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Spanish Individualized Instruction
Room: 120 Hagerty Hall
Tel.: 247 - 8827
E-mail: spanishii@osu.edu
Supervisor: Christine Miller

Spanish 1103.51 Course Website
http://carmen.osu.edu

Spanish 1103.51 Class Number
13234

Spanish 1103.51 Instructors

Lead Instructor: Richard Henricksen
Richard Henricksen henricksen.6@osu.edu
Skype™ Name: richard.henricksen24

Christine Miller miller.3560@osu.edu
Skype Name: christinemiller3560

Luis Teba teba.2@osu.edu
Skype Name: luis.teba

Spanish 1103.51 Speaking Group Instructors

Alejandra Angulo angulo.4@osu.edu
Rebeca Cardona cardona.9@osu.edu
Michael Mara mara.6@osu.edu
Christine Miller miller.3560@osu.edu
Tanya Wilson wilson.2498@osu.edu
**Spanish 1103.51 I.I. Instructor Schedule (120 Hagerty Hall & via Skype)**

- Each one-on-one appointment with the on-duty instructor lasts twenty minutes. These are by appointment only via [http://osuui.org](http://osuui.org).
- When the instructor is in an office in 120 Hagerty Hall the student can make in-person or Skype webcam appointments.
- Appointments in *italics* are only offered through March 9, 2013 (First nine weeks).
- Appointments that are *highlighted* are offered the entire semester through April 22, 2013.

**🔍 Only via Skype Appointments** .... Instructor is *not* in 120 Hagerty Hall.

Exam grading meetings cannot be conducted during Skype-only days/times.

<table>
<thead>
<tr>
<th>In 120X Hagerty Hall</th>
<th>In 120W Hagerty Hall</th>
<th>In 120V Hagerty Hall</th>
<th>Only via Skype Wednesdays</th>
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<td><strong>Mondays</strong></td>
<td>2:00PM – 3:00PM ............. C. Miller</td>
<td>10:30AM – 12:30PM ............. Luis Teba</td>
<td>7:30PM - 8:10PM ............. C. Miller</td>
</tr>
<tr>
<td>11:00AM – 1:00PM ............. R. Henricksen</td>
<td><strong>Tuesdays</strong></td>
<td>3:00PM – 4:00PM ............. Christine Miller</td>
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<tr>
<td><strong>Tuesdays</strong></td>
<td>10:30AM – 12:30PM ............. Luis Teba</td>
<td>8:30PM - 9:30PM ............. R. Henricksen</td>
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<tr>
<td>11:00AM – 12:20PM ............. R. Henricksen</td>
<td><strong>Wednesdays</strong></td>
<td>9:30PM - 9:50PM ............. R. Henricksen</td>
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<tr>
<td><strong>Wednesdays</strong></td>
<td>10:30AM – 12:30PM ............. Luis Teba</td>
<td><strong>Thursdays</strong></td>
<td>8:30PM - 9:30PM ............. R. Henricksen</td>
</tr>
<tr>
<td>11:00AM – 12:40PM ............. R. Henricksen</td>
<td><strong>Fridays</strong></td>
<td><strong>Saturdays</strong></td>
<td><strong>Only via Skype</strong></td>
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<tr>
<td>1:20PM – 3:00PM ............. R. Henricksen</td>
<td>10:30AM – 12:30PM ............. Luis Teba</td>
<td>3:00PM – 4:00PM ............. Christine Miller</td>
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</tr>
<tr>
<td><strong>Thursdays</strong></td>
<td>10:30AM – 12:30PM ............. Luis Teba</td>
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<tr>
<td>11:00AM – 12:20PM ............. R. Henricksen</td>
<td><strong>Fridays</strong></td>
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<tr>
<td><strong>Fridays</strong></td>
<td>10:30AM – 1:30PM ............. Luis Teba</td>
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<td></td>
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<tr>
<td>10:00AM – 11:00AM ............. R. Henricksen</td>
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<tr>
<td>11:00AM – 12:00PM ............. R. Henricksen</td>
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</tr>
<tr>
<td>12:20PM – 2:00PM ............. R. Henricksen</td>
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**🔍 Only via Google+ Hangout Sessions** .... Instructor is *not* in 120 Hagerty Hall.

**Spanish 1103.51 Speaking Group Schedule**

In-person sessions: 120 C Hagerty Hall

Each speaking group session lasts thirty minutes. Speaking Groups offered Jan. 7 - April 22.

**Google+ Hangout Sessions** .... Instructor is *not* in 120 Hagerty Hall.

<table>
<thead>
<tr>
<th>In 120C Hagerty Hall</th>
<th>Only via Google+ Hangout</th>
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<tbody>
<tr>
<td><strong>Mondays</strong></td>
<td>8:15PM - 9:30PM (SPN 1103.51) ............. C. Miller</td>
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<tr>
<td>8:45AM – 11:45AM ............. Alejandra Angulo</td>
<td><strong>Saturdays</strong></td>
</tr>
<tr>
<td><strong>Tuesdays</strong></td>
<td>8:15PM - 9:30PM (SPN 1103.51) ............. C. Miller</td>
</tr>
<tr>
<td>11:30AM – 12:30PM ............. Rebeca Cardona</td>
<td>4:45PM - 5:30PM (SPN 1103.51) ............. C. Miller</td>
</tr>
<tr>
<td>11:30AM – 12:00PM ............. Michael Mara</td>
<td><strong>Wednesdays</strong></td>
</tr>
<tr>
<td><strong>Wednesdays</strong></td>
<td></td>
</tr>
<tr>
<td>11:30AM – 12:00PM ............. Michael Mara</td>
<td>8:30PM - 9:30PM ............. R. Henricksen</td>
</tr>
<tr>
<td><strong>Thursdays</strong></td>
<td>9:30PM - 9:50PM ............. R. Henricksen</td>
</tr>
<tr>
<td>10:20AM – 11:20AM ............. Tanya Wilson</td>
<td><strong>Mondays</strong></td>
</tr>
<tr>
<td><strong>Tuesdays</strong></td>
<td><strong>Saturdays</strong></td>
</tr>
<tr>
<td>11:30AM – 12:30PM ............. Rebeca Cardona</td>
<td><strong>Mondays</strong></td>
</tr>
<tr>
<td>11:30AM – 12:30PM ............. Rebeca Cardona</td>
<td><strong>Saturdays</strong></td>
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<tr>
<td>10:00AM – 11:00AM ............. R. Henricksen</td>
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<tr>
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<td><strong>Saturdays</strong></td>
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<tr>
<td>12:20PM – 2:00PM ............. R. Henricksen</td>
<td><strong>Saturdays</strong></td>
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Disability Services

Any student who feels s/he may need an accommodation based on the impact of a disability should contact his or her instructor to privately discuss his/her specific needs. Students with disabilities that have been diagnosed with a disability will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The deadline to submit paperwork for accommodations is the I.I. file activation deadline. Accommodations cannot be granted without the proper documentation. Note: Although the Office of Disability Services (ODS) no longer provides diagnostic testing for OSU students who suspect that they have an undiagnosed learning disability (LD) or need updated LD testing, students may contact ODS concerning LD testing and speak to a disability counselor, who will make referrals to other resources within and outside of the OSU community. The Office of Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; Telephone 292 - 3307, TDD 292 - 0901.

What is Spanish Individualized Instruction?

Spanish 1103.51 I.I. is a self-paced, mastery-based program of learning the language that is designed to mirror the course that is offered in the classroom. The individualized and the classroom tracks have the same goals: to help the student achieve a certain degree of proficiency in the four basic language skills: listening, speaking, reading and writing. However, Spanish I.I. differs from classroom courses in the following:

Mastery-Based Learning
Because of the highly independent nature of language learning in the I.I. program, we require that students perform at the level of 80% or better. Students must have an 80% average for each module in order to continue with the program.

Bonus Opportunities
An added benefit of the I.I. Program are bonus points. For each module, there are bonus points awarded if students complete a bonus project and perform at a 70% or better on the bonus project. For more information see Bonus Point Opportunities.

Variable Pacing
In I.I. you set your own pace of learning. Each unit will guide you step by step through the program, but you need to work regularly! Since an I.I. course is a self-paced course, it allows students to complete coursework at their own individual speed, within reason. There are main deadlines that students must meet, and if they are missed, there are grade penalties. In order for students to progress in understanding and speaking Spanish, they must hear and speak it on a regular basis. Setting personal deadlines and consistently working toward and meeting those goals is essential to be successful in the I.I. Program. It is the student’s responsibility to keep up with the deadlines of the course.

Flexible Credit
One full course is worth four credits. In the classroom, these four credits would be completed during an entire semester. In the I.I. program, you can spread those credit hours over more than one semester. Or, conversely, you can finish one Spanish I.I. course and start another in the same semester. The number of credit hours earned depends on your learning pace. In I.I. one credit hour is equivalent to one learning module. Each complete course comprises a total of four modules. In Spanish I.I. you may earn anywhere between one and ten credit hours per semester.

Flexible Meeting Times
All work in I.I. is graded during an appointment with an instructor. In-person and webcam appointments are offered weekdays, weeknights and weekends. You set deadlines for finishing each module and make required grading appointments when you are ready. How often you come in to see an instructor depends on how quickly you are working and how much additional help you need.

Walk-In Testing
After completing each module’s coursework, students walk in to the I.I. Testing Center (120 Hagerty Hall) to take the written exam. The I.I. Testing Center is open weekdays, weeknights and weekends - seven days a week during Autumn and Spring semesters and six days a week Summer Semester.
GE Goals and Objectives

Goals: Foreign language coursework develops students’ skills in communication across ethnic, cultural, ideological and national boundaries, and helps students develop an understanding of other cultures and patterns of thought.

Expected Learning Outcomes:
1. Students demonstrate basic communicative skills (e.g. speaking, listening, reading, and/or writing) in a language other than their native language.
2. Students learn about the cultural contexts and manifestations of the peoples who speak the language that they are studying.
3. Students recognize and understand differences and similarities between the cultures and communities of the language that they are studying and their own.

Flexible Credits

What does having a flexible credit option mean?

Check BuckeyeLink and verify that the number of credits listed for your individualized instruction course is actually the correct number. If when you first registered you did not select the number of credits or units for the course, BuckeyeLink will default to one credit hour for that course.

Individualized Instruction students have the option to choose to complete part of a course or the entire course in one semester. Students can start the course one semester and pick up the next credit(s) in a future semester.

Students may complete one course and start another in the same semester. This is the case for all Spanish courses offered in the I.I. Center, with the exception of Spanish 1101.30. We do not offer Spanish 1102 in I.I., and students completing Spanish 1101.30 Bridge will need to take the next level, 1102, in the classroom.

How many credits does it take to complete a full course?

The entire course for Spanish 1103.51 is four (4) credits.

How do I adjust my credit hours for my I.I. course?

Before Friday of the first week of classes, students are able to adjust their own credits using BuckeyeLink. Please e-mail Christine Miller (SPPO I.I. Director) to notify her about how many credits you wish to be enrolled in. She will give you instructions about how to go about changing that in the system.

After Friday of Week 1, students wishing to change their number of credits on their official student record must either wait until Week 9 (March 4 - 8) for Credit Adjustment Week or work with their college office or advisor.

What to consider when taking a flexible credit course

Students are responsible for their number of contracted credit hours, and need to complete the work associated with those credits. If you are unable to complete the work, your course grade will be affected based on the coursework you have completed. In individualized instruction, your coursework is graded during required grading appointments. If you do not schedule grading appointments, your work will not be graded.

For example, the deadline to complete all late coursework and corresponding required appointments is the last week of regularly scheduled classes. Any missing coursework after that deadline will be assigned a grade of zero (0).

If a student does not complete a credit adjustment by the credit adjustment deadline, and his official number of credits (that appears on his student record on BuckeyeLink) is less than the modules he completes by the end of the semester, he will only receive a grade for the number of credits in which he was registered on his official student record.
❖ Adding credits/courses after a certain date each semester may mean added fees and tuition - check with your college office and financial aid office for rules about adding credits/courses
❖ If a student adds credits to their course, that student must follow the corresponding credit plan and deadlines. Any missed deadline on the new credit plan means a grade penalty.
❖ Dropping credits: If a student takes an I.I. language course and his/her overall enrollment is just meeting the number of credits needed to be considered a full time student, that student needs to be aware that if s/he does not perform at an 80% or better, s/he will need to either drop the course or reduce the number of credits s/he was originally enrolled in. This credit reduction may cause the student to go below full-time status.

Mastery-Based Learning

Keys To Success

✓ Have your required course materials by the 1st day of classes
✓ Plan ahead
✓ Be responsible with appointments
✓ Manage your time wisely and pace yourself to keep on track
  * Work ahead of deadlines
✓ Study and practice the language regularly
  * Schedule extra help appointments
  * Attend more than the minimum required speaking groups
✓ Familiarize yourself with your resources*
✓ Get motivated
  * Make connections while learning the language
    › How does the language you are learning tie in with your work, courses and life?
✓ Check your OSU e-mail & Carmen course site regularly

*Resources
  • Carmen
  • Scheduling website
  • Textbook website
  • I.I. Testing Center’s equipment
  • Teaching and Learning Centers (TLC)
  • Media players (Quicktime and RealPlayer)
  • Webconferencing tools (Skype and Google+ Hangout)

Opportunities

 › Bonus Points
  * For every module you complete by the bonus deadline, up to 5% is added to the module grade. For more information see Bonus Point Opportunities.

Exam Re-take
If a student does not earn at least an 80% on a given module, the written exam may be retaken once.
General Spanish I.I. Program Information

Location
The Spanish 1103.51 I.I. room is 120 Hagerty Hall. Appointments with Spanish I.I. instructors will be held in offices in the I.I. Center (120V HH, 120W HH, 120X HH), or via the online web conferencing tool Skype.

Appointments

Deadlines
There are several very important deadlines in the I.I. program! See the Important Dates page and also the Planning Calendars that are posted on Carmen > Carmen Content > Coursework > Planning Calendars.

Credit Adjustment
During the tenth week of the semester, you have the opportunity to change the number of credits in which you are enrolled. To change your credit hours, follow these steps:
1. You must schedule an appointment with an I.I. instructor to adjust your number of credit hours.
2. Appointments may fill up early during credit adjustment week, so please schedule early.
3. Access the contract adjustment form on Carmen or at http://wmcc.osu.edu/ii_adjust.pdf
   • This form needs to be filled out and signed by both you and an I.I. instructor.
4. The I.I. coordinator will send the form to your college, and will keep a copy of your contract adjustment in your I.I. file.

Extensions and exceptions
No extensions or exceptions to I.I. deadlines or policies will be granted unless valid documentation is provided. Any medical, legal or other exceptional situation that prevents a student from completing their I.I. coursework needs proper documentation for it to be considered as a valid excuse.

Drop Dates
• Any drop after the Friday, March 22, 2013 will result in a “W”.
• Students who wish to drop after 03/22/13 must petition through their college.

Note: If you wish to drop the course during contract week, or at any time during the semester, you must do that online or through your college advisor. Students cannot drop the course by simply dropping to zero credits on the contract adjustment form during credit adjustment week.

The courses in I.I. may not be taken as Pass / Non-Pass. I.I. courses need to be taken for a grade and credit.

Incompletes
An Incomplete “I” indicates that the student has completed a major portion of the work in the module(s) in a satisfactory manner, but for reasons judged by the Language Studies Committee to be legitimate, a portion of the module/course requirements remains to be completed. If an Incomplete is granted by LSC, a date for completion of the incomplete work will be established with the student.

Evaluations
For each module, you complete homework, compositions, video activity worksheets, an oral exam, and a written exam. In order to pass a module, you must average an 80% or higher for that module. If and only if you do not earn at least 80% in a given module, you may retake the written exam ONCE. A module exam that is retaken must be completed within 3 days after the student is notified they need to retake the exam. After completing the retake exam, the student needs to complete the exam grading appointment within 24 hours or the next day that an instructor is available for appointments. If you get below an 80% on a module, you will not be able to proceed with the I.I. program. You will need to reduce your credit hours or drop the course. See Credit Adjustment, Drop Dates and the pages about Grading and Rubrics.
Spanish 1103.51 I.I. Course Information

Required Spanish 1103.51 I.I. Text Options

De paseo, 4th Edition

Author: Donna Reseigh Long & Janice L. Macián

Published by: Heinle Cengage Learning, 2010

• De paseo (4th Edition) package with looseleaf textbook and online workbook:

• De paseo (4th Edition) paperback textbook and online workbook:
  ISBN: 978-1-111-08385-4

• De paseo (4th Edition) iLrn™ Heinle Learning Center Instant Access Code (includes eBook):
  ISBN: 978-1-4390-8438-0

Spanish -> English / English -> Spanish Dictionary

Student’s choice. Pocket dictionaries are not recommended.

Notes:

• Copies of the textbook, activities manual, audio CDs and DVDs are available for check-out at Thompson Library. Ask the I.I. Front Desk or the Spanish I.I. Coordinator for more details.

• De paseo iLrn Heinle Learning Center Course Code for Spanish 1103.51 Individualized KGXHX468

• Students will need an iLrn Access Code to access workbook activities on the publisher’s iLrn Quia website:
  http://hlc.quia.com/books

• Students are able to access the course videos on the Spanish 1103.51 Carmen Course Site
  http://carmen.osu.edu

Course Materials for Spanish 1103.51 I.I.

• All course documents and multimedia materials are posted on the Spanish 1103.51 I.I. Carmen course site.

• The Programa checklist is fundamental for your progress in the I.I. program. It contains the mandatory activities for each module.

Internet and Computer Access

If your personal computer is not able to access the 1103.51 I.I. Carmen website materials (documents, PPTs, audio, video, online quizzes, etc.), you will need to use a computer in the I.I. Center or in a Student Computer Center http://lt.osu.edu/labs/ to complete assignments. Broadband, or high-speed internet access is recommended. Broadband has data transmission speeds that exceed 768 Kbps (kilobits per second).

Software Requirements

• You will need Real Player and Quicktime to access the audio and video selections for the course.

• To complete homework and cultural extension assignments, you need to be able to read and create Microsoft Word documents, and read PDF files. PDF files require the use of Adobe Acrobat Reader software to open them.

If you do not have Reader, download Adobe Reader for free at Adobe’s website.
Netiquette

The Individualized Instruction Program involves a higher level of online communication and contact with technology than in a classroom setting. For that reason, students new to I.I. should familiarize themselves with etiquette in an online setting or a digital situation, whether it entails e-mail correspondence, online discussion or a webconferencing environment. Netiquette is a term referring to internet or network etiquette, or rules of conduct when using technology and electronic devices.

E-mail

When writing an e-mail to an instructor or coordinator, please…
- send the message from your OSU e-mail account
- first try to find the information you need to know in the orientation materials (i.e. orientation packet) and on your Carmen course site
- be clear and specific in your e-mail message
- limit your e-mail messages to two per day to an I.I. instructor or to the I.I. coordinator
- consider making a one-on-one appointment with an instructor or coordinator if your question or concern cannot be handled sufficiently via e-mail correspondence
- do not expect an immediate response
  - I.I. instructors and the I.I. coordinator will answer you as soon as they are able. It may take a few hours, or until later in the evening to get a reply. Instructors may be on-duty with back-to-back appointments and teaching other courses all day.
  - contact an I.I. instructor or the I.I. coordinator if you cannot find the answer you are looking for or if you encounter difficulties on any level beyond what you can manage. Unless students communicate with us or bring something to our attention, we do not know what is wrong, whether it be a technology issue, a problem with understanding course concepts, or a personal situation that is hindering a student's progress in the course.

Webconferencing

Skype
- If a grading meeting, submit your work at least 24 hours in advance
- If an extra help meeting, submit your work as much in advance of the meeting as possible
- Schedule your Skype appointment by 8:00AM the day of a webcam meeting
- Verify you have reliable, high-speed internet
- Make sure your webcam and microphone are working
- Check that software is installed and updated (most recent version)
- Just as an in-person meeting, please arrive ahead of time or on time
- Call in from a private, quiet location where you are not likely to be interrupted
- Be focused on the task related to your course (the reason for your Skype call)

Google+ Hangout
- Schedule the Google+ Hangout session (i.e. speaking group) by 8:00AM the day of the session
- Verify you have reliable, high-speed internet
- Make sure your webcam and microphone are working
- Use a headset with built-in microphone
- Check that the necessary software, add-ins, and plug-ins are installed and up-to-date
- Run through the Google+ Hangout Best Practices and Troubleshooting Tips
- Connect in from a quiet location where you are not likely to be interrupted
- Pay attention and stay focused on the task related to your course
- Listen to other participants and be considerate
Netiquette (Continued)

Online Discussions and Tools
Online tools while learning a foreign language such as discussion boards, blogs, forums, online dictionaries, translators, tutors and conversation partners are excellent ways to explore, discover and practice different aspects of a target language, apply concepts in meaningful ways, express opinions, and expand upon one's knowledge. When used appropriately.

Online Dictionaries
When searching for a specific word or phrase, check that the equivalent in the target language is appropriate based on the context in which it needs to be used. Not only find that word/phrase's translation, but also search for how that word/phrase is used in an example sentence. If the online dictionary has a built-in forum (i.e. www.wordreference.com), check to see how native speakers would say that word/phrase in the target language.

Online / Electronic Translators
Appropriate online / electronic translator use is limited to form structures that are no longer than a couple of words. Students are expected to practice and apply the skills, vocabulary and grammar concepts learned in their own way, using their own words in the target language. For the most part, students should use what they already know in a language, and occasionally attempt to express themselves in new ways. The occasional word or phrase that is unknown is when a translation is needed.

Blog Comments
• Be honest and respectful

Publisher Websites and other Online Tools

Discussion Partners
• Be trustworthy and responsible
  - For example, if you set a time to meet to practice your conversation skills, be sure to make it on time or ahead of time

Online Tutors
• Be prepared
  - have a finalized draft of your writing or work ready for the tutor to look over or review
• Clearly express your learning needs
  - ask specific questions
• Expect to be shown kinds of errors rather than have your work corrected for you
  - the proofreading process is an important one to learn
  - tutors will guide you by using reading, listening, writing and conversation strategies

Cell Phone Etiquette
• Cell phones and electronic devices are not allowed in the I.I. Testing Room
• While in the I.I. Center, please either turn off your cell phone or turn it to vibrate
• Step out of the I.I. Center if you need to talk to someone over the phone
• Unless it is an emergency, do not text, take a call or surf the internet during an I.I. appointment or speaking group session.
I.I. Speaking Group Sessions
Location: 120 Hagerty Hall*
*see schedule for Google+ Hangout session(s)

Requirements

• **Attendance.** Students are required to attend at least two 30-minute speaking group sessions per module. Failure to attend a required session will result in 3 percentage points deducted from the module grade. If both required sessions are missing, there is a 6% penalty against the module grade. Students must attend the full thirty minutes and participate to receive credit.

• **Report Form.** After each speaking group session, type up a 75 - 100 word summary in Spanish and submit the completed speaking group report to Carmen Quizzes before taking the written exam. If it is not submitted or not complete (only 50+% complete)- before taking the written exam, there is a 2% penalty against your module grade per missing speaking group report.

• **Sessions & Deadlines.** If you are not able to attend a speaking group session in the I.I. Center by the module deadline because of unavailable seats or no appointment times left, your module grade will be penalized by 3% per missing session.

**Speaking Group Session Scheduling**

Refer to the [Spanish I.I. Speaking Group Schedule](http://osuii.org) for information on sessions offered and speaking group instructors. Students sign up online for a 30-minute speaking group via the I.I. Scheduling System [http://osuii.org](http://osuii.org). I.I. speaking groups are limited to 4 students for in-person sessions and 3 students for Google+ Hangout sessions. When the maximum number of students is reached for a speaking group session, that time slot will close. Information about how to sign up for speaking groups, see the Carmen Content page > Speaking Groups.

### SPPO Teaching & Learning Centers (TLC)

**Tutoring, Conversation and Writing Services**

The Teaching & Learning Center’s mission is to give Spanish language students assistance through free walk-in tutoring and expert writing help. The TLC’s aim is to support and enrich the individualized Spanish language program experience and enhance students’ language performance through one-on-one free tutoring and writing services, and small group conversation sessions.

**TLC Current Semester Schedule** available at [http://sppo.osu.edu/undergraduate/tlc/spanish-schedule](http://sppo.osu.edu/undergraduate/tlc/spanish-schedule)

**Reading & Writing Center Location:** Hagerty Hall 283

**Tutoring Room Location:** Hagerty Hall 271

**TLC Conversation Table Locations:** Hagerty Hall 269 & 273

Although Spanish I.I. students are required to attend speaking group sessions in the I.I. Center (120 Hagerty Hall), I.I. students seeking extra oral practice may also attend conversation tables in the TLC. No appointment is needed to attend the TLC conversation tables, but due to periodic high demand for 30-minute conversation tables and TLC’s 5 student limit for a conversation table, it’s recommended to arrive at a conversation table room at least 10 minutes beforehand to ensure a spot.

If you choose to utilize TLC services for your Spanish I.I. coursework, please:

1. Plan to go to an **1103 level conversation table.**
2. Plan to go to the tutoring room when there is a **1103 designated tutor.** See online TLC schedule for list of tutors.
3. **Be considerate** of other students. If there is another student waiting to see a tutor, there is a **20 minute limit** per student.
4. **Bring a headset** to the tutoring room if you need assistance with a listening segment.
5. **Complete** as much of your assignments before going to the TLC.
6. Come to the tutoring and reading/writing centers with **specific questions.**
7. As with any assignment, you should expect to be shown kinds of **learning strategies** to help you with your language skills. For example, ask yourself: what type of information am I having trouble understanding in a reading selection? Using the context of surrounding words, what would make sense? Tutors will show you the kinds of errors you are making on assignments rather than correct your work for you. The proofreading practice is an important one to learn.
I.I. Appointment Scheduling

✓ Schedule appointments in advance
✓ Keep a good record of the when, where and why of your appointments
  ✓ What day/time?
  ✓ Which office/room?
  ✓ Why are you coming in for the appointment?
✓ Come prepared

<table>
<thead>
<tr>
<th>In-person Appointment</th>
<th>Webcam (Skype) Appointment</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Are your assignments complete, revised and include correct Spanish-language characters?</td>
<td>✓ Do you have reliable, high-speed Internet?</td>
</tr>
<tr>
<td>✓ Bring questions to your appointments.</td>
<td>✓ Is your software updated (most recent version?)</td>
</tr>
<tr>
<td>✓ Ask for help when you need it.</td>
<td>✓ Are your webcam and microphone working?</td>
</tr>
<tr>
<td>If the appointment is a grading meeting ...</td>
<td>✓ Are you in a private, quiet environment?</td>
</tr>
<tr>
<td>✓ Did you submit your assignment 24 hours before your scheduled meeting?</td>
<td>✓ Did you claim your appointment before 8AM the day of your appointment?</td>
</tr>
<tr>
<td>✓ Are your assignments complete and include correct Spanish-language characters?</td>
<td>If it is a grading appointment, did you submit your assignment 24 hours before your scheduled meeting?</td>
</tr>
<tr>
<td>✓ Do you have specific questions prepared?</td>
<td>✓ Are your assignments complete and include correct Spanish-language characters?</td>
</tr>
<tr>
<td>If the appointment is an exam grading meeting</td>
<td>✓ Do you have specific questions prepared?</td>
</tr>
<tr>
<td>✓ Did you submit your written exam at least 24 hours before your scheduled grading meeting?</td>
<td>✓ Arrive ahead of time or on time, whether you are coming in person or via webcam.</td>
</tr>
</tbody>
</table>

First Appointments: [http://osuii.org](http://osuii.org)

Students will be able to start signing up for appointments when the following are completed:

• review of the orientation packet
• study orientation tutorials (on Carmen)
• complete the online Carmen orientation quizzes

During the orientation period students need to meet with an I.I. instructor for a credit plan meeting and then again to sign their I.I. contract.

Students cannot have work graded until they have completed file activation.

During the first two weeks students should also try to complete at least one other visit, by webcam or in person: a speaking group session, a homework help or grading meeting.

[http://osuii.org](http://osuii.org)

Students maintain access to the I.I. Center’s scheduling website once they have completed the activation process (see activation requirements under First Appointments above). For more scheduling information, see I.I. Appointment Scheduling and Rules.
I.I. Appointment Scheduling & Rules

Required Appointments
- Students are required to meet one-on-one with the instructor at least eight times per module
  - two homework grading (one per chapter)
  - two composition grading (one per chapter)
  - two video worksheet grading (one per chapter)
  - oral exam
  - exam grading
- Students are required to attend at least two I.I. Speaking Groups in 120 Hagerty Hall or via Google+ Hangout per module.
- All meetings & I.I. speaking group sessions are by appointment only and are scheduled online.
- Students may use Skype to complete their grading meetings, Bonus Project, and oral exams, but exam grading/post-exam meetings need to be in person in 120 Hagerty Hall.
- All other student-instructor meetings are optional and are by appointment only. See I.I. instructor availability on the Spanish 1103.51 Instructor Schedule.

Making Appointments with I.I. Instructors
Please be aware that...
1) students need to complete the mandatory orientation modules and quizzes before they are granted scheduling access to http://osuii.org
2) if students do not activate their I.I. course file by the activation deadline, they will lose scheduling privileges and will need to drop the course.

In the event that the I.I. Online Scheduling System goes down, we will change to an alternate form of appointment scheduling. You will be informed of this change, and will be given detailed instructions as to how to schedule via OSU e-mail.

In order to see an instructor, you need to make an appointment. Appointments are scheduled online in the scheduling website http://osuii.org
- To log in, you need your OSU login name (last name.#) and your password (the last four digits of your OSU Student ID number)*.
- After logging in, you will be asked to read and accept the website use rules.
- After accepting the website rules, you’ll be able to view the available appointments by clicking on the red “Make Appointments” tab.
- Once you click on the “Make Appointments” button/tab, you will see a red box, which contains speaking group session days/times.
- To schedule a one-on-one appointment (for homework help, grading, oral exam)
  - use the Advanced Search link (above red box for speaking groups) to narrow down your search to just the 1103.51 appointment times. Also, check the offer board for available appointments that other students may want to give away.
  - scroll down to the bottom of the page and click on the day of the week you need an appointment (or see all appointments for the week).
  - WARNING: If you do not use the Advanced Search option, you will see ALL Spanish I.I. appointments for all levels (1101.30 and 2201/2202 timeslots will also be included). Spanish 1103.51 students cannot sign up for an appointment that is designated for the 1101.30 or 2201/2202 levels.
- Once you find the Spanish 1103.51 appointment day and time, carefully select it, make note of the day/time/location and click on the blue “Claim appointment” button next to the time slot you want. BE CAREFUL that you are claiming an appointment with Spanish 1103.51 level instructor, and that it is the correct day/time you need.
- The next screen contains the Purpose of Appointment box, in which you need to specify:
  1. course number (1103)
  2. chapter number (i.e. Chapter 3)
  3. reason for the appointment (i.e. planning help, homework help, composition grading, review, mock oral exam, oral exam, post-exam meeting, writing help, etc.)
  4. type of appointment: in-person or SKYPE (webcam)

NOTE: All appointments except post-exam meetings may be made via SKYPE. Post-exam meetings must be made in person.

Problems with the Scheduling System?
First, check FAQ on Carmen for Troubleshooting Tips. If you’ve tried all the troubleshooting tips and still encounter problems with the I.I. Scheduling System, fill out an incident report at http://wmcc.osu.edu/incident/incident.html
Appointment Rules

1. If a student plans to meet with a Spanish I.I. instructor via Skype, Skype meetings need to be scheduled by 8:00AM the day of the meeting.

2. Appointments are offered in 20-minute blocks. You may sign up for two appointments back-to-back. You may sign up for no more than two appointments per day, and no more than six appointments per week.

3. Appointments will begin and end on time. If you are late, the time you spend with an instructor is reduced.
   - If you arrive late to an oral exam, there is a 5% penalty for each minute you are late.
   - If you arrive 5-10 minutes late to any grading meeting there is a 1% penalty against your course grade for each late arrival.
   - If you arrive 10-20 minutes late to any grading meeting, it is considered a no-show & you must reschedule. If there is not time to reschedule before a deadline, the missed meeting means a missed deadline, which is -2% off your course grade.

4. For each exam grading meeting,
   - the student needs to have submitted the written exam at least 24 hours before the post-exam / exam grading meeting. If an exam is not submitted 24 hours beforehand, there is a 2% course grade penalty.

5. If you cannot keep your appointment, you need to:
   - Go online and delete your appointment (click on the green “My Appointments” button on the I.I. Scheduling website http://osuii.org You will be able to delete appointments within 24 hours or more in advance.
   - If it is less than 24 hours until your appointment and you can’t make it, you will need to put it on the offer board. You can do this by clicking on the yellow “Offer board” tab in the I.I. Scheduler. If another student takes your appointment, you are no longer responsible for it.
   - If nobody takes up your offer to take your appointment time and you don’t go to your appointment, you’ll be considered a no-show. Students with three no-shows will lose appointment book privileges for one week. If a student is considered a no-show three times for any reason, and the no-shows were unexcused, the student will be blocked from the scheduling system, and this may mean a student will miss a deadline (grade penalty).

   **Exception:** In case of a documented emergency, your appointment book privilege might not be cancelled. Please bring documentation to your instructor.

   ❖ You do not need an appointment to take a test, access an I.I. Center computer, to listen to a CD or watch a DVD. For testing rules and procedures, see the [Testing & Testing Room Policies](#) page.
Deadlines and Bonus Point Opportunities

I.I. File Activation Deadline
Students must set deadlines for finishing each module and make the required appointments when they are ready, within the timeframe of the main Spanish 1103.51 course deadlines. Those personal, proposed deadlines (your credit plan) must be submitted to the Carmen Dropbox. Deadline plans are reviewed by an I.I. instructor during a planning meeting. Any student who has not completed the orientation requirements, planning meeting and I.I. Contract meeting by the I.I. File Activation Meeting will lose scheduling privileges and will need to drop the course.

Deadlines
For module deadlines, refer to your credit plan and Important Dates. The deadline calendar associated with your credit plan is posted under Planning Calendars on the Spanish 1103.51 I.I. Course Carmen Content page.

Deadline Days & Post-Exam Meetings
All module work, including the written exam, is due 24 hours before a scheduled post-exam meeting.

Missed Deadlines
• All missed deadlines become part of your I.I. record.
  ▶ For every established deadline that is not met, two (2) percentage points will be deducted from your final course grade.
    ▶ For example, if you....
      1. did not allow a 24 hour window from when you took the Module 1 exam and when you had it graded (-2%)
      2. completed Module 2 on time, but needed to retake the written exam, but did not retake it within 3 days (-2%)
      3. missed the Module 4 coursework deadline, and submitted some of the coursework late (-2%)

Due to the above-mentioned example penalties, a student who received scores of 85% on work would have a final course grade penalty of 6%, and the final course grade for that student would be a 79% C+.

• If the written exam is not completed 24 hours in advance of a post-exam meeting, there is a 2 percent course grade penalty.

• Any missing coursework that is not submitted or completed by the last day of scheduled appointments week will be assigned the grade of zero (0).

• You should avoid leaving the bulk of your work to complete right before a module deadline. Plan ahead!
  * It may be difficult to schedule an appointment with I.I. instructors around deadline time because most or all of appointment times may be taken.
  * Due to limited availability of I.I. Center resources and testing desks, students may not be able to take an exam when they need to before a deadline day, which will result in a missed deadline (and grade penalty).

Bonuses
• Students receive up to five (5) bonus points on their module grade if they complete:
  ▶ Current Events Bonus Project

• For specific bonus opportunities see Bonus Point Opportunities and your credit planning calendar
Grading

In order to pass a module and move on to the next one, your module grade must be an average of at least 80%. Grades are weighed as follows:

<table>
<thead>
<tr>
<th>Grading Weights</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Homework:</strong></td>
<td>10%</td>
</tr>
<tr>
<td><strong>Composition:</strong></td>
<td>10%</td>
</tr>
<tr>
<td><strong>Video Activity Worksheet:</strong></td>
<td>10%</td>
</tr>
<tr>
<td><strong>Oral Exam:</strong></td>
<td>10%</td>
</tr>
<tr>
<td><strong>Module Exam:</strong></td>
<td>60%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Letter Grade</strong></td>
<td><strong>Numerical Equivalent</strong></td>
</tr>
<tr>
<td>A</td>
<td>93 - 100</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 92</td>
</tr>
<tr>
<td>B+</td>
<td>88 - 89</td>
</tr>
<tr>
<td>B</td>
<td>83 - 87</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 82</td>
</tr>
<tr>
<td>C+</td>
<td>78 - 79</td>
</tr>
<tr>
<td>C</td>
<td>73 - 77</td>
</tr>
<tr>
<td>C-</td>
<td>70 - 72</td>
</tr>
<tr>
<td>D+</td>
<td>68 - 69</td>
</tr>
<tr>
<td>D</td>
<td>65 - 67</td>
</tr>
<tr>
<td>E</td>
<td>0 - 64.9</td>
</tr>
</tbody>
</table>

Student Conduct

According to the Code of Student Conduct disorderly or disruptive behavior that unreasonably interferes with university activities or with the legitimate activities of a member of the university community is prohibited. The program does not permit the use of cell phones or other personal electronic devices during appointments, speaking groups or during exam sessions. Exceptions will be made for assistive technologies for the vision-or hearing-impaired in consultation with ODS.

Academic Misconduct

"It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct." Academic misconduct is defined as any activity which tends to compromise the academic integrity of the institution, or subvert the educational process. Such instances include, but are not limited to: cheating on assignments or examinations, collusion, falsification of excuses, submitting work from a previous quarter/semester without explicit permission of the current instructor, violation of course rules contained in the syllabus or provided in class and plagiarism. Plagiarism is the representation of another’s works or ideas as one’s own: it includes the unacknowledged word for word use and/or paraphrasing (without citing source) of another person's work, and/or the inappropriate unacknowledged use of another person's ideas. Plagiarism via the internet is not only dishonest; it’s also liable to be caught. Paper assignments, if they are clear and course-specific, don’t match well with what’s available on the net, and search engines on the net make detection of plagiarism as easy as plagiarism itself. For example for a written or oral report you should use the vocabulary, grammar structures, and strategies you’ve learned. Paraphrase your information and do not “cut and paste” whole paragraphs from the web. Using online or electronic translators can also be a form of plagiarism when used in order to form structures longer than a couple of words, and when these structures do not reflect a student’s other work in the course. For more on university policies concerning plagiarism, including information on the formal hearing process by the Committee on Academic Misconduct visit the COAM FAQ page [http://oaa.osu.edu/coam.htm](http://oaa.osu.edu/coam.htm)
Testing & Testing Room Policies

Important

• There are limited testing spaces in the I.I. Center, and if all are being used, you will need to wait until one is available.

To take a Module Exam, you need to first have completed all other coursework associated with that learning module. Once a student has taken the written exam, any missing coursework - including a missing oral exam - will be graded as a ZERO (0). If a speaking group requirement is not completed by the time a student takes the written exam, there is a grade penalty. Students do not benefit by submitting late homework, etc. after they have taken the exam. The chapter and module assignments are designed to improve students’ language proficiency, to enhance their cultural understanding of Spanish-speaking cultures, and to prepare students for successful performance on the exam.

If a student is below an 80% average going into a written exam, it is strongly recommended that student meet with a Spanish 1103.51 instructor for a review appointment before taking the written exam.

You do not need an appointment to take a module exam.

When you are ready to take your exam ...

1. go to the front desk of the I.I. Center (120 HH) and inform the receptionist which language and which level you are in (i.e. Spanish 1103.51), and which exam you need (e.g., Spanish 1103 Module 2).
2. give the receptionist your photo ID and sign the log.
3. bring your own headset / earphones - every exam contains a listening comprehension section and requires access to one of the computers*.
4. take note of your exam time and how long you are allowed to take your exam. For Spanish 1103.51 there is a 60 minute exam limit. Be sure to use your time wisely.
5. Only a pencil, pen, headset, and the exam are allowed in the exam room.
6. Before submitting your completed exam, sign your initials in the box provided to acknowledge the penalty for late submission of an exam. For every minute after the 60 minute limit, there is a 1% penalty off your exam grade.

You must make a post-exam appointment for each module to review your exam results. Students who fail to schedule a post-exam meeting will lose 2 percentage points of the course grade.

*Online Testing for Listening Section

On a day when the I.I. front desk staff is not busy, students are encouraged to have themselves entered into the online testing classlist.

NOTES:

• With online testing there may be some waiting time when a student is initially entered into the system. To avoid having to wait, students are strongly encouraged to get themselves entered into the online testing program in advance of (days) BEFORE they come in to take an exam.
• Students using the online testing program should get headphones with outside volume control. If a student does not have a set, there are some available for purchase in HH198 for $5. This store has limited hours and is closed on the weekends.
I.I. Testing Room Policies:

• In the event the testing facility is busy and all spaces are occupied, you will need to wait until space becomes available for you to be allowed entry into the I.I. Testing Room.

• You may not take food, drinks, phones, electronic devices, or backpacks into the I.I. Testing Room.

• When leaving personal belongings at the front desk, turn off electronic devices or switch them to vibrate.

• You must begin a test at least 45 minutes before the I.I. Center closes. Note: Spanish 1103.51 exams usually take 60 minutes.

• All tests must be turned in at closing time; there will be no exceptions to this policy so plan your time accordingly.

• You are required to complete the entire test in one sitting.

• Once you start a test, you may not leave the testing center for any reason.

• Once you have given the completed test to the front desk staff, it cannot be returned.

Retaking a Module Exam

If and only if you do not earn at least 80% on a given module, you may retake the written exam ONCE. It is recommended that students make an extra review appointment before taking a module exam. A module exam needs to be retaken within 3 days of notification that the student needs to retake it. After completing the retake exam, the student needs to complete the exam grading appointment within 24 hours or as soon after this 24 hour waiting period - the next day that an instructor is available for appointments. If you retake the exam after the 3 day limit or do not complete the exam grading meeting within the specified time frame, there is a 2% penalty off your course grade. If you are still unable to average 80% on the module after you retake the written exam, you have the option of dropping the course (if it is not too late) or receiving an “E”.
Spanish 1103.51 I.I. Course Evaluation

**Note:** It is your responsibility to keep up with the deadlines of the course. Refer to Important Dates, the credit planning calendar that corresponds to your credit plan (posted on Carmen Content), and the Carmen Events Calendar for module deadlines.

### Speaking Group Sessions
Spanish 1103.51 I.I. students are required to attend at least two speaking group sessions per module. Students need to participate in a 30-minute session in the I.I. Center (120 HH) or via Google+ Hangout. Students sign up for speaking group sessions via the I.I. Scheduling System (http://osuii.org). Students also submit a speaking group report via Carmen Quizzes to fulfill the speaking group requirement for each chapter.

### Homework 10%
**iLrn Workbook Lab Manual.** Homework must be completed individually. Group homework submissions will not be accepted. All homework activities are submitted via the Spanish 1103.51 I.I. iLrn website at least 24 hours prior to the homework grading meeting. NOTE: Only the 1st attempt / 1st submission will be graded. Written assignments will be evaluated for accuracy, appropriate vocabulary, sentence structure, etc. See Rubrics for more information about evaluation criteria.
- Homework must be checked by an instructor. If homework is not submitted at least 24 hours in advance of a grading meeting, there is a 10% assignment grade penalty if it is an in-person session, or it will be considered a no-show if it is a Skype grading meeting and the student will need to reschedule.
- The homework assignments for each module are on your Programa checklist. All homework is typed with appropriate Spanish characters that are posted on Carmen. For a guide on how to type Spanish characters on a computer keyboard, see Carmen Content > Resources. Before submitting your homework, you are encouraged to use the TLC to go over your answers, schedule extra appointments, and ask the instructor questions via e-mail.

### Video Activity Worksheets 10%
**Video Activity Worksheets.** Video Activity Worksheets (Antes de ver, A ver, Después de ver) must be completed individually. Group worksheet submissions will not be accepted. All worksheets need to be submitted via Carmen Dropbox 24 hours or more in advance of the oral exam. These assignments will be evaluated for accuracy, appropriate vocabulary, sentence structure, etc.
- Video Worksheets must be checked by an instructor. If a video activity is not submitted at least 24 hours in advance of a grading meeting, there is a 10% assignment grade penalty if it is an in-person session, or it will be considered a no-show if it is a Skype grading meeting and the student will need to reschedule.
- The assignments for each module are on your Programa checklists. Video Activities are typed into Word templates with appropriate Spanish characters that are posted on Carmen, and the completed documents (in .doc or .docx formats) are submitted via Carmen Dropbox. For a guide on how to type Spanish characters on a computer keyboard, see Carmen Content > Resources. Before submitting your homework, you are encouraged to use the TLC to go over your answers, schedule extra appointments, and ask the instructor questions via e-mail.

### Compositions 10%
For each textbook chapter, you will complete the Tercera etapa (Redacción) of the De paseo iLrn Workbook Lab Manual. The minimum number of words for each of these compositions in the A redactar section is 150 words. Make sure to observe the requirements for this activity in your Workbook Lab Manual and on the Programa Checklist. These activities must be typed with appropriate Spanish language characters and submitted via iLrn for each chapter at least 24 hours prior to each composition grading meeting. If a composition is not submitted at least 24 hours in advance of a grading meeting, there is a 10% assignment grade penalty if it is an in-person session, or it will be considered a no-show if it is a Skype grading meeting and the student will need to reschedule. Before submitting work, you are encouraged to use the TLC to go over your answers, schedule extra appointments, and ask the instructor questions via e-mail.
- NOTE: Only the 1st attempt / 1st submission of a composition to the iLrn Heinle Learning Center will be graded. Compositions will be evaluated for accuracy, appropriate vocabulary, sentence structure, etc. See Rubrics for more information about evaluation criteria.

### Module Oral Exams 10%
- For each module there is an oral exam. You will schedule an appointment to meet with an I.I. instructor to talk about the module content. This includes the textbook reading selections and the video segments.
- The Oral Exam for each module is evaluated based on the following criteria: content, comprehensibility, fluency, vocabulary, structure, preparation and analysis. See Rubrics for more information about evaluation criteria.
Module Exams 60%

- A student may complete each of the four module exams only after all the other module coursework is completed. Learners will take module exams in the Individualized Instruction Center (120 Hagerty Hall).
- Examinations will be hybrid in nature. Students are allowed sixty minutes (1 hour) to read, listen and respond to studied and unfamiliar texts. Response formats will include completion of information grids, objective responses, short answers, and short essays. During exams, students will also apply reading and listening strategies previously studied. Although the emphasis on written exams is on Spanish 1103.51 content, the grammar concepts presented in 1101 - 1102 (101 - 103) will also be evaluated. Written exams will be evaluated for accuracy, appropriate vocabulary, sentence structure, etc.

**MODULES: Normal Progress Through One Spanish 1103.51 Module**

Please note that the activities described below are only the minimum required to complete a module. You are welcome and encouraged to come in more often for any kind of help or supplementary work. You are also encouraged to take advantage of our student services (tutoring and conversation) in the Teaching and Learning Centers on the second floor of Hagerty Hall. Tutors and Spanish I.I. instructors can look at the work you’ve completed and give you valuable feedback and tips. However, it is important that students work ahead of deadlines and schedule the necessary appointments in advance. Pace yourself and do not leave too much to do before module deadlines.

### Spanish 1103.51

- Module 1 covers Chapters 2 & 3 (Yucatán: Un lugar inolvidable & El español en tu futuro)
- Module 2 covers Chapters 4 & 5 (La diversión y el tiempo libre & El medio ambiente)
- Module 3 covers Chapters 6 & 7 (Mente sana, cuerpo sano & Los latinos en EE.UU.)
- Module 4 covers Chapters 8 & 9 (Muy interesante & Fiestas y tradiciones)

- Please refer to your module checklists ([Programa](#)) for more information about required coursework.
- Homework is completed online and submitted by the student through IILrn, and these exercises are graded during a homework grading appointment (in person in 120 HH or via Skype)
- Compositions are completed online via IILrn, and the compositions are graded during a composition grading meeting (in person in 120 HH or via Skype)
- Video Activity Worksheets are submitted by the student through Carmen Dropbox, and are graded during a video activity grading meeting (in person in 120 HH or via Skype)
- Each module oral exam takes place either in 120 HH or via Skype. Results are sent to students via e-mail.
- The written module exam can be taken only after the other requirements have been fulfilled.

- **MODULES 1 through 4** - A minimum of two speaking group sessions and corresponding speaking reports and eight 20-minute appointments with the instructor are required per module:
  - Two 30 minute Speaking Group Sessions
  - Two Homework Grading Meetings (one per chapter)
  - Two Composition Grading Meetings (one per chapter)
  - Two Video Activity Grading Meetings (one per chapter)
  - Oral Exam
  - Post-Exam Meeting

**NOTE:** Once a student has taken the written module exam, any missing module coursework will be graded as a ZERO (0). If a speaking group requirement is not completed by the time a student takes the written exam, there is a grade penalty for each missing speaking group requirement. (see I.I. Speaking Group Sessions). Students do not benefit by submitting late homework, etc. after they have taken the exam. Chapter and module assignments are designed to improve students' language proficiency, to enhance their cultural understanding of the Hispanic cultures and to prepare students for successful performance on the module exam.
Bonus Point Opportunities
Current Events Project / Extensión cultural

Objective: Receive up to 5 bonus points (5%) on your module grade:

- Select a current events or "Extensión Cultural" topic for a module.
- Research this topic using Spanish-language internet articles and sites that are no more than 3 months old.
- Submit activity to the Carmen Dropbox at least 24 hours before your Current Events Presentation
- Meet with an I.I. instructor to present the results of your investigation before you take the module written exam & before the bonus deadline.

Recommended Online Newspapers:

- Argentina
  http://www.clarin.com/
- Argentina
  http://www.lanacion.com.ar/
- Bolivia
  http://www.eldiario.net/
- Chile
  http://diario.elpmercurio.com
- Cuba
  http://www.cubavision.cubaweb.cu
- Colombia
  http://www.eltiempo.com/
- Costa Rica
  http://www.nacion.com/
- México
  http://www.jornada.unam.mx
- Ecuador (Quito)
  http://www.lahora.com.ec/
- Ecuador (Guayalquil)
  http://www.expreso.ec/
- El Salvador
  http://www.elsalvador.com
- España
  http://www.elpais.com/espana/
- Guatemala
  http://www.prenslibre.com/
- Honduras
  http://www.elheraldo.hn/
- Nicaragua
  http://www.laprensa.com.ni
- Panamá
  http://www.elnuevodiario.com.ni/
- Perú
  http://www.elcomercio.com.pe/
- Paraguay
  http://www.lanacion.com.py/
- Puerto Rico
  http://www.elnuevodia.com/noticias/
- República Dominicana
  http://www.listin.com.do
- Uruguay
- Venezuela
  http://www.eluniversal.com/

U.S. Spanish-language Newspapers
See "USA": http://www.zonalatina.com/Zlpapers.htm

See Also: http://www.zonalatina.com/Zlpapers.htm

*Remember: The selected article needs to be in Spanish & the article has no English-language version available.
CURRENT EVENTS BONUS PROJECT TOPICS

Select one of the following topics to investigate online - article(s)/webpage(s) need to be 3 months old or less, originally in Spanish (no English version available) and a minimum of 300 words in length. You will cite your sources.

**MODULE 1**
Chapters 2 & 3

**TOPIC #1:** An indigenous legend of Latin America

- Place
- Civilization/Group
- very brief description/plot of legend
- influence of the legend in that indigenous group (past and/or present)

**TOPIC #2:** The globalization of one of the following: education, business or government in the Hispanic World

- how does it happen
- impact on that educational system/business/government of that Spanish-speaking country
- benefits/downsides

**TOPIC #3:** A Community Service Organization of the Hispanic World

- type: local, national, international
- what service(s) does it provide?
- impact

**MODULE 2**
Chapters 4 & 5

**TOPIC #1:** The importance of a pastime, recreational activity or sport in an Hispanic country (or countries)

**TOPIC #2:** A current ecological project that is under way in a Spanish-speaking country

**MODULE 3**
Chapters 6 & 7

**TOPIC #1:** Select one hispanic country and research its diet & lifestyle and how these affect its population’s health (frequency of certain mental, social and physical diseases, life expectancy, etc.) and how it is reflected in its society (work habits and expectations, travel routines and modes of transportation, athletic events like the ciclovía, vacationing, popular outdoor activities, etc.). Your research could also include plans of this country to improve its citizens health by implementing future events and/or promoting certain activities or dietary habits.

**TOPIC #2:** Research the Hispanic population and presence in one of the following areas of the United States. Include in your report a description of this population (countries of origin) and its influence: history, cultural activities and organizations, participation in local commerce, etc.

- New York, New York (check out Museo del Barrio en la Quinta Avenida/5th Avenue)
- Miami, Florida (check out Festival de la Calle Ocho)
- San Antonio, Texas (check out Día de Independencia Mexicana)
- Los Ángeles, California
- Phoenix, Arizona (check out Fiestas del Sol in the barrio mexicano)
- San Diego, California (check out Centro Cultural de la Raza)
- Santa Fe, New Mexico

**MODULE 4**
Chapters 8 & 9

**TOPIC #1:** Select one of the following creatures or mythical beings and its presence in the area(s) where it has supposedly appeared. Include in your report a brief description of the creature and its influence: history, appearances, activities, effect on communities, etc.

- chupacabras
- mapinguari
- ucumar
- Llorona
- Nahuelito

**TOPIC #2:** Research one of the following festivals or customs. Include in your report a brief description of the festival, its influence, history, activities, impact on communities, etc.

- Noche de San Juan / Hogueras de San Juan (España)
- La quema del año viejo (Ecuador)
- Carnaval de Negros y Blancos (Colombia)
- La Noche de Rábanos (Oaxaca, México)
- La entomofagia
CURRENT EVENTS BONUS PROJECT GUIDELINES

OBJECTIVE: Research a current events topic using Spanish-language internet articles and sites.
- See “Current Events Topics” document on Carmen Content that lists topics divided by module.
- Select a current events or “Extension Cultural” topic for a module.
- Research this topic using Spanish-language internet articles and sites that are not more than 3 months old.
- For Spanish-language internet articles, refer to the document “Recommended Online Newspapers”.
- Submit activity to the Carmen Dropbox at least 24 hours before your Current Events Presentation.
- Meet with an I.I. instructor to present the results of your investigation before you take the module written exam & before the bonus deadline.

REQUIREMENTS:
- Each current events or cultural extension activity needs to include:
  - completed Word template (see template on Carmen Content) that includes student’s name, article/site titles and URLs of internet sources. If only one article is selected for a source, this article needs to be a minimum of 300 words (see example below for length). If several sites are used, there needs to be a minimum of 300 words of content. Please indicate which sections of longer articles are used for project. The article(s) / site(s) must relate to the learning module.
  - paragraph that outlines main ideas & summarizes information learned (min. 75 words in Spanish)
  - reflection paragraph (min. 75 words in Spanish) which connects the student’s research and the learning module using concrete examples
- Each cultural extension essay (one required per module) needs to be:
  - typed
  - double-spaced
  - 12-size font
  - 1-inch margins

Summary Paragraph
One 75-word summary in Spanish of the information learned. The summary should not be a word for word reiteration, but a summary of the most important issues highlighted in the article(s) / site(s) (Answering who?, what?, where?, when?, how?, why?).

Reflection Paragraph
One 75-word reflection paragraph in Spanish about the information learned. The reflection portion of the essay should offer comments about new information learned, information that adds to previous knowledge, and information that is related to listening segment(s) or related to the learning module. Students are expected to make clear connections between their research and the learning module, using concrete examples.

Source Article
Article needs to be in Spanish & the article has no English-language version available. If only a part of a longer article is used, cite the source segment on the activity template. The article must give a good, detailed description of that aspect of Hispanic culture. The article should include enough cultural information to animate discussion about the concepts included.

Example Source Article
To illustrate the length of a 300-word article see below:

Academic Integrity
Plagiarism via the internet is not only dishonest, it’s also liable to be caught. Paper assignments, if they are clear and course-specific, don’t match well with what’s available on the net, and search engines on the net make detection of plagiarism as easy as plagiarism itself. For example for a written or oral report you should use the vocabulary, grammar structures, and strategies you’ve learned. Paraphrase your information and do not “cut and paste” whole paragraphs from the web. Using online or electronic translators can also be a form of plagiarism when used in order to form structures longer than a couple of words, and when these structures do not reflect a student’s other work in the course. For more on university policies concerning plagiarism, including information on the formal hearing process by the Committee on Academic Misconduct visit the COAM FAQ page http://oaa.osu.edu/coam/faq.html

EVALUATION:
Each current events activity will be evaluated based on:
- written report: formatting, content, fulfilled requirements, clarity and accuracy.
- oral presentation: preparation, content, clarity, fluency, pronunciation, accuracy and appropriate responses to instructor questions.

Bonus:
- 5% bonus - Student receives 95% - 100%
- 4% bonus - Student receives 90% - 94%
- 3% bonus - Student receives 85% - 89%
- 2% bonus - Student receives 80% - 84%
- 1% bonus - Student receives 70% - 79%
- no bonus - Student did not do a current events project, received less than 70% on project, and/or did not fulfill current events project requirements
## Current Events Activity Template

### ESPAÑOL 1103.51: Extensión Cultural

**Módulo #:**

**Tema:**

<table>
<thead>
<tr>
<th>Fuente 1</th>
<th>Título</th>
<th>http://</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fuente 2</td>
<td>Título</td>
<td>http://</td>
</tr>
<tr>
<td>Fuente 3</td>
<td>Título</td>
<td>http://</td>
</tr>
<tr>
<td>Fuente 4</td>
<td>Título</td>
<td>http://</td>
</tr>
</tbody>
</table>

**ENSAYO:**

...
Rubrics

Homework & Composition Evaluation Criteria

10 Excellent
Completes the task accurately and thoroughly.
Contains wide range of vocabulary and idiomatic expressions if appropriate.
Contains accurate Spanish phrases / words.
Uses fairly complex sentences and excellent transitions to move smoothly from one idea to the next.
Has minimal errors in structure or spelling.
Uses correct Spanish symbols.

8 - 9 Good to Very Good
Completes task thoroughly or misses one activity/objective out of the requested list.
Contains a good range of vocabulary and idiomatic expressions if appropriate.
Contains mostly accurate Spanish phrases/words.
Has a few short, choppy sentences and uses a few transitions.
Has occasional errors in structure or spelling.
Uses some of the correct Spanish symbols.

7 Satisfactory
Completes most of the task, but misses a few activities/objectives out of the requested list.
Contains adequate range of vocabulary.
Contains some accurate Spanish phrases/words.
Uses short, fragmentary sentences and does not use transitions.
Has frequent errors in structure and/or spelling.
A few Spanish symbols included, although some may be inaccurate.

5 - 6 Below Average
A few sections of the task are inaccurate, although completed adequately.
Contains little variety of vocabulary, with repeated words/phrases and/or “listing” to satisfy minimum word requirement.
Mostly inaccurate use of Spanish phrases/words.
A few areas of work are incomprehensible or illegible.
Has numerous errors in structure and spelling.
Very few Spanish symbols included, and many inaccuracies.

3 - 4 Weak
Most sections are inaccurate.
Made an attempt to complete the task.
Contains minimal vocabulary.
All sentences contain errors in structure and all words are either misused or spelled incorrectly.
Almost completely inaccurate use of Spanish symbols or absence of symbols.

1 - 2 Unsatisfactory
Does not complete the task.
Task is illegible or incomprehensible.
No use of vocabulary studied in the textbook or in class.
Frequent use of anglicisms (made up Spanish words that closely resemble English) and heavy reliance on cognates.
No Spanish symbols used.

0 Missing Assignment
Does not turn in homework or composition.
### Spanish 1103 Individualized Instruction

### Spring 2013

#### Spanish 1103.51 Oral Exam Evaluation Criteria

**Notes:** If a student arrives late to an oral exam, there is a 5% penalty for each minute the student is late. If a student does not submit the video activity worksheet(s) 24+ hours before the oral exam, -10% off oral.

<table>
<thead>
<tr>
<th>Exceeds expectations (90% - 100%)</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task</td>
<td>Superior completion of task; content rich</td>
</tr>
<tr>
<td>Comprehensibility</td>
<td>Content readily comprehensible; pronunciation accurate</td>
</tr>
<tr>
<td>Fluency</td>
<td>Speech sustained throughout; few pauses; natural speech</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Vocabulary accurate and appropriate</td>
</tr>
<tr>
<td>Structure</td>
<td>Superior control of basic language structures</td>
</tr>
<tr>
<td>Preparation</td>
<td>Excellent level of preparation and understanding of text(s)</td>
</tr>
<tr>
<td>Responses</td>
<td>Thoughtful and insightful; superior knowledge of text(s)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Meets expectations (80% - 89%)</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task</td>
<td>Task complete; content appropriate</td>
</tr>
<tr>
<td>Comprehensibility</td>
<td>Content comprehensible; pronunciation does not interfere with communication</td>
</tr>
<tr>
<td>Fluency</td>
<td>Speech sustained, some hesitation; some speech not natural</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Vocabulary generally accurate and appropriate</td>
</tr>
<tr>
<td>Structure</td>
<td>Control of basic language structures</td>
</tr>
<tr>
<td>Preparation</td>
<td>Good level of preparation and understanding of text(s)</td>
</tr>
<tr>
<td>Responses</td>
<td>Accurate content; good knowledge of text(s)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Almost meets expectations (70% - 79%)</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task</td>
<td>Partial task completion; content mostly adequate and appropriate</td>
</tr>
<tr>
<td>Comprehensibility</td>
<td>Content mostly comprehensible; pronunciation occasionally interferes with communication</td>
</tr>
<tr>
<td>Fluency</td>
<td>Speech choppy and/or slow with frequent pauses; rote speech (as if reciting something memorized)</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Vocabulary sometimes inaccurate and/or inappropriate</td>
</tr>
<tr>
<td>Structure</td>
<td>Emerging control of basic language structures</td>
</tr>
<tr>
<td>Preparation</td>
<td>Satisfactory preparation of text; some problems with understanding</td>
</tr>
<tr>
<td>Responses</td>
<td>Weak; limited understanding of text(s)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Does not meet expectations (65% - 69%)</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task</td>
<td>Minimal task completion; content underdeveloped</td>
</tr>
<tr>
<td>Comprehensibility</td>
<td>Content barely comprehensible; poor pronunciation interferes with communication</td>
</tr>
<tr>
<td>Fluency</td>
<td>Speech halting; long pauses and/or incomplete thoughts</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Inadequate or inaccurate use of vocabulary</td>
</tr>
<tr>
<td>Structure</td>
<td>Emerging use of basic language structures</td>
</tr>
<tr>
<td>Preparation</td>
<td>Low level of preparation</td>
</tr>
<tr>
<td>Responses</td>
<td>Unsatisfactory; little understanding of text(s)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unprepared (1% - 64.9%)</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task</td>
<td>Task not completed</td>
</tr>
<tr>
<td>Comprehensibility</td>
<td>Content hardly comprehensible; completely inaccurate pronunciation which leads little or no communication</td>
</tr>
<tr>
<td>Fluency</td>
<td>Speech underdeveloped with little or no preparation</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Little to no use of vocabulary</td>
</tr>
<tr>
<td>Structure</td>
<td>Little or no use of basic language structures</td>
</tr>
<tr>
<td>Preparation</td>
<td>No preparation</td>
</tr>
<tr>
<td>Responses</td>
<td>Unable to respond</td>
</tr>
</tbody>
</table>

| No presentation (0%) | Comments: |

---

26
## Written Activity

<table>
<thead>
<tr>
<th>Points</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>_/2</td>
<td>Spanish-language internet source cited. If longer article and not used in its entirety, source segment cited. Includes title, URL and enough relevant content. Article is the minimum 300-word length. See Cultural Extension Guidelines for an example of a 300-word article. No English-language version of article available. Use of correct formatting: 1-inch margins, 12-size font, typed, double spaced.</td>
<td></td>
</tr>
<tr>
<td>_/4</td>
<td>4 pts: Summary is 75-100 words and demonstrates in-depth understanding of the main ideas of article. Avoids tangential material that detracts from main points. No grammatical, spelling, vocabulary, accentuation, nor punctuation errors. Summary needs to be in student's own words in Spanish. Review the university's Code of Student Conduct at <a href="http://oaa.osu.edu/coam.htm">http://oaa.osu.edu/coam.htm</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 pts: Summary omits several main ideas and/or includes some tangential material. Does not meet 75-minimum word requirement for summary. Summary needs to be in student's own words in Spanish. Review the university's Code of Student Conduct at <a href="http://oaa.osu.edu/coam.htm">http://oaa.osu.edu/coam.htm</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 - 2 pts: Summary shows little understanding of the article. Almost all to all tangential material, without identifying main points. Does not meet 75 minimum word requirement. Almost all of summary is not clearly expressed or is incomprehensible. Almost entirely inaccurate (grammar, spelling, vocabulary usage, accentuation, punctuation). Summary needs to be in student's own words in Spanish. Review the university's Code of Student Conduct at <a href="http://oaa.osu.edu/coam.htm">http://oaa.osu.edu/coam.htm</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0: Summary shows no understanding of main points of article. Summary is not clearly expressed and is incomprehensible. Inaccurate (grammar, spelling, vocabulary usage, accentuation, punctuation). Summary needs to be in student's own words in Spanish. Review the university's Code of Student Conduct at <a href="http://oaa.osu.edu/coam.htm">http://oaa.osu.edu/coam.htm</a></td>
<td></td>
</tr>
<tr>
<td>_/4</td>
<td>4 pts: Reflection included, meets 75 minimum word requirement for reflection portion of activity. Reflection offers comments about new information learned, information that adds to previous knowledge, information that is related to the module content. Excellent connections made between research and the learning module, using concrete examples. Commentary contains no errors (grammar, spelling, vocabulary usage, accentuation, punctuation). Commentary is clearly expressed.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 pts: Reflection included, meets 75 minimum word requirement for reflection portion of activity. Reflection is comprehensible but is not clearly expressed. Includes reflection requirements. Good connections made between research and the learning module, using concrete examples. Commentary has occasional errors (grammar, spelling, vocabulary usage, accentuation, punctuation).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 pts: Reflection included, but does not meet 75 minimum word requirement for reflection portion of activity. Reflection is unclear and is almost entirely incomprehensible. Slight connection made between research and the learning module, and examples are unclear. Commentary has frequent errors (grammar, spelling, vocabulary usage, accentuation, punctuation).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 pt: Reflection included but does not meet 75 minimum word requirement for reflection portion of activity. Reflection is almost completely inaccurate and incomprehensible. Several missing reflection requirements. No connection made between research and the learning module. No examples. Commentary is almost or entirely inaccurate. Many errors (grammar, spelling, vocabulary usage, accentuation, punctuation).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>0: No reflection included, no connection made between research and learning module studied.</td>
<td></td>
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<tr>
<td>_/10</td>
<td>SCORE</td>
<td></td>
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<tr>
<td></td>
<td>COMMENTS</td>
<td></td>
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<tr>
<td></td>
<td>GRADE</td>
<td>___________/100 LETTER GRADE: __________</td>
</tr>
</tbody>
</table>
### Spanish 1103.51 Current Events Project Evaluation Criteria - BONUS POINTS

#### Presentation

<table>
<thead>
<tr>
<th>Exceeds expectations (9 - 10)</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task</td>
<td>Superior completion of task; content rich</td>
</tr>
<tr>
<td>Comprehensibility</td>
<td>Content readily comprehensible; pronunciation accurate</td>
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<td>Preparation</td>
<td>Excellent level of preparation and understanding of text(s) &amp; module</td>
</tr>
<tr>
<td>Responses</td>
<td>Thoughtful and insightful; superior knowledge of text(s) &amp; module</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Meets expectations (8 - 8.9)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Task</td>
<td>Task complete; content appropriate</td>
</tr>
<tr>
<td>Comprehensibility</td>
<td>Content comprehensible; pronunciation does not interfere with communication</td>
</tr>
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<td>Fluency</td>
<td>Speech sustained, some hesitation</td>
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<td>Vocabulary</td>
<td>Vocabulary generally accurate and appropriate</td>
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<td>Structure</td>
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<tr>
<td>Preparation</td>
<td>Good level of preparation and understanding of text(s) &amp; module</td>
</tr>
<tr>
<td>Responses</td>
<td>Accurate content; good knowledge of text(s) &amp; module</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Almost meets expectations (7 - 7.9)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Task</td>
<td>Partial task completion; content mostly adequate and appropriate</td>
</tr>
<tr>
<td>Comprehensibility</td>
<td>Content mostly comprehensible; pronunciation occasionally interferes with communication</td>
</tr>
<tr>
<td>Fluency</td>
<td>Speech choppy and/or slow with frequent pauses</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Vocabulary sometimes inaccurate and/or inappropriate</td>
</tr>
<tr>
<td>Structure</td>
<td>Emerging control of basic language structures</td>
</tr>
<tr>
<td>Preparation</td>
<td>Satisfactory preparation; some problems with understanding</td>
</tr>
<tr>
<td>Responses</td>
<td>Weak; limited understanding of text(s) &amp; module</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Does not meet expectations (6.5 - 6.9)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Task</td>
<td>Minimal task completion; content underdeveloped</td>
</tr>
<tr>
<td>Comprehensibility</td>
<td>Content barely comprehensible; poor pronunciation interferes with communication</td>
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<td>Preparation</td>
<td>Low level of preparation</td>
</tr>
<tr>
<td>Responses</td>
<td>Unsatisfactory; little understanding of text(s) &amp; module</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unprepared (1 - 6.4)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Task</td>
<td>Task not completed</td>
</tr>
<tr>
<td>Comprehensibility</td>
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</tr>
<tr>
<td>Fluency</td>
<td>Speech underdeveloped with little or no preparation</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Little to no use of vocabulary</td>
</tr>
<tr>
<td>Structure</td>
<td>Little or no use of basic language structures</td>
</tr>
<tr>
<td>Preparation</td>
<td>No preparation</td>
</tr>
<tr>
<td>Responses</td>
<td>Unable to respond</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No presentation (ZERO - 0)</th>
<th></th>
</tr>
</thead>
</table>

### CURRENT EVENTS EVALUATION

<table>
<thead>
<tr>
<th>Written Activity Score</th>
<th>Presentation Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL:</td>
<td>____________________/20 = ________%</td>
</tr>
</tbody>
</table>

### BONUS POINT/S EARNED

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Bonus Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>95% - 100%</td>
<td>5%</td>
</tr>
<tr>
<td>90% - 94%</td>
<td>4%</td>
</tr>
<tr>
<td>85% - 89%</td>
<td>3%</td>
</tr>
<tr>
<td>80% - 84%</td>
<td>2%</td>
</tr>
<tr>
<td>70% - 79%</td>
<td>1%</td>
</tr>
</tbody>
</table>

no bonus - Student did not do a current events project, received less than 70% on project, and/or did not fulfill current events project requirements
Speaking Group Report

1. Go to Carmen Quizzes

2. Access Speaking Group Report for corresponding chapter number (two per module required)

3. Answer questions about date, time and speaking group instructor


5. Complete summary section. Include a description (minimum 75 words in Spanish) of what was discussed during the speaking group, your impressions/opinions/reflections.

Speaking Group Report via Carmen Quiz (preview)

The date and time that I attended my speaking group was...

I attended an in-person speaking group in 120 Hagerty Hall. Yes/No

I attended a virtual speaking group session via webcam (Google+ Hangout). Yes/No

If you attended a speaking group session via Google+ Hangout, please describe any technical difficulties you, other students and/or the instructor encountered during this session.

My speaking group instructor was...

How many other students attended the session with you?

I arrived on time to my speaking group session. Yes/No

I stayed until my speaking group session was over (I did not leave early). Yes/No

My level of participation (how frequently I contributed to conversation in Spanish) in this session was... High Medium Low Nonexistent

I communicated in Spanish in complete sentences. Always Most of the time Some of the time Infrequently Never

I asked the speaking group instructor questions in Spanish. Yes, I asked _____ questions. No, I didn’t ask the speaking group instructor any questions.

I asked the other students questions in Spanish. Yes, I asked _____ student(s) at least one question. No, I didn’t ask the student(s) any questions. No, because there were no other students in the session with me.

I learned new expressions (vocabulary) during my speaking group. I plan to use these new expressions at work, in my coursework, and/or in my life (i.e. social interactions with friends or Spanish speakers.) Strongly Agree Agree Neutral Disagree Strongly Disagree

I practiced how to use grammatical structures in certain contexts and situations. I found this useful and plan to use this new knowledge at work, in my coursework and/or my life (i.e. social interactions) Strongly Agree Agree Neutral Disagree Strongly Disagree

I learned something new about one or more Spanish-speaking countries. This helped improve my understanding of Spanish-speaking cultures. Strongly Agree Agree Neutral Disagree Strongly Disagree

To improve speaking groups, I recommend...

Write a summary of at least 75 words in Spanish outlining the content of what was discussed during the speaking group session. Also include any of your impressions or connections you observed with how the speaking group topics tied in with your job, other classes and/or life.
Typing Spanish Language Characters on a Keyboard

NOTE: In addition to the shortcut key info for symbols described below, you may also use the “symbols” pull down menu from Microsoft Word (under “Insert”). A chart pops up and you click on the symbol you want inserted in your document. Then, after the first accented character or symbol you can copy and paste similar accented characters and symbols within the document.

TYPING SPANISH ACCENTS AND PUNCTUATION:  http://www.studyspanish.com/accents/typing.htm

WINDOWS: Alt Key + Numeric Code

Uppercase
- Á  Alt + 0193
- É  Alt + 0201
- Í  Alt + 0205
- Ó  Alt + 0211
- Ú  Alt + 0218
- Ñ  Alt + 0209
- Ü  Alt + 0220

Lowercase
- á  Alt + 160
- é  Alt + 130
- í  Alt + 161
- ó  Alt + 162
- ú  Alt + 163
- ü  Alt + 129
- ñ  Alt + 164

Punctuation
- ¿  Alt + 168
- ¡  Alt + 173
- « Alt + 0171
- » Alt + 0187

MACINTOSH

Acute Accent (Uppercase)  Option + E, then the uppercase vowel
Acute Accent (Lowercase)  Option + E, then the lowercase vowel
- Ñ, ñ Option + N, then either capital or lowercase "N"
- Ú, ü Option + U, then either capital or lowercase "U"
- ¿  Shift + Option + ?
- ¡  Option + 1
- « Option + \n- » Shift + Option + \n
Correction Symbols & Error Codes

CORRECTION SYMBOLS

- subjunctive vs. indicative
- verb tense choice
  (infinitive / present / present progressive / present perfect
  /preterite / imperfect / future, etc.)
- agreement
  noun-adjective: singular/plural/feminine/masculine
  subject-verb
- spelling, accent
- double check conjugation
- word order
- missing word(s), letter(s), punctuation
- vocabulary/verb choice
- eliminate entire word, letter, punctuation
- rephrase
- incomprehensible
- connect
- divide
- smaller/larger case
- move
- transition missing
- repetitive
Error Codes

[v] or [vocab]
...........................................................vocabulary or verb choice

[sp]
...........................................................spelling

[elim]
..........................................................eliminate

[case]
..........................................................upper/lower case

[^]
..............................................................missing word(s)/punctuation, need to add something here

[acc] or [accent]
................................................extraneous or missing accent

[syn] or [syntax]
................................................word order, need to rephrase

[conj]
............................................................conjugation (i.e. stem-change)

[agree]
............................................................agreement (gender, number(sing/plural), subject/verb

[mood]
............................................................indicative vs. subjunctive

[tense]
............................................................verb tense (present vs. past, etc.)

[???]
............................................................incomprehensible

[R]
............................................................repetitive

[T]
............................................................transition needed
Deadlines - Spring 2013

Please note that written exams are due the day **before** deadline days. Exams are due at least 24 hours before a student’s scheduled exam grading / post-exam meeting.

### Orientation and Activation

- **Orientation Requirements Due** – 11:59PM January 11, 2013
- **Planning Meeting Deadline** – January 16, 2013

### 4 Credit Plan Students

1st Module Deadline: February 1, 2013  
2nd Module Deadline: March 1, 2013  
3rd Module Deadline: March 29, 2013  
4th Module Coursework Deadline: April 19, 2013  
4th Module Exam Deadline: April 24, 2013  
4th Module Exam Grading Deadline: April 25, 2013

### 3 Credit Plan Students

1st Module Deadline: February 8, 2013  
2nd Module Deadline: March 8, 2013  
3rd Module Deadline: April 12, 2013

### 2 Credit Plan Students

1st Module Deadline: February 8, 2013  
2nd Module Deadline: March 8, 2013

### 1 Credit Plan Students

Module Deadline: February 22, 2013

### Bonus Project Deadlines - For All Students

1st Module Bonus Deadline for Current Events Project: January 31, 2013  
2nd Module Current Events Project Bonus Deadline: February 28, 2013  
3rd Module Bonus Deadline for Current Events Project: March 28, 2013  
4th Module Current Events Project Bonus Deadline: April 19, 2013
Important Dates - SPRING 2013

1st Week of Classes
✓ Do you have your required course materials / textbook(s)?

January 11, 2013
• Orientation Requirements Due (orientation tutorials, orientation quizzes, submitted credit plan to Carmen Dropbox)

January 16, 2013
• Planning Meeting Deadline (by this date, students should have met via Skype or in person with an I.I. instructor for the credit plan meeting)

January 19, 2013
• I.I. File Activation Deadline (by this date, students should have met in person with a Spanish 1103.51 instructor for the contract meeting)

January 21, 2013
• Martin Luther King, Jr. Day Observed. No classes, offices closed, no I.I. appointments, no speaking groups.

February 1, 2013
• Last day to drop a class without a "W" on the student's record

March 4 - 8, 2013
• Credit Adjustment Week. Students needing to adjust the number of credits in which they are enrolled for their I.I. course(s) must schedule an in-person, one-on-one appointment with an I.I. instructor to complete and sign a contract adjustment form

March 11 - 17, 2013
• Spring Break. No classes, offices closed, no I.I. appointments, no speaking groups.

March 22, 2013
• Last day to drop a class with a "W" on the student's record, and without needing to petition his/her college.

April 19, 2013
• 4+ Credit Students: Last Module’s Coursework Deadline

April 22, 2013
• Late Submissions Deadline. Any late work, including required appointments, speaking groups, and written exams are due by this date. Any missing coursework and any missing exam from late modules after December 4, 2013 will be assigned a grade of zero (0).
• Last day of speaking groups

April 24, 2013
• 4+ Credit Students: Last Module’s Written Exam Deadline (by this date students need to have taken the written exam in the I.I. Testing Center)

April 25, 2013
• 4+ Credit Students: Last Module’s Exam Grading Deadline (by this date students need to have the written exam graded during a one-on-one appointment)
# Personal Record

The tables below list the requirements for each module. Chart your progress by checking off each assignment and evaluation.

- **[HW]** Homework (iLrn)
- **[Comp]** Composition
- **[VID]** Video Activity Worksheet
- **[SG]** Speaking Group Report Form Submitted
- **[MTG]** Post-Exam Meeting

<table>
<thead>
<tr>
<th>MODULE #1</th>
<th>Ch. 2 &amp; 3</th>
<th>HW 2</th>
<th>COMP 2</th>
<th>VID 2</th>
<th>HW 3</th>
<th>COMP 3</th>
<th>VID 3</th>
<th>SG</th>
<th>SG</th>
<th>ORAL</th>
<th>MTG</th>
<th>COMMENTS</th>
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<tbody>
<tr>
<td>Grade</td>
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</table>

<table>
<thead>
<tr>
<th>MODULE #2</th>
<th>Ch. 4 &amp; 5</th>
<th>HW 4</th>
<th>COMP 4</th>
<th>VID 4</th>
<th>HW 5</th>
<th>COMP 5</th>
<th>VID 5</th>
<th>SG</th>
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<table>
<thead>
<tr>
<th>MODULE #3</th>
<th>Ch. 6 &amp; 7</th>
<th>HW 6</th>
<th>COMP 6</th>
<th>VID 6</th>
<th>HW 7</th>
<th>COMP 7</th>
<th>VID 7</th>
<th>SP</th>
<th>SG</th>
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<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
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</table>

<table>
<thead>
<tr>
<th>MODULE #4</th>
<th>Ch. 8 &amp; 9</th>
<th>HW 8</th>
<th>COMP 8</th>
<th>VID 8</th>
<th>HW 9</th>
<th>COMP 9</th>
<th>VID 9</th>
<th>SG</th>
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<tr>
<td>Grade</td>
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</tr>
</tbody>
</table>
## Spanish 1103.51 Course Policies

<table>
<thead>
<tr>
<th>Situation</th>
<th>Penalty / Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any module requirement not completed by a module deadline</td>
<td>2% final course grade penalty</td>
</tr>
<tr>
<td>Any late module coursework (including oral exam and required appointments) from Modules 1-4, and Module 1-3 exam(s) not completed/submitted by April 22, 2013</td>
<td>any missing late module coursework and exams from Modules 1 through 3, and any missing Module 4 coursework, is assigned a grade of zero</td>
</tr>
<tr>
<td>4th Module written exam not completed by April 24, 2013</td>
<td>4th module exam assigned a grade of ZERO.</td>
</tr>
<tr>
<td>Student does not achieve an 80% on a module even after retaking the written exam</td>
<td>Student needs to drop credits or drop the course</td>
</tr>
<tr>
<td>Student has three unexcused no-shows to appointments</td>
<td>Blocked from scheduling system for one week. Any previously scheduled appts. for that week are cancelled and opened up to other students.</td>
</tr>
<tr>
<td>5-10 minutes late to an any grading meeting</td>
<td>1% penalty off course grade for each late arrival</td>
</tr>
<tr>
<td>10+ minutes late to...</td>
<td>designated as a no-show, and student will need to reschedule the appointment.</td>
</tr>
<tr>
<td>• homework grading</td>
<td></td>
</tr>
<tr>
<td>• composition grading</td>
<td></td>
</tr>
<tr>
<td>• video activity grading</td>
<td></td>
</tr>
<tr>
<td>• post-exam / exam grading</td>
<td></td>
</tr>
<tr>
<td>Late arrival to an oral exam</td>
<td>For every minute late, there is a 5% penalty off the oral exam grade.</td>
</tr>
<tr>
<td>5+ minutes late to a speaking group</td>
<td>student may participate, but that session will not count for credit</td>
</tr>
<tr>
<td>Student submits speaking group report(s)...</td>
<td></td>
</tr>
<tr>
<td>Student does not submit speaking group report(s).</td>
<td>2% grade penalty off module grade for each missing or incomplete report</td>
</tr>
<tr>
<td>Student does not attend speaking group(s) before taking the written exam</td>
<td>3% grade penalty off module grade for each missing session</td>
</tr>
<tr>
<td>Did not turn in homework, composition or video activity worksheet at least 24+ hours in advance of grading meeting</td>
<td>10% off assignment grade</td>
</tr>
<tr>
<td>Did not turn in homework, composition or video activity worksheet 24+ hours in advance of Skype grading meeting</td>
<td>designated as a no-show, and student will need to reschedule the appointment.</td>
</tr>
<tr>
<td>Completed video activity worksheet(s) not submitted before oral exam</td>
<td>5% grade penalty off oral exam grade for each missing worksheet</td>
</tr>
<tr>
<td>Written exam not submitted at least 24 hours or more before scheduled exam grading (post-exam) meeting</td>
<td>2% final course grade penalty</td>
</tr>
<tr>
<td>After the written exam is taken, student completes module coursework (including oral exam).</td>
<td>Any coursework completed/submitted after the written exam is taken is assigned a grade of zero (0)</td>
</tr>
<tr>
<td>Student submits written exam over the 60 minute time limit</td>
<td>For every minute late, there is a 1% penalty off the written exam grade.</td>
</tr>
<tr>
<td>Any scheduling error not corrected by the time of the appointment. For example, the student scheduled an appointment for ...</td>
<td>designated as a no-show, and student will need to reschedule the appointment</td>
</tr>
<tr>
<td>• a different level (not 1103.51) - showed up to the wrong level's appointment</td>
<td></td>
</tr>
<tr>
<td>• put incorrectly scheduled appointment up to the offer board but no other student took it by the time of the appointment</td>
<td></td>
</tr>
<tr>
<td>Did not schedule a Skype meeting by 8AM the day of the appointment</td>
<td>Designated as a no-show, and student will need to reschedule the appointment.</td>
</tr>
<tr>
<td>By 8AM no student signed up for the Google+ Hangout speaking group session that day</td>
<td>Google+ Hangout Session cancelled. All enrolled students will receive an e-mail from I.I. supervisor about the cancellation.</td>
</tr>
</tbody>
</table>