

SPAN 112 401

SPAN 112 - FIRST-YEAR SPANISH

202100 Syllabus, Section 401, CRN 71707

Credit hours: 4

Instructor Information

Angela Palacios

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

- undefined1. 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 paining 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=R2DYsvcZu2t1KvhBNVUySPwovnPhqjPNNdTTbQS&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=GuPAcE2FONIM8JKa54AGceuqaQYUL2D4NhwnwUYS&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=ok9sYodOY8gsCZKYcLdUqJNCZBmmoQ4N4pWveYWu&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 Portfolio 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 | | Due: (Pacific Time) |
|---------|-------------|--|
| 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) |

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|------|-------------|---|
| 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. 4) 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 |

Please Note

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