

SPAN 112 400

SPAN 112 - FIRST-YEAR SPANISH

Summer 2020 Syllabus, Section 400, CRN 71584

Credit hours: 4

Instructor Information

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Session

7\20 to 8\14

Course Description

Development of listening comprehension, speaking, reading, and writing skills. Native speakers and bilingual speakers may 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 05: Gente en forma 100 points
[syncid:Pegasus:5000000143488588]

Folder Average - Capítulo 06: Gente en la casa y en el trabajo 100 points

[syncid:Pegasus:5000000143488611]

Folder Average - Capítulo 07: Gente que viaja 100 points
[syncid:Pegasus:5000000143488632]

Folder Average - Capítulo 08: Gente que come bien 100 points
[syncid:Pegasus:5000000143488653]

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

Start Here: Start Here Quiz 17 points

Instructions

After reviewing the syllabus, the Start Here module, and the MySpanishLab overview, complete this brief quiz.

The purpose of the quiz is to make sure you understood important material presented. You can take the quiz as many times as you would like and the highest score will count.

Listening/Speaking/Discussion (20%)

Semana 1 Discussion: Presentaciones 25 points

Part I: Presentaciones. Hola compañeros. Bienvenidos a todos. Let's begin by getting to know each other through the discussion board. Post a video to the discussion board that answers the following questions **en español**. (You can use an image that represents you along with an audio recording if you do not feel comfortable with a video of yourself).

- ¿Cómo te llamas? (nombre y apellido)
- ¿De dónde eres? (ciudad/pueblo, estado/región, país)
- ¿Cómo eres tú? (usa por lo menos 3 adjetivos)
- ¿Cuál es tu comida preferida?

You may want to visit the Rubric for Short Discussions (<https://canvas.oregonstate.edu/courses/1779421/files/78469327/download/>)

verifier=GuPAcE2FONIM8JKa54AGceuqaQYUL2D4NhwnwUYS&wrap=1) before beginning the assignment.

Semana 1: A cantar los días de la semana 10 points

After completing the Los días de la semana activity (<https://canvas.oregonstate.edu/courses/1779421/pages/semana-1-los-dias-de-la-semana/>), upload your song here.

Semana 1 Discussion: ¿Cómo es mi compañero de estudio? 10 points

Once you have established a partner for this course via the Partner Search Discussion Board (https://canvas.oregonstate.edu/courses/1779421/discussion_topics/8792223/), interview your partner to find out where they are from and what they are like. Share this information with the rest of the class by posting an audio recording in the discussion board. This is a speaking assignment.

Semana 1: Listening Practice Quiz Chapter 5 6 points

After watching the Semana 1 Listening Practice video Chapter 5, (<https://canvas.oregonstate.edu/courses/1779421/pages/semana-1-listening-practice-video-chapter-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: Me duele el cuerpo. 5 points

After completing the vocabulary practice activity Vocabulario del cuerpo (<https://canvas.oregonstate.edu/courses/1779421/pages/semana-1-vocabulario-del-cuerpo/>), participate in the following discussion board activity.

Semana 1: Recomendaciones para el dolor del cuerpo 5 points

After completing the Semana 1: Me duele el cuerpo activity (https://canvas.oregonstate.edu/courses/1779421/discussion_topics/8792226/), respond to one of your classmates posts in the discussion board as follows:

¿Qué le duele a tu compañero de clase? What is painning your classmate?

After reading the section in your book on Recommendations and Advice (page 90) and viewing the E-Lecture Expressing Needs and Obligations in Spanish (https://courses.ecampus.oregonstate.edu/span112/expressing_need/), help your classmate out by responding to their discussion post with some advice for their particular pain

Semana 1: El mejor consejo del doctor. 5 points

After completing the activity, Vocabulario de salud (<https://canvas.oregonstate.edu/courses/1779421/pages/semana-1-vocabulario-de-salud/>), decide which piece of advice from "la doctora" was most valuable in your opinion and share it in the discussion board for your classmates by writing out one of the sentences you heard the doctor say while giving you health advice.

Semana 1: Discussion-El diccionario bilingüe 10 points

Is using a bilingual dictionary as simple as looking up a word in one language and reading its equivalent in another? Usually not! In this discussion we will attempt to demystify the process of using a bilingual dictionary.

Semana 1: VideoLog 1- Un consejo, por favor 25 points **¡Un consejo, por favor!**

Please create an audiovisual presentation (video, PowerPoint with voice-over, Screencast-o-matic (<http://www.screencast-o-matic.com/>),

Kaltura (<https://oregonstate.teamdynamix.com/TDClient/KB/ArticleDet/?ID=78168>), etc.) in Spanish (this is a speaking exercise) and then post it in the discussion board:

Instructions for VideoLog 1-Un consejo, por favor (<https://canvas.oregonstate.edu/courses/1779421/files/78469354/download/?verifier=yDarMngCr1SUf4j1TSfS0oJZudQ4m8tev9ySWN1C&wrap=1>)

Rubric for Videologs (<https://canvas.oregonstate.edu/courses/1779421/files/78469327/download/?verifier=GuPAcE2FONIM8JKa54AGceuqaQYUL2D4NhwnwUYS&wrap=1>)

Semana 2: ¿Qué está haciendo en el trabajo? 5 points

After completing the practice activity, Vocabulario de las profesiones (<https://canvas.oregonstate.edu/courses/1779421/pages/semana-2-vocabulario-de-las-profesiones/>), post an image of someone you know working and tell us their profession and what they are doing. Use estar + gerund (see page 109 in your book and/or the E-Lecture Estar + Gerund (https://media.oregonstate.edu/media/t/0_sgid5al5/)) and the vocabulary words on page 106 of your book. If you don't have an image of someone you know working, find an image on the web.

Semana 2: VideoLog 2-Un vistazo a tu hogar 25 points **¡Un vistazo a tu hogar!**

Please create an audiovisual presentation (video, PowerPoint with voice-over, Screencast-o-matic (<http://www.screencast-o-matic.com/>), Kaltura (<https://oregonstate.teamdynamix.com/TDClient/KB/ArticleDet/?ID=78168>), etc.) in Spanish (this is a speaking exercise) and then post it in the discussion board:

Instructions for VideoLog 2-Un vistazo a tu hogar (<https://canvas.oregonstate.edu/courses/1779421/files/78469328/download/?verifier=R2DYsvcZu2t1KvhBNVuYsPwovnPqjdjPNNdTTbQS&wrap=1>)

Rubric for Videologs (<https://canvas.oregonstate.edu/courses/1779421/files/78469327/download/?verifier=GuPAcE2FONIM8JKa54AGceuqaQYUL2D4NhwnwUYS&wrap=1>)

Semana 2: Listening Practice Quiz Chapter 6 5 points

After watching the Listening Practice video Chapter 6 (<https://canvas.oregonstate.edu/courses/1779421/pages/semana-2-listening-practice-video-chapter-6/>), 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: Discussion-Decoding Latino Stereotypes 10 points

True or False? Latinos speak Spanish as their first language. Spanish-speakers like to dance. People in the Spanish speaking world eat tacos and spicy foods. Latinos in the United States are immigrants. Hispanics have brown skin. Spanish speaking families are very large and noisy. Latino men are romantic and macho. Latina women are sexy, well-dressed and feisty.

These are just a few of the stereotypes about Spanish-speakers that you may have come across or even have subscribed to. In this discussion we will break down these and other stereotypes; attempt to discover their origins; analyze the way in which they are promoted and sustained; and discuss their potential social impact.

Semana 3: Listening Practice Quiz Chapter 7 9 points

After watching the Listening Practice video Chapter 7 (<https://canvas.oregonstate.edu/courses/1779421/pages/semana-3-listening-practice-video-chapter-7/>) 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: VideoLog 3-Un consejo del agente de viajes 25 points
Un consejo del agente de viajes

Please create an audiovisual presentation (video, PowerPoint with voice-over, Screencast-o-matic (<http://www.screencast-o-matic.com/>), Kaltura (<https://oregonstate.teamdynamix.com/TDClient/KB/ArticleDet/?ID=78168>), etc.) in Spanish (this is a speaking exercise) and then post it in the discussion board:

Instructions for VideoLog 3-Un consejo del agente de viajes (<https://canvas.oregonstate.edu/courses/1779421/files/78469329/download/?verifier=iYVaJxrMyDBd6XiBE0tPzOW0r5BYODgXzPoXIDAl&wrap=1>)

Rubric for Videologs (<https://canvas.oregonstate.edu/courses/1779421/files/78469327/download/?verifier=GuPAcE2FONIM8JKa54AGceuqaQYUL2D4NhnwnUJS&wrap=1>)

Semana 3: Discussion-Enfoque en el arte 10 points

¿Por qué arte? The purpose of this assignment is to increase our awareness of Spanish speaking artists and broaden our exposure to manifestations of art in the Spanish speaking world while analyzing these works as cultural expressions.

¿Qué es el arte? Our definition of art in this discussion is broad. What does the term art mean to you? Some areas you may choose to focus on are ceramics, handicrafts, folk art, collage, sculpture, dance, street art and graffiti, circus arts, theater, media art, painting, drawing, architecture, poetry, literature, etc. (*Please do not focus on film or music as these will be showcased in the portfolio assignment*).

¿Que hacemos? This is an open ended discussion assignment in which you will choose an artist or an art-form from the Spanish-speaking world to analyze and showcase.

Semana 4: Listening Practice Quiz Chapter 8 10 points

After watching the Listening Practice video Chapter 8 (<https://canvas.oregonstate.edu/courses/1779421/pages/semana-4-listening-practice-video-chapter-8/>), (<https://canvas.oregonstate.edu/courses/1779421/pages/semana-4-listening-practice-video-chapter-8/>) complete the following quiz. You can watch the video as many times as you like before taking the quiz and while taking the quiz.

Log de Aprendizaje (5%)**Semana 4: Log de aprendizaje 50 points**

To complete the Log de Aprendizaje, open and complete the Log instructions here. (<https://canvas.oregonstate.edu/courses/1779421/files/78469310/download/?verifier=ok9sY0dOY8gsCZKYcLdUqJNCZBmmoQ4N4pWveYWu&wrap=1>) You may submit your assignment as a word document (by downloading and completing the word document) or as a text submission. You may want to visit the Learning Log Rubric (<https://canvas.oregonstate.edu/courses/1779421/pages/start-here-discussion-board-guidelines-grading-rubrics-and-netiquette/>) before beginning the assignment.

Encuentro Cultural (10%)**Semana 2: Preparing for the Encuentro Cultural 4 points**

During Semana 3, you will complete the *Encuentro Cultural* assignment. This assignment requires a significant amount of time and organization because you will need to arrange an interview (of at least one hour) with someone from outside the course. You will need to prepare questions before the interview as well as compile and analyze the results of the interview. 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* 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

ENCUENTRO CULTURAL This course component gives you the opportunity to expose yourself to the Spanish language and the cultures of Spanish speakers in your community under circumstances that foster meaningful, positive interaction. You will seek out an opportunity to make contact, spending time one on one with a Spanish speaker in a way that allows you to explore more deeply the contours of the cultures of Spanish speakers.

Your *encuentro cultural* will be an interview. You will seek out a native Spanish speaker and conduct an interview of him or her of at least one hour. You'll turn in a **two-to-three-page paper in English** that includes a summary of the interview as well as an analysis and reflection section in which you will describe any insights you gained from this experience including a description of how your perspectives of Spanish and Spanish speakers may have evolved as a result of the activity.

This is your opportunity to gain insight about how this person used Spanish in their country of origin—if different from the U.S.—and how they use Spanish today. When you develop your questions, consider how Spanish could be used in the professional, academic, and social realms. You may choose to explore the differences in how the interviewee uses Spanish and English or other languages, her or his perception of Spanish, how the interviewee feels perceived when speaking Spanish, what the process of learning language was like for him or her, etc. You may also talk about cultural aspects, such as the interviewee's perception of cultures in the U.S., Oregon (or your state), or Corvallis (or your town/city/area) compared to cultures of other places the interviewee has been. You may ask her or him about how behaviors or ways of interacting are different. Lastly, you could explore what suggestions the interviewee has for you to learn Spanish, for ways you could be exposed to the language and cultures of Spanish speakers in your town, chances to be involved in activities of Spanish speakers in your area, etc.

NOTE: As we will be sharing these papers on the discussion board and completing peer reviews of each others work, you should change the interviewee's name unless you have permission from them to use their name.

Portfolio (15%)**Semana 4: 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. *Note: This assignment is due Friday of Week 4 by 11:59pm.*

Assignment Outcomes. After completing this activity you will be able to:

- Name and describe at least one Spanish language musician and at least one Spanish language film.
- Isolate and identify vocabulary words heard in Spanish language music and films.
- Point out similarities and differences between Spanish language music and film and those that you are more familiar with.
- Describe your career, your field of study or a hobby or interest you have in a paragraph length description in Spanish, incorporating vocabulary related to that topic

Instructions. Create a visual presentation showing what you have learned this term. You will be posting your presentation for your classmates to observe and comment on. You could use tools such as Powerpoint, Smore, Glogster, Infogr.am or Piktochart for your presentation **or** you can use any other presentational tool that is to your liking. You can use photos, images, imbedded sound, imbedded video and anything else that makes your presentation visually stimulating.

Peer Reviews (5%)

Semana 1: Peer Review of Videolog 1 8 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/1779421/discussion_topics/8792230/)discussion thread (https://canvas.oregonstate.edu/courses/1779421/discussion_topics/8792230/). Remember to view the Peer Review Discussion Board Rubric and Posting Guidelines (<https://canvas.oregonstate.edu/courses/1779421/pages/start-here-discussion-board-guidelines-grading-rubrics-and-netiquette/>) to guide you in creating quality peer responses.

Semana 2: Peer Review of Videolog 2 8 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/1779421/discussion_topics/8792232/) discussion thread (https://canvas.oregonstate.edu/courses/1779421/discussion_topics/8792232/). Remember to view the Peer Review Discussion Board Rubric and Posting Guidelines (<https://canvas.oregonstate.edu/courses/1779421/pages/start-here-discussion-board-guidelines-grading-rubrics-and-netiquette/>) to guide you in creating quality peer responses.

Semana 3: Peer Review of VideoLog 3 8 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/1779421/discussion_topics/8792234/) discussion thread (https://canvas.oregonstate.edu/courses/1779421/discussion_topics/8792234/). Remember to view the Peer Review Discussion Board Rubric and Posting Guidelines (<https://canvas.oregonstate.edu/courses/1779421/pages/start-here-discussion-board-guidelines-grading-rubrics-and-netiquette/>) to guide you in creating quality peer responses.

Semana 4: Peer Review of Encuentro Cultural 8 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/1779421/discussion_topics/8792236/) (https://canvas.oregonstate.edu/courses/1779421/discussion_topics/8792236/)discussion thread (https://canvas.oregonstate.edu/courses/1779421/discussion_topics/8792236/). Remember to view the Peer Review Discussion Board Rubric and Posting Guidelines (<https://canvas.oregonstate.edu/courses/1779421/pages/start-here-discussion-board-guidelines-grading-rubrics-and-netiquette/>) to guide you in creating quality peer responses.

Semana 4: Peer Review of Portfolio 8 points

By *Saturday of Week 4 at 4:59 pm* you need to complete two peer reviews of portfolios submitted by your peers. Go to the Portfolio discussion board (https://canvas.oregonstate.edu/courses/1779421/discussion_topics/8792237/) to select and view two portfolios that interest you. Guidelines for completing peer reviews can be found in the instructions posted on the Porfolio discussion board.

Composición (10%)

Semana 2: Composición. Carta a un estudiante extranjero. (First Draft) 100 points

Composition: Carta a un estudiante extranjero. (first draft)

Your university is starting a mentoring program for exchange students that will be spending next year at your university in the United States. They are asking students like you to write a letter in Spanish to these new students with tips on staying healthy on campus and recommendations for housing options. Your letter to this Spanish-speaking student, should do the following:

- Introduce yourself and introduce your topic (tell the student why you are writing)
- Give advice for ways to stay healthy while attending the university
- Describe some options for student housing and make a recommendation
- Use as much **vocabulary from chapters 5 and 6** as you can (page 88 and 106)
- Use at least **two irregular verbs** and **one reflexive verb** (see page 89-90)
- Use **tener que, hay que, es bueno/necesario/conveniente/etc.** as appropriate (see page 90)
- Use the **command form** as appropriate (page 107-108)
- Use at least **one expression from "más allá de la frase"** on page 104

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

You may want to view the Rubric for Composition (<https://canvas.oregonstate.edu/courses/1779421/pages/start-here-discussion->

board-guidelines-grading-rubrics-and-netiquette/) document before beginning.

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 scenarios** listed in the Oral Final Exam Instructions. (<https://canvas.oregonstate.edu/courses/1779421/files/78469311/download/?verifier=fjopuGtTgeV82XqfpMUemBFURtdUdbieUxL01ACL&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/1779421/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/>)

Schedule of Topics and Assignments

Week of	Reading(s):	Agenda/Topic:	Due:
7/20		Gente Ch. 5	Due 7/21 at 11:59pm: Start Here: Start Here Quiz (p. 1) Semana 1 Discussion: Presentaciones (p. 1) Due 7/22 at 11:59pm: Semana 1: A cantar los días de la semana (p. 2) Semana 1 Discussion: ¿Cómo es mi compañero de estudio? (p. 2) Semana 1: Me duele el cuerpo. (p. 2) Due 7/23 at 11:59pm: Semana 1: Listening Practice Quiz Chapter 5 (p. 2) Semana 1: Recomendaciones para el dolor del cuerpo (p. 2) Due 7/24 at 11:59pm: Semana 1: VideoLog 1- Un consejo, por favor (p. 2) Due 7/26 at 11:59pm: Semana 1: Partner Work Quiz (p. 1) Semana 1: El mejor consejo del doctor. (p. 2) Semana 1: Discussion-El diccionario bilingüe (p. 2) Semana 1: Peer Review of Videolog 1 (p. 4)

7/27	Gente Ch. 6	Due 7/28 at 11:59pm: Semana 2: ¿Qué está haciendo en el trabajo? (p. 2) Semana 2: Discussion-Decoding Latino Stereotypes (p. 2) Due 7/29 at 11:59pm: Semana 2: Preparing for the Encuentro Cultural (p. 3) Due 7/30 at 11:59pm: Semana 2: Listening Practice Quiz Chapter 6 (p. 2) Due 7/31 at 11:59pm: Semana 2: VideoLog 2-Un vistazo a tu hogar (p. 2) Due 8/2 at 11:59pm: Semana 2: Partner Work Quiz (p. 1) Semana 2: Peer Review of Videolog 2 (p. 4) Semana 2: Composición. Carta a un estudiante extranjero. (First Draft) (p. 4)
8/3	Gente Ch. 7	Due 8/4 at 11:59pm: Semana 3: Discussion-Enfoque en el arte (p. 3) Due 8/6 at 11:59pm: Semana 3: Listening Practice Quiz Chapter 7 (p. 3) Due 8/7 at 11:59pm: Semana 3: VideoLog 3-Un consejo del agente de viajes (p. 3) Due 8/9 at 11:59pm: Semana 3: Partner Work Quiz (p. 1) Semana 3: Encuentro Cultural (p. 3) Semana 3: Peer Review of VideoLog 3 (p. 4)
8/10	Gente Ch. 8	Due 8/11 at 11:59pm: Semana 4: Listening Practice Quiz Chapter 8 (p. 3) Semana 4: Peer Review of Encuentro Cultrual (p. 4) Due 8/12 at 11:59pm: Semana 4: Evaluación Oral (p. 5) Due 8/13 at 11:59pm: Semana 4: Log de aprendizaje (p. 3) Due 8/14 at 11:59pm: Semana 4: Partner Work Quiz (p. 1) Semana 4: Portfolio (p. 3) Due 8/15 at 11:59pm: Semana 4: Peer Review of Portfolio (p. 4)

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-accents-/>) 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.bernardin@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.