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Department of Latin American and Iberian Cultures

DEPARTMENT OF LATIN AMERICAN AND IBERIAN CULTURES
Spanish and Portuguese Language Programs

Spring 2025   SPAN 220 62092   MWThF 9am THH 106

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And by appointment:	https://gvierma.youcanbook.me

REQUIRED COURSE MATERIAL

- **Textbook:** University of Southern California - SPAN 220: SPANISH III VOL 3. ISBN 1264515545. Follow the instructions on **Brightspace** (under Online Homework) to purchase.
- **Workbook:** Follow the instructions on **Brightspace** (under Online Homework) to register for the online workbook.
- **TalkAbroad** Account: Follow the instructions on Brightspace (under Portfolio) to register for 2 15-minute conversations.
- **Bilingual online dictionary:** Wordreference (please avoid Google translate and similar in lieu of a dictionary).

IMPORTANT DATES

Last day to add/drop a class or change to Pass/No Pass.	Friday, Friday January 31
Last day to change Pass/No Pass to letter grade.	Friday, Friday February 28
Last day to drop with a mark of "W".	Friday, Friday April 11

The final exam will be assigned by May 7th and will be due May 9th.

COURSE DESCRIPTION:

SPAN220 is the continuation of SPAN150: SPAN II, and it constitutes the third course in the sequence of the Spanish Basic Language Program. SPAN220 features intensive work in listening comprehension, oral communication, reading and writing, with emphasis on free expression; readings are related to Hispanic culture and civilization, as well as student life. The course is designed based on the theoretical and pedagogical guidelines of the American Council on the Teaching of Foreign Languages (ACTFL), thus focusing on actual communication, interactions and language use.

COURSE AND PROGRAM OBJECTIVES

Upon successful completion of the Spanish basic language program (3 courses), 80% of students will be able to:

> Interpersonal:
> - Communicate and exchange information on a number of familiar topics using sentences and strings of sentences;
> - Ask a number of questions;
>
> Presentational:
> - Make rehearsed presentations on a variety of familiar topics using sentences and strings of sentences;
> - Write on a variety of familiar topics using strings of sentences and simple paragraphs;
>
> Interpretive:
> - Identify the main idea and some details, as well as demonstrate understanding of, visual, oral and written texts (e.g., dialogues, film/TV clips, and radio) on a variety of familiar topics;
>
> Cultures, Connections, Comparisons and Communities:
> - Note similarities and differences between their own and target cultures in a variety of familiar contexts;
> - Demonstrate knowledge of cultural topics introduced in class, and provide simple analysis and critique of the products of the target culture (e.g., film, literature, art, media);
> - Demonstrate the ability to use the target language beyond the classroom to interact and collaborate in their community;
> - Demonstrate a greater awareness of the Hispanic community in the LA area through reflections in English and the target language.

These goals require that you come to class prepared to engage in the day's work by having read all required materials, taken notes as needed, and completed <u>all</u> assignments listed on the schedule.

The content of the Spanish classes and the way in which students' work is assessed are based on the theoretical and pedagogical guidelines developed by the American Council on the Teaching of Foreign Languages (ACTFL). These are summarized in the *National Standards for Foreign Language Education* (ACTFL, 2006), whose main goals of instruction are as follows:

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COMMUNICATION: COMMUNICATE IN LANGUAGES OTHER THAN ENGLISH
- **Standard 1.1:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- **Standard 1.2:** Students understand and interpret written and spoken language on a variety of topics.
- **Standard 1.3:** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

CULTURES: GAIN KNOWLEDGE AND UNDERSTANDING OF OTHER CULTURES
- **Standard 2.1:** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- **Standard 2.2:** Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

CONNECTIONS: CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION
- **Standard 3.1:** Students reinforce and further their knowledge of other disciplines through the foreign language.
- **Standard 3.2:** Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

COMPARISONS: DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE
- **Standard 4.1:** Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- **Standard 4.2:** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

COMMUNITIES: PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME & AROUND THE WORLD
- **Standard 5.1:** Students use the language both within and beyond the school setting.
- **Standard 5.2:** Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment. (Source: http://www.actfl.org/publications/all/national-standards-foreign-language-education)

The activities and homework assignments that you will complete in class and the assessment tools with which your work will be evaluated have been created to accomplish and reflect the instructional objectives described in the Standards. The content of your class has also been designed to develop your ability to communicate in three different modes—interpersonal, interpretive, and presentational:

Interpersonal	Interpretive	Presentational
• Active negotiation of meaning among individuals	• Interpretation of what the author, speaker, or producer wants the receiver of the message to understand	• Creation of messages
• Participants observe and monitor one another to see how their meanings and intentions are being communicated	• One-way communication with no recourse to the active negotiation of meaning with the writer, speaker, or producer	• One-way communication intended to facilitate interpretation by members of the other culture where no direct opportunity for the active negotiation of meaning between members of the two cultures exists
• Adjustments and clarifications are made accordingly	• Interpretation differs from comprehension and translation in that interpretation implies the ability to read (or listen or view) "between the lines," including understanding from within the cultural mindset or perspective	• To ensure the intended audience is successful in its interpretation, the "presenter" needs knowledge of the audience's language and culture
• Speaking and listening (conversation); reading and writing (text messages or via social media)	• Reading (websites, stories, articles), listening (speeches, messages, songs), or viewing (video clips) of authentic materials	• Writing (messages, articles, reports), speaking (telling a story, giving a speech, describing a poster), or visually representing (video or PowerPoint)

Source: ACTFL (2012). *ACTFL Performance Descriptors for Language Learners: 2012 Edition*. Alexandria, VA: ACTFL.

PREREQUISITES FOR SPAN220

- SPAN150: SPAN II

TECHNOLOGICAL PROFICIENCY

This course will require frequent use of Brightspace, Microsoft Suite, Adobe Acrobat, Google Suite and, possibly, Zoom. Students experiencing hardware problems may contact USC Computing Center Laptop Loaner Program. Please check the Software available to USC Campus to see the programs that are available to students. Further, students can consult Zoom information for students, Brightspace help for students as needed to become familiar with those platforms. For general questions, students may contact consult@usc.edu.

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ACADEMIC CONDUCT AND SUPPORT SYSTEMS

ACADEMIC CONDUCT AND USE OF ARTIFICIAL INTELLIGENCE:

This course will follow the expectations for academic integrity as stated in the USC Student Handbook. All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity.

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

Academic dishonesty has a far-reaching impact and is considered a serious offense against the university. Violations will result in a grade penalty, such as a failing grade on the assignment or in the course, and disciplinary action from the university itself, such as suspension or even expulsion.

This course aims to develop creative, analytical, and critical thinking skills. Therefore, all assignments should be prepared by the student working individually or in groups. Students may not have another person or entity complete any substantive portion of the assignment. Developing strong competencies in these areas will prepare you for a competitive workplace. Therefore, using AI-generated text, code, or other content is prohibited in this course, will be identified as plagiarism, and will be reported to the Office of Academic Integrity.

For more information about academic integrity see the student handbook or the Office of Academic Integrity's website, and university policies on Research and Scholarship Misconduct.

COURSE CONTENT DISTRIBUTION AND SYNCHRONOUS SESSION RECORDINGS POLICIES

USC has policies that prohibit recording and distribution of any synchronous and asynchronous course content outside of the learning environment.

Recording a university class without the express permission of the instructor and announcement to the class, or unless conducted pursuant to an Office of Student Accessibility Services (OSAS) accommodation, is strictly prohibited.

Recording can inhibit free discussion in the future, and thus infringe on the academic freedom of other students as well as the instructor. (Living our Unifying Values: The USC Student Handbook, page 13).

Distribution or use of notes, recordings, exams, or other intellectual property, based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study. This includes but is not limited to providing materials for distribution by services publishing course materials. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relation to the class, whether obtained in class, via email, on the internet, or via any other media. Distributing course material without the instructor's permission will be presumed to be an intentional act to facilitate or enable academic dishonesty and is strictly prohibited. (Living our Unifying Values: The USC Student Handbook, page 13).

SUPPORT SYSTEMS:
Counseling and Mental Health - (213) 740-9355 – 24/7 on call
studenthealth.usc.edu/counseling
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call
suicidepreventionlifeline.org
Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press "0" after hours – 24/7 on call
studenthealth.usc.edu/sexual-assault
Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED) - (213) 740-5086 | Title IX – (213) 821-8298
equity.usc.edu, titleix.usc.edu
Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298
usc-advocate.symplicity.com/care_report
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity |Title IX for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services - (213) 740-0776
https://osas.usc.edu/
Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Campus Support and Intervention - (213) 821-4710
campussupport.usc.edu
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101
diversity.usc.edu
Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call
dps.usc.edu, emergency.usc.edu
Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call
dps.usc.edu
Non-emergency assistance or information.

ACCOMODATION IN THE LANGUAGE PROGRAM: OSAS

Any student requesting academic accommodations based on a disability is required to register with the Office of Student Accessibility Services (OSAS) each semester. A letter of verification for approved accommodations can be obtained from OSAS. Please present your letter of accommodation to your instructor as early in the semester as possible, preferably during the first week of classes. Arrangements for accommodations for chapter exams are done individually with your instructor. Requests for accommodations for final exams require the OSAS test proctoring form, signed by the student and the professor and submitted to OSAS by the student, two weeks prior to the beginning of the final exam period. OSAS is located in 3601 Watt Way, Grace Ford Salvatori Hall 120, and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for OSAS is (213) 740-0776. They can be reached via email at ability@usc.edu.

RESEARCH

The Department of Latin American and Iberian Cultures routinely conducts research on instructional practices. This research provides valuable data for program assessment. Occasionally throughout the semester you may be invited to participate in on-going studies either during regular class time or outside of class hours. As the researcher and/or your instructor will explain, participation in any such studies is absolutely voluntary and your performance on tests intended for studies will in no way affect your grade in the course.

DEPARTMENTAL AWARDS

The USC Spanish and Portuguese Basic Language Program Award

Every semester, the Department of Latin American and Iberian Cultures grants students enrolled in Span 120, 150, 220, 240 and Port 120, 150, 220 and 240 the USC Spanish and Portuguese Achievement Award to acknowledge unique academic achievement. This award is based on student performance, overall progress and participation that go beyond the average course expectations, rather than high grades. Recipients of this award are recognized at the end of the semester and receive a certificate.

The USC Spanish and Portuguese Community Service Award

This award is given to three students participating in one of the Department's Community Outreach Programs – JEP, Feliz en Español and Spanish Brigades. It acknowledges their unique effort and commitment to the community. Recipients of this award are recognized by the department and are awarded a certificate at the end of the semester.

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CONTACT WITH INSTRUCTORS

Your first contact is your instructor who may be reached through email, by telephone, or in person during office hours or by appointment. You can find contact information for the Program and the faculty on the Language Program page of the Department of Latin American and Iberian Cultures
https://dornsife.usc.edu/latin-american-and-iberian-cultures/faculty/

COURSE EVALUATION

The evaluation system is based on students' ability to participate actively and effectively in a wide variety of language related activities both in and out of the classroom. This entails a kind of apprenticeship into the language and progress is a result of the students' own efforts. A strategy of continuous application and fulfillment of course requirements will enable students to exercise a great deal of direct control over their final grade for this course.

SUMMARY OF DISTRIBUTION OF GRADES

EVALUATION PROCEDURES	%
Effort and Preparedness (25%)	
Class Preparedness (Class-checked Homework) and Participation	15%
Online Homework	10%
Interpersonal (15%)	
One Short Conversation with Conversation Partner (4 min. per student)	5%
Final Oral Interview with Instructor (10 min. per student)	10%
Interpretive, Interpersonal, and Presentational (15%)	
Two Portfolio Entries (Activities and Reflection) (5% each)	10%
One group presentation	5%
Summative Assessment: Interpretive and Presentational (45%)	
Three Chapter Exams (8.33% each)	25%
Final Exam (In-Class composition and Take-Home Project)	20%
TOTAL	**100%**

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GRADING SYSTEM

PERCENTAGES	LETTER GRADE	PERCENTAGES	LETTER GRADE
93-100	A	73-76	C
90-92	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	63-66	D
80-82	B-	60-62	D-
77-79	C+	0-59	F

EXPLANATION OF EVALUATION PROCEDURES

1. Make Up Policy

Be aware that the Language Program has a Make Up Policy, and that all course work responds to it. This means that in order to make up any work (specific assignments, exams, etc.) that you miss, you must present valid, original documentation to your instructor.

General university policy states that students who can verify that they were prevented from completing assignments due to illness or religious holidays are permitted to make up the work they missed. Students who miss class because of their performance in university-sponsored events, such as athletic competitions, fine-arts performances, ROTC activities, etc. are also allowed to make up the work they missed. The other valid reason for making up work is a death in the immediate family.

Personal reasons for missing class cannot be excused. These include personal trips to attend university-sponsored events as a spectator, to visit family, to attend weddings (and the like), to attend court (except for jury duty), and other personal reasons, even when plane tickets have been purchased. To make up missed class work, consult your instructor. Give your instructor original documentation of your excuse and he/she will verify it and attach it (or a copy of it) to the grade sheet.

In order to assist you, we have summarized below the different components of the Spanish courses. If after reading these sections, you have questions about your course, please be sure to ask your instructor.

2. Use of Spanish and Instructors' Feedback

This is a Spanish course, therefore it will be taught in Spanish. However, your instructor may occasionally use English if it is deemed pedagogically appropriate. For example, when providing feedback on the result of an exercise or assessment tool (e.g., a quiz), he/she may resort to English to ensure full understanding of the reason why an error was made, and to provide practical suggestions for improvement. To benefit from this course and to acquire a greater understanding of the language, students are expected to speak Spanish as much as possible in class.

Throughout the semester, instructors will make constructive comments on students' errors with the objective of helping students to recognize weaknesses in their learning process, and, above all, to provide them with ways to improve. You should take advantage of your instructors' comments, following suggestions for improvement and continuing using Spanish actively. Your instructor's feedback should not be seen as a form of criticism, but as another facet of the learning process.

3. Attendance and Participation

PLEASE READ THIS SECTION CAREFULLY AND MAKE SURE YOU UNDERSTAND IT AS OUR ATTENDANCE POLICY CAN HAVE GREAT IMPACT ON YOUR FINAL GRADE.

Students are allowed a maximum of 4 unexcused absences (i.e. four fifty-minute class periods) throughout the semester. Note that **missing a two-hour** class results in **two absences**. Students who exceed the number of unexcused absences for the course will see their final grade lowered in the following way:

> 5 to 7 unexcused absences – Final grade lowered by 5 points
> 8 to 10 unexcused absences – Final grade lowered by 10 points
> 11 to 13 unexcused absences – Final grade lowered by 15 points
> 14 to 16 unexcused absences – Final grade lowered by 20 points
> 17 to 19 unexcused absences – Final grade lowered by 30 points
> 20 to 22 unexcused absences – Final grade lowered by 35 points
> 23 or more unexcused absences will result in an automatic F

Thus, for example, if a student obtained a final grade of 85.5 (B) in the course and he/she had 9 unexcused absences, his/her final grade would be lowered by 10 points, resulting in 75.5 (C).

Students must provide original documentation for all absences. For illness, a medical excuse from a doctor or other appropriate health-care provider is required and is subject to confirmation. Students using the University Park Health Center should be aware that only **one** self-reporting Medical Excuse note may be used per

semester and it will only be valid to excuse a maximum of two consecutive fifty-minute periods. For university-sponsored events, an original memo from the appropriate advisor must be provided. Documentation from a newspaper, funeral, memorial service, etc., must be provided in the event of absence due to a death in the immediate family. All efforts will be made to make materials available for students who, emergency-related issues, may miss class. Students will be responsible to cover any content they miss independently and seek assistance from the instructor in a timely manner for any questions that should ensue.

Participation consists of the assessment of the quality of the student's contributions to the class and language learning. As such, <u>perfect attendance in no way guarantees a good participation grade</u>. If you appear not to be prepared (e.g., if you haven't completed the exercises assigned the previous class), your grade will reflect this. If you are prepared and do not participate, your grade will suffer similarly. We expect that all students will engage in the course in ways that will advance language learning.

Participation will be evaluated through the level of preparation; discussions of readings and textbook exercises, etc.; participation in oral activities; contributions to pair and small group work; and use of Spanish as the language of communication in the classroom. You are expected to use Spanish to communicate with your fellow students and instructor <u>at all times</u> during your class (except when discussing your grades or any administrative matters related to your class). **If you are absent, you will earn the average of your performance for participation based on the days you were present.** You may consult with your instructor about your participation throughout the semester. Your participation grades will be posted on Brightspace in weeks 5, 10 and 15.

In-class Homework:

Each day before class, students are expected to have the material outlined on the schedule (p. 9 and on) completed (e.g., all textbook exercises, reading and listening comprehension activities, compositions, or extra homework assigned by the instructor).

4. Homework

Purpose:
- To give you the opportunity to experiment with and use Spanish in a variety of activities/contexts.
- To help you prepare for your in-class work.

How it works:

Online Homework
- You will do your workbook exercises and practices outside of class. Your homework will take the form of worksheets or activities in an electronic workbook. In the latter case, use a web browser and go to the [Brightspace](#)

portal. Click on your Spanish course and then on the folder named "Online Homework". In it you will see a list of all assignments for the course, as well as the date on which they are due.

- To complete your assignment, click on its title (e.g., Chapter 1 Comunicación). **It is important that you read the corresponding parts of your textbook before completing these assignments, as you will be graded for accuracy.**
- An assignment consists of a bundle of exercises. There are approximately 4-16 exercises per assignment. All the activities for each lesson are machine-scored. Pay attention to spelling, capitalization, punctuation, and accentuation as you complete your work.
- Your scores are housed in the Brightspace grade book. You may check your scores at any time. You may repeat an exercise as many as 3 times. You must complete the activities **by the deadline stated on Brightspace**. **You will not have access to the online Brightspace exercises after the deadline**. You must complete all of the assignments for each of the lessons for your level unless otherwise instructed. No assignments will be dropped. **Activities that are not done or not submitted for scoring (work saved, but not submitted for scoring) are computed as a zero.**

5. Conversation with Partner

Purpose:
- To give you the opportunity to speak Spanish in a specific social context
- To evaluate you in the acquisition and use of Spanish in the interpersonal mode

How they work:

You will be required to participate in **a short oral conversation** with a partner. This conversation will be presented in front of your instructor**. The oral conversation will last 8 minutes** (approx. 4 minutes per student). The dates for the conversation are listed on the schedule. **The topics of the conversation will NOT be announced beforehand;** however they will be based on the topics covered in class.

6. Final Oral Interview

Purpose:
- To give you the opportunity to speak Spanish in a specific social context
- To evaluate you in the acquisition and use of Spanish in the interpersonal mode

How it works:

The final oral interview will consist of a one-on-one conversation with your instructor. It will be conducted at the end of the semester, and you will be evaluated with regard to the expected proficiency level of students in your course. **The interview will last at least 10 minutes.**

7. Portfolio

Purpose: To give you the opportunity to work on different oral and written texts, to interact with native speakers, and to know more about the target culture.

How it works:

You will have to complete **two portfolio tasks** related to the topics discussed in class. These tasks will require you to work with authentic materials, or to use Spanish in the community, and to write reflections on your experience, both in class and at home. **Because the written portion of the Portfolio will be partially completed in class, please note that the research portion of the portfolio, be it attending an event or gathering information, should be completed a week before the assignment is due at the very latest.** The completed assignments will be submitted online (on Brightspace) on the deadline established in the schedule. Your instructor will provide further details about the portfolio entries at a later date during the semester.

8. Portfolio Alternative Programs

a) Feliz en la Comunidad, founded in 2014, is a community outreach program that allows students enrolled in SPAN 220, SPAN 240, SPAN260 and SPAN270 to work with various K-12 schools in the greater Los Angeles area. Through this service-learning program, students practice their Spanish, teaching, and leadership skills while increasing their involvement in Los Angeles' culturally and socially diverse neighborhoods.

With the guidance of the program directors' participants engage in activities such as, but not limited to:

- preparing and conducting brief classes in Spanish for elementary or high-school students.
- preparing supplementary Spanish activities for elementary or high-school teachers.
- assisting elementary or high-school Spanish instructors in the classroom.
- completing reflection sessions about their service-learning experience.

Students participating have to complete a training on Mandated Reporting / Protecting Minors. Some students must also undergo a Live Scan background check (minors will not be eligible for this program) and COVID and TB test before they can work directly with students. When needed, transportation will be provided to the site.

Evaluation: Students will be evaluated based on their class preparation and implementation (70%) and written or oral reflections in Spanish (30%). Their participation and completion of this project will count for the 10% percent allotted in their syllabi towards "Portfolios" in Spanish 220 and Spanish240, and "Presentations" for Spanish 260 and Spanish 270.

Applications:

- **Complete before Thursday week 2 at 11:59pm** indicate your preferences and sign-up for an interview here:https://forms.gle/nv8CRYvs436bvegH7

b) Joint Educational Project (JEP): JEP is a voluntary activity that can be used in lieu of the portfolio assignments for this class. It is a community service project that trains students and sends them into the local schools, community centers, and health clinics. At the beginning of the semester, a representative from JEP will visit your class and explain the program. It is an excellent cultural and linguistic experience and will enhance speaking, listening, and writing skills in Spanish. Students who participate will submit a portfolio with all their activities and assignments at the JEP site towards the end of the semester (depending on class schedule), and they will be assessed with the same criteria used for the assessment of portfolios. Students who are accepted in the JEP program will receive more information about requirements, assignments, and assessment at the JEP introductory meeting. You can learn more about the JEP program at **http://dornsife.usc.edu/joint-educational-project/**

9. Chapter Exams

Purpose: To validate comprehension of material in the chapter (interpretive and presentational modes), and to allow students to assess their knowledge of the material learned.

How they work:

Each exam may cover any and all of the material related to a particular lesson, and it will consist of reading and listening comprehension and possibly grammar exercises, as well as a short composition. The exams are significant measurements of your comprehension of the material in the lesson and should be viewed as interim assessments with regard to the final exam. The number of items on an exam is variable.

10. Video Presentation + Q&A

Purpose:

To give you the opportunity to speak Spanish in a specific social context.

To evaluate you in the acquisition and use of Spanish in the presentational mode.

How it works:
Students will be paired/grouped and asked to record a video on different aspects of student and campus life. Groups will have a maximum of three members, where each member will speak for no less than or 2-3 minutes. Students are responsible for making the videos as visually appealing as possible. For that purpose, students are welcome to walk around campus as they record or incorporate other production elements. The topic of the video can center around one or more of the following: housing, professions, emotional intelligence, arts, and activism.

Importantly, the video should be completely free of sentence-level text (only images or annotated graphs are allowed) and presenters should be speaking extemporaneously during their interventions in the video (no reading from cards or notes).

Each group will premier their video and have a Q&A in class. For the Q&A presentation, students will need to prepare a handout with (1) the names of each presenter, (2) the title of the presentation and (3) a minimum of three content questions central to the content of their video (avoid yes/no questions and questions that can be answered with a single word). The audience should have access to these questions during (**not** after) your presentation, as they are intended to help the audience focus their attention on the crucial points of the presentation. See sample [template](#). On the day of the presentation, presenters will need to bring to class enough handouts for each member of the audience, as well as the professor.

On the day of the presentation, each group will play their video to the class. After the video, presenters should lead a Q&A session to make sure the audience understood the main points in the video (i.e., to make sure the audience can answer the questions in the handout). Presenters should make sure to engage the audience to encourage their participation, rewind the video to the point containing the answer after the audience responds, etc. If your audience is unilaterally unable to answer your questions, your grade will be negatively affected.

Presenters should make sure to rehearse their talks as needed prior recording the video and prior to showing it in class. Choppy delivery will negatively impact your grade.

Please note that to complete this assignment, you are expected to rely primarily on vocabulary and materials covered in your Spanish course. Do not create your script using Google translate, or AI and make sure you write and understand what you are saying to ensure natural delivery.

11. Final Exam

<u>Purpose</u>: To evaluate your progress in the acquisition of Spanish in the interpretive and presentational modes.

<u>How it works</u>:

The exam will cover the material learned in all the chapters discussed during the semester, and will consist of a writing portion, completed in class, and a take-home portion, completed during the final exam period.

In the **in-class portion** of the exam students will write an essay focused on one or more topics discussed during the semester, using the grammar structures and vocabulary learned in Spanish 220.

The **take-home portion** will encompass a variety of activities, such as reading and listening comprehension, independent research, and grammar exercises. While using a dictionary and class notes, or other sources is welcome when completing the take-home portion, any and all language should be the students'. Submission of responses generated by outside sources of any kind will result in an automatic F for the course.

TEMARIO/SCHEDULE:

- **The instructor reserves the right to make changes to the schedule if he/she deems it pedagogically appropriate.**
- The student is <u>responsible for the notes/material</u> from any classes missed.
- **Remember** to bring your textbook to class every day. **You are required to complete ALL assigned activities** listed on course calendar and/or Brightspace or any other tasks assigned by the instructor **BEFORE you come to class.**
- **NOTE: Any incomplete or late assignments** will receive an automatic grade of **ZERO**.

Week 1	Monday, January 13	**Introduction to the course**
	Wednesday, January 15	Ch11 Q1-Q3 **HW** Complete Ch11 HW Q1-Q4 on Brightspace.
	Thursday, January 16	Ch11 Q4-Q6 **HW** Complete Ch11 HW Q5 on Brightspace.
	Friday, January 17	Ch11 Q7-Q10 **HW** Complete Ch11 HW Q6-Q8 on Brightspace.
Week 2	Monday, January 20	**Martin Luther King, Jr. Day: No class**
	Wednesday, January 22	Ch11 Q11-Q14 **HW** Complete Ch11 HW Q9-Q12 on Brightspace.
	Thursday, January 23	Ch11 Q15-Q19 **HW** Complete Ch11 HW Q13-Q14 on Brightspace.
	Friday, January 24	Ch11 Q25-Q29 **HW** Complete Ch11 HW Q15-Q16 on Brightspace.
Week 3	Monday, January 27	Ch11 Q30-Q33 **HW** Complete Ch11 HW Q17-Q19 on Brightspace.
	Wednesday, January 29	Ch11 Q34-Q36 **HW** Complete Ch11 HW Q20-Q22 on Brightspace.
	Thursday, January 30	Ch11 Q37-Q41 **HW** Complete Ch11 HW Q23-Q24 on Brightspace.
	Friday, January 31	**Exam1**: Ch11 **HW** Complete Ch12 HW Q1-Q2 on Brightspace.
Week 4	Monday, February 3	Ch12 Q1-Q3 **HW** Complete Ch12 HW Q3-Q5 on Brightspace.
	Wednesday, February 5	Ch12 Q4-Q7 **HW** Complete Ch12 HW Q6 on Brightspace.
	Thursday, February 6	Ch12 Q8-Q11 **HW** Complete Ch12 HW Q7-Q10 on Brightspace.
	Friday, February 7	Ch12 Q12-Q17 **HW** Complete Ch12 HW Q11-Q12 on Brightspace.
Week 5	Monday, February 10	Ch12 Q18-Q21 **HW** Complete Ch12 HW Q13-Q14 on Brightspace.
	Wednesday, February 12	Ch12 Q22-Q24 **HW** TBD **Participation 1**
	Thursday, February 13	Ch12 Q25-Q26 **HW** TBD
	Friday, February 14	Ch13 Q1-Q3 **HW** Complete Ch13 HW Q1-Q3 on Brightspace.
Week 6	Monday, February 17	**Presidents' Day Day: No class**
	Wednesday, February 19	Ch13 Q4-Q8 **HW** Complete Ch13 HW Q4-Q7 on Brightspace.

	Thursday, February 20	Ch13 Q9-Q12 **HW Submit Portfolio 1**
	Friday, February 21	**Portfolio 1 Writing HW** TBD
Week 7	Monday, February 24	**Conversation with Partner HW** TBD
	Wednesday, February 26	**Conversation with Partner HW** Complete Ch13 HW Q8-Q10 on Brightspace.
	Thursday, February 27	Ch13 Q13-Q14 **HW** Complete Ch13 HW Q11-Q13 on Brightspace.
	Friday, February 28	Ch13 Q15-Q18 **HW** Complete Ch13 HW Q14-Q15 on Brightspace.
Week 8	Monday, March 3	Ch13 Q19-Q23 **HW** Complete Ch13 HW Q16 on Brightspace.
	Wednesday, March 5	Ch13 Q24-Q25 **HW** TBD
	Thursday, March 6	**Exam 2: Ch12+Ch13 HW** Complete Ch14 HW Q1-Q6 on Brightspace.
	Friday, March 7	Ch14 Q1-Q3 **Video for Video Presentation Due**
Week 9	Monday, March 10	Ch14 Q3-Q6 **HW** Complete Ch14 HW Q7 on Brightspace.
	Wednesday, March 12	Ch14 Q7-Q10 **HW** Complete Ch14 HW Q8-Q9 on Brightspace.
	Thursday, March 13	**Video Presentation Premier HW** TBD
	Friday, March 14	Ch14 Q11-Q14 **HW** TBD **Participation 2**
	Monday, March 17- Friday, March 21	**Spring Break: No class**
Week 10	Monday, March 24	**Video Presentation Premier HW** TBD
	Wednesday, March 26	Ch14 Q15-Q16 and Q20 **HW** TBD
	Thursday, March 27	Ch 14 Q21-Q23 **HW** Complete Ch14 HW Q10-Q11 on Brightspace.
	Friday, March 28	**Video Presentation Premier HW** Complete Ch14 HW Q12-Q13 on Brightspace.
Week 11	Monday, March 31	Ch14 Q24-Q27 **HW** TBD
	Wednesday, April 2	**Video Presentation Premier HW** Complete Ch15 HW Q1-Q2 on Brightspace.

	Thursday, April 3	Ch14 Q28-Q30 **HW** TBD
	Friday, April 4	Ch15 Q1-Q5 **HW** **Portfolio 2 due**
Week 12	Monday, April 7	**Portfolio 2 Writing** **HW** Complete Ch15 HW Q3-Q4 on Brightspace.
	Wednesday, April 9	Ch15 Q6-Q10 **HW** TBD
	Thursday, April 10	**Video Presentation Premier** HW
	Friday, April 11	Ch15 Q11-Q14 **HW** Complete Ch15 HW Q5-Q6 on Brightspace.
Week 13	Monday, April 14	Ch15 Q15-Q16 **HW** Complete Ch15 HW Q7-Q8 on Brightspace.
	Wednesday, April 16	Ch15 Q17-Q21 **HW** Complete Ch15 HW Q9-Q10 on Brightspace.
	Thursday, April 17	Ch15 Q22-Q24 **HW** Complete Ch15 HW Q11-Q13 on Brightspace.
	Friday, April 18	Ch15 Q25-Q27 **HW** Complete Ch15 HW Q14-Q16 on Brightspace.
Week 14	Monday, April 21	Ch15 Q28-Q30 **HW** TBD
	Wednesday, April 23	**Exam 3: Ch14+Ch15** **HW** TBD
	Thursday, April 24	**Final Oral Interview**
	Friday, April 25	**Final Oral Interview**
Week 15	Monday, April 28	**Final Oral Interview**
	Wednesday, April 30	**Final Oral Interview**
	Thursday, May 1	**Participation 3** Review for Final Composition,and Learning Experience Evaluations
	Friday, May 2	**Final Exam-In class composition**
		The final exam will open in Brightspace on May 7th and will be due on May 9th