *Primera parte: Así es la vida* • Saludos y despedidas • *Letras y sonidos* • Spanish alphabet • Numbers 0-100 • Days of the week, months & seasons  • REVIEW: *¿Cuánto saben?* • *Perfiles: Mi experiencia* • *Segunda parte: Así es la vida* • En la clase • Subject pronouns & present tense of “ser” • Nouns & articles  • Adjective forms, position & agreement • REVIEW: *¿Cuánto saben?* • *Observaciones: ¡Pura Vida!* Episodio 1 • *Nuestro Mundo: Panoramas* • *Nuestro Mundo: Páginas* | • ***The following review activities are due Sun., Sept. 2:***→ ML (1-1)→ ML (1-2, 1-3, 1-4, 1-5, 1-6)→ ML (1-8, 1-9)→ ML (1-10, 1-11, 1-12, 1-13)→ ML (1-14, 1-15)→ ML (1-17, 1-19, 1-20, 1-21, 1-22)→ ML CS P1 (1-23, 1-24, 1-25)→ ML (1-28) → ML (1-30)→ ML (1-31, 1-32, 1-34, 1-36)→ ML (1-38, 1-39, 1-40)→ ML (1-41, 1-42, 1-44)→ ML (1-45, 1-46, 1-47, 1-49)→ ML CS P2 (1-51, 1-52); Flashcards Ch01; Games (1-1, 1-2)→ ML PV (do 1-55; (re)view video while completing 1-56; then complete 1-57)→ ML (1-58) |
| **Additional assignments:** |
| • **Syllabus Quiz** *(during 2nd or 3rd 55-minute session)* |
| **Additional ML Practice Activities (*Optional*):** Go to: *ML Course > Course Materials > Capítulo 1 > Learning Tools > Grammar Learning Tools* |

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| **WEEK 2** **(August 27-31)** |
| • *Friday, August 31: LAST DAY TO ADD A COURSE (with instructor’s written permission)* |
| *Textbook pages & topics:* | *ML homework*  |
| • **Introduction to TalkAbroad****•** **Chapter 2**: pp. 40-56, 58-73, 75 • *Primera parte: Así es la vida* • Las descripciones y las nacionalidades • Telling time • Formation of “yes/no” questions & negation  • Interrogative words • REVIEW: *¿Cuánto saben?* • *Perfiles: Mi experiencia* • *Segunda parte: Así es la vida* • ¿Qué haces? ¿Qué te gusta hacer? • *Letras y sonidos* • Present tense of regular “—ar” verb• Present tense of regular “—er” & “—ir” verb • Present tense of “tener” • REVIEW: *¿Cuánto saben?* • *Observaciones: ¡Pura Vida!* Episodio 2 • *Nuestro Mundo: Panoramas* • *Nuestro Mundo: Páginas* | • ***The following review activities are due Sun., Sept. 2:***→ ML (2-1)→ ML (2-2, 2-3, 2-4, 2-6)→ ML (2-7, 2-8, 2-10)→ ML (2-11, 2-15, 2-16)→ ML (2-17, 2-18, 2-19, 2-20, 2-21)→ ML CS P1 (2-23, 2-24, 2-25)→ ML (2-28)→ ML (2-30)→ ML (2-31, 2-32, 2-33)→ ML (2-35, 2-36)→ ML (2-37, 2-39)→ ML (2-40, 2-41, 2-42, 2-43)→ ML (2-45, 2-46)→ ML CS P2 (2-48, 2-49, 2-50); Flashcards Ch02; Games (2-1, 2-2)→ ML PV (do 2-53; (re)view video while completing 2-54, 2-55; then complete 2-56)→ ML (2-57, 2-58)→ ML (2-59) |
| **Additional assignments:** |
| • **Register for TalkAbroad**• **Submit Participation Grade for Chapters 1 & 2** *(exact date to be determined by instructor)* |
| **Additional ML Practice Activities (*Optional*):** Go to: *ML Course > Course Materials > Capítulo 2 > Learning Tools > Grammar Learning Tools* |

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| **WEEK 3** **(September 3-7)** |
| • *Monday, September 3: LABOR DAY – NO CLASSES* |
| *Textbook pages & topics:* | *ML homework*  |
| • **Chapter 3**: pp. 76-90, 92-95 • *Primera parte: Así es la vida* • Materias académicas y vida estudiantil • Numbers 101-3,000,000 • Possessive adjectives • Other expressions with “tener” • REVIEW: *¿Cuánto saben?* • *Perfiles: Mi experiencia* • *Segunda parte: Así es la vida* • Edificios de la Universidad | • ***The following review activities are due Sun., Sept. 9:***→ ML (3-1)→ ML (3-2, 3-3, 3-4, 3-5)→ ML (3-7, 3-8, 3-9, 3-10) → ML (3-11, 3-13)→ ML (3-15)→ ML CS P1 (3-18, 3-19, 3-20)→ ML (3-23)→ ML (3-25)→ ML (3-26, 3-28, 3-29)  |
| **Additional assignments:** |
| • **None** |
| **Additional ML Practice Activities (*optional*):** Go to: *ML Course > Course Materials > Capítulo 3 > Learning Tools > Grammar Learning Tools* |

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| **WEEK 4** **(September 10-14)** |
| • *Friday, September 14: LAST DAY TO DROP A COURSE (without receiving a “W” on record)* |
| *Textbook pages & topics:* | *ML homework*  |
| • **Formal Writing Assignment Workshop 1:** *Introduction to topic and pre-writing strategies* • **Chapter 3**: pp. 94, 96-109, 111 • *Letras y sonidos* • Present tense of “ir” & “hacer” • Present tense of “estar” • Summary uses of “ser” & “estar”  • REVIEW: *¿Cuánto saben?* • *Observaciones: ¡Pura Vida!* Episodio 3 • *Nuestro Mundo: Panoramas* • *Nuestro Mundo: Páginas* | • ***The following review activities are due Sun., Sept. 16:***→ ML (3-31, 3-32, 3-33)→ ML (3-34, 3-35, 3-37, 3-38)→ ML (3-40, 3-41, 3-42, 3-43)→ ML (3-45, 3-46, 3-47, 3-48, 3-49)→ ML CS P2 (3-51, 3-52, 3-53); Flashcards Ch03; Games (3-1, 3-2)→ ML PV (do 3-56; (re)view video while completing  3-57; then complete 3-58)→ ML (3-59) |
| **Additional assignments:** |
| • **QUIZ 1 on Chapters 1 & 2** *(exact date to be determined by instructor)* |
| **Additional ML Practice Activities (*Optional*):** Go to: *ML Course > Course Materials > Capítulo 3 > Learning Tools > Grammar Learning Tools* |

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| **WEEK 5** **(September 17-21)** |
| *Textbook pages & topics:* | *ML homework*  |
| • **Chapter 4**: pp. 112-128, 130-133 • *Primera parte: Así es la vida* • Miembros de la familia • Present tense of stem-changing verbs: “e → I ie”, “e → i”, “o/u → ue” • Direct objects, personal “a” & direct object pronouns • REVIEW: *¿Cuánto saben?*• *Perfiles: Mi experiencia* • Segunda parte: Así es la vida • Lugares de ocio | • ***The following review activities are due Sun., Sept. 23:***→ ML (4-1)→ ML (4-2, 4-4, 4-5)→ ML (4-7, 4-8, 4-9, 4-11)→ ML (4-13, 4-14, 4-15, 4-16, 4-18)→ ML CS P1 (4-20, 4-21, 4-22, 4-23)→ ML (4-26)→ ML (4-28)→ ML (4-29, 4-30, 4-31, 4-32, 4-33) |
| **Additional assignments:** |
| • **Formal Writing Assignment 1 *(Pre-Writing Activity)*:** Show pre-writing activity in class*(handwritten or typed; credit/no credit; exact date to be determined by instructor)* |
| **Additional ML Practice Activities (*Optional*):** Go to: *ML Course > Course Materials > Capítulo 4 > Learning Tools > Grammar Learning Tools* |

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| **WEEK 6****(September 24-28)** |
| *Textbook pages & topics:* | *ML homework*  |
| • **Formal Writing Assignment Workshop 2:** *In-class**peer review of first draft & practice with transition words*• **Chapter 4**: pp. 132, 134-147, 149 • *Letras y sonidos* • Demonstrative adjectives & pronouns • Present tense of “poner”, “salir” & “traer” • “Saber” & “conocer” • REVIEW: *¿Cuánto saben?* • *Observaciones: ¡Pura Vida!* Episodio 4  • *Nuestro Mundo: Panoramas* • *Nuestro Mundo: Páginas* | • ***The following review activities are due Sun., Sept. 30:***→ ML (4-34, 3-35)→ ML (4-36, 4-38)→ ML (4-40, 4-41, 4-42)→ ML (4-43, 4-44, 4-46)→ ML CS P2 (4-47, 4-48, 4-49, 4-50); Flashcards Ch04; Games (4- 1 1, 4-2)→ ML PV (do 4-53; (re)view video while completing  4-54; then complete 4-55)→ ML (4-56, 5-57)→ ML (4-58)  |
| **Additional assignments:** |
| • **Formal Writing Assignment 2 *(First Draft & Peer Review)*:** Bring 2-3 copies of your first draft to class for peer review *(handwritten or typed & printed; double-spaced, use special characters of Spanish; credit/no credit; exact date to be determined by instructor)*• **TalkAbroad Conversation & Reflection 1 due** *(exact date to be determined by instructor)*• **Submit Participation Grade for Chapters 3 & 4** *(exact date to be determined by instructor)* |
| **Additional ML Practice Activities (*Optional*):** Go to: *ML Course > Course Materials > Capítulo 4 > Learning Tools > Grammar Learning Tools* |

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| **WEEK 7** **(October 1-5)** |
| *Textbook pages & topics:* | *ML homework*  |
| • 1st & 2nd 55-minute sessions: REVIEW• 3rd 55-minute session: **MIDTERM EXAM, PART 1:** *Listening, vocabulary, reading*• 4th 55-minute session: **MIDTERM EXAM, PART 2:**  *Grammar & culture* | • ***The following review activities are due Sun., Oct. 7:*** |
| **Additional assignments:**  |
| • **None** |

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| **WEEK 8** **(October 8-12)** |
| • *Thursday, October 11-Friday, October 12: Autumn Break—No Classes* |
| *Textbook pages & topics:* | *ML homework*  |
| • **Chapter 5:** pp. 150-166, 168-171 • *Primera parte: Así es la vida*  • Las actividades diarias • Reflexive constructions: pronouns & verbs; reciprocal constructions • Comparisons of equality & inequality • REVIEW: *¿Cuánto saben?* • *Perfiles: Mi experiencia* • *Segunda parte: Así es la vida* • Los quehaceres domésticos  • *Letras y sonidos*  | • ***The following review activities are due Sun., Oct. 14:***→ ML (5-1)→ ML (5-2, 5-3, 5-5, 5-6)→ ML (5-8, 5-9, 5-10, 5-11, 5-14)→ ML (5-16, 5-17, 5-19)→ ML CS P1 (5-21, 5-22, 5-23)→ ML (5-27)→ ML (5-29)→ ML (5-30, 5-31, 5-32, 5-34)→ ML (5-36, 5-37) |
| **Additional assignments:** |
| • **Formal Writing Assignment 3 *(Second Draft)*:** Submit second draft to instructor for feedback *(typed & printed; double-spaced, use special characters of Spanish; include a word count; include second draft with submission; credit/no credit; exact date to be determined by instructor)* |
| **Additional ML Practice Activities (*Optional*):** Go to: *ML Course > Course Materials > Capítulo 5 > Learning Tools > Grammar Learning Tools* |

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| **WEEK 9****(October 15-19)** |
| *Textbook pages & topics:* | *ML homework*  |
| **• Chapter 5**: pp. 172-181, 183 • The superlative • The present progressive • REVIEW: *¿Cuánto saben?* • *Observaciones: ¡Pura Vida!* Episodio 5• *Nuestro Mundo: Panoramas*  • *Nuestro Mundo: Páginas*• **Chapter 6**: pp. 182-192 • *Primera parte: Así es la vida* • Las comidas y las bebidas • Indirect objects, indirect object pronouns, & t the verbs “decir” & “dar” | **• *The following review activities are due Sun., Oct. 21:***→ ML (5-38, 5-39)→ ML (5-42)→ ML CS P2 (5-44); Flashcards Ch05; Games (5-1, 5-2)→ ML PV (do 5-49; (re)view video while completing  5-50; then complete 5-51)→ ML (5-52, 5-53)→ ML (5-54)→ ML (6-1)→ ML (6-2, 6-3, 6-5, 6-7)→ ML (6-10, 6-11, 6-12, 6-13, 6-14, 6-15) |
| **Additional assignments:** |
| • **None** |
| **Additional ML Practice Activities (*Optional*):** Go to: *ML Course > Course Materials > Capítulo 6 > Learning Tools > Grammar Learning Tools* |

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| **WEEK 10** **(October 22-26)** |
| • *Friday, October 26: LAST DAY TO DROP A COURSE (without petitioning)* |
| *Textbook pages & topics:* | *ML homework* |
| • **Formal Writing Assignment Workshop 3:** *Instructor returns second draft with feedback & provides overall observations and practice with editing (for example, error identification, organization, etc.)*• **Chapter 6**: pp. 193-196, 198-208 • “Gustar” & similar verbs  • REVIEW: *¿Cuánto saben?* • *Perfiles: Mi experiencia* • *Segunda parte: Así es la vida*• En la cocina • *Letras y sonido* • The preterit of regular verbs (perfective aspect in past tense) • Verbs with irregular forms in the preterit (I): stem-changes “e → i”, “o → u” & ending- c changes “i → y” • REVIEW: *¿Cuánto saben?* | • ***The following review activities are due Sun., Oct. 28:***→ ML (6-17, 6-18, 6-19, 6-20)→ ML CS P1 (6-24, 6-25, 6-26, 6-27)→ ML (6-30)→ ML (6-32)→ ML (6-33, 6-34, 6-35, 6-36)→ ML (6-38)→ ML (6-39, 6-40, 6-41, 6-43)→ ML (6-45, 6-46)→ ML CS P2 (6-49, 6-50, 6-51, 6-52); Flashcards Ch06; Games (6- 1 1, 6-2)  |

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| **Additional assignments:** |
| •  **None** |
| **Additional ML Practice Activities (*Optional*):** Go to: *ML Course > Course Materials > Capítulo 6 > Learning Tools > Grammar Learning Tools* |

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| **WEEK 11****(October 29-November 2)** |
| *Textbook pages & topics:* | *ML homework*  |
| • **Overview & Practice for Oral Exams**• **Chapter 6**: pp. 209-213, 215 • *Observaciones: ¡Pura Vida!* Episodio 6 • *Nuestro Mundo: Panoramas* • *Nuestro Mundo: Páginas*• **Chapter 7**: pp. 216-228, 230-233 • *Primera parte: Así es la vida* • El tiempo libre • Irregular verbs in the preterit (II): strong p preterits • Indefinite & negative expressions • REVIEW: *¿Cuánto saben?* • *Perfiles: Mi experiencia* • *Segunda parte: Así es la vida*  • Los deportes y las actividades deportivas • *Letras y sonidos* | • ***The following review activities are due Sun., Nov. 4:***→ ML PV (do 6-55; (re)view video while completing 6-56; then complete 6-57)→ ML (6-58, 6-59)→ ML (6-60)→ ML (7-1)→ ML (7-2, 7-3, 7-4, 7-5, 7-6, 7-7)→ ML (7-9, 7-10, 7-12)→ ML (7-14)→ ML CS P1 (7-19, 7-20, 7-21)→ ML (7-24)→ ML (7-26)→ ML (7-27, 7-28, 7-30, 7-31)→ ML (7-33, 7-34) |
| **Additional assignments:**  |
| • **QUIZ 2 on Chapters 5 & 6** *(exact date to be determined by instructor)*• **Submit Participation Grade for Chapters 5 & 6** *(exact date to be determined by instructor)* |
| **Additional ML Practice Activities (*Optional*):** Go to: *ML Course > Course Materials > Capítulo 7 > Learning Tools > Grammar Learning Tools* |

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| **WEEK 12****(November 5-9)** |
| *Textbook pages & topics:* | *ML homework*  |
| • **Chapter 7**: pp. 234-245, 247 • Irregular verbs in the preterit (III): more s strong preterits • Double object pronouns • REVIEW: *¿Cuánto saben?*• *Observaciones: ¡Pura Vida!* Episodio 7 • *Nuestro Mundo: Panoramas*  • *Nuestro Mundo: Páginas* | **• *The following review activities are due Sun., Nov. 11:***→ ML (7-35, 7-36, 7-37)→ ML (7-39, 7-40, 7-41)→ ML CS P2 (7-43, 7-44, 7-46); Flashcards Ch07; Games (7-1, 7-2)→ ML PV (do 7-49; (re)view video while completing  7-50; then complete 7-51)→ ML (7-52, 7-53)→ ML (7-54) |
| **Additional assignments:** |
| • **Formal Writing Assignment 4 *(Final Draft)*:** Submit final draft to instructor *(typed, double-spaced, use special characters of Spanish, include a word count, include first draft with submission; graded with rubric in Appendix 2; exact date to be determined by instructor)*• **ORAL EXAMS** *(exact dates to be determined by instructor)*• **TalkAbroad Conversation & Reflection 2 due** *(exact date to be determined by instructor)*  |
| **Additional ML Practice Activities (*Optional*):** Go to: *ML Course > Course Materials > Capítulo 7 > Learning Tools > Grammar Learning Tools* |

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| **WEEK 13****(November 12-16)** |
| • *Monday, November 12: Veterans Day—No Classes* |
| *Textbook pages & topics:* | *ML homework*  |
| • **Chapter 8**: pp. 248-259 • *Primera parte: Así es la vida*  • Las compras y la ropa • The imperfect of regular & irregular verbs (imperfective aspect in past tense)  • Ordinal numbers • REVIEW: *¿Cuánto saben?* | **• *The following review activities are due Sun., Nov. 18****:*→ ML (8-1)→ ML (8-2, 8-3, 8-4, 8-5, 8-6, 8-7)→ ML (8-9, 8-10, 8-11, 8-12, 8-13)→ ML (8-16, 8-17, 8-18)→ ML CS P1 (8-19, 8-20, 8-21) |
| **Additional assignments:** |
| • **ORAL EXAMS** *(exact dates to be determined by instructor)* |
| **Additional ML Practice Activities (*Optional*):** Go to: *ML Course > Course Materials > Capítulo 8 > Learning Tools > Grammar Learning Tools* |

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| **WEEK 14****(November 19-23)** |
| • *Wednesday, November 21-Friday, November 23: Thanksgiving Break—No Classes* |
| *Textbook pages & topics:* | *ML homework*  |
| • **Chapter 8**: pp. 260, 262-279, 281 • *Perfiles: Mi experiencia* • *Segunda parte: Así es la vida* • Tiendas y productos personales  | • ***The following review activities are due Sun., Nov. 25:***→ ML (8-24)→ ML (8-26)→ ML (8-27, 8-29, 8-30) |
| **Additional assignments:** |
| • **None** |
| **Additional ML Practice Activities (*Optional*):** Go to: *ML Course > Course Materials > Capítulo 8 > Learning Tools > Grammar Learning Tools* |

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| **WEEK 15****(November 26-30)** |
| *Textbook pages & topics:* | *ML homework*  |
| • **Chapter 8**: pp. 260, 262-279, 281 • *Letras y sonidos* • Preterit vs. imperfect  • Impersonal constructions with “se” • REVIEW: *¿Cuánto saben?* • *Observaciones: ¡Pura Vida!* Episodio 8 • *Nuestro Mundo: Panoramas* • *Nuestro Mundo: Páginas* | • ***The following review activities are due Sun., Dec. 2:***→ ML (8-32, 8-33)→ ML (8-34, 8-35, 8-36, 8-37, 8-38)→ ML (8-41, 8-42, 8-43)→ ML CS P2 (8-45, 8-46, 8-47, 8-48); Flashcards Ch08; Games (8-1, 8-2)→ ML PV (do 8-51; (re)view video while completing  8-52; then complete 8-53, 8-54) → ML (8-55, 8-56)→ ML (8-57) |
| **Additional assignments:** |
| • **Submit Participation Grade for Chapters 7 & 8** *(exact date to be determined by instructor)* |
| **ML Spanish grammar tutorials& extra practice (*optional*):** |
| • *None* |

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| **WEEK 16****(December 3-7)** |
| * *Wednesday, December 5: LAST DAY OF REGULARLY SCHEDULED SEMESTER CLASSES*
 |
| * *Thursday, December 6: READING DAY*
 |
| *Textbook pages & topics:* | *ML homework*  |
| • Remaining class time: REVIEW  |  |

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| **Final Examinations: Friday, December 7-13** *(excluding Saturday & Sunday)* |
| **• FINAL EXAM:** Xday, December XX, from XX:XX-XX:XX AM/PM  |

**SUMMARY of Due Dates for Formal Writing Assignments, TalkAbroad Conversation and Reflection, Quizzes and Exams**

|  |  |
| --- | --- |
| **ASSIGNMENT** | **DUE DATE** |
| Quiz 1: Chapters 1 & 2 | Week 4; *exact date to be determined by instructor* |
| Formal Writing Assignment 1: Pre-writing activity | Week 5; *exact date to be determined by instructor* |
| Formal Writing Assignment 2: First draft (for in-class peer review) | Week 6; *exact date to be determined by instructor* |
| TalkAbroad Conversation & Reflection 1 | Week 6; *exact date to be determined by instructor* |
| Written Midterm Exam: Chapters 1, 2, 3 & 4 | Week 7; 3rd & 4th 55-minute sessions |
| Formal Writing Assignment 3: Second draft | Week 8; *exact date to be determined by instructor* |
| Quiz 2: Chapters 5 & 6 | Week 11; *exact date to be determined by instructor* |
| Final Writing Assignment 4: Final draft | Week 12; *exact date to be determined by instructor* |
| TalkAbroad Conversation & Reflection 2 | Week 12; *exact date to be determined by instructor* |
| Final Oral Exam: Chapters 1, 2, 3, 4, 5, 6 & 7 | Weeks 12-13; *exact dates to be determined by instructor* |
| Final Written Exam: Chapters 1, 2, 3, 4, 5, 6, 7 & 8 | The date and time of your final exam can be found at: https://registrar.osu.edu/scheduling/SchedulingContent/AU18Finals.pdf |

**G. APPENDIX 1**

**CLASS PARTICIPATION SELF-ASSESSMENT SHEET**

 **Chapter number (circle one): 1 & 2 3 & 4 5 & 6 7 & 8**

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

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

 1 2 3 4 5

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|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| I *did not prepare any* of the assigned out-of-class daily homework before coming to class during this chapter. |  | I prepared *about half* of the assigned out-of-class daily homework before coming to class during this chapter. |  | I prepared *all* of the assigned out-of-class daily homework before coming to class during this chapter. |

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

 1 2 3 4 5

 | | |

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

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

 1 2 3 4 5

 | | |

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

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

 1 2 3 4 5

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

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

 1 2 3 4 5

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| --- | --- | --- | --- | --- |
| I frequently displayed disrespectful, intolerant, or negative behavior during this chapter. |  | I occasionally displayed behavior that was distracting to others, or not entirely constructive or positive, during this chapter.  |  | I consistently displayed respectful, tolerant, positive behavior chapter.  |

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

*POSSIBLE INSTRUCTOR COMMENTS:*

**H. APPENDIX 2**

**EVALUATION CRITERIA FOR FORMAL WRITING ASSIGNMENT 4: FINAL DRAFT**

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| **LOGISTICS** |
| The *final draft* of your formal writing assignment is accompanied by your *second draft* (i.e., Assignment 3) [2 pts.], is typed *and* double-spaced [1 pt.], uses the special characters of the target language [1 pt.], and includes a word count (WC) [1 pt.]. |
| **Poor** **Excellent** 1 2 3 4 5 |
| **LENGTH** |
| Your formal writing assignment complies with length specifications.[**1**= 84 or fewer words; **2**= 85-89; **3**= 90-94; **4**= 95-99 words; **5**= 125-150 words]  |
| **Poor** **Excellent** 1 2 3 4 5 |
| **CONTENT & DEVELOPMENT** |
| The main ideas are related to the topics studied in the course, are conveyed clearly and succinctly, and are sufficiently developed and supported by details. |
| **Poor** **Excellent** 1 2 3 4 5 6 7 8 9 10 |
| **ORGANIZATION** |
| Your formal writing assignment (= a dialogue) reflects a naturally evolving conversation with greetings, content development, and farewells. The dialogue includes various turns taken by two speakers. The speakers' turns flow together to develop ideas and are not disjointed. There are natural transitions present to connect the speakers' ideas. |
| **Poor** **Excellent** 1 2 3 4 5 6 7 8 9 10  |
| **VOCABULARY** |
| Your formal writing assignment includes target vocabulary studied in the course. There is a variety of words and expressions, without excessive repetition. Words and expressions are used appropriately according to context and are spelled correctly. There is no use of English vocabulary. |
| **Poor** **Excellent** 1 2 3 4 5 6 7 8 9 10 |
| **GRAMMAR** |
| Your formal writing assignment integrates target grammatical structures covered in the course. Said structures are used with a reasonable degree of accuracy. Although some errors may be present, they are not excessive and do not interfere with the basic comprehension of the text. |
| **Poor** **Excellent** 1 2 3 4 5 6 7 8 9 10 |
| **TOTAL= \_\_\_\_\_\_\_\_ /50 pts.= \_\_\_\_\_\_\_\_ %, Letter Grade \_\_\_\_\_\_\_\_** |

**I. APPENDIX 3**

**GRADING CRITERIA FOR ORAL EXAM**

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

0 1 2 3 4 5 6 7 8 9 10

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

**2. Vocabulary**

0 1 2 3 4 5 6 7 8 9 10

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| Very inadequate and/or inaccurate; erroneous use of numerous words; unable to recall the vocabulary used during the semester. |  | Very rich, varied and accurate; reflective of words, expressions, and topics covered during the semester. |

**3. Grammar**

0 1 2 3 4 5 6 7 8 9 10

| |

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| --- | --- | --- |
| Consistently inaccurate use of the structures covered during the semester. |  | Consistently accurate use of the structures covered during the semester.  |

**4. Content**

0 1 2 3 4 5 6 7 8 9 10

| |

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| --- | --- | --- |
| Ideas not well developed or interconnected; there is little content, or content given is irrelevant to the topic at hand. |  | Ideas very well developed and interconnected; content given is completely relevant to the topic at hand.  |

**5. Fluency**

0 1 2 3 4 5 6 7 8 9 10

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| Numerous, frequent pauses in speech; slow speech; needs frequent prompting by instructor. |  | Speech flows smoothly for a first-year learner; an absence of excessive pausing; requires no prompting. |

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

**J. APPENDIX 4**

**RECORD OF ABSENCES & TARDIES**

**(for use by the student)**

|  |
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| **Key to abbreviations used in chart** |
| **G** = *Grace Day* (four 55-minute sessions available to each student; See Section E.1 for details.)**E** = *Excused Absence* (Acceptable and verifiable reason for missing class; See Section E.1 for details.) **U** = *Unexcused Absence* (Absent without a valid or permissible reason.) |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **Absent (A) or Tardy (T) beyond 15 minutes*****(select one)*** | **Documentation Submitted for Absence****(Yes / No)** | **\*Category of Absence:****G / E / U** ***(select one)*** | **Reason** |
| E.g., 9/15/18 | ***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** |  |

**Total Tardies**: \_\_\_\_\_\_\_\_\_\_

**Total Early Departures**: \_\_\_\_\_\_\_\_\_\_

**Total Absences:**

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