

SPAN 112 402

SPAN 112 - FIRST-YEAR SPANISH

Summer 2020 Syllabus, Section 402, CRN 72545

Credit hours: 4

Instructor Information

Ela Freeman

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.
4. Present information, concepts, and ideas in Spanish to an audience of listeners or readers on a variety of topics.
5. Demonstrate an understanding of the relationship between the practices and perspectives of Latino cultures.
6. Reinforce and further their knowledge of other disciplines through Spanish.
7. Acquire information and recognize the distinctive viewpoints that are only available through the Spanish language and its cultures.

8. Demonstrate understanding of the nature of language through comparisons between Spanish and English.
9. Demonstrate understanding of the concept of culture through comparisons between Latino cultures and their own.
10. Use Spanish both within and beyond the school setting.
11. Show evidence of becoming life-long learners by using Spanish for personal enjoyment and enrichment.

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%)

Semana 1: Partner Work Quiz	6 points
Semana 2: Partner Work Quiz	2 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.

MSL Semana 1 100 points

This is a place marker for your MySpanishLab grades. There is nothing for you to submit here.

MSL Semana 2 100 points

MSL Semana 3 100 points

MSL Semana 4 100 points

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/1779432/files/80609771/download/?verifier=Tgs0CFu04jglay0136d6gyr6Wpma9jh1pahKRDph&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/1779432/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/1779432/discussion_topics/8960735/), 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.

Follow this format:

_____ (partner's name) es de _____ (ciudad), _____ (estado/país). Ella/él es _____ y _____ (dos adjetivos)

Example: *Lourdes es de Palma de Mallorca, España. Ella es activa y carismática.* Listen to an audio example here (<https://canvas.oregonstate.edu/courses/1779432/files/80609750/download/?verifier=tZxrlKgiteV0Y9MrsehWa7aiTw8kNvwWjdpu6wDr&wrap=1>).

You may want to view the Rubric for Short Discussions (<https://canvas.oregonstate.edu/courses/1779432/files/80609771/download/?verifier=Tgs0CFu04jglay0136d6gyr6Wpma9jh1pahKRDph&wrap=1>) before beginning.

Semana 1: Listening Practice Quiz Chapter 5 6 points

After watching the Semana 1 Listening Practice video Chapter 5, (<https://canvas.oregonstate.edu/courses/1779432/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/1779432/pages/semana-1-vocabulario-del-cuerpo/>), participate in the following discussion board activity.

(1) *A todos nos gusta quejarnos un poco. ¿Que te duele hoy? ¿La rodilla? ¿La cabeza?* We all like to complain a little. What is hurting you today? Your knee? Your head? Choose one of the body part words you learned in the vocabulary practice activity and record yourself stating what pains you today. Use the following format:

Me duele la/el _____ (singular body part).

OR

Me duelen las/los _____ (plural body part).

Note: Body parts are introduced with the definite article (*el/la/los/las*) in Spanish not the possessive adjectives like they are in English. Instead of *'me duele mi cabeza'* (incorrect), I would state *'me duele la cabeza'* (correct).

(2) Upload your audio recording to the discussion board by **Wednesday of Week 1 at 11:59pm**

(3) Respond to one of your classmates on the discussion board as described in the follow-up activity *Semana 1: Recomendaciones para el dolor del cuerpo* (<https://canvas.oregonstate.edu/courses/1779432/assignments/7989926/>) (**due Thursday of Week 1 at 11:59 pm**)

You may want to visit the rubric for short discussions (<https://canvas.oregonstate.edu/courses/1779432/files/80609771/download/?verifier=Tgs0CFu04jglay0136d6gyr6Wpma9jh1pahKRDph&wrap=1>) before beginning the assignment.

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/1779432/discussion_topics/8960732/), 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

Example:

Your classmate's audio recording states: 'Me duele la cabeza'.

You respond in the discussion board: 'Tienes que tomar Tylenol' or 'Es bueno dormir' or 'Hay que relajarse', etc.

Semana 1: El mejor consejo del doctor. 5 points

After completing the activity, *Vocabulario de salud* (<https://canvas.oregonstate.edu/courses/1779432/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.

Tip: While completing the *Vocabulario de salud* activity, listen for expressions using 'tienes que', 'hay que', 'es bueno' and other expressions listed on page 90 of your book.

You may want to view the Rubric for Short Discussions (<https://canvas.oregonstate.edu/courses/1779432/files/80609771/download/?verifier=Tgs0CFu04jglay0136d6gyr6Wpma9jh1pahKRDph&wrap=1>) before beginning.

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.

To begin this activity, read through the related entries on pages 84, 102 and 122 of your book.

Next take a look around the web and see what kind of advice and guidance you can find in terms of using a bilingual dictionary. Finally, contribute to our discussion by sharing a useful tip with your classmates.

Be sure to read through what has already been posted so that we build a more dynamic, informative and useful discussion.

Consider **one or more of the following ideas** to guide your research and your post:

- give an example of how using a bilingual dictionary incorrectly will lead you astray and explain a more accurate approach
- share some useful abbreviations that are used in bilingual dictionaries and explain why they are important
- discuss the difference between online translators and online dictionaries and how each can/should (not) be used
- discuss a new grammatical concept you have learned about through your research on using bilingual dictionaries and describe how this is important/useful
- describe how to know if you have a good quality bilingual dictionary (online or print); what are some characteristics of a quality dictionary?
- discuss the difference between a Spanish-only dictionary and a bilingual dictionary; what are some benefits/disadvantages of using each?
- share an insight you gained from this activity that you think other students would benefit from hearing about

You may want to visit the Short Discussion Rubric (<https://canvas.oregonstate.edu/courses/1779432/files/80609771/download/?verifier=Tgs0CFu04jglay0136d6gyr6Wpma9jh1pahKRDph&wrap=1>) before beginning the assignment.

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

After completing the practice activity, Vocabulario de las profesiones (<https://canvas.oregonstate.edu/courses/1779432/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://courses.ecampus.oregonstate.edu/span112/estar-ando-iendo/>) 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.

Example: El profesor está enseñando una clase de cinema.

El profesor example.wma (<https://canvas.oregonstate.edu/courses/1779432/files/80609728/download/?verifier=pScmyLGFYIRrFQP3NVMcn8ZI36BPIOSAmY9xtFWw&wrap=1>)

You may want to visit the Short Discussion Rubric (<https://canvas.oregonstate.edu/courses/1779432/files/80609771/download/?verifier=Tgs0CFu04jglay0136d6gyr6Wpma9jh1pahKRDph&wrap=1>) before beginning the assignment.

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/1779432/files/80609767/download/?verifier=hLzPRpt93w00y3cnw0AwsvhUdb7ZeG21YvwFi0&wrap=1>)

Rubric for Videologs (<https://canvas.oregonstate.edu/courses/1779432/files/80609771/download/?verifier=Tgs0CFu04jglay0136d6gyr6Wpma9jh1pahKRDph&wrap=1>)

If you are unsure how to pronounce a word, refer to this pronunciation guide (http://spanish.about.com/od/spanishpronunciation/a/spanish_pronunciation.htm) or try using www.forvo.com (<http://www.forvo.com>) to listen to and repeat the word. Don't forget that your classmates and your instructor can also be great resources!

Please also view and respond to at least two video logs posted by your classmates!

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/1779432/files/80609759/download/?verifier=kcvNgVQ0bRVvYNUBLjepsp3PLQqwClp8blwS8EqE&wrap=1>)

Rubric for Videologs (<https://canvas.oregonstate.edu/courses/1779432/files/80609771/download/?verifier=Tgs0CFu04jglay0136d6gyr6Wpma9jh1pahKRDph&wrap=1>)

If you are unsure how to pronounce a word, refer to this pronunciation guide (http://spanish.about.com/od/spanishpronunciation/a/spanish_pronunciation.htm) or try using www.forvo.com (<http://www.forvo.com>) to listen to and repeat the word. Don't forget that your classmates and your instructor can also be great resources!

Please also view and respond to at least two video logs posted by your classmates!

Semana 2: Listening Practice Quiz Chapter 6 5 points

After watching the Listening Practice video Chapter 6 (<https://canvas.oregonstate.edu/courses/1779432/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.

Choose one or more of the following prompts to guide your contribution to the discussion or choose a unique perspective/focus:

- True or False? What is the reality related to any of the above mentioned stereotypes or others you know of about Latinos. Do a little research and share what you find (including your sources). Do all Latinos speak Spanish as a first language? Are all Latinos in the United States immigrants? Do all Hispanics have brown skin? etc.
- What other stereotypes are you aware of concerning Spanish speakers? Can you identify where, when and how you personally become aware of these stereotypes?
- Have these stereotypes affected you personally? Share any personal stories you have related to this topic that you think will have an impact for your classmates. Explain the importance of this story and why you chose to share it with the class.
- Where do stereotypes like these come from? Why do people subscribe to stereotypes? Why are stereotypes promoted in social circles and through the media and accepted by those exposed to them?
- Give specific examples from the media (film, TV, music, etc.) or from your own social circles of how these stereotypes are promoted or challenged and analyze their potential impact.
- Is stereotyping a bad thing? Is it possible to eliminate stereotyping or change behaviors and practices related to stereotyping? If so, how?
- Can you find any useful resources for thinking about and analyzing Latino stereotypes on the internet? What is interesting or useful about the resources you found? How did they change or reinforce your perspectives?
- Respond to a post from a classmate. How and why has their post impacted you? What did you learn? What questions does their post generate for you? How and why do you disagree or agree with their post?

Finally, take the time to read through and respond to your classmates' posts! There are no right or wrong answers on this open-ended assignment but please remember to be respectful. You may want to review the Netiquette and Discussion Board Guidelines (<https://canvas.oregonstate.edu/courses/1779432/pages/start-here-discussion-board-guidelines-grading-rubrics-and-netiquette/>) in the Start Here menu as well as the Short Discussion Rubric (<https://canvas.oregonstate.edu/courses/1779432/files/80609771/download/?verifier=Tgs0CFu04jglay0136d6gyr6Wpma9jh1pahKRDph&wrap=1>) before beginning this assignment.

Semana 3: Listening Practice Quiz Chapter 7 9 points

After watching the Listening Practice video Chapter 7 (<https://canvas.oregonstate.edu/courses/1779432/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/1779432/files/80609760/download/?verifier=wctiTq2JTKZKV92QQzP9MWr7UoGPUwz1Qp8s2keM&wrap=1>)

Rubric for Videologs (<https://canvas.oregonstate.edu/courses/1779432/files/80609771/download/?verifier=Tgs0CFu04jglay0136d6gyr6Wpma9jh1pahKRDph&wrap=1>)

If you are unsure how to pronounce a word, refer to this pronunciation guide (http://spanish.about.com/od/spanishpronunciation/a/spanish_pronunciation.htm) or try using www.forvo.com (<http://www.forvo.com>) to listen to and repeat the word. Don't forget that your classmates and your instructor can also be great resources!

Please also view and respond to at least two video logs posted by your classmates!

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.

In addition to **pictures of the artist and/or the artwork** focus your discussion post on one or more of the following guiding prompts:

- When was the art produced? Is this an example of 'modern art' or 'art history'? Does the art appeal to current audiences? How is it an expression of the era in which it was produced?
- Who might this art form appeal to and why? Is it an example of art for the masses? Is it art intended for a select social group? How, where, by whom and why is it viewed?
- By whom is this art valued and why? Does it entertain? Is it utilitarian art; does it have a function beyond the aesthetic? Is it educational art? Does it carry a message/inform its audience? Does it do a combination of several of these or something else entirely? How does it accomplish this?
- How is this art an expression of the society culture in which it was produced? How does it influence society and how is it influenced by society? Can it transcend cultural barriers and social norms? How?
- What drew you to this particular artist or art form? What impacted you most from your research? What questions has learning about this art/artist generated for you?

- Present your post related to the discussion of art in the Spanish-speaking world through a unique lens or perspective not listed here. Why did you choose to focus your discussion post on this aspect?

Don't forget to read and respond to your classmates' posts and to maintain an environment of respect on the discussion board (<https://canvas.oregonstate.edu/courses/1779432/pages/start-here-discussion-board-guidelines-grading-rubrics-and-netiquette/>). You may want to view the Rubric for Short Discussions (<https://canvas.oregonstate.edu/courses/1779432/files/80609771/download?verifier=Tgs0CFu04jglay0136d6gyr6Wpma9jh1pahKRDph&wrap=1>) before beginning the assignment.

Semana 4: Listening Practice Quiz Chapter 8 10 points

After watching the Listening Practice video Chapter 8 (<https://canvas.oregonstate.edu/courses/1779432/pages/semana-4-listening-practice-video-chapter-8/>), (<https://canvas.oregonstate.edu/courses/1779432/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/1779432/files/80609742/download?verifier=wkV7C4NBM7vXWOpn0ReVUozrAHEa3IFxNrfxadwm&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/1779432/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.

(1) Create a presentation that includes all of the following the following:

- **Carta a un estudiante:** Include your final draft of the Composition.
- **A link (Youtube?) to a song in Spanish** and some commentary from you about the song (in English). I would like **at least 4 reflective**

observations (English is fine) from you as well as **6 interesting words or expressions** you learned. **If you participated in SPAN 111, please choose a new song this term.** Tell us what the words/expressions mean and, if needed, give a little context to understand how the expression/word is used. Here are some ideas about what to comment on but do not feel limited to this list: What do you like/not like about the song and why? How did you find the song and what did you learn during your search for Spanish language music? What cultural observations can you make about the song, the lyrics, and the imagery (if it is accompanied by a video)? What similarities or differences do you observe between this music and other music that you are more familiar with? What else did you learn from this part of your project?

- **A brief description of a Spanish language film** you watch and some **reflective commentary** about the film (in English). Note **at least 6 interesting words or phrases** you are able to pick out. Tell us what the words/expressions mean and, if needed, give a little context to understand how the expression/word is used. Include **at least 4 reflective observations** (in English). **If you participated in SPAN 111, please choose a new film this term.** Some ideas about what to comment on include: What was the music soundtrack like and why do you think the director picked it? Did you see anything in the film that struck you as culturally significant or interesting? What similarities or differences do you observe between this film and other films that you are more familiar with? How was the landscape/city portrayed in the film? What else did you learn from this part of your project?
- **Write a brief paragraph in Spanish describing your chosen career, your academic program or a personal interest of yours.** Include at least **10 new vocabulary words** that are relevant to the topic/field (these will probably not be in our book but can be easily found with online dictionaries like wordreference.com). **Underline these words in your paragraph.** If you do not have a chosen field of study or career to write about at this time, choose a hobby or area of interest and write about that. Write **at least 8 sentences.**

(2) When your presentation is complete, post it to the Discussion Board folder in Canvas Semana 10 Final Portfolio. **This must be posted to the Discussion Board by Friday of week 4 at 11:59 pm (PST).**

(3) By Saturday of week 4 at 4:59 pm you must **look at and respond to presentations posted by at least two** of your classmates. Your peer responses for this assignment are required and graded. Here you will find a list of questions that you might want to consider when posting responses to your peers. This list is meant to be a guideline to help you focus on meaningful and engaging interactions on the discussion board but you do not need to limit yourself to this list:

-What thematic similarities between the films and songs your peers found and those you reviewed do you notice?

-Compare your findings about Spanish language music and film to those of your peers. How are they the same or different?

-Do you have any of the same vocabulary words on your career/academic lists? Could any of the vocabulary and expressions your peers found serve you in the future as well? How?

-What additional questions do your peers' findings generate for you?

Note: To see a model assignment, visit the following link. The model assignment differs in that it was designed for first year Italian students but the basic content and end product for our course should be similar. The song and film portions in English are almost identical so they are great models for our current course: <https://www.smore.com/j1v6j>

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/1779432/discussion_topics/8960728/) discussion thread (https://canvas.oregonstate.edu/courses/1779432/discussion_topics/8960728/). Remember to view the Peer Review Discussion Board Rubric and Posting Guidelines (<https://canvas.oregonstate.edu/courses/1779432/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/1779432/discussion_topics/8960726/) discussion thread (https://canvas.oregonstate.edu/courses/1779432/discussion_topics/8960726/). Remember to view the Peer Review Discussion Board Rubric and Posting Guidelines (<https://canvas.oregonstate.edu/courses/1779432/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/1779432/discussion_topics/8960724/) discussion thread (https://canvas.oregonstate.edu/courses/1779432/discussion_topics/8960724/). Remember to view the Peer Review Discussion Board Rubric and Posting Guidelines (<https://canvas.oregonstate.edu/courses/1779432/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/1779432/discussion_topics/8960722/) (https://canvas.oregonstate.edu/courses/1779432/discussion_topics/8960722/) discussion thread (https://canvas.oregonstate.edu/courses/1779432/discussion_topics/8960722/). Remember to view the Peer Review Discussion Board Rubric and Posting Guidelines (<https://canvas.oregonstate.edu/courses/1779432/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/1779432/discussion_topics/8960721/) 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/1779432/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/1779432/files/80609761/download?verifier=qIcF2kFPPw0bQ44FyEcvKKKvuramVpmiBUMe4245&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/1779432/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: (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: MSL Semana 1 (p. 1) Semana 1: VideoLog 1- Un consejo, por favor (p. 3) 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. 6)
7/27		Gente Ch. 6	Due 7/28 at 11:59pm: Semana 2: ¿Qué está haciendo en el trabajo? (p. 3) Semana 2: Discussion-Decoding Latino Stereotypes (p. 3) Due 7/29 at 11:59pm: Semana 2: Preparing for the Encuentro Cultural (p. 5) Due 7/30 at 11:59pm: Semana 2: Listening Practice Quiz Chapter 6 (p. 3) Due 7/31 at 11:59pm: MSL Semana 2 (p. 1) Semana 2: VideoLog 2-Un vistazo a tu hogar (p. 3) Due 8/2 at 11:59pm: Semana 2: Partner Work Quiz (p. 1) Semana 2: Peer Review of Videolog 2 (p. 6) Semana 2: Composición. Carta a un estudiante extranjero. (First Draft) (p. 7)

8/3	Gente Ch. 7	<p>Due 8/4 at 11:59pm: Semana 3: Discussion-Enfoque en el arte (p. 4) Due 8/6 at 11:59pm: Semana 3: Listening Practice Quiz Chapter 7 (p. 4) Due 8/7 at 11:59pm: MSL Semana 3 (p. 1) Semana 3: VideoLog 3-Un consejo del agente de viajes (p. 4) Due 8/9 at 11:59pm: Semana 3: Partner Work Quiz (p. 1) Semana 3: Encuentro Cultural (p. 5) Semana 3: Peer Review of VideoLog 3 (p. 6)</p>
8/10	Gente Ch. 8	<p>Due 8/11 at 11:59pm: Semana 4: Listening Practice Quiz Chapter 8 (p. 5) Semana 4: Peer Review of Encuentro Cultrual (p. 6) Due 8/12 at 11:59pm: Semana 4: Evaluación Oral (p. 7) Due 8/13 at 11:59pm: MSL Semana 4 (p. 1) Semana 4: Log de aprendizaje (p. 5) Due 8/14 at 11:59pm: Semana 4: Partner Work Quiz (p. 1) Semana 4: Portfolio (p. 5) Due 8/15 at 11:59pm: Semana 4: Peer Review of Portfolio (p. 6)</p>

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 is additional content in the syllabus, which can be accessed through Canvas (<http://oregonstate.instructure.com>) at the start of term.