

# SPAN 112 400

## SPAN 112 - FIRST-YEAR SPANISH

202102 Syllabus, Section 400, CRN 32990

Credit hours: 4

### Instructor Information

Raven Chakerian  
Senior Instructor I

Email: [raven.chakerian@oregonstate.edu](mailto:raven.chakerian@oregonstate.edu)

Bienvenidos! Welcome to Spanish online at OSU. I look forward to being a part of your experience as you continue 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".

### Session

1\4 to 3\12

### 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.

### Prerequisites and Corequisites

SPAN 111, 112 and 113 should be taken in order.

### Course Credits

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

### Learning Resources

Text: Gente, Nivel Básico, 4th Edition with MySpanishLab access, De La Fuente, Pearson. We will be using a digital format directly purchasable through the Canvas site.

**Note:** Check with the OSU Beaver Store for up-to-date information for the term you enroll (OSU Beaver Store website (<http://osubeaverstore.com/Academics/>) or 800-595-0357). If you purchase course materials from other sources, be very careful to obtain the correct ISBN.

### Course Learning Outcomes

undefined12. More outcomes

### 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 (20%)

**Folder Average - Capítulo 5: Gente que estudia 100 points**  
Complete all assigned MySpanishLab assignments for Chapter 5.

[syncid:Pegasus:1000000132027084]

**Folder Average - Capítulo 6: Gente que trabaja 100 points**  
Complete all assigned MySpanishLab assignments for Chapter 6.

[syncid:Pegasus:1000000132027097]

**Folder Average - Capítulo 7: Gente que viaja 100 points**  
Complete all assigned MySpanishLab assignments for Chapter 7.

**Folder Average - Capítulo 8: Gente que come bien 100 points**  
Complete all assigned MySpanishLab assignments for Chapter 8.

[syncid:Pegasus:1000000132027122]

**Semana 1: Partner Work Quiz 2 points**

Complete this self-evaluation regarding your completion of the activities completed with your course partner this week.

**Semana 2: Partner Work Quiz 2 points**

Complete this self-evaluation regarding your completion of the activities completed with your course partner this week.

**Semana 3: Partner Work Quiz 2 points**

Complete this self-evaluation regarding your completion of the activities completed with your course partner this week.

**Semana 4: Partner Work Quiz 2 points**

Complete this self-evaluation regarding your completion of the activities completed with your course partner this week.

**Semana 5: Partner Work Quiz 2 points**

Complete this self-evaluation regarding your completion of the activities completed with your course partner this week.

**Semana 6: Partner Work Quiz 2 points**

Complete this self-evaluation regarding your completion of the activities completed with your course partner this week.

**Semana 7: Partner Work Quiz 2 points**

Complete this self-evaluation regarding your completion of the activities completed with your course partner this week.

**Semana 8: Partner Work Quiz 2 points**

Complete this self-evaluation regarding your completion of the activities completed with your course partner this week.

**Semana 9: Partner Work Quiz 2 points**

Complete this self-evaluation regarding your completion of the activities completed with your course partner this week.

**Start Here: Start Here Quiz 15 points**

After reviewing the materials in the Start Here menu, including the Syllabus and Course Schedule, you are ready to take this short quiz.

**Composiciones (10%)****Semana 4: Composición 1. Un anuncio de trabajo. (First Draft) 40 points**

You are an employer posting a new position. Give instructions to your applicants for how to apply for the job. Describe the job according to the instructions.

**Semana 6: Composición 1 Final Draft 10 points**

Please correct all errors marked by your instructor in your first draft of composition 1 (<https://canvas.oregonstate.edu/courses/1803372/assignments/8160923/>) and upload the corrected version.

**Semana 8: Composición 2. Voy a viajar (First Draft) 40 points**

You are getting ready for a trip to a Spanish speaking country. To practice your Spanish before your trip you decide to write out your plans for the trip in Spanish. Follow the instructions.

**Listening Speaking Discussion (20%)****Semana 1 Discussion: Presentaciones 25 points**

Let's begin by getting to know each other through the discussion board. Post a video to the discussion board that responds to the questions in the instructions.

**Semana 2: A cantar los días de la semana 5 points**

After completing the Los días de la semana activity (<https://canvas.oregonstate.edu/courses/1803372/pages/semana-2-los-dias-de-la-semana/>), upload your song here.

**Semana 1 Discussion: ¿Cómo es mi compañero de estudio? 5 points**

Once you have established a partner for this course via the Partner Search Discussion Board ([https://canvas.oregonstate.edu/courses/1803372/discussion\\_topics/9131005/](https://canvas.oregonstate.edu/courses/1803372/discussion_topics/9131005/)), 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.

**Semana 1: Listening Practice Quiz Chapter 5 6 points**

After watching the Semana 1 Listening Practice video Chapter 5, (<https://canvas.oregonstate.edu/courses/1803372/pages/semana-1-listening-practice-video-chapter-5/>) complete the following quiz.

**Semana 1: Vocabulario de la vida universitaria 3 points**

What would you like to know about your classmates? Choose several vocabulary words that are new to you from the list on page 97 and use them to form questions to ask your classmates. Record yourself asking two questions using the new vocabulary words you chose.

**Semana 1: Respuestas a nuestros compañeros curiosos 5 points**

After completing the Semana 1: Vocabulario de la vida universitaria ([https://canvas.oregonstate.edu/courses/1803372/discussion\\_topics/9131002/](https://canvas.oregonstate.edu/courses/1803372/discussion_topics/9131002/)), respond to two of your classmates questions in a voice recording.

**Semana 2: Un vistazo a tu hogar 10 points**

Después de revisar el vocabulario de alojamiento en la página 97 del texto y completar la actividad de práctica (<https://canvas.oregonstate.edu/courses/1803372/pages/semana-2-vocabulario-de-la-casa/>) elige la habitación favorita de tu hogar (o de tus sueños). Incluye una foto y descríbela.

**Semana 2: Discussion-How to avoid automatic translation 8 points**

Google Translate can be a useful tool, but it has no place in a language classroom. Respond to the discussion prompts about avoiding Google translate.

**Semana 3: ¿Qué está haciendo en el trabajo? 5 points**

After completing the practice activity, Vocabulario de las profesiones, (<https://canvas.oregonstate.edu/courses/1803372/pages/semana-3-vocabulario-de-las-profesiones/>) post an image of someone you know working and tell us their profession and what they are doing.

**Semana 2: VideoLog 1- Un consejo, por favor 25 points**

Please create an audiovisual presentation (video, PowerPoint with voice-over, Screencast-o-matic (<http://www.screencast-o-matic.com/>), Kaltura (<https://ecampus.oregonstate.edu/faculty/canvas/QuickReference-StudentCreateMedia.pdf>), etc.) in Spanish (this is a speaking exercise)

and then post it in the discussion board. *Eres un consejero de la universidad. Los estudiantes en tu oficina necesitan consejos sobre los buenos hábitos, los horarios, los recursos en la universidad, etc. Haz un video corto con consejos. ¡Ayúdalos!*

### **Semana 3: VideoLog 2-Consejos para la entrevista de trabajo 25 points**

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 (<https://ecampus.oregonstate.edu/faculty/canvas/QuickReference-StudentCreateMedia.pdf>), etc.) in Spanish (this is a speaking exercise) and then post it in the discussion board: Your friend is preparing for a job interview. This is their first big job interview! Give them advice using the tú commands.

### **Semana 3: Listening Practice Quiz Chapter 6 5 points**

After watching the Semana 3 Listening Practice video Chapter 6 (<https://canvas.oregonstate.edu/courses/1803372/pages/semana-3-listening-practice-video-chapter-6/>), complete the following quiz.

### **Semana 5: Discussion-Decoding Latino Stereotypes 8 points**

In this discussion we will break down stereotypes; attempt to discover their origins; analyze the way in which they are promoted and sustained; and discuss their potential social impact.

### **Semana 6: Listening Practice Quiz Chapter 7 9 points**

After watching the Semana 6 Listening Practice video Chapter 7 (<https://canvas.oregonstate.edu/courses/1803372/pages/semana-6-listening-practice-video-chapter-7/>) complete the following quiz.

### **Semana 6: VideoLog 3-Un consejo del agente de viajes 25 points**

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 (<https://ecampus.oregonstate.edu/faculty/canvas/QuickReference-StudentCreateMedia.pdf>), etc.) in Spanish (this is a speaking exercise) and then post it in the discussion board: Video Log 3 update-Un consejo del agente de viajes.docx (<https://canvas.oregonstate.edu/courses/1803372/files/82947832/?verifier=htsnUKIMolyK007lbhtnfKbFxdz2s5iUxNfy7b7&wrap=1>)

### **Semana 7: Discussion-Enfoque en el arte 10 points**

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

### **Semana 8: VideoLog 4 - A cocinar 25 points**

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 (<https://ecampus.oregonstate.edu/faculty/canvas/QuickReference-StudentCreateMedia.pdf>), etc.) in Spanish (this is a speaking exercise) and then post it in the discussion board: Instructions for VideoLog 4 - A cocinar (<https://canvas.oregonstate.edu/courses/1803372/files/82947819/download/?verifier=B8ZdWfAgTYt3RX7AWC36P6dXhTMInlleCmLFC1xM&wrap=1>)

### **Semana 8: Listening Practice Quiz Chapter 8 10 points**

After watching the Semana 8 Listening Practice video Chapter 8 (<https://canvas.oregonstate.edu/courses/1803372/pages/semana-8-listening-practice-video-chapter-8/>), complete the following quiz.

### **Reflective Learning Journals (5%)**

#### **Semana 4: Log de aprendizaje 1 25 points**

In this log you will describe and analyze your experience working with a study partner thus far in the course. You will also be asked to listen to authentic Spanish (films, radio, news, etc.) and complete activities related to this experience.

#### **Semana 9: Log de aprendizaje 2 25 points**

To complete the Log de Aprendizaje, open and complete the Log instructions (<https://canvas.oregonstate.edu/courses/1803372/files/82947824/download/?verifier=33SarPUqJQnlqgILVM0qUuv9gywh7kJPZj4VgyUb&wrap=1>) here.

### **Oral Evaluation (15%)**

#### **Semana 5: Evaluación Oral (Midterm) 60 points**

With your partner you will record a role play conversation as follows: You are university students at OSU (or the University of your choice) meeting for the first time. One student (Student A) has been on campus for two years and one student (Student B) is on exchange here from a Spanish-speaking country and has just arrived.

#### **Semana 9: Evaluación Oral (Final) 90 points**

With your partner you will record a role play conversation following one of four escenarios listed in the Oral Final Exam Instructions. (<https://canvas.oregonstate.edu/courses/1803372/files/82947798/download/?verifier=qLbyKQPonL76DaffrKrMvwKh2GvbKV9GaeDtm8lx&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.

### **Peer Reviews (5%)**

#### **Semana 3: Peer Review of Videolog 1 8 points**

Please view and respond to at least two of your peers' assignments from Videolog 1.

#### **Semana 4: Peer Review of Videolog 2 8 points**

Please view and respond to at least two of your peers' assignments from Videolog 2.

#### **Semana 7: Peer Review of VideoLog 3 8 points**

Please view and respond to at least two of your peers' assignments from Videolog 3.

#### **Semana 8: Peer Review of Encuentro Cultrual 8 points**

Please view and respond to at least two of your peers' assignments from Encuentro Cultural.

#### **Semana 9: Peer Review of VideoLog 4 8 points**

Please view and respond to at least two of your peers' assignments from Videolog 4.

#### **Semana 11: Peer Review of Portfolio 10 points**

By *Tuesday of Finals Week at 11:59 pm* you need to complete two peer reviews of portfolios submitted by your peers.

## Encuentro Cultural (10%)

### Semana 5: Preparing for the Encuentro Cultural 4 points

In this short "quiz" you will get to know the *Encuentro Cultural* assignment so that you can start preparing for it.

### Semana 7: Encuentro Cultural 100 points

Your *encuentro cultural* will be an interview. You will seek out a Spanish speaker and conduct an interview of them 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.

## Portfolio (15%)

### Semana 10: Portfolio 150 points

Create a visual presentation showing what you have learned this term. that includes the following components: (1) final draft of Composition #2. (2) analysis and reflections about a song you listen to in Spanish (3) analysis and reflections about a movie you watch in Spanish (4) a paragraph in Spanish describing your career, your field of study or a personal interest of yours.

## Schedule of Topics and Assignments

Week of	Due: (Pacific Time)
1/4	Due 1/6 at 11:59pm: Semana 1 Discussion: Presentaciones (p. 2) Due 1/8 at 11:59pm: Start Here: Start Here Quiz (p. 2) Semana 1 Discussion: ¿Cómo es mi compañero de estudio? (p. 2) Semana 1: Vocabulario de la vida universitaria (p. 2)
1/11	Due 1/11 at 11:59pm: Semana 1: Partner Work Quiz (p. 2) Semana 1: Listening Practice Quiz Chapter 5 (p. 2) Semana 1: Respuestas a nuestros compañeros curiosos (p. 2) Due 1/15 at 11:59pm: Semana 2: Un vistazo a tu hogar (p. 2) Semana 2: Discussion-How to avoid automatic translation (p. 2)
1/18	Due 1/18 at 11:59pm: Semana 2: Partner Work Quiz (p. 2) Semana 2: A cantar los días de la semana (p. 2) Semana 2: VideoLog 1- Un consejo, por favor (p. 2) Due 1/21 at 11:59pm: Semana 3: Peer Review of Videolog 1 (p. 3) Due 1/22 at 11:59pm: Semana 3: ¿Qué está haciendo en el trabajo? (p. 2)
1/25	Due 1/25 at 11:59pm: Semana 3: Partner Work Quiz (p. 2) Semana 3: VideoLog 2-Consejos para la entrevista de trabajo (p. 3) Semana 3: Listening Practice Quiz Chapter 6 (p. 3) Due 1/28 at 11:59pm: Semana 4: Peer Review of Videolog 2 (p. 3)

2/1	<p>Due 2/1 at 11:59pm:            Semana 4: Partner Work Quiz (p. 2)            Semana 4: Composición 1. Un anuncio de trabajo. (First Draft) (p. 2)            Semana 4: Log de aprendizaje 1 (p. 3)            Due 2/5 at 11:59pm:            Semana 5: Discussion-Decoding Latino Stereotypes (p. 3)            Semana 5: Preparing for the Encuentro Cultural (p. 4)</p>
2/8	<p>Due 2/8 at 11:59pm:            Semana 5: Partner Work Quiz (p. 2)            Semana 5: Evaluación Oral (Midterm) (p. 3)</p>
2/15	<p>Due 2/15 at 11:59pm:            Semana 6: Partner Work Quiz (p. 2)            Semana 6: Composición 1 Final Draft (p. 2)            Semana 6: Listening Practice Quiz Chapter 7 (p. 3)            Semana 6: VideoLog 3-Un consejo del agente de viajes (p. 3)            Due 2/18 at 11:59pm:            Semana 7: Peer Review of VideoLog 3 (p. 3)            Due 2/19 at 11:59pm:            Semana 7: Discussion-Enfoque en el arte (p. 3)</p>
2/22	<p>Due 2/22 at 11:59pm:            Semana 7: Partner Work Quiz (p. 2)            Semana 7: Encuentro Cultural (p. 4)            Due 2/25 at 11:59pm:            Semana 8: Peer Review of Encuentro Cultrual (p. 3)</p>
3/1	<p>Due 3/1 at 11:59pm:            Semana 8: Partner Work Quiz (p. 2)            Semana 8: Composición 2. Voy a viajar (First Draft) (p. 2)            Semana 8: VideoLog 4 - A cocinar (p. 3)            Semana 8: Listening Practice Quiz Chapter 8 (p. 3)            Due 3/4 at 11:59pm:            Semana 9: Peer Review of VideoLog 4 (p. 3)</p>
3/8	<p>Due 3/8 at 11:59pm:            Semana 9: Partner Work Quiz (p. 2)            Semana 9: Log de aprendizaje 2 (p. 3)            Semana 9: Evaluación Oral (Final) (p. 3)            Due 3/9 at 11:59pm:            Semana 11: Peer Review of Portfolio (p. 3)            Due 3/13 at 11:59pm:            Semana 10: Portfolio (p. 4)</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

## Course Expectations

In these most challenging times, I would like to make you all aware of the following OSU recourses before we move forward together in our course:

**Counseling and Psychological Services (CAPS):** Provides mental health support for OSU students.

<https://counseling.oregonstate.edu/main/ecampus-students> (<https://counseling.oregonstate.edu/main/ecampus-students/>)

**Cultural Resource Centers:** Coordinate safe environments in which students can share their multiple identities and learn about issues of culture, heritage, history, identity, and self-expression in an atmosphere of positive engagement and mutual respect. Provide support services to on-campus and online student communities.

Lonnie B. Harris Black Cultural Center (<https://dce.oregonstate.edu/bcc/>)  
 Centro Cultural Cesar Chavez (<https://dce.oregonstate.edu/cccc/>)  
 Native American Longhouse Eena Haws (<https://dce.oregonstate.edu/nal/>)  
 Ettihad Cultural Center (<https://dce.oregonstate.edu/ecc/>)  
 Asian and Pacific Cultural Center (<https://dce.oregonstate.edu/apcc/>)  
 Pride Center (<https://dce.oregonstate.edu/pc/>)  
 Women and Gender Center (<https://dce.oregonstate.edu/wgc/>)

**Ecampus Success Coaching.** Success coaching is a free academic counseling service for undergraduate Ecampus students. Success coaches work in partnership with students to improve academic skills, to identify support resources, and to address obstacles to academic success at OSU. Success coaching is individualized, strengths-based and holistic. Visit the website to make an appointment with a coach: <https://ecampus.oregonstate.edu/services/student-services/success/>

**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 and course schedule.** Keep a printed copy of the syllabus and course schedule 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.
- **Due Dates/Time Management/Late Submission Policy.** Due dates are designed to keep students on track and move forward at the same pace which allows for the best interaction for our learning community. If a situation arises in which you are unable to complete the work on time, 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:

**Tuesday:**

**Gente:** read and study assigned pages

**MySpanishLab:** grammar tutorials, cultural videos, begin grammar exercises

**Canvas:** watch instructional videos

**Wednesday:**

**MySpanishLab:** more grammar exercises

**Gente:** speaking practice assignments with study partner

**Canvas:** listening practice videos; vocabulary/grammar practice activities

**Thursday:**

**MySpanishLab:** continue exercise

**Canvas:** peer reviews, short discussions, vocab/grammar practice activities, etc.

**Friday:**

**MySpanishLab:** continue exercises

**Gente:** More speaking practice with partner

**Canvas:** finish short assignments and begin other longer assignments (videologs, essays, reflective writing, etc.)

**Saturday:**

**MySpanishLab:** finish assigned activities

**Canvas:** Continue assignments with Monday due date

**Sunday-Monday:**

Finish all assignments with Monday due date (videologs, essays, reflective journals, oral exams, etc.)

- **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.

## Course Components

Listening/Speaking/Discussion 20%

Composiciones 10%

Log de aprendizaje 5%

Encuentro Cultural 10%

Homework 20%

Peer Reviews 5%

Oral evaluations 15%

Portfolio 15%

**TOTAL 100%**

**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 will 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 world such as film, music, art, politics, news, food, etc. 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 two to three 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 first draft 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%).** This course component in Week 7 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 conduct an interview with a native Spanish Speaker for 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.

**Learning Logs (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 (MSL) online homework will be *due by 11:59 pm on the Monday of the following week*. Example: All MSL 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 MSL 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*, the grammar tutorials in MSL, and the E-Lessons in the weekly Canvas modules 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. You will also have the opportunity to explore Spanish language film and music through this assignment. The portfolio also 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.*

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## 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 Susan Bernardin, the Director for the School of Language Culture & Society ([susan.bernardin@oregonstate.edu](mailto:susan.bernardin@oregonstate.edu)), or an adviser or other third party that can make the communication anonymously on your behalf. You may also submit feedback or requests anonymously via a ([https://oregonstate.qualtrics.com/jfe/form/SV\\_003i4eJcFifNoxL/](https://oregonstate.qualtrics.com/jfe/form/SV_003i4eJcFifNoxL/)) anonymous form provided for doing so ([https://oregonstate.qualtrics.com/jfe/form/SV\\_003i4eJcFifNoxL/](https://oregonstate.qualtrics.com/jfe/form/SV_003i4eJcFifNoxL/)).

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

- letting me (and your classmates if you wish) know about your preference for a name and/or set of pronouns that differ from those that appear in your official OSU records (NameCoach (<https://oregonstate.teamdynamix.com/TDClient/1935/Portal/KB/ArticleDet/?ID=69906>), Pronouns in Canvas (<https://oregonstate.teamdynamix.com/TDClient/1935/Portal/KB/ArticleDet/?ID=96254>), Name-in-Use ([## Statement Regarding Students with Disabilities](https://registrar.oregonstate.edu/name-use-policy/#:~:text=Oregon%20State%20University%20believes%20it,not%20the%20students%20legal%20name), email to me, etc.)</a></li><li>• letting me know if class activities conflict with your religious events or practices</li><li>• familiarizing yourself with and respecting the netiquette guidelines posted in the syllabus</li></ul></div><div data-bbox=)

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](mailto: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](mailto:studentassistance@oregonstate.edu) or 541-737-8748).

## Academic Calendar

All students are subject to the registration and refund deadlines as stated in the Academic Calendar: <https://registrar.oregonstate.edu/osu-academic-calendar> (<https://registrar.oregonstate.edu/osu-academic-calendar/>).

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## Student Evaluation of Courses

During Fall, Winter, and Spring term, the online Student Evaluation of Teaching system opens to students the Wednesday of week 8 and closes the Sunday before Finals Week. Students receive notification, instructions and the link through their ONID email. They may also log into the system via Online Services. Course evaluation results are extremely important and used to help improve courses and the hybrid learning experience for future students. Responses are anonymous (unless a student chooses to “sign” their comments, agreeing to relinquish anonymity) and unavailable to instructors until after grades have been posted. The results of scaled questions and signed comments go to both the instructor and their unit head/supervisor. Anonymous (unsigned) comments go to the instructor only.

### Please Note

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