

SPAN 113 400

SPAN 113 - FIRST-YEAR SPANISH

Summer 2020 Syllabus, Section 400, CRN 71585

Credit hours: 4

Instructor Information

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Session

8\17 to 9\4

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%)

Start Here: Start Here Quiz 17 points

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

Semana 1: Partner Work Quiz 10 points

Semana 2: Partner Work Quiz 10 points

Semana 3: Partner Work Quiz 10 points

Peer Reviews (5%)

Semana 1: Peer Review for Video Log 1 8 points

Please view and respond to at least two of your peers' assignments from Videolog 1 (https://canvas.oregonstate.edu/courses/1779443/discussion_topics/8792255/) **en español**. Your peer responses should be **entirely in Spanish**. Post your peer reviews in the Videolog 1 (https://canvas.oregonstate.edu/courses/1779443/discussion_topics/8792255/)discussion thread (https://canvas.oregonstate.edu/courses/1779443/discussion_topics/8792255/). Remember to view the Peer Review Discussion Board Rubric and Posting Guidelines (<https://canvas.oregonstate.edu/courses/1779443/pages/start-here-discussion-board-guidelines-grading-rubrics-and-netiquette/>) to guide you in creating quality peer responses.

Semana 2: Peer Review for Video Log 2 8 points

Please view and respond to at least two of your peers' assignments from Videolog 2 (https://canvas.oregonstate.edu/courses/1779443/discussion_topics/8792256/) **en español**. Your peer responses should be **entirely in Spanish**. Post your peer reviews in the Videolog 2 (https://canvas.oregonstate.edu/courses/1779443/discussion_topics/8792256/)discussion thread. (https://canvas.oregonstate.edu/courses/1779443/discussion_topics/8792256/) Remember to view the Peer Review Discussion Board Rubric and Posting Guidelines (<https://canvas.oregonstate.edu/courses/1779443/pages/start-here-discussion-board-guidelines-grading-rubrics-and-netiquette/>) to guide you in creating quality peer responses.

Semana 3: Peer Review of Encuentro Cultural 8 points

Please view and respond to at least two of your peers' assignments from the Encuentro Cultural. The peer review should be **en español**. Post your peer reviews in the Encuentro

Cultural (https://canvas.oregonstate.edu/courses/1779443/discussion_topics/8792257/) (https://canvas.oregonstate.edu/courses/1779443/discussion_topics/8792257/)discussion thread (https://canvas.oregonstate.edu/courses/1779443/discussion_topics/8792257/). Remember to view the Peer Review Discussion Board Rubric and Posting Guidelines (<https://canvas.oregonstate.edu/courses/1779443/pages/start-here-discussion-board-guidelines-grading-rubrics-and-netiquette/>) to guide you in creating quality peer responses.

Semana 3: Peer Review of Portfolio 8 points

By *Saturday of Week 3 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/1779443/discussion_topics/8792259/) 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.

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**

In this assignment, you will engage in a conversation with a native Spanish speaker in your area for approximately one hour. 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. It is also an opportunity to have a real-life experience in Spanish.

Step 1: ¿Con quién vas a hablar? Locate a Spanish speaking that is willing to talk with you in Spanish. (If you don't know anyone personally, ask around to family and friends)

Step 2: ¿Qué le vas a preguntar? Write a list of basic questions in Spanish to help you get acquainted with the person (¿Cómo te llamas? ¿De dónde eres? Etc.). Also write a list of at least ten questions in Spanish that relate to the person's city/town and life events. Try to incorporate vocabulary and structures from Chapters 9 and 10 (related to people, their cities and their stories) into your interview questions. Review the structures and vocabulary in Chapters 9-10 before writing your questions and conducting your interview. You may plan on asking additional questions in English as well.

Step 3: La entrevista. Conduct your interview and take notes or record the answers. If you want to record the conversation, you should ask for permission and tell the interviewee why you are recording.

Step 4: Resumen y análisis. Your report about the Encuentro Cultural, no less than 400 words in length, should include your interview questions

and a summary of each of the responses given. You do not need to include a word for word transcription of the responses but your summary of each of the responses does need to be in Spanish. In addition, include an analysis and reflection section in English in which you describe any insights you gained from this experience including a description of how your perspectives of Spanish language, peoples and cultures may have evolved as a result of the activity.

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

Log de Aprendizaje (5%)

Semana 3: Log de aprendizaje 50 points

To complete the Log de Aprendizaje, open and complete the Log instructions here. (<https://canvas.oregonstate.edu/courses/1779443/files/78469436/download/?verifier=zezjrbKMJCuoJGyNOjZLpom39ORq66kYpB3THLnR&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/1779443/pages/start-here-discussion-board-guidelines-grading-rubrics-and-netiquette/>) before beginning the assignment.

Listening/Speaking/Discussion (20%)

Semana 1 Discussion: Relative Pronoun Riddle 10 points

In the Relative Pronoun Practice activity (<https://canvas.oregonstate.edu/courses/1779443/pages/semana-1-relative-pronoun-practice/>), you solved city-related riddles while listening to statements that used relative pronouns.

As a follow up activity, it is your turn to create a relative pronoun riddle for your classmates!

(1) Choose two **vocabulary words from page 160** in your book.

(2) Write a sentence that describes each of the words you chose (with out giving them away!). You must use a **relative pronoun (see page 162 in your book and the E-Lesson on Relative Pronouns)** (<https://canvas.oregonstate.edu/courses/1779443/pages/semana-1-partner-work-slash-readings-slash-lectures/>) in each of your riddles.

(3) Post the sentence(s) to this discussion board.

(4) Try to solve at least one of your classmates' riddles by posting the answer to their riddle as a reply.

Semana 1 Discussion: Presentaciones 25 points

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**.

- ¿Cómo te llamas? (nombre y apellido)
- ¿Cuántos años tienes? ¿Puedes mentir!
- ¿De dónde eres y dónde vives? (ciudad/pueblo, estado/región, país)
- ¿Cuáles son tus hobbies? ¿Qué te gusta hacer en tu tiempo libre?
- ¿Qué tipo de música te gusta?
- ¿Cómo es tu familia?

- ¿Por qué estudias español?
- Algo que quieres compartir con la clase (something you want to share with the class)

Semana 1: Discussion-¡Profundicemos! 10 points

¡El español es multidimensional! At this stage in your Spanish studies, you are ready to "profundizar", to dig deeper. What has sparked your attention about the language and how and where it is used? This assignment is your opportunity to delve deeper into the multidimensional world of Spanish. For this open ended assignment, choose **one or more** of the below topics in which to expand and reflect on your knowledge of Spanish. The questions within each topic area are meant to serve as a guide but are not exhaustive. This assignment may be completed in **English. Don't forget to cite your sources!**

- **History of the Spanish Language:** What are the origins of the Spanish language as we know it today? See what you can find out about how Arabic, Latin, Greek, indigenous languages of the Americas, languages of African origin, English and any other linguistic influences have contributed to the development of modern Spanish. Choose to focus on one of these influences, a few or even all of them. How have these languages shaped the structure of Spanish, its vocabulary, its usage, etc.? Give some specific examples that you find interesting. Ask a native speaker what they know about this topic. What interests you about their response?
- **Languages of Latin America and Spain:** What other languages are spoken in countries we think of as primarily Spanish speaking? Where do these "other" languages stand socially and politically? Are they of equal status? Are they used in the media? In the schools? How do the languages manifest socially? Are they used primarily in the home/outside the home/within specific communities? Historically how have these languages been treated within these countries? If they are being maintained, how? If they are endangered, why? Can you find an audio or video clip to share so your classmates can hear an example of the language(s) you chose to focus on. What influence has Spanish had on these languages and vice versa? How do the languages interact with each other?
- **Spanish in Africa:** What do you know about Spanish in Africa? What is the history of the Spanish language in Africa? Where in Africa is it currently spoken? What is its social status within these regions? How and by whom is it used? In the media? In commerce? Books? Music? Film? Can you find an audio or video clip that demonstrates the speech patterns of a Spanish speaker in Africa?
- **Language and Power:** Language is power. What does this mean? How do language and power interact and what is the result? How does this power dynamic manifest itself with respect to the use of Spanish in the United States, throughout Latin America and in Spain? Where is Spanish the dominant language and where is it the subordinate language? How are these power dynamics created and maintained; why; and at what expense or by what gain? What role did language have in the colonization of Latin America? There are many more angles from which to explore within this theme. What interests you about the interaction of language and power as you study the Spanish language?
- **Regional varieties:** Spanish abounds with variety: from country to country, from region to region, from city to city. What stands out about each particular variety and how did these varieties form? What are some of the distinguishing characteristics of given varieties? Focus your discussion on a region of interest. It could be a country

(eg. Chile, Argentina, Spain, Mexico, Colombia, Cuba, Puerto Rico, etc.); regions within a country (eg. Ecuadorean coast vs. Ecuadorean Andes); cities (eg. Guadalajara vs. Oaxaca in Mexico) or the area(s) of your choice. What can you find out about specific varieties of Spanish? Can you ask a native speaker to share their knowledge? Are there stereotypes about the Spanish of a specific country or city? Can you share a recording that exemplifies the characteristics of this variety? What else did you find out?

- **Slang:** Is slang important to learn for second language students? Why or why not? How do you think it can help/hinder you in your journey to becoming fluent in Spanish? Are there slang expressions you have heard and wondered about? How did you know it was "slang". What can you learn about slang in Spanish? Who uses it and in what social contexts? Is it appropriate for you to use? With who? How do you know? Try asking a Spanish speaker to teach you the top 10 slang terms they think you should know and how to correctly use them in context. Are there slang expressions that are specific to certain countries, regions or social groups?
- **Spanglish:** Do you love Spanglish? Do you hate it? Why? What have you heard others say about it? Ask several bilingual English/Spanish speakers their opinions and compare their responses. Why do you think they have the attitude they do? Look up the term "code-switching" and see what you can learn. Listen to bilinguals speak and take note of any occurrences of Spanglish. Do you hear examples of Spanglish through the media? Does it appear to be presented in a positive or negative light? Share any examples you come across and reflect on them.
- **Real Academia Española (RAE):** What is the RAE? What does it do? What is the history of the RAE; how and when was it formed? How does it enforce its regulations? Are changes put in place by the RAE universally accepted? What changes have been approved by the RAE in recent history? Can you find any documentation of cases when the RAE decisions were challenged or questioned? What changes is the RAE currently considering? Is the RAE a useful tool to you? What interests or surprises you about the RAE? Do we have a similar organization for the English language? Why do you think this is?

Semana 1 Discussion: ¿Cómo es mi ciudad? 10 points

In the vocabulary practice activity Vocabulario de la ciudad (<https://canvas.oregonstate.edu/courses/1779443/pages/semana-1-vocabulario-de-la-ciudad/>), you will hear a series of descriptions of different towns and cities and will have to pick the image that best fits with the description you hear.

While you listen to the city descriptions in the activity, take note of any that could also describe your own town or city. Transcribe the statement you hear that best describes your town/city and post it here along with the name of your town and state. You can also post a picture if you want.

Semana 1 Discussion : ¿Qué le gusta y qué estudia? 10 points

Once you have established a partner for this course via the Partner Search Discussion Board (https://canvas.oregonstate.edu/courses/1779443/discussion_topics/8792249/), interview your partner to find out where they are from, what they study and what they like (could be activities they like or actual things they 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-Portland urbaniza 8 points

After watching the Semana 1 Listening Practice video-Portland urbaniza (<https://canvas.oregonstate.edu/courses/1779443/pages/semana-1-listening-practice-video-portland-urbaniza/>), 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: Listening Practice Quiz-Nuestras ciudades 16 points

After watching the Listening Practice video Nuestras ciudades (<https://canvas.oregonstate.edu/courses/1779443/pages/semana-1-listening-practice-video-nuestras-ciudades/>), 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: Video Log 1-A comparar nuestras ciudades 25 points
¡A comparar nuestras ciudades!

Please create an audiovisual presentation (video, PowerPoint with voice-over, Jing (<http://www.techsmith.com/jing.html>), Screencast-o-matic (<http://www.screencast-o-matic.com/>), Kaltura (<http://learn.oregonstate.edu/kaltura/tools-resources/>), etc.) **in Spanish** (this is a speaking exercise) in which you compare and contrast your city with another city then post it in the discussion board. Your video log should include the following:

- a comparison of your city and another city
- as much vocabulary as possible from Chapter 9 (see page 160)
- comparisons of difference using adjectives, nouns and verbs (see page 161)
- superlatives (see page 161)
- comparisons of equality using adjectives, nouns and verbs (see pages 161-162)
- comparisons of the weather and climate in the two cities (see pages 161-163)

Semana 1: Spontaneous Speech Practice-Mi ciudad 10 points

Objective: The purpose of this activity is to practice your ability to speak spontaneously in response to questions or prompts. Scripted speaking will not be accepted on this activity. You will not be graded on having perfect grammar but rather on your ability to understand the questions/prompts and to make your responses understood. Please view the Spontaneous Speech Practice Rubric (<https://canvas.oregonstate.edu/courses/1779443/pages/start-here-discussion-board-guidelines-grading-rubrics-and-netiquette/>) before beginning this assignment.

You may also want to rewatch the Listening Practice Videos from this week before beginning this assignment.

Read the instructions carefully before beginning: Once you open the quiz, you will have a total of 20 minutes to complete the activity. **Your recording should be 1.5-2 minutes long. Shorter or longer recordings will not be accepted.**

Semana 2: Video Log 2-Mi autobiografía 25 points

¡Mi autobiografía! Para tu Video Log 2, presenta los momentos más importantes en tu vida en una autobiografía.

Please create an audiovisual presentation (video, PowerPoint with voice-over, Jing (<http://www.techsmith.com/jing.html>), Screencast-o-matic (<http://www.screencast-o-matic.com/>), Kaltura (<http://learn.oregonstate.edu/kaltura/tools-resources/>), etc.) **in Spanish** (this is a

speaking exercise) in which you relate the important events and moments of your life as an autobiography and then post it in the discussion board. Your presentation should include the following:

- as much vocabulary as possible from Chapter 10 (see page 178)
- at least **15 different verbs in the preterit tense**, including at least **five verbs that are irregular in the preterit** (see pages 179-180)
- some events that include specific dates (see page 180)

Semana 2: Listening Practice Quiz-Las vacaciones invernales 13 points

After watching the Listening Practice video-Las vacaciones invernales (<https://canvas.oregonstate.edu/courses/1779443/pages/semana-2-listening-practice-video-las-vacaciones-invernales/>), (<https://canvas.oregonstate.edu/courses/1779443/pages/semana-2-listening-practice-video-las-vacaciones-invernales/>) complete the following quiz. You can watch the video as many times as you like before taking the quiz and while taking the quiz.

Semana 2: Listening Practice Quiz-Los abuelos 10 points

After watching the Listening Practice video Los abuelos (<https://canvas.oregonstate.edu/courses/1779443/pages/semana-2-listening-practice-video-los-abuelos/>), 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: Spontaneous Speech Practice-Mis últimas vacaciones 10 points

Objective: The purpose of this activity is to practice your ability to speak spontaneously in response to questions or prompts. Scripted speaking will not be accepted on this activity. You will not be graded on having perfect grammar but rather on your ability to understand the questions/prompts and to make your responses understood. Please view the Spontaneous Speech Practice Rubric (<https://canvas.oregonstate.edu/courses/1779443/pages/start-here-discussion-board-guidelines-grading-rubrics-and-netiquette/>) before beginning this assignment.

You may also want to re-watch the Listening Practice Videos from this week before beginning this assignment.

Read the instructions carefully before beginning: Once you open the quiz, you will have a total of 20 minutes to complete the activity. **Your recording should be 1.5-2 minutes long. Shorter or longer recordings will not be accepted.**

Semana 3: Listening Practice Quiz-Novelas históricas 11 points

After watching the Listening Practice video-Novelas históricas (<https://canvas.oregonstate.edu/courses/1779443/pages/semana-3-listening-practice-video-novelas-historicas/>), 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: Spontaneous Speech Practice-Mi niñez 10 points

Objective: The purpose of this activity is to practice your ability to speak spontaneously in response to questions or prompts. Scripted speaking will not be accepted on this activity. You will not be graded on having perfect grammar but rather on your ability to understand the questions/prompts and to make your responses understood. Please view the Spontaneous Speech Practice Rubric (<https://canvas.oregonstate.edu/>)

[courses/1779443/pages/start-here-discussion-board-guidelines-grading-rubrics-and-netiquette/](https://canvas.oregonstate.edu/courses/1779443/pages/start-here-discussion-board-guidelines-grading-rubrics-and-netiquette/)) before beginning this assignment.

You may also want to re-watch the listening practice video from this week before beginning this assignment.

Read the instructions carefully before beginning: Once you open the quiz, you will have a total of 20 minutes to complete the activity. **Your recording should be 1.5-2 minutes long. Shorter or longer recordings will not be accepted.**

Semana 3 Discussion: ¿Qué pasó con los tres aventureros? 5 points

After completing the Los tres aventureros practice activity (<https://canvas.oregonstate.edu/courses/1779443/pages/semana-3-los-tres-aventureros/>) that tells the tale of three travelers on an adventure, decide how you think the story should end. Write one or two sentences of your own to bring conclusion to the tale and post them here. Use **at least one vocabulary word from Chapter 11 (page 196)**. Also pay attention to your choice of **preterit or imperfect**. Don't forget to read your classmates posts to see how their endings are similar or different from yours!

Composición (10%)

Semana 2: Composición (First Draft) 100 points Composition: Una carta al alcalde. (first draft)

Haz una lista de los tres problemas principales que tiene la ciudad en la que vives u otra ciudad que conoces (tráfico, contaminación, falta de servicios, etc.) y otra lista con tres soluciones posibles. Después escribe una carta al alcalde (*mayor*) para exponerle los problemas y ofrecer soluciones.

Your letter to the mayor should do the following:

- Introduce yourself and the purpose of the letter (tell the mayor why you are writing)
- Use a formal greeting and a formal register (usted)
- Describe three problems you see in the city
- Suggest solutions to the problems you see
- Use as much vocabulary from chapter 9 as possible (see page 160)
- Use at least two relative pronouns (see page 162)
- Use structures for expressing opinions as presented in the textbook on pages 162-163 (yo pienso, yo creo, a mí me parece, lo más importante es, es necesario, etc.)

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 Rubrics for Compositions (<https://canvas.oregonstate.edu/courses/1779443/pages/start-here-discussion-board-guidelines-grading-rubrics-and-netiquette/>) document before beginning.

Oral Evaluation (15%)

Semana 3: Evaluación Oral (Final) 150 points

With your partner you will use Uberconference (<http://www.uberconference.com>) (or the recording tool of your choice) to record conversation as follows:

You and your partner will share some family history with each other. Describe some events that took place in the life of family members. In your conversation:

- use vocabulary from chapter 10 and 11 (page 178 and 196)
- use the preterit and the imperfect (pages 179-180 and 197-198)

The goal of the oral evaluation is to showcase the speaking skills you have been developing through the videologs, partner practice, listening practice videos, etc. Perfect Spanish is not the goal! Use the vocabulary and the structures you have learned. Look at the rúbrica (<https://canvas.oregonstate.edu/courses/1779443/pages/start-here-discussion-board-guidelines-grading-rubrics-and-netiquette/>) beforehand to get a sense of what will be expected from you. **To obtain the highest grade on the conversation, speak spontaneously as much as possible. Instead of reading a script try making a list of key words and phrases you want to remember to use that you can refer to during the recording.**

When you have recorded your conversation, turn it in through the submission link on the upper right of the screen. Only one person per group needs to submit the recording but be sure to **include both students' names**.

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

Final Portfolio (15%)

Semana 3: 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.

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.
- Point out similarities and differences between Spanish language music and that which that you are more familiar with.
- Talk about what you did yesterday or in your recent past using the preterit and the imperfect
- Speak spontaneously (without a script) in the past tense for at least 2 minutes
- State at least one Spanish speaking country you would like to visit, at least one dish from the Spanish-speaking world that you would like to try and express in Spanish why you chose each
- State at least one Spanish speaking person that you would like to meet and one Spanish language film you would like to see and express in Spanish why you chose each

- Select one area of Spanish grammar or Spanish language learning in general in which you feel you need to improve and identify at least three resources that could help you do so

Instructions. Create a 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 Padlet, Smore, Glogster, Infogr.am, Piktochart or any other presentational tool that is to your liking. 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:

- **Una cita, un dicho o un refrán.** Choose a quote or a saying in Spanish as in introduction to your portfolio.
- **Una carta al alcalde:** Include your final draft of the Composition.
- **A link (Youtube?) to a song in Spanish** and some commentary from you about the song (in **Spanish**). I would like *at least 4 reflective observations (in Spanish)* from you as well as *6 interesting words or expressions* you learned. *If you participated in SPAN 111 or SPAN 112 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: ¿Qué te gusta de la canción? ¿Qué no te gusta? ¿Por qué? ¿Cómo y dónde encontraste la canción y qué aprendiste sobre la música en español o sobre el artista mientras que buscabas la canción? ¿Qué observaciones culturales notaste sobre la letra (*lyrics*) de la canción y sobre las imágenes en el video? ¿Qué similitudes y diferencias observaste entre esta música y la música que escuchas normalmente? ¿Qué género de música es y cuáles son las características que distinguen este tipo de música? ¿Qué más aprendiste durante este proyecto?
- **Lo que pasó ayer.** Record a video of yourself describing something that happened yesterday or recently *in Spanish*. Use the preterit and the imperfect as appropriate. This should be a **non-scripted**, spontaneous recording. No scripted speeches will be accepted. This portion of the portfolio showcases your speaking capacities. You will

be evaluated on your ability to communicate, not on your perfect or imperfect use of grammar. Please speak for at least 2 minutes.

- **Spanish Wish List.** *En español*, díganos:
 - un plato latinoamericano o español que quieres probar y **por qué quieres probarlo**
 - un lugar que quieres visitar en el mundo hispanohablante y **por qué quieres visitarlo**
 - un tema gramatical o área del aprendizaje del español en el que quieres mejorar; incluye una lista de por lo menos tres recursos que te pueden ayudar a mejorar (títulos de libros, enlaces a páginas o videos, etc.)
 - una película que te gustaría ver en español y **por qué te interesa**
 - una persona hispanohablante a quien te gustaría conocer y **por qué te llama la atención esta persona**

(2) When your presentation is complete, post it to the Discussion Board folder in Canvas Semana 3 Final Portfolio. **This must be posted to the Discussion Board by Friday of week 3 at 11:59 pm (PST).**

(3) By Saturday of week 3, 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 and should be *in Spanish*. 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: ¿Qué diferencias hay entre tu proyecto y los proyectos de tus compañeros? ¿En qué aspectos son similares? ¿Qué te gustó del proyecto y por qué? ¿Qué aprendiste del proyecto de tu compañero y que preguntas tienes? ¿Escogieron lugares similares para visitar o platos similares para probar? ¿Conocías la persona hispanohablante que escogió tu compañero? ¿También te interesa conocer a esa persona? Etc.

Note: To see a model assignment, visit the following link: https://padlet.com/raven_chakerian/rwqazhqci0p9 (https://padlet.com/raven_chakerian/rwqazhqci0p9/)

Schedule of Topics and Assignments

Week of	Reading(s):	Due:
8/17		Due 8/18 at 11:59pm: Start Here: Start Here Quiz (p. 1) Semana 1 Discussion: Presentaciones (p. 2) Due 8/19 at 11:59pm: Semana 1 Discussion: ¿Cómo es mi ciudad? (p. 3) Semana 1 Discussion : ¿Qué le gusta y qué estudia? (p. 3) Due 8/20 at 11:59pm: Semana 1: Discussion-¿Profundicemos! (p. 3) Semana 1: Listening Practice Quiz-Portland urbaniza (p. 4) Due 8/21 at 11:59pm: Semana 1: Listening Practice Quiz-Nuestras ciudades (p. 4) Semana 1: Video Log 1-A comparar nuestras ciudades (p. 4) Due 8/23 at 11:59pm: Semana 1: Partner Work Quiz (p. 1) Semana 1: Peer Review for Video Log 1 (p. 1) Semana 1 Discussion: Relative Pronoun Riddle (p. 2) Semana 1: Spontaneous Speech Practice-Mi ciudad (p. 4)
8/24		Due 8/25 at 11:59pm: Semana 2: Preparing for the Encuentro Cultrual (p. 2) Semana 2: Listening Practice Quiz-Las vacaciones invernales (p. 4) Due 8/26 at 11:59pm: Semana 2: Listening Practice Quiz-Los abuelos (p. 4) Due 8/27 at 11:59pm: Semana 2: Composición (First Draft) (p. 5) Due 8/28 at 11:59pm: Semana 2: Video Log 2-Mi autobiografía (p. 4) Due 8/30 at 11:59pm: Semana 2: Partner Work Quiz (p. 1) Semana 2: Peer Review for Video Log 2 (p. 1) Semana 2: Spontaneous Speech Practice-Mis últimas vacaciones (p. 4)

8/31	<p>Due 8/31 at 11:59pm: Semana 3: Listening Practice Quiz-Novelas históricas (p. 4) Semana 3 Discussion: ¿Qué pasó con los tres aventureros? (p. 5) Due 9/1 at 11:59pm: Semana 3: Spontaneous Speech Practice-Mi niñez (p. 4) Due 9/2 at 11:59pm: Semana 3: Encuentro Cultural (p. 2) Due 9/3 at 11:59pm: Semana 3: Evaluación Oral (Final) (p. 5) Due 9/4 at 11:59pm: Semana 3: Partner Work Quiz (p. 1) Semana 3: Peer Review of Encuentro Cultural (p. 1) Semana 3: Log de aprendizaje (p. 2) Semana 3: Portfolio (p. 5) Due 9/5 at 11:59pm: Semana 3: Peer Review of Portfolio (p. 2)</p>
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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/TDCClient/1935/Portal/KB/ArticleDet/?ID=69906>), Pronouns in Canvas (<https://oregonstate.teamdynamix.com/TDCClient/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.