

SPAN 111 400

SPAN 111 - FIRST-YEAR SPANISH

Summer 2020 Syllabus, Section 400, CRN 71583

Credit hours: 4

Instructor Information

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Session

6\22 to 7\17

Course Description

Development of listening comprehension, speaking, reading, and writing skills. Native speakers and bilingual speakers will not receive credit for SPAN 111, SPAN 112, SPAN 113. Lec/rec.

Course Credits

This course combines approximately 120 hours of instruction, online activities, and assignments for 4 credits.

Course Learning Outcomes

1. Have a greater understanding of the complexity of the Spanish language and the diversity of Spanish-speaking cultures.
2. Engage in conversations, provide and obtain information, express feelings and emotion, and exchange opinions.
3. Understand and interpret spoken and written Spanish on a variety of topics.

Communication

Please post all course-related questions in the Q&A Discussion Forum so that the whole class may benefit from our conversation. Please contact me privately for matters of a personal nature. I will reply to course-related questions within 24 hours. I will strive to return your assignments and grades for course activities to you within five days of the due date.

Evaluation of Student Performance

Gente/MySpanishLab Homework (20%)

Folder Average - Capítulo 01: Gente que estudia español 100 points

[syncid:Pegasus:4000000145161995]

Start Here: Start Here Quiz 17 points

After reviewing the materials in the Start Here menu, including the Syllabus and Course Schedule, you are ready to take this short quiz. The purpose of the quiz is to make sure you understand important material presented in the Start Here menu and Syllabus. You can take the quiz as many times as you would like and the highest score will count.

Semana 1: Partner Work Quiz 6 points

Semana 2: Partner Work Quiz 6 points

Semana 3: Partner Work Quiz 6 points

Semana 4: Partner Work Quiz 6 points

Peer Reviews (5%)

Semana 1 Peer Review: Videolog 1 10 points

Please view and respond to at least two of your peers' assignments from Videolog 1. Post your peer reviews in the Videolog 1 (https://canvas.oregonstate.edu/courses/1779403/discussion_topics/8792208/)discussion thread (https://canvas.oregonstate.edu/courses/1779403/discussion_topics/8792208/). Remember to view the Peer Review Discussion Board Rubric and Posting Guidelines (<https://canvas.oregonstate.edu/courses/1779403/pages/start-here-discussion-board-guidelines-grading-rubrics-and-netiquette/>) to guide you in creating quality peer responses.

Semana 2: Peer Review of Video Log 2 10 points

Please view and respond to at least two of your peers' assignments from Videolog 2. Post your peer reviews in the Videolog 2 (https://canvas.oregonstate.edu/courses/1779403/discussion_topics/8792203/)discussion thread. (https://canvas.oregonstate.edu/courses/1779403/discussion_topics/8792203/) Remember to view the Peer Review Discussion Board Rubric and Posting Guidelines (<https://canvas.oregonstate.edu/courses/1779403/files/78469245/download/?verifier=rHrrtHAzPjNBiWuCn74LhuDDSrNauLTCp76hTdaD&wrap=1>) to guide you in creating quality peer responses.

Semana 3: Peer Review of Video Log 3 10 points

Please view and respond to at least two of your peers' assignments from Videolog 3. Post your peer reviews in the Videolog 3 (https://canvas.oregonstate.edu/courses/1779403/discussion_topics/8792201/)discussion thread. (https://canvas.oregonstate.edu/courses/1779403/discussion_topics/8792201/) Remember to view the rubric (<https://canvas.oregonstate.edu/courses/1779403/files/78469245/download?verifier=rHrrtHAzPjNBiWuCN74LhuDDsrNauLTCp76hTdaD&wrap=1>) to guide you in creating quality peer responses.

Semana 4: Peer Review for Encuentro Cultural 10 points

Please view and respond to at least two of your peers' assignments from Encuentro Cultural. Post your peer reviews in the Encuentro Cultural (https://canvas.oregonstate.edu/courses/1779403/discussion_topics/8792199/) (https://canvas.oregonstate.edu/courses/1779403/discussion_topics/8792199/)discussion thread. (https://canvas.oregonstate.edu/courses/1779403/discussion_topics/8792199/) Remember to view the Peer Review Discussion Board Rubric and Posting Guidelines (<https://canvas.oregonstate.edu/courses/1779403/files/78469286/download?verifier=SNGYZq5BaykB7Aps0NQvl8k3B6TzopIN3QYe3JXz&wrap=1>) to guide you in creating quality peer responses.

Semana 4: Peer Review of Portfolio 10 points

By Tuesday of Finals Week you need to complete two peer reviews of portfolios submitted by your peers. Go to the Portfolio discussion board (https://canvas.oregonstate.edu/courses/1779403/discussion_topics/8792197/) to select and view two portfolios that interest you. Guidelines for completing peer reviews can be found in the instructions posted on the Portfolio discussion board.

Listening/Speaking/Discussion (20%)**Semana 1: Video Log 1 25 points**

Please create an audiovisual presentation (video, PowerPoint with voiceover, Jing, Screencast-o-matic, etc.) in Spanish (this is a speaking exercise) that includes the following and then post it in the discussion board below. Be sure to watch the e-lesson ¿Cómo te llamas? (<https://canvas.oregonstate.edu/courses/1779403/pages/semana-1-e-lesson-como-te-llamas/>) before completing this assignment:

Create a video presentation that introduces you. You can use Powerpoint, Jing (<http://www.techsmith.com/jing.html>), Screencast-o-matic (<http://www.screencast-o-matic.com/>), the program of your choice or a simple video with a web-camera (click on the blue film strip icon in the text-editor area on Canvas to use the built-in Canvas feature to record a video of yourself).

Semana 2: Video Log 2 25 points

Please create an audiovisual presentation (video, PowerPoint with voiceover, Jing, Screencast-o-matic, etc.) in Spanish (this is a speaking exercise) that includes the following and then post it in the discussion board below:

Elige 3 personas latinas o españolas conocidas y descríbelas.

Semana 3: Video Log 3 25 points

Please create an audiovisual presentation (video, PowerPoint with voiceover, Jing, Screencast-o-matic, etc.) in Spanish (this is a speaking

exercise) that includes the following and then post it in the discussion board below:

A model assignment is included in the Video Log 3 instructions (<https://canvas.oregonstate.edu/courses/1779403/files/78469266/download?verifier=HLXTFR3V4hzLYvIBUVrLqDP2p5mZS2S4NcwxDXZR&wrap=1>).

¡Vamos a viajar!

Describe cómo te gustan tus vacaciones. Tus intereses, ¿con quién te gusta viajar?, ¿cuándo te gusta ir de vacaciones? ¿Modo de transporte (bus, avión, automóvil...)? ¿A dónde (la playa, la montaña, el desierto, etc.)?

Semana 1 Quiz: Listening Practice 1 9 points

After watching the Semana 1 Listening Practice video 1 (<https://canvas.oregonstate.edu/courses/1779403/pages/semana-1-listening-practice-video-1/>), complete the following quiz. You can watch the video as many times as you like before taking the quiz and while taking the quiz.

Semana 1 Quiz: Listening Practice 2 10 points

After watching the Semana 1 Listening Practice video 2 (<https://canvas.oregonstate.edu/courses/1779403/pages/semana-1-listening-practice-video-2/>), complete the following quiz. You can watch the video as many times as you like before taking the quiz and while taking the quiz.

Semana 2: Listening Practice Quiz 3 9 points

After watching the Listening Practice video 3 (<https://canvas.oregonstate.edu/courses/1779403/pages/semana-2-listening-practice-video-3/>), complete the following quiz. You can watch the video as many times as you like before taking the quiz and while taking the quiz.

Semana 3: Listening Practice Quiz 4 8 points

After watching Listening Practice video 4 (<https://canvas.oregonstate.edu/courses/1779403/pages/semana-3-listening-practice-video-4/>), complete the following quiz. You can watch the video as many times as you like before taking the quiz and while taking the quiz.

Semana 3: Listening Practice Quiz 5 10 points

After watching Listening Practice video 5 (<https://canvas.oregonstate.edu/courses/1779403/pages/semana-3-listening-practice-video-5/>), complete the following quiz. You can watch the video as many times as you like before taking the quiz and while taking the quiz.

Semana 1 Discussion: ¿De dónde es? 10 points

Interview your partner for this course to find out where they are from and post to this discussion board to share where they are from with the rest of the class. You need to upload an audio recording stating where they are from by Wednesday of week 1, 11:59 PM. (10 points)

Semana 1: La geografía de nuestra clase (The Geography of Our Class) 3.5 points

After completing the ¿Dónde está OSU? (https://courses.ecampus.oregonstate.edu/span111/donde_OSU/story.html) activity, answer the questions in this quiz about your own town or city.

Semana 1 Discussion: ¿Qué hay en tu cuarto/casa? 10 points
Demonstrative Practice; ¿Qué hay en tu cuarto/casa? After watching the e-lesson on Demonstrative Adjectives and Pronouns (<https://canvas.oregonstate.edu/courses/1779403/pages/semana-1-e-lesson-demonstrative-adjectives-and-pronouns/>), choose four things from around your room or house to show the class. You can record a video in which you show us the items while telling us what they are or provide images of the items accompanied by a recording of your voice telling us what they are. Your voice (the audio component) is a necessary part of this assignment.

Semana 1 Discussion: What is a cognate? 10 points
What is a cognate?

In this discussion, we will look at cognates as a class and analyze how they can help us learn in a foreign language. After completing the discussion board activity and reading through your classmates' posts, be sure to take the Cognate Quiz (<https://canvas.oregonstate.edu/courses/1779403/quizzes/2537758/>) in Canvas.

Semana 1 Quiz: Cognate Practice 6 points

Identify the English equivalent of these words. Be sure to listen to the Spanish recording so you can hear the pronunciation difference.

Semana 3 Discussion: La Comida 10 points

La comida. The variety of typical foods originating in regions across the Spanish speaking world are as diverse as the cultures themselves. The ingredients used and the procedures followed to create these dishes tell a story of the history and cultures of the particular region. Many dishes from Spain, for example, reflect the long history of Arab presence in the region. The foods of Latin America often expose a mingling of European, indigenous and African culinary traditions.

In this assignment you will have the opportunity to explore food traditions from around the Spanish speaking world, their history, ingredients, cultural significance, etc.

Semana 2 Discussion: ¿De dónde? 10 points

¿De dónde? Once you have completed the activity on nationalities (<https://courses.ecampus.oregonstate.edu/span111/nacionalidades/>), please choose a native Spanish speaker (famous or not) and tell us their nationality (can be from the U.S., Latin America, Spain, Africa, etc.). Post an audio or video clip of you stating their nationality. (Example: Celia Cruz es cubana). If you would like you can also include a picture or a fact about the person and why you chose them. If our book (page 34) and the nationality activity do not include the word of nationality you need, try looking up the word on www.wordreference.com (<http://www.wordreference.com>) and then checking the pronunciation on www.forvo.com (<http://www.forvo.com>). This assignment will help you prepare for the Video Log 2 assignment (<https://canvas.oregonstate.edu/courses/1779403/assignments/7838632/>) that is due later this week.

Semana 2: Aficiones ¿Me gusta o no me gusta? 5 points

After completing the Vocabulario de Aficiones (https://courses.ecampus.oregonstate.edu/span111/las_aficiones/) activity, post a screen shot or picture of your final result here to compare with the rest of the class. Be sure to view your classmates' results and see what interests you share with your *compañeros de clase*.

Semana 3 Discussion: Mis vacaciones ideales 5 points

After completing the "vacaciones" interactive media activity (<https://courses.ecampus.oregonstate.edu/span111/vacaciones/>), let us know

what vacation you chose by uploading a short audio or video file of you stating where you will go. (Example: "Voy a una isla".)

Semana 3 Discussion: ¿Latino? ¿Hispana? ¿Chicanos? ¿Raza? ¿Mexica? 10 points

You may have heard the terms latino/a, hispano/a, chicano/a, raza, mexica. What do these terms mean? How are they used and by who? Do they mean the same thing? Can they be offensive? Inclusive? Exclusive? In this discussion we try to get answers to these questions. This is an open-ended discussion.

Composición (10%)

Semana 2 Composición: Una Carta (First Draft) 100 points
Composition: Una carta. (first draft) (Minimum: 100 words)

You are going to study abroad in a Spanish speaking country. You will be living with a host family while you are there. Write a letter to the family introducing yourself and describing you and your family. Include the following:

- Tell them all of the following about yourself: nombre, profesión, rasgos físicos, aficiones/intereses, edad, personalidad
- Tell them the names of your family members and describe your family members to them (rasgos físicos, personalidad, profesión, edad, etc.)
- Use the information at the bottom of page 32 (Atención) of your book to organize and guide your writing process.
- Include as much vocabulary from chapter 1 and 2 as you can (page 16, page 34)
- Make sure you are using *llamarse* and *ser* correctly (page 17)

When you have finished writing, be sure to edit your work for the following:

- Noun-adjective agreement (singular/plural, masculine/feminine)
- Noun-article agreement
- Subject-verb agreement
- Spelling and vocabulary errors

Log de Aprendizaje (5%)

Semana 4: Log de aprendizaje 50 points

To complete the Log de Aprendizaje, open and complete the Log instructions (<https://canvas.oregonstate.edu/courses/1779403/files/78469275/download/?verifier=hyVKCay2dtTyaWGKI4b8qQY7pREZ7OUkL1EdsjNV&wrap=1>) here. You may submit your assignment as a word document (by downloading and completing the word document) or as a text submission. This assignment should be completed **in English**. You may want to view the Log de Aprendizaje Rubric (<https://canvas.oregonstate.edu/courses/1779403/pages/start-here-discussion-board-guidelines-grading-rubrics-and-netiquette/>) before beginning this assignment.

Oral Evaluation (15%)

Semana 4: Evaluación Oral 150 points

With your partner you will use Uberconference (<http://www.uberconference.com>) (or the recording tool of your choice) to record a role play conversation following **one of four escenarios** listed in the Oral Final Exam Instructions (<https://canvas.oregonstate.edu/courses/1779403/files/78469282/download/>)

verifier=frE3bxRWGlxpVNamk4b52LPymEBSiA3eHFpiBqHt&wrap=1).

This is your chance to showcase the speaking skills you have been developing all term. Use the vocabulary and the structures you have learned. Look at the rúbrica (<https://canvas.oregonstate.edu/courses/1779403/pages/start-here-discussion-board-guidelines-grading-rubrics-and-netiquette/>) beforehand to get a sense of what will be expected from you.

You may want to re-watch the listening practice videos from the term as a review for this assignment.

Follow this link for additional information on using UberConference (<http://www.uberconference.com/faq/>)

Encuentro Cultural (10%)

Semana 2: Preparing for the Encuentro Cultural 3 points

During Semana 3, you will complete the Encuentro Cultural (<https://canvas.oregonstate.edu/courses/1779403/assignments/7838628/>) assignment. This assignment requires a significant amount of time and organization because you will need to complete both research and field work. In this short "quiz" you will get to know the Encuentro Cultural assignment so that you can start preparing for it. You may want to open a second window with the instructions for the Encuentro Cultural (<https://canvas.oregonstate.edu/courses/1779403/assignments/7838628/>) to help you complete the quiz.

You can take the quiz as many times as you would like. The highest score will count.

Semana 3: Encuentro cultural 100 points

Note: This assignment can be completed in English.

INTRODUCTION: Encuentro Cultural: Latinos en nuestra comunidad.

There are over 50 million Latinos/people of Hispanic decent in the United States, but what do we know about them/us? The objective of this activity, and subsequent **Encuentro Cultural** assignments in our first year Spanish courses, is to raise awareness about the members of our community, our family members, friends, neighbors, teachers, entertainers, etc. This assignment is intended to foster an engaging cross-cultural encounter that promotes contact with Spanish speakers or with Spanish-speaking cultures under circumstances that promote meaningful, positive interaction. To complete this assignment you will conduct research about the Hispanic/Latinx community in your city/area or in a city/area you are interested in and will also conduct a field visit to a business or organization that is geared toward Spanish speakers. **Please review the rubric before completing the assignment.**

Portfolio (15%)

Semana 4: Final Portfolio 150 points

Introduction. The portfolio is your chance to showcase the skills you have acquired over the term and is also an opportunity to further explore the cultures of the Spanish-speaking world and how to integrate your newly acquired culture and language knowledge into your life, academic and otherwise. In addition you will get to see how your classmates plan to do the same.

Schedule of Topics and Assignments

| Week of | Reading(s): | Due: |
|---------|--------------------|--|
| 6/15 | Chapter 1 in Gente | Due 6/23 at 11:59pm: Start Here: Start Here Quiz (p. 1) Due 6/24 at 11:59pm: Semana 1 Discussion: ¿De dónde es? (p. 2) Semana 1: La geografía de nuestra clase (The Geography of Our Class) (p. 2) Semana 1 Discussion: What is a cognate? (p. 3) Due 6/25 at 11:59pm: Semana 1 Quiz: Listening Practice 1 (p. 2) Semana 1 Quiz: Cognate Practice (p. 3) Due 6/26 at 11:59pm: Semana 1: Video Log 1 (p. 2) Due 6/28 at 11:59pm: Semana 1: Partner Work Quiz (p. 1) Semana 1 Peer Review: Videolog 1 (p. 1) Semana 1 Quiz: Listening Practice 2 (p. 2) Semana 1 Discussion: ¿Qué hay en tu cuarto/casa? (p. 3) |

| | | |
|------|--------------------|--|
| 6/22 | Chapter 2 in Gente | Due 6/30 at 11:59pm: Semana 2 Discussion: ¿De dónde? (p. 3) Semana 2: Aficiones ¿Me gusta o no me gusta? (p. 3) Semana 2: Preparing for the Encuentro Cultural (p. 4) Due 7/2 at 11:59pm: Semana 2: Listening Practice Quiz 3 (p. 2) Due 7/3 at 11:59pm: Semana 2: Video Log 2 (p. 2) Due 7/5 at 11:59pm: Semana 2: Partner Work Quiz (p. 1) Semana 2: Peer Review of Video Log 2 (p. 1) Semana 2 Composición: Una Carta (First Draft) (p. 3) |
| 6/29 | Chapter 3 in Gente | Due 7/7 at 11:59pm: Semana 3 Discussion: La Comida (p. 3) Semana 3 Discussion: Mis vacaciones ideales (p. 3) Due 7/9 at 11:59pm: Semana 3: Listening Practice Quiz 4 (p. 2) Semana 3 Discussion: ¿Latino? ¿Hispana? ¿Chicanos? ¿Raza? ¿Mexico? (p. 3) Due 7/10 at 11:59pm: Semana 3: Video Log 3 (p. 2) Due 7/12 at 11:59pm: Semana 3: Partner Work Quiz (p. 1) Semana 3: Peer Review of Video Log 3 (p. 2) Semana 3: Listening Practice Quiz 5 (p. 2) Semana 3: Encuentro cultural (p. 4) |
| 7/6 | | Due 7/14 at 11:59pm: Semana 4: Peer Review for Encuentro Cultural (p. 2) Due 7/15 at 11:59pm: Semana 4: Evaluación Oral (p. 3) Due 7/16 at 11:59pm: Semana 4: Log de aprendizaje (p. 3) Due 7/17 at 11:59pm: Semana 4: Partner Work Quiz (p. 1) Semana 4: Final Portfolio (p. 4) Due 7/17 before midnight: Folder Average - Capítulo 01: Gente que estudia español (p. 1) Due 7/18 at 11:59pm: Semana 4: Peer Review of Portfolio (p. 2) |

Grading Scale

| Grade | Percent Range |
|-------|---------------|
| A | 94-100 |
| A- | 90-93 |
| B+ | 87-89 |
| B | 84-86 |
| B- | 80-83 |
| C+ | 77-79 |

| | |
|----|-------|
| C | 74-76 |
| C- | 70-73 |
| D+ | 67-69 |
| D | 64-66 |
| D- | 60-63 |
| F | <60 |

Course Expectations

Welcome ¡Bienvenidos! Welcome to Spanish online at OSU. I look forward to being a part of your experience as you begin to explore the world through a Spanish speaking lens. I hope this course will be just the beginning of your journey of exploration and that Spanish will soon take you beyond the confines of the “classroom”.

General Course Description: Spanish classes at OSU are guided by the national standards, known as the five Cs: Communication, Culture, Connections, Comparisons, and Context. We will develop listening comprehension, speaking, reading, and writing skills. Activities will incorporate interpretive, interpersonal, and presentational elements.

***Note: First Year Spanish is designed for students with no previous training in Spanish. SPAN 111, 112 and 113 should be taken in order.**

Online Course Description: While this online course is self-paced in nature, there will be weekly due dates. It is crucial that you follow the syllabus and course schedule carefully, pay attention to all due dates and manage your time wisely. Students that have difficulty with self-discipline and time management sometimes find online language courses especially difficult, perhaps even more difficult than ‘traditional’ in-class language courses. Below you will find a list of helpful hints and course policies designed to help you stay on track in the online learning environment.

Helpful Hints/Course Policies:

- **Print the syllabus.** Keep a printed copy of the syllabus and refer to it to keep you on track throughout the term.
- **OSU Help Desk/Canvas Help/Textbook and MySpanishLab Help.** For technology issues, contact the OSU help desk (<http://is.oregonstate.edu/accounts-support/och/>), 541-737-3474. Don’t let technology hang-ups get in the way of succeeding in online courses. Use the Canvas Help button for 24 hour a day assistance from Canvas technical support. You can also contact Pearson directly (<https://support.pearson.com/getsupport/s/?tabset-dd12d=1>) for issues specifically with the textbook or MySpanishLab.
- **Discussion Board.** Use the Discussion Board in Canvas as a space to get to know your classmates, get your questions answered, etc. The Discussion Board is our e-classroom and is where most of our interactions will take place. You will notice different discussion forums for different topics. Some are general and ongoing throughout the term (General Discussion, MySpanishLab Discussion, etc.) and participation is optional. Others have required graded participation and are specific to a particular assignment (Videologs, Encuentro Cultural, Portfolio Assignment, etc.). You will be asked to view and respond to work submitted by your peers via the discussion board. Read assignment instructions carefully to see how your participation in the discussion board will be evaluated for a particular assignment. You should also familiarize yourself with the Discussion Board Guidelines in the Start Here menu in Canvas.
- **Time Zones.** All due dates and times correspond to Pacific Standard Time. Keep this in mind to avoid missing deadlines.
- **Submitting Work.** While the first week or two of an online course can seem overwhelming; how, when, and where to find and submit your work in Canvas and via the textbook companion site (MySpanishLab) will quickly become clearer as the term progresses. Your instructor will post announcements or send emails throughout the term to help you know what is due each week and where to find it.
- **Accent Marks.** Refer to the Spanish Accents (<http://www.spanishdict.com/answers/100808/how-to-type-spanish-letters-and-accent-/>) website for how to use keyboard codes or configure your keyboard to type accents and special characters in Spanish.
- **Motivation and Engagement.** This course is self-directed. You’ll get out as much as you put in.
- **Partner work.** Completing the assigned partner work for this course is essential to your progress. Make sure to establish and connect with your partner the very first week of class. Arranging meeting times across time zones can be logistically challenging so you will need to begin the communication process with your partner immediately. Do all of the assigned partner work for the course! This speaking practice will prepare you for the oral midterm and final. It is recommended that you meet with your partner several times per week.
- **Due Dates/Time Management/Late Submission Policy.** Late work on assignments submitted through Canvas will not be accepted (unless pre-approved by your instructor). If a situation arises in which you are unable to complete the work on time due to circumstances that are out of your control, contact your instructor to communicate your situation as soon as possible. For each week, most of the larger assignments for the week are due on the Monday of the following week at 11:59 PM. Shorter “warm-up” or follow-up assignments (peer responses, short discussions, etc.) have varying due dates throughout the week. The material for each week is more than you can accomplish in one or two days. I recommend working on the course a little bit each day. A proposed schedule follows:

Monday:

Textbook: read and study assigned pages, begin partner work

MySpanishLab: watch cultural videos, begin grammar exercises

Canvas: watch E-Lectures and take notes; make a plan for the week with scheduled activities for each day

Tuesday:

MySpanishLab: more grammar exercises

Textbook: finish speaking practice assignments with study partner

Canvas: complete activities with Tuesday due date

Wednesday

MySpanishLab: continue exercises

Canvas: complete activities with Wednesday due date; re-watch E-Lectures as needed

Thursday

MySpanishLab: continue exercises

Textbook: Review readings as needed

Canvas: complete activities with Thursday due date

Friday

MySpanishLab: finish assigned activities

Canvas: Complete assignments with Friday due date; begin assignments with Saturday/Sunday due dates

Saturday-Sunday

Canvas: Finish all assignments with weekend due date

Course Components

Listening/Speaking/Discussion (20%). This category includes a dynamic mix of Videologs, discussion board activities and other listening, speaking and interactive assignments primarily through the discussion board. Within this category are the 4 Videologs you complete this term. Each video log will be a brief audiovisual presentation in which you will be able to apply elements of the grammar and vocabulary that you are studying. While there are many ways to go about the presentation (video; PowerPoint with voiceover; etc.), the most important element of the presentation will be your voice speaking in Spanish! These assignments will help your instructor evaluate your speaking skills in order to give you feedback in this particular area of your language acquisition. Your Videologs will be uploaded to the discussion board to be shared with your classmates. Other assignments in this category will typically involve giving a short answer to a question in Spanish; listening to or reading posts from your peers and responding to them; or sharing opinions and ideas about topics related to the Spanish-speaking cultures of the world such as film, music and food. In general it is expected that you view and respond to at least two posts on discussion board assignments. The Videologs also have a graded peer review (see the Peer Review category below). Posting guidelines are provided in Canvas to assure a respectful and productive discussion board experience. See *Canvas for due dates*.

Composiciones (Short Essays) (10%). You will write two short essays in Spanish this term. Your *composiciones* will consist of one to two paragraphs focusing on themes, vocabulary and grammatical structures studied over the term. Specific instructions can be found in the weekly modules in Canvas in Semana 4 and Semana 8. Your essays will be returned to you and you will correct your errors to create a final draft. The final draft of Composition 2 will be included as part of the final portfolio (see Portfolio below). **Note:** *Essays created using online translators will be deemed plagiarism and given a grade of zero.*

Encuentro Cultural (10%). The Encuentro Cultural project, to be completed in English, can be completed as a traditional essay or alternatively as a more visually oriented pamphlet. This project, aimed at giving you a more in-depth understanding of the Spanish-speaking community in your area involves some research, some “field time” and some analysis and reflection. You will need to plan ahead to allow for the field time and follow up. Most students can not complete both parts in one day. See specific instructions in the week 7 module in Canvas. In the week 5 module you will also find a short introductory activity that will help you get acquainted with the assignment and begin working toward completing it.

Learning Log (5%) – During Weeks 4 and 9 you will complete the Log de Aprendizaje assignments. These assignments have two parts. The reflective learning section is to be completed in English and is designed to help you process what you are learning, how you are learning it and why. The second section of the assignment is a listening log in which you will select media sources of your choice (Spanish language film, music, radio, news, soap opera, etc.) as a starting point for a listening exercise. You will find specific instructions in the Week 4 and Week 9 modules in Canvas.

Homework: MySpanishLab online, Gente textbook, partner work (20%) – All MySpanishLab online homework will be *due by 11:59 pm on the Monday of the following week*. Example: All MySpanishLab work for Week 1 is due on Monday of Week 2. Though the due date is Monday, it is recommended that you work on the MySpanishLab assignments a little each day. The weekly homework is too much to complete in one sitting. You will need to review the assigned readings in *Gente* before completing the MSL homework. The assigned readings and speaking practice assignments to be completed with your study partner in *Gente* do not receive a direct grade. You will however evaluate your own participation in the partner work in the weekly “Partner Work Quiz”. The quality of your Videologs and oral evaluations will also be directly impacted by your effort in completing this ungraded work. It is strongly recommended that you meet with your partner several times per week.

Peer Reviews (5%) – Interacting with your peers via the discussion boards is an important part of the learning experience for this course. Through the discussion boards we will build a learning community, learn from each other’s mistakes and triumphs, share ideas and information and generally encourage each other to be accountable and perform at our best. It is expected that you participate in all discussion posts by not only posting your own work and ideas but also by viewing and responding to the work completed by your peers. As a general rule, minimal participation would ask that you respond to at least two of your peers for each discussion board assignment. Of course, you can participate as much as you would like! In addition, the four Videologs, Portfolio and Encuentro Cultural have a graded peer review component. After completing these assignments you will be asked to view and respond to the work submitted by at least two of your peers via the discussion board. Please see the guidelines and rubric in the Start Here module in Canvas to better understand how your peer responses will be evaluated.

Oral Evaluations in partners (15%) – The oral evaluations will be recorded in partners. You will be given a role play to “act out” based on the material we study during the course and will submit an audio (or video) recording of this conversation. All of the partner work that you do each week in this course will prepare you for success on the oral midterm and final. The Oral Evaluations take place weeks 5 and 9.

Portfolio Assignment (15%) – For your portfolio you will create a visual presentation synthesizing the material we have studied over the term, showcasing what you have learned to your instructor and your classmates. The portfolio includes a final copy of Composition 2 with all the mistakes from the first draft corrected. See Canvas for detailed instructions. *The portfolio is due Saturday of week 10.*

Expectations for Student Conduct

Student conduct is governed by the university’s policies, as explained in the Student Conduct Code (<https://beav.es/codeofconduct> (<https://beav.es/codeofconduct/>)). Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the university’s regulations regarding civility.

Guidelines for a Productive and Effective Online Classroom

Students are expected to conduct themselves in the course (e.g., on discussion boards, email) in compliance with the university’s regulations regarding civility. Civility is an essential ingredient for academic discourse. All communications for this course should be conducted constructively, civilly, and respectfully. Differences in beliefs, opinions, and approaches are to be expected. In all you say and do for this course, be professional. Please review the discussion board guidelines posted in Canvas, and bring any communications you believe to be in violation of this class policy to the attention of your instructor.

Academic Integrity

Integrity is a character-driven commitment to honesty, doing what is right, and guiding others to do what is right. Oregon State University Ecampus students and faculty have a responsibility to act with integrity in all of our educational work, and that integrity enables this community of learners to interact in the spirit of trust, honesty, and fairness across the globe.

Academic misconduct, or violations of academic integrity, can fall into seven broad areas, including but not limited to: cheating; plagiarism; falsification; assisting; tampering; multiple submissions of work; and unauthorized recording and use.

It is important that you understand what student actions are defined as academic misconduct at Oregon State University. The OSU Libraries offer a tutorial on academic misconduct (<https://guides.library.oregonstate.edu/c.php?g=286121&p=3896378>), and you can also refer to the OSU Student Code of Conduct (<https://beav.es/codeofconduct/>) and the Office of Student Conduct and Community Standard’s website (<https://>

studentlife.oregonstate.edu/studentconduct/student-info/) for more information. More importantly, if you are unsure if something will violate our academic integrity policy, ask your professors, GTAs, academic advisors, or academic integrity officers.

Technical Assistance

If you experience any errors or problems while in your online course, contact 24-7 Canvas Support through the Help link within Canvas. If you experience computer difficulties, need help downloading a browser or plug-in, or need assistance logging into a course, contact the IS Service Desk for assistance. You can call (541) 737-8787 or visit the IS Service Desk (<https://oregonstate.teamdynamix.com/TDClient/1935/Portal/Requests/ServiceDet/?ID=22911>) online.

Inclusivity

In this course, I will strive to create a learning environment that supports a diversity of thoughts, perspectives and experiences, and honors individuals' identities (including race, ethnicity, gender, class, sexuality, religion, ability, age, national origin, regional background, veteran status, citizenship status, etc.). I ask you to join me in committing to making our learning community a space in which we respect each other as unique human beings with unique perspectives, each of which offers us something to learn. I am constantly learning more about diverse perspectives and identities and expect you are as well. If something is said or done within the class, by me or by other students, that is troubling or causes discomfort or offense, I want to know about it. If you see ways to improve the effectiveness of the course for you personally, or for other students or student groups, I want to know about it. Your suggestions are encouraged and appreciated. If you don't feel comfortable communicating this information directly to me, consider contacting the Director for the School of Language Culture & Society, Susan Bernardin (susan.berardin@oregonstate.edu), or an adviser or other third party that can make the communication anonymously on your behalf.

Also, consider helping me maintain an inclusive learning experience by:

- letting me (and your classmates if you wish) know about your preference for a name and/or set of pronouns that differ from those that appear in your official OSU records (NameCoach (<https://oregonstate.teamdynamix.com/TDClient/1935/Portal/KB/ArticleDet/?ID=69906>), Pronouns in Canvas (<https://oregonstate.teamdynamix.com/TDClient/1935/Portal/KB/ArticleDet/?ID=96254>), Name-in-Use (p.))
- letting me know if class activities conflict with your religious events or practices
- familiarizing yourself with and respecting the netiquette guidelines posted in Canvas

Statement Regarding Students with Disabilities

Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval, please contact DAS immediately at 541-737-4098 or at <http://ds.oregonstate.edu>. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

Ecampus Reach Out for Success

University students encounter setbacks from time to time. If you encounter difficulties and need assistance, it's important to reach out. Consider discussing the situation with an instructor or academic advisor. Learn about resources that assist with wellness and academic success.

Ecampus students are always encouraged to discuss issues that impact your academic success with the Ecampus Success Team. Email ecampus.success@oregonstate.edu to identify strategies and resources that can support you in your educational goals.

If you feel comfortable sharing how a hardship may impact your performance in this course, please reach out to me as your instructor.

For mental health

Learn about counseling and psychological resources for Ecampus students. If you are in immediate crisis, please contact the Crisis Text Line by texting OREGON to 741-741 or call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255).

For financial hardship

Any student whose academic performance is impacted due to financial stress or the inability to afford groceries, housing, and other necessities for any reason is urged to contact the Director of Care for support (studentassistance@oregonstate.edu or 541-737-8748).

Please Note

This syllabus is subject to change with notice from the instructor. For students registered in this section, there is additional content in the syllabus, which can be accessed through Canvas (<http://oregonstate.instructure.com>) at the start of term.