



**BALL STATE
UNIVERSITY**








UCC-21 Primary Course Syllabus – Full Year 2024-2025






BSU SP201: Intermediate Spanish 1 (Academy: SPN 2A/2B Intermediate Spanish)







BSU Credits	3 credit hours	College of Science and Humanities	Department of Modern Languages
Instructor	Jason Fetters	Office Location	B027E
Email	jason.fetters@bsu.edu	Office Hours	MWThF 8:30-9:30; 3:00-4:00 T 10:00-12:00
Meeting Times	M, W-F 11:00-11:50 (1) M, W-F 2:00-2:50 (2)	Meeting Location	BU 119 (1) BU 204 (2)
Prerequisite(s)	SP 102 or its equivalent, appropriate score of a placement test or instructor's permission <i>*See Appendix sections B3 and B4 for SP 102 Course Objectives and Course Content.</i>		
(B1) Course Description	A course designed to develop elementary interpersonal, interpretive, and presentational communication skills in the Spanish language in cultural contexts. Taught in Spanish.		
Core Transfer Library Course	Spanish Level 3		
Textbook and/or Course Materials	<i>Tu mundo: español sin fronteras</i> . Third edition. Magdalena Andrade, et al. (McGraw Hill, 2023); <i>Workbook</i>		
(B2) Rationale for Inclusion of Course in UCC-21	<p>Intermediate Spanish 1 (SP 201) is ideally situated to meet the transformational objectives of the Humanities Domain in UCC-21. The study of a lower-division modern language (102, 201, and 202) is both translingual and transcultural. Each objective requires the transformation of experience from the student's native language and culture to the identification of discrete linguistic structures and idioms and to the expansion of cultural perspectives that enhance international awareness and diversity. The assembly and assimilation of this information result in a knowledge that affords discovery into the use of linguistic patterns and the significance of cultural understanding. The complexity of structures, the mastery of idioms, the range and depth of cultural perspectives, and proficiency in oral and written communication are intensified from 102 to 201 and, finally, to 202. In spite of the differences in level, the translingual and transcultural objectives are maintained in each course and students on all three levels progress from experience to information and then to knowledge.</p> <p>As a Tier 1 Humanities Domain course, SP 201 helps students create and reflect on the experiences within a broader global context (E → I) and recognize how context shapes and gives meaning to language, culture, and human interaction (I → K). Accordingly, students in SP 201 develop:</p> <ul style="list-style-type: none"> • UCC 21 Skill: Accurately observe and measure elements of the nature and social worlds. (E-I) • UCC21 Skill: Explore diverse ways of knowing. (E-I) • UCC21 Skill: Work independently as well as collaboratively to generate knowledge. (I-K) • UCC Skill: Develop the art of communication - oral, visual, and written -- in more than one language (natural and/or symbolic). (I-K) 		







<p>Course Learning Outcomes</p>	<ul style="list-style-type: none"> Apply cultural knowledge through interpersonal, interpretive, and presentational modes of communication that cross linguistic and/or national boundaries Apply cultural knowledge through interpersonal, interpretive, and presentational modes of communication that cross linguistic and/or national boundaries Analyze literary, linguistic and/or cultural products, practices, and perspectives Analyze literary, linguistic and/or cultural products, practices, and perspectives <p><i>*See Appendix B5 for Assessment Matrix with UCC Cognitive Skills and Planned Assessments.</i></p>																																			
<p>Important Deadlines</p>	<p>If you wish to drop your class(es), you must do so by the first Friday of the starting week of the official Ball State term.</p> <p>If for any reason you need to leave a class you registered for, you can withdraw. However, there are certain deadlines that need to be met in order to receive a refund for the withdrawn class or classes. Withdrawal deadlines are determined by the Registrar’s office and are published each school semester.</p> <p>Dropping/Withdrawing from a class at your high school does not drop/withdraw you from your BSU Dual Credit class. You must email dualcredit@bsu.edu to request a drop or withdrawal from a course(s).</p>																																			
<p>How BSU Grade will be Calculated</p>	<table border="0"> <tr> <td>Chapter Exams</td> <td>200 (8 Chapters x 25 pts)</td> </tr> <tr> <td>Homework</td> <td>200 (8 Chapters x 25 pts)</td> </tr> <tr> <td>Participation & Collaboration</td> <td>200 (8 Chapters x 25 pts)</td> </tr> <tr> <td>Formal Oral Assessment</td> <td>150 (6 Assessments x 25 pts)</td> </tr> <tr> <td>Compositions</td> <td>150 (6 Compositions x 25 pts)</td> </tr> <tr> <td>Reading Quizzes</td> <td>100 (10 Quizzes x 10 pts)</td> </tr> <tr> <td colspan="2" style="text-align: center;">Total 1000</td> </tr> <tr> <td>A 940-1000 (94-100%)</td> <td>B+ 870-890 (87-89%)</td> </tr> <tr> <td>A- 900-930 (90-93%)</td> <td>B 840-860 (84-86%)</td> </tr> <tr> <td></td> <td>B- 800-830 (80-83%)</td> </tr> <tr> <td></td> <td>C+ 770-790 (77-79%)</td> </tr> <tr> <td></td> <td>C 740-760 (74-76%)</td> </tr> <tr> <td></td> <td>C- 700-730 (70-73%)</td> </tr> <tr> <td></td> <td>D+ 670-690 (67-69%)</td> </tr> <tr> <td></td> <td>D 640-660 (64-66%)</td> </tr> <tr> <td></td> <td>D- 600-630 (60-63%)</td> </tr> <tr> <td></td> <td>F 590 or lower (59% or lower)</td> </tr> </table>		Chapter Exams	200 (8 Chapters x 25 pts)	Homework	200 (8 Chapters x 25 pts)	Participation & Collaboration	200 (8 Chapters x 25 pts)	Formal Oral Assessment	150 (6 Assessments x 25 pts)	Compositions	150 (6 Compositions x 25 pts)	Reading Quizzes	100 (10 Quizzes x 10 pts)	Total 1000		A 940-1000 (94-100%)	B+ 870-890 (87-89%)	A- 900-930 (90-93%)	B 840-860 (84-86%)		B- 800-830 (80-83%)		C+ 770-790 (77-79%)		C 740-760 (74-76%)		C- 700-730 (70-73%)		D+ 670-690 (67-69%)		D 640-660 (64-66%)		D- 600-630 (60-63%)		F 590 or lower (59% or lower)
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Schedule of Assignments		Course Calendar – FALL 2024 NOTE: Syllabus and calendar are subject to change	
SEMANA 1	12 LUNES	AGOSTO COURSE INTRODUCTION <i>For today's class:</i> Download syllabus to your phone and read carefully. <i>In class:</i> Spanish conversation (greeting one another, introductions, etc.); Syllabus & policy review	
	14 MIÉRCOLES	REVIEW: CAPÍTULO 5 – LAS CELEBRACIONES Y LA COMIDA (EL SALVADOR, NICARAGUA, HONDURAS) PPT REPASO 5.1 <i>For today's class:</i> Study p 178-179 Vocabulary (Study textbook pages in Canvas until books arrive.) <i>In class:</i> p 178-179	
	15 JUEVES	5.1 Verbs with Stem Vowel Changes in the Present Tense and Irregular Verbs PPT REPASO 5.2 <i>For today's class:</i> Study p 168-171 (Study textbook pages in Canvas until books arrive.) <i>In class:</i> p 168-171	
	16 VIERNES	5.2 Impersonal Direct Object Pronouns PPT REPASO 5.3 <i>For today's class:</i> Study p 172-173 (Study textbook pages in Canvas until books arrive.) <i>In class:</i> p 172-173 +Regular homework begins next week. Your first assignment is due at the beginning of class Monday!	
SEMANA 2	19 LUNES	REVIEW: CAPÍTULO 6 – LAS CARRERAS Y LOS OFICIOS (CHILE) PPT REPASO 6.1 <i>For today's class:</i> 1) Study p 208-209 Vocabulary (Study textbook pages in Canvas until books arrive.) 2) Handwrite in Spanish: List your 5 most interesting school subjects (materias) and 3 most interesting professions and jobs (profesiones y oficios). Give a reason for each subject and profession/job. Use the vocab list (p 208-209), including both new and similar words (palabras semejantes). <i>In class:</i> p 208-209	
	21 MIÉRCOLES	6.1 Indirect Object Pronouns PPT REPASO 6.2 <i>For today's class:</i> 1) Study p 200-202 (Study textbook pages in Canvas until books arrive.) 2) Handwrite in Spanish: Complete the following sentences in a personal way: a) Cuando estoy con profesores, les hablo de (I talk to them about)... b) Cuando estoy con los miembros de mi familia, les hablo de... c) Cuando estoy con mis amigas/amigos, les hablo de... <i>In class:</i> p 200-202	
	22 JUEVES	In-Class Cultural Reading Activity: Chile <i>For today's class:</i> 1) Handwrite in Spanish: Answer these questions to bring for class discussion: ¿Crees que la arquitectura es una forma de arte? ¿Por qué? ¿Cuáles son cinco (5) ejemplos de arquitectura que te interesan? ¿Por qué? ¿Dónde se ubican (are they located)? ¿Quiénes son los arquitectos? ¿Qué estilo representan?	
	23 VIERNES	6.2 Present Progressive PPT REPASO 6.3 <i>For today's class:</i> 1) Study p 203-204 (Study textbook pages in Canvas until books arrive.) 2) Handwrite in Spanish: Using the assigned grammar with different verbs, explain what you are doing in each situation: la residencia estudiantil (7:00 pm); b) el edificio Burrís (9:00 am); c) la tienda de ropa (4:00 pm); d) la clínica (8:00 am) <i>In class:</i> p 203-204	
SEMANA 3	26 LUNES	REVIEW: CAPÍTULO 7 – LOS LUGARES Y LA RESIDENCIA (COLOMBIA Y PANAMÁ) PPT REPASO 7.1 <i>For today's class:</i> 1) Study p 242-243 Vocabulary 2) Handwrite in Spanish: Using the vocab list, including new, review, and similar words, list 5 places (lugares en la ciudad) in your hometown and 5 that are not. <i>In class:</i> p 242-243	
	28 MIÉRCOLES	7.1-7.2 Comparisons of Inequality (más/menos) + Comparisons of Equality (tan/tanto) PPT REPASO 7.2 <i>For today's class:</i> 1) Study p 233-236 2) Handwrite in Spanish: Write 5 comparisons between your hometown and a city of your choice, using más...que, menos...que, tan...como, tanto...como . <i>In class:</i> p 233-236	
	29 JUEVES	In-Class Cultural Reading Activity: Colombia <i>For today's class:</i> 1) Handwrite in Spanish: Answer these questions to bring for class discussion: En tu comunidad o cultura, ¿cuáles son las enfermedades heredadas (inherited) más comunes? En tu región geográfica, ¿cuáles son las enfermedades más comunes causadas por factor medioambientales (environmental)?	
	30 VIERNES	7.4 The Preterite Tense of Regular Verbs PPT REPASO 7.3 <i>For today's class:</i> 1) Study p 238-241 2) Handwrite in Spanish: Imagine that you recently hosted a party. Use the preterite to write 7 sentences with different verbs describing what you did to prepare. <i>In class:</i> p 238-241	








SEMANA 4	SEPTIEMBRE 02 LUNES	LABOR DAY (NO CLASS)	
	04 MIÉRCOLES	CAPÍTULO 8: HABLANDO DEL PASADO (MÉXICO) <i>For today's class: Study p 272-273 Vocabulary</i> <i>In class: p 272-273</i>	PPT 8.1
	05 JUEVES	In-Class Cultural Reading Activity: México <i>For today's class: 1) Handwrite in Spanish: Answer these questions to bring for class discussion: ¿Qué costumbre local o tradición estadounidense puede causar mucha controversia? ¿Por qué? ¿Qué deportes pueden resultar muy problemáticas o controvertidos para algunas personas? ¿Por qué? ¿Cuál es tu opinión?</i>	
	06 VIERNES	8.1 Verbs with Irregular Preterite Forms <i>For today's class: 1) Study p 264-267</i> <i>2) Handwrite Textbook Ejercicios 1 & 2 (p 266)</i> <i>3) Correct errors with different color using answers in Appendix 1 of the textbook.</i> <i>In class: p 244-249</i>	PPT 8.2
SEMANA 5	09 LUNES	8.1 Verbs with Irregular Preterite Forms <i>For today's class: 1) Study p 264-267; 2) Handwrite Workbook Exercises B & C (p 266)</i> <i>In class: p 244-249</i>	PPT 8.3
	11 MIÉRCOLES	8.2 Stem-Changing Verbs in the Preterite <i>For today's class: 1) Study p 267-269; 2) Handwrite Textbook Exercises 4 & 5 (p 268)</i> <i>In class: p 250-255</i>	PPT 8.4
	12 JUEVES	Short Films: México	
	13 VIERNES	8.2 Stem-Changing Verbs in the Preterite <i>For today's class: 1) Study p 267-269; 2) Handwrite Workbook Exercises D & E (p 161-163)</i> <i>In class: p 250-255</i>	PPT 8.5
SEMANA 6	16 LUNES	REVIEW: CAPÍTULO 8 <i>For today's class: Review "Exam Instructions Study Guide" in Canvas.</i> <i>For next class: Complete the pre-writing activity in Canvas to help anticipate composition content.</i>	PPT REPASO 8
	18 MIÉRCOLES	 COMPOSITION 1: IN CLASS <i>Writing topic will be revealed in class. Bring paper and pencil/pen. See Canvas for grading rubric. Notes and other resources, including the pre-writing activity, may not be used while writing.</i>	
	19 JUEVES	 EXAMEN 1: CAPÍTULO 8	
	20 VIERNES	 WRITING WORKSHOP 1 <i>Edit and expand rough drafts and work toward final draft.</i>	
SEMANA 7	23 LUNES	Short Films: México	
	25 MIÉRCOLES	 ORAL ASSESSMENT 1 <i>Arrive at the regular classroom a few minutes before your assigned time. Potential topics and grading rubric are provided in Canvas.</i>	
	26 JUEVES	 ORAL ASSESSMENT 1 <i>Arrive at the regular classroom a few minutes before your assigned time. Potential topics and grading rubric are provided in Canvas.</i>	
	27 VIERNES	CAPÍTULO 9: ¡BUEN PROVECHO! (PERÚ y BOLIVIA) <i>For today's class: 1) Study p 305-307 Vocabulary</i> <i>2) Handwrite in Spanish: Create a menu for a meal that includes appetizer, salad, soup, main course, and dessert, with main ingredients for each menu item.</i> <i>In class: p 305-307</i>	PPT 9.1



SEMANA 8	30 LUNES	9.1 Personal & Impersonal D.O. Pronouns + 9.2 Using Affirmative & Negative Words PPT 9.2 <i>For today's class:</i> 1) Study p 298-301; 2) Handwrite Textbook Exercises 1, 2, 3 & 4 (p 298-301) <i>In class:</i> p 276-283
	OCTUBRE 02 MIÉRCOLES	9. 1 Personal & Impersonal D.O. Pronouns + 9.2 Using Affirmative & Negative Words PPT 9.3 <i>For today's class:</i> 1) Study p 298-301; 2) Handwrite Workbook Exercises C & D (p 185-186) <i>In class:</i> p 276-283
	03 JUEVES	In-Class Cultural Reading Activity: Bolivia +Typed Final Draft (including previous drafts and rubric) is due today in Canvas before class starts.
	04 VIERNES	PARENT / TEACHER CONFERENCES – NO HAY CLASE
SEMANA 9	07 LUNES	LAS VACACIONES DE OTOÑO - NO HAY CLASE
	09 MIÉRCOLES	PSAT – NO HAY CLASE
	10 JUEVES	TUESDAY CLASSES MEET TODAY – NO HAY CLASE
	11 VIERNES	9.3 Expressing one or you: The Impersonal “se” PPT 9.4 <i>For today's class:</i> Study p 302 <i>In class:</i> p 284-288
SEMANA 10	14 LUNES	REVIEW: CAPÍTULO 9 PPT REPASO 9 <i>For today's class:</i> Review “Exam Instructions Study Guide” in Canvas. For next class: Complete pre-writing activity in Canvas to help anticipate composition content.
	16 MIÉRCOLES	 COMPOSITION 2: IN CLASS <i>Writing topic will be revealed in class. Bring paper and pencil/pen. See Canvas for grading rubric. Notes and other resources, including the pre-writing activity, may not be used while writing.</i>
	17 JUEVES	 EXAMEN 2: CAPÍTULO 9
	18 VIERNES	 WRITING WORKSHOP 2 <i>Edit and expand rough drafts and work toward final draft.</i>
SEMANA 11	21 LUNES	Short Films: Perú and Bolivia
	23 MIÉRCOLES	 ORAL ASSESSMENT 2 <i>Arrive at the regular classroom a few minutes before your assigned time. Potential topics and grading rubric are provided in Canvas.</i>
	24 JUEVES	 ORAL ASSESSMENT 2 <i>Arrive at the regular classroom a few minutes before your assigned time. Potential topics and grading rubric are provided in Canvas.</i>
	25 VIERNES	CAPÍTULO 10: LOS RECUERDOS (CUBA) PPT 10.1 <i>For today's class:</i> 1) Study p 334-335 Vocabulary 2) Handwrite in Spanish: Use the new, review, and similar vocabulary words to create a list of active childhood activities and a list of sedentary activities. <i>In class:</i> p 334-335
SEMANA 12	28 LUNES	10.1 Prepositions and Pronouns PPT 10.2 <i>For today's class:</i> 1) Study p 328-329; 2) Handwrite Workbook Exercises A & B (p 205-206) <i>In class:</i> p 310-313
	30 MIÉRCOLES	10.2 The Imperfect Tense PPT 10.3 <i>For today's class:</i> 1) Study p 329-331; 2) Handwrite Workbook Exercises C, D & E (p 206-210) <i>In class:</i> p 314-318
	31 JUEVES	10.3 Talking About Past Actions in Progress + 10.4 Using the Imperfect to Express Intention PPT 10.4 <i>For today's class:</i> 1) Study p 331-333 <i>In class:</i> p 319-323 +Typed Final Draft (including previous drafts and rubric) is due today in Canvas before class starts.
	NOVIEMBRE 01 VIERNES	Short Films: Cuba

SEMANA 13	04 LUNES	10.3 Talking About Past Actions in Progress + 10.4 Using the Imperfect to Express Intention PPT 10.5 For today's class: 1) Study p 331-333; 2) Handwrite Workbook Exercises F & G (p 210-211) <i>In class: p 319-323</i>
	06 MIÉRCOLES	REVIEW: CAPÍTULO 10 PPT REPASO 10 <i>For today's class: Review "Exam Instructions Study Guide" in Canvas.</i>
	07 JUEVES	 EXAMEN 3: CAPÍTULO 10
	08 VIERNES	CAPÍTULO 11: DE VIAJE (ESPAÑA) PPT 11.1PPT <i>For today's class: 1) Study p 369-371 Vocabulary</i> 2) Handwrite in Spanish: Use the new, review, and similar vocabulary words to create a list of 15 words associated with a trip to your ideal vacation destination. <i>In class: p 369-371</i>
SEMANA 14	11 LUNES	11.1 The Present Perfect PPT 11.2 <i>For today's class: 1) Study p 359-362; 2) Handwrite Textbook Exercises 1, 2 & 3 (p 361-362)</i> Completar Ejercicios 1, 2 y 3 (p 361-362) <i>In class: p 336-341</i>
	13 MIÉRCOLES	11.2 Destination and Time: por and para, (Part 1) + 11.3 Polite Commands PPT 11.3 <i>For today's class: 1) Study p 362-365; 2) Handwrite Textbook Exercises 4, 5 & 6 (p 363, 365)</i> <i>In class: p 342-346</i>
	14 JUEVES	In-Class Cultural Reading Activity: España <i>For today's class: 1) Handwrite in Spanish: Answer these questions to bring for class discussion:</i> <i>¿Cuál es la expresión artística más interesante para ti? ¿Por qué? ¿Tienes algún talento artístico o conoces a alguien en tu vida que tenga talento artístico? Explica. Escoge una pintora/un pintor que te interesa. Describe su arte y su estilo.</i>
	15 VIERNES	11.4 Using the Imperfect and Preterite Together PPT 11.4 <i>For today's class: Study p 366; Handwrite Textbook Exercises 7, 8 & 9 (p 367)</i> <i>In class: p 351-354</i>
SEMANA 15	18 LUNES	11.4 Using the Imperfect and Preterite Together PPT 11.5 <i>For today's class: Study p 366; Handwrite Textbook Exercise 10 (p 368)</i> <i>In class: p 351-354</i>
	20 MIÉRCOLES	REVIEW: CAPÍTULO 11 PPT REPASO 11 <i>For today's class: Review "Exam Instructions Study Guide" in Canvas.</i>
	21 JUEVES	 EXAMEN 4: CAPÍTULO 11 For next class: Complete pre-writing activity in Canvas to help anticipate composition content.
	22 VIERNES	 COMPOSITION 3: IN CLASS <i>Writing topic will be revealed in class. Bring paper and pencil/pen. See Canvas for grading rubric. Notes and other resources, including the pre-writing activity, may not be used while writing.</i>
SEMANA 16 – THANKSGIVING BREAK (NO CLASS)		
SEMANA 17	DICIEMBRE 02 LUNES	Short Films: Spain
	04 MIÉRCOLES	 ORAL ASSESSMENT 3 <i>Arrive at the regular classroom a few minutes before your assigned time. Potential topics and grading rubric are provided in Canvas.</i>
	05 JUEVES	 ORAL ASSESSMENT 3 <i>Arrive at the regular classroom a few minutes before your assigned time. Potential topics and grading rubric are provided in Canvas.</i>
	06 VIERNES	 WRITING WORKSHOP 3 <i>Edit and expand rough drafts and work toward final draft.</i>
SEMANA 18	09 LUNES	REPASO: EXAMEN FINAL
	11 MIÉRCOLES	REPASO: EXAMEN FINAL
	12 JUEVES	REPASO: EXAMEN FINAL
	13 VIERNES	REPASO: EXAMEN FINAL +Typed Final Draft (including previous drafts and rubric) is due today in Canvas before class starts.
FINAL EXAMS – DECEMBER 16-19		

Course Calendar – SPRING 2025		
NOTE: Syllabus and calendar are subject to change		
SEMANA 1	06 LUNES	CAPÍTULO 12: LA SALUD (VENEZUELA) PPT 12.1 <i>For today's class:</i> 1) Study p 407-409 Vocabulary <i>In class:</i> p 407-709
	08 MIÉRCOLES	12.1 Present Subjunctive with Verbs of Volition + 12.2 The Subjunctive in Time Clauses PPT 12.2 <i>For today's class:</i> 1) Study p 394-401; 2) Handwrite Textbook Exercises 1 & 2 (p 399) <i>In class:</i> p 378-382
	09 JUEVES	Short Films: Venezuela
	10 VIERNES	12.1 Present Subjunctive with Verbs of Volition + 12.2 The Subjunctive in Time Clauses PPT 12.3 <i>For today's class:</i> 1) Study p 394-401; 2) Handwrite Textbook Exercises 3 & 4 (p 401) <i>In class:</i> p 378-382
SEMANA 2	13 LUNES	12.3 Indirect Object Pronouns with Commands and Present Subjunctive PPT 12.4 <i>For today's class:</i> 1) Study p 402-403; 2) Handwrite Textbook Exercises 5 & 6 (p 403) <i>In class:</i> p 383-385
	15 MIÉRCOLES	12.3 Indirect Object Pronouns with Commands and Present Subjunctive PPT 12.5 <i>For today's class:</i> 1) Study p 402-403; 2) Handwrite Workbook Exercises E & F (p 260-261) <i>In class:</i> p 383-385
	16 JUEVES	 CULTURAL READING QUIZ 1 <i>For today's class:</i> Read <i>Hablando de la medicina en los países hispanos</i> in the textbook (p 381) <i>In class:</i> Take Reading Quiz (multiple choice/matching, 10 pts) over the above reading; Vocabulary review in conversation
	17 VIERNES	12.4 Unplanned Occurrences: se PPT 12.6 <i>For today's class:</i> 1) Study p 404-405; 2) Handwrite Textbook Exercises 5 & 6 (p 403) <i>In class:</i> p 383-385
SEMANA 3	20 LUNES	EL DÍA DE MARTIN LUTHER KING, JR. – NO HAY CLASES
	22 MIÉRCOLES	REPASO: CAPÍTULO 12 PPT REPASO 12 <i>For today's class:</i> Review “Exam Instructions Study Guide” in Canvas
	23 JUEVES	 EXAMEN 5: CAPÍTULO 12 <i>For next class:</i> Complete pre-writing activity in Canvas to help anticipate composition content.
	24 VIERNES	 COMPOSITION 4: IN CLASS <i>Writing topic will be revealed in class. Bring paper and pencil/pen. See Canvas for grading rubric. Notes and other resources, including the pre-writing activity, may not be used while writing.</i>
SEMANA 4	27 LUNES	 WRITING WORKSHOP 4 <i>Edit and expand rough drafts and work toward final draft.</i>
	29 MIÉRCOLES	 ORAL ASSESSMENT 4 <i>Arrive at the regular classroom a few minutes before your assigned time. Potential topics and grading rubric are provided in Canvas.</i>
	30 JUEVES	 ORAL ASSESSMENT 4 <i>Arrive at the regular classroom a few minutes before your assigned time. Potential topics and grading rubric are provided in Canvas.</i>
	31 VIERNES	CAPÍTULO 13: LA FAMILIA Y LA CRIANZA (PUERTO RICO y LA REPÚBLICA DOMINICANA) PPT 13.1 <i>For today's class:</i> 1) Study p 444-445 Vocabulary <i>In class:</i> p 444-445
SEMANA 5	FEBRERO	FIN DE SEMANA LARGO – NO HAY CLASES
	03 LUNES	
	05 MIÉRCOLES	13.1 Describing: ser and estar PPT 13.2 <i>For today's class:</i> 1) Study p 431-434; 2) Handwrite Textbook Exercises 1 & 2 (p 434) <i>In class:</i> p 410-415
	06 JUEVES	+Typed Final Draft (including previous drafts and rubric) is due today in Canvas before class starts. Short Films: Puerto Rico
07 VIERNES	13.1 Describing: ser and estar PPT 13.3 <i>For today's class:</i> 1) Study p 431-434; 2) Handwrite Workbook Exercise B (p 284) <i>In class:</i> p 410-415	

SEMANA 6	FEBRERO 10 LUNES	13.2 Informal Commands + 13.3 More Uses of the Subjunctive <i>For today's class:</i> 1) Study p 435-439; 2) Handwrite Textbook Exercises 3 & 4 (p 437) <i>In class:</i> p 416-420	PPT 13.4
	12 MIÉRCOLES	13.2 Informal Commands + 13.3 More Uses of the Subjunctive <i>For today's class:</i> 1) Study p 435-439; 2) Handwrite Textbook Exercises 5, 6 & 7 (p 439) <i>In class:</i> p 416-420	PPT 13.5
	13 JUEVES	 CULTURAL READING QUIZ 2 <i>For today's class:</i> Read <i>Hablando de los consejos</i> in the textbook (p 420) <i>In class:</i> Take Reading Quiz (multiple choice/matching, 10 pts) over the above reading; Vocabulary review in conversation	
	14 VIERNES PPT 13.7	13.4 Narrating Past Experiences <i>For today's class:</i> 1) Study p 440-443; 2) Handwrite Textbook Exercises 8 & 9 (p 442-443) <i>In class:</i> pp 421-425	PPT 13.6
SEMANA 7	17 LUNES	13.4 Narrating Past Experiences <i>For today's class:</i> 1) Study p 440-443; 2) Handwrite Workbook Exercises F & G (p 290-291) <i>In class:</i> pp 421-425	PPT 13.7
	19 MIÉRCOLES	REPASO: CAPÍTULO 13 <i>For today's class:</i> Review "Exam Instructions Study Guide" in Canvas.	PPT REPASO 13
	20 JUEVES	 EXAMEN 6: CAPÍTULO 13	
	21 VIERNES	CAPÍTULO 14: DE COMPRAS (GUATEMALA) <i>For today's class:</i> 1) Study p 479-481 Vocabulary <i>In class:</i> p 479-481	PPT 14.1
SEMANA 8	24 LUNES	14.1 Price, Beneficiary, Purpose: por and para <i>For today's class:</i> 1) Study p 469-470; 2) Handwrite Textbook Exercises 1 & 2 (p 470) <i>In class:</i> p 446-451	PPT 14.2
	26 MIÉRCOLES	14.1 Price, Beneficiary, Purpose: por and para <i>For today's class:</i> 1) Study p 469-470; 2) Write <i>Ejercicios A y B</i> (Workbook pp 309-312) <i>In class:</i> p 446-451	PPT 14.3
	27 JUEVES	14.2 Using Indirect and Direct Object Pronouns Together <i>For today's class:</i> 1) Study p 470-474; 2) Handwrite Textbook Exercises 3, 4 & 5 (p 473-474) <i>In class:</i> p 452-455	PPT 14.4
	28 VIERNES	PARENT / TEACHER CONFERENCES – NO HAY CLASES	
SEMANA 9 – LAS VACACIONES DE PRIMAVERA (NO HAY CLASES)			
SEMANA 10	MARZO 10 LUNES	14.2 Using Indirect and Direct Object Pronouns Together <i>For today's class:</i> Study p 470-474 <i>En clase:</i> pp 452-455	PPT 14.5
	12 MIÉRCOLES	14.3 Placing Pronouns Summary <i>For today's class:</i> 1) Study p 474-476; Handwrite Textbook Exercises 6 & 7 (p 476) <i>In class:</i> p 456-461	PPT 14.6
	13 JUEVES	 CULTURAL READING QUIZ 3 <i>For today's class:</i> Read <i>Hablando de las compras y el regateo</i> in the textbook (p 460) <i>In class:</i> Take Reading Quiz (multiple choice/matching, 10 pts) over the above reading; Vocabulary review in conversation	
	14 VIERNES	14.4 Opinions & Reactions: Indicative & Subjunctive <i>For today's class:</i> 1) Study p 476-479; 2) Handwrite Textbook Exercises 8 & 9 (p 478) <i>In class:</i> p 461-463	PPT 14.7
SEMANA 11	17 LUNES	REPASO: CAPÍTULO 14 <i>For today's class:</i> Review "Exam Instructions Study Guide" in Canvas. <i>For next class: Complete pre-writing activity in Canvas to help anticipate composition content.</i>	PPT REPASO 14
	19 MIÉRCOLES	 COMPOSITION 5: IN CLASS <i>Writing topic will be revealed in class. Bring paper and pencil/pen. See Canvas for grading rubric. Notes and other resources, including the pre-writing activity, may not be used while writing.</i>	
	20 JUEVES	 EXAMEN 7: CAPÍTULO 14	
	21 VIERNES	 WRITING WORKSHOP 5 <i>Edit and expand rough drafts and work toward final draft.</i>	

SEMANA 12	24 LUNES	Short Films: Nicaragua	
	26 MIÉRCOLES	 ORAL ASSESSMENT 5 <i>Arrive at the regular classroom a few minutes before your assigned time. Potential topics and grading rubric are provided in Canvas.</i>	
	27 JUEVES	 ORAL ASSESSMENT 5 <i>Arrive at the regular classroom a few minutes before your assigned time. Potential topics and grading rubric are provided in Canvas.</i>	
	28 VIERNES	CAPÍTULO 15: NUESTRO FUTURO (COSTA RICA) <i>For today's class: 1) Study p 518-520 Vocabulary In class: p 518-520</i>	PPT 15.1
SEMANA 13	31 LUNES	15.1 The Future Tense <i>For today's class: 1) Study p 506-507; 2) Handwrite Workbook Exercises A & B (p 335-336) In class: p 482-487</i>	PPT 15.2
	02 MIÉRCOLES	15.1 The Future Tense <i>For today's class: 1) Study p 506-507 In class: p 482-487</i>	PPT 15.3
	03 JUEVES	+Typed Final Draft (including previous drafts and rubric) is due today in Canvas before class starts.  CULTURAL READING QUIZ 4 <i>For today's class: Read <i>Hablando del futuro del planeta</i> in the textbook (p 498) In class: Take Reading Quiz (multiple choice/matching, 10 pts) over the above reading; Vocabulary review in conversation</i>	
	04 VIERNES	15.2 More Subjunctive <i>For today's class: 1) Study p 507-510; 2) Handwrite Textbook Exercises 2 & 3 (p 509-510) In class: p 488-491</i>	PPT 15.4
SEMANA 14	07 LUNES	15.2 More Subjunctive <i>For today's class: 1) Study p 507-510; 2) Handwrite Workbook Exercises C & D (p 337-338) In class: p 488-491</i>	PPT 15.5
	09 MIÉRCOLES	15.3 The Conditional + 15.4 Past Subjunctive and Summary Uses of the Subjunctive <i>For today's class: 1) Study p 510-515; 2) Handwrite Textbook Exercises 4, 6 & 7 (511-515) In class: p 492-495</i>	PPT 15.6
	10 JUEVES	Short Films: El Salvador y Honduras	
	11 VIERNES	15.3 The Conditional + 15.4 Past Subjunctive and Summary Uses of the Subjunctive <i>For today's class: 1) Study p 510-515; 2) Handwrite Workbook Exercises E & F (339-340) In class: p 492-495</i>	PPT 15.7
SEMANA 15	14 LUNES	15.5 More Verbs Like <i>gustar</i> <i>For today's class: 1) Study p 515-517; 2) Handwrite Textbook Exercises 8 & 9 (p 516-517) In class: p 492-495</i>	PPT 15.8
	16 MIÉRCOLES	15.5 More Verbs Like <i>gustar</i> <i>For today's class: Study p 515-517; 2) Handwrite Workbook Exercises G y H (p 341-342) In class: p 496-500</i>	PPT 15.9
	17 JUEVES	 CULTURAL READING QUIZ 5 (New passage presented in class without preparation) <i>For today's class: Study vocabulary and topics from Chapter 15 In class: Take Reading Quiz (multiple choice/matching, 10 pts) over the above reading; Vocabulary review in conversation</i>	
	18 VIERNES	REPASO: CAPÍTULO 15 <i>For today's class: Review "Exam Instructions Study Guide" in Canvas. For next class: Complete pre-writing activity in Canvas to help anticipate composition content.</i>	PPT REPASO 15
SEMANA 16	21 LUNES	FIN DE SEMANA LARGO – NO HAY CLASE	
	23 MIÉRCOLES	 COMPOSITION 6: IN CLASS <i>Writing topic will be revealed in class. Bring paper and pencil/pen. See Canvas for grading rubric. Notes and other resources, including the pre-writing activity, may not be used while writing.</i>	
	24 JUEVES	 EXAMEN 8: CAPÍTULO 15	
	25 VIERNES	 WRITING WORKSHOP 6 <i>Edit and expand rough drafts and work toward final draft.</i>	

SEMANA 17	28 LUNES	 ORAL ASSESSMENT 6 <i>Arrive at the regular classroom a few minutes before your assigned time. Potential topics and grading rubric are provided in Canvas.</i>
	30 MIÉRCOLES	 ORAL ASSESSMENT 6 <i>Arrive at the regular classroom a few minutes before your assigned time. Potential topics and grading rubric are provided in Canvas.</i>
	MAYO 01 JUEVES	DÍA CULTURAL: TBA
	02 VIERNES	+Typed Final Draft (including previous drafts and rubric) is due today in Canvas before class starts. DÍA CULTURAL: TBA
MAY TERM – MAY 12-23		
Classroom Policies & Information	<p>METHODOLOGY This is a student-centered course that utilizes language immersion through classroom instruction and student participation in the target language (Spanish). Communicative language learning occurs primarily through paired and group work and meaningful communicative tasks during class. Students are expected to prepare diligently prior to each class period, where they will primarily put into practice what they have learned.</p> <p>STUDENT RESPONSIBILITIES</p> <ul style="list-style-type: none"> ▪ Bring the textbook to class every day. ▪ Silence and put away all devices (cell phones, smart watches, laptops, etc.) during class in accordance with Indiana state law. ▪ Attend every class. See course policy regarding absences. ▪ Participate and engage actively in classroom activities, discussions, and presentations. ▪ Read and engage with assigned pages prior to arriving in class. ▪ Complete all assignments on time. Late work is not accepted. ▪ Always attempt communication in Spanish during class with instructor and classmates. <p>CHAPTER EXAMS At the end of each chapter, students will take an exam to formally assess their understanding and retention of material presented during that chapter. Students should review the “Exam Instructions Study Guide” for each chapter posted in Canvas, which includes exact content coverage, format information, and point value allocations. Each exam includes vocabulary, grammar, and culture.</p> <p>HOMEWORK AND READING QUIZZES Daily homework assignments for this class include, but are not limited to, reading and studying assigned textbook pages and completing online and/or written work. Each assignment for that class period is listed in the syllabus course calendar in the “For Today’s Class” section. Please refer to “Attendance Policy” for further information on homework and absences. Five reading passages are assigned for homework each semester, each passage having a corresponding 10 pt in-class quiz.</p>	

PARTICIPATION AND COLLABORATION

Students are expected to utilize the help provided to always attempt to speak Spanish during class. Expectations for class participation are as follows: a) *Interaction* – Positive and productive communication with others; b) *Preparation* – On-time completion of assigned homework and readings; c) *Attentiveness* – Active and engaged mental and physical posture; d) *Initiative* – Regular volunteering to answer or ask a question; e) *Production* – Concerted effort to express oneself in Spanish. Evaluation rubric is included below:

Excellent (25): *Always interacts in a positive and productive way with others; demonstrates preparedness for every class; mentally engages in classroom activities and maintains physical attentiveness in body posture; Volunteers answers or questions without dominating participation; attempts to speak only in Spanish in all classroom contexts*

Great (22.5-24.5): *Regularly demonstrates the qualities for Excellent participation but only occasionally volunteers answers or questions*

Appropriate (20-22): *Interacts in a positive and productive way with others in general; demonstrates preparedness for most or all classes; usually mentally engages in classroom activities and maintains physical attentiveness in body posture; Occasionally volunteers answers or questions; attempts to speak only in Spanish in most classroom contexts but occasionally uses English words or phrases*

Mediocre (17.5-19.5): *Interacts mostly out of necessity to complete a task; may demonstrate regular lack of preparation for class; somewhat disengaged in classroom activities and may maintain a disengaged body posture or demonstrate excessive tiredness; Avoids volunteering in class; Utilizes Spanish to complete tasks but may use English frequently when tasks are complete*

Improvement Needed (17 and below): *Students receiving a grade in this category should consult the instructor for ways to improve*

¡ATENCIÓN! Many circumstances may lower a student’s participation grade. Some examples: a) arriving late and/or leaving early; b) having excessive tiredness; c) demonstrating a poor attitude and/or lack of interest; d) not speaking in both larger and smaller group settings; e) packing up to leave before class finishes; e) speaking English; etc.

ORAL ASSESSMENT

Although general oral assessment naturally takes place during class as part of participation and collaboration during activities, there are four formal oral assessments in this course (two per semester). Students will be assessed individually, utilizing the following rubric:

Excellent (25): *Clearly demonstrates preparation of possible topics; incorporates a wide variety of vocabulary, grammar, and expressions from relevant material; expands beyond basic responses and develops the conversation; speaks with clarity, proper pronunciation, and few or no grammatical errors; avoids expressions borrowed from other languages*

Great (22.5-24.5): *Clearly demonstrates preparation of possible topics; incorporates appropriate vocabulary, grammar, and expressions from relevant material; expands beyond basic responses and develops the conversation; speaks with clarity, but may have occasional pronunciation or grammatical errors or expressions borrowed from other languages*

Appropriate (20-22): *Demonstrates preparation of possible topics but may have neglected a few topics to focus on others; incorporates some appropriate vocabulary, grammar, and expressions from relevant material; offers more basic responses without further development of the conversation; may exhibit a variety of pronunciation and grammatical errors and include expressions borrowed from other languages*

Mediocre (17.5-19.5): *Demonstrates a lack of necessary preparation of possible topics; incorporates some appropriate vocabulary, grammar, and expressions from relevant material but only in a basic sense; offers responses to minimally meet the requirements of the topic; exhibits a variety of pronunciation and grammatical errors and expressions borrowed from other languages*

Improvement Needed (17 and below): *Students receiving a grade in this category should consult the instructor for help to improve*

COMPOSITIONS

In-class compositions are designed to help students improve their writing skills. Composition topics will be revealed during class on the composition days, and students will write their essays in class during the allotted time. Focus will be on relevant vocabulary and grammar topics. Once the rough drafts have been graded, students will be required to make improvements, expand their essays, and submit final drafts. Grading rubrics for rough drafts and final drafts can be found in Canvas.

	<p>COMPREHENSIVE FINAL EXAMS</p> <p>At the end of each semester, students will take comprehensive final exam to formally assess their understanding and retention of material presented during that term. Students should review the “Exam Instructions Study Guide” for each exam posted in Canvas, which includes exact content coverage, format information, and point value allocations.</p>
<p>Attendance Policy</p>	<p>It is the policy of the Indiana Academy that any absence from class is unexcused, except for illness, death in the family, college or school-related activities, and extenuating circumstances. When a student is absent from a class, the instructor reports the student absence to the Faculty Attendance Coordinator in the Office of Academic Affairs. Unless the absence is excused by a school official, it is considered unexcused. The decision as to whether an absence is excused is not determined by the instructor. Four or more unexcused absences in any particular class a student takes will lead to academic and residential consequences to be determined by the Office of Academic Affairs and the Office of Residential Life that may include detention, residential groundings, parent/principal conference, among others.</p> <p>Students arriving 5-10 minutes late to class will be counted as “tardy”, and those arriving after 10 minutes will be counted “late”. Sleeping in class will be counted as an unexcused absence. Learning a language is a cumulative process that cannot be “crammed”. Regular attendance is crucial to your success in this course. Students may miss 2 <u>instructional</u> days (i.e. non-assessment days) without participation penalty per semester, but absences will still be recorded, as required.</p> <p>Excused Absences: Some excused absences are unanticipated. Students should address unanticipated absences with the instructor as soon as is possible to determine the proper course of action. Some excused absences are anticipated. Students should always address <i>anticipated absences</i> with the instructor in advance and follow the protocol below.</p> <p><i>Protocol: Anticipated excused absences on instructional days:</i> Students are expected to proactively submit any assigned work prior to normal class time of the due date (in person or electronically). <i>Anticipated excused absences on assessment days</i> (e.g. exams, oral assessment, in-class compositions): <u>Students must provide official documentation/verification of the reason for absence</u> and are expected to proactively work with the instructor to determine the proper course of action to make up the missed assessment within five school days of the absence.</p> <p>Unexcused Absences: Unexcused absences are considered anticipated absences since the student has chosen not to attend class for a reason other than extenuating circumstances. <u>Students who are absent for an unexcused reason are still expected to submit their homework on time as usual.</u> Late work is not accepted for unexcused absences. IMPORTANT: Students who are absent for an unexcused reason on an assessment day (e.g. exams, oral assessment, in-class compositions) may <u>not</u> make up the assessment.</p> <p>¡ATENCIÓN! Course Failure Due to Excessive Absences: This is not an online course. Communicative language experiences that occur in the immersive language classroom cannot be easily replicated outside the classroom when students are absent. As a result, students with 10 or more absences in one semester, whether excused or unexcused, will automatically fail the course. Students with excessive absences should consult with the instructor to determine a proper course of action prior to reaching 10 absences (including the allowed 2 absences without participation penalty).</p>
<p>Late Work Policy</p>	<p>Late work is not accepted for credit. For extenuating circumstances associated with unanticipated absences, please see “Attendance Policy”.</p>
<p>Make-up/Retake Exam Policy</p>	<p>Missed assessments associated with excused and/or anticipated absences should be addressed with the instructor as soon as possible to determine a proper course of action for making up the assessment. Missed assessments associated with unexcused absences may not be made up. Please refer to “Attendance Policy” for further information.</p>

<p>Dual Credit-High School Credit Policy Statement</p>	<p>Students may choose to enroll in Ball State’s Dual Credit Program to earn college credit for SP 201, Intermediate Spanish 1, from Ball State at a reduced rate of tuition (\$25 per credit hour or \$75 total). Students who are eligible for free or reduced lunch this academic year may enroll at no charge if verified by the school. Free and reduced lunch students will still be responsible for any textbook costs associated with the dual credit course.</p> <p>To enroll in Ball State’s Dual Credit Program, students should have a 3.0 GPA on a 4.0 scale and complete the application & registration process <u>before the given deadline</u>. Ball State will bill students via postal mail; no money should be submitted to the high school. College credit can only be earned during the semester (or, in the case of year-long classes, during the academic year) in which the student is enrolled. Late enrollments are <u>not</u> permitted.</p> <p>Whether college credit earned through dual credit courses will be accepted by another institution of higher education is determined by the college or university to which a student is seeking admission. Before enrolling through Ball State’s Dual Credit Program, students should check directly with that institution to determine if a course will be accepted and how it will be counted toward graduation requirements. <i>Refunds will not be issued if Ball State credits are not able to be transferred.</i> In most cases, students will need to earn a C or better to transfer credit from Ball State to another institution. Grades of D or lower earned in Ball State Dual Credit courses are recorded on a student’s Ball State transcript but may not be able to transfer.</p> <p>The rigor of this course will be periodically reviewed by Ball State University faculty in an effort to maintain the high quality of education that each student receives. To learn more about Ball State’s Dual Credit Program, visit bsu.edu/dualcredit, call 765-285-1581 or email dualcredit@bsu.edu.</p>
<p>BSU Student Rights and Responsibilities</p>	<p>While enrolled in Ball State’s Dual Credit Program, you are expected to abide by the academic rules of behavior befitting a university student. You should read the <i>Dual Credit Student and Parent Handbook</i>, located at bsu.edu/dualcredit. In particular, review the Code of Student Rights and Responsibilities, focusing on the policies regarding student rights and responsibilities, behavior, academic integrity, and related procedures.</p> <p>The <i>Dual Credit Student and Parent Handbook</i> includes information regarding student qualifications, prerequisites, available courses, responsibilities, financial aid stipulations, transferability, withdrawal, refund and billing policies and more. It is important that you review the information contained in it.</p>
<p>Student Academic Ethics Policy</p>	<p>Actions which include but are not limited to cheating, plagiarism, falsely claiming to have completed work, cooperating with another person in academic dishonesty, knowingly destroying or altering another student’s work, or attempting to commit an act of academic dishonesty that violates the Student Academic Ethics Policy (http://www.bsu.edu/associateprovost/academicethics).</p> <p>The consequences of academic dishonesty are determined on a case-by-case basis by each instructor and may include but are not limited to one or more of the following academic sanctions: informal meeting, removal from dual credit course, dismissal from the university, or other appropriate consequence.</p>
<p>AI Policy</p>	<p>The Humanities Division recognizes that artificial intelligence (AI) provides promising new tools for academic work. However, AI also poses significant dangers for academic integrity. Whether a source is print, internet content, or AI-generated, passing off any research, words, or ideas which you did not personally create is plagiarism. Students should consult their humanities instructors regarding AI use in their courses.</p>
<p>Indiana Academy</p>	<p>Pursuant to Indiana Code 20-26-5-40.7, The Indiana Academy for Science, Mathematics and Humanities prohibits student use of wireless communication devices for non-instructional purposes</p>

Wireless Device Policy	in the classroom. As such, any and all portable wireless devices, that have the capability to provide voice, messaging, or other data communication between two or more parties, must only be used for academic purposes directly tied to the classroom activity or related educational task. Exceptions to this wireless device policy are eligible through academic accommodations, individualized education programs, or with instructor approval permitting the use of a wireless device for justification related to health, safety, and/or well-being. The improper use of a wireless device in an active classroom setting is subject to disciplinary action including but not limited to; a verbal warning, temporary seizure of said device by a school official, an unexcused absence for the class in question, written communication to parent/guardian, among other elevated consequences for repeated improper use.
Policy on the Americans with Disabilities Act (ADA)	If you need course adaptations or accommodations because of a disability, please contact the Office of Disability Services . The Office of Disability Services coordinates services for students with disabilities; documentation of a disability needs to be on file in that office before any accommodations can be provided. Disability services can be contacted at 765-285-5293 or dsd@bsu.edu .
Title IX – Sexual Misconduct	<p>Ball State University is committed to establishing and maintaining an effective, safe, and nondiscriminatory educational environment in which all individuals are treated with respect and dignity. For information about Ball State University’s Interim Title IX Policy and Procedures, please visit our website. Please note that the University’s policy and procedures have undergone significant revisions starting with the 2020-21 school year and ongoing.</p> <p>Consistent with the University’s Notice of Nondiscrimination and in accordance with the U.S. Department of Education’s implementing regulations for Title IX of the Education Amendments of 1972 (“Title IX”), Ball State University prohibits sexual harassment that occurs within its education programs and activities. This prohibition extends to all applicants for admission or employment and to all students (any status) and all employees (any status). An individual who is found to have committed sexual harassment in violation of this policy is subject to the full range of University discipline, up to and including termination of employment or expulsion. The University will provide persons who have experienced sexual harassment with ongoing remedies as reasonably necessary to restore or preserve access to the University’s education program and activities.</p> <p>Inquiries concerning the specific application of Title IX at Ball State should be directed to Ms. Katie Slabaugh, Associate Dean of Students/Title IX Coordinator in the Frank A. Bracken Administration Building, room 238, 765-285-1545, kslabaugh@bsu.edu. Persons can also contact the U.S. Department of Education Office for Civil Rights, Washington, D.C. 20202-1328, 1-800-421-3481, ocr@ed.gov.</p>
Inclusive Excellence Statement	<p>Ball State University aspires to be a university that attracts and retains a diverse faculty, staff and student body. We are committed to ensuring that all members of the community are welcome through valuing the various experiences and worldviews represented at Ball State and among those we serve. We promote a culture of respect and civil discourse as expressed in our Beneficence Pledge. As a reflection of Ball State’s commitment to respect, civil discourse, and the Beneficence Pledge, Inclusive Excellence at the Indiana Academy emerges as one of the priorities of our living and learning community. We strive to exist together respectfully and compassionately, creating an environment where every member can thrive. Unfortunately, there might be occasions when something occurs that disrupts our progress toward meeting these objectives. In this case, we encourage any member of the Academy community to file a Campus Climate Report (CCR) https://bsu.qualtrics.com/jfe/form/SV_6mbRbL5acAntUTI. All reports will be taken seriously, and appropriate responses will be carried out by Academy administration.</p>
The Learning Center	The Learning Center offers free Tutoring and Academic Coaching for many courses at Ball State. Students can make appointments for online (Zoom) or in-person (NQ 350) appointments. Unvaccinated students are required to wear masks and practice physical distancing in the Learning

	<p>Center. To make an appointment, visit my.bsu.edu and click on “Navigate.” You can also download the “Navigate Student” app for Apple or Android, or visit https://bsu.navigate.eab.com.</p> <p>Testing accommodations for students with disabilities are available for students who have received the appropriate documentation from Disability Services. Tests may be administered in the Learning Center. Supplemental Instruction is available in select courses. If you have an SI leader for your course, that person will provide students with information the first week of school regarding weekly study sessions.</p> <p>For more information about all of our programming, visit bsu.edu/learningcenter or call 765-285-1006.</p>
The Writing Center	<p>All writers improve with practice and feedback, so as a student in this course, you are encouraged to use the Writing Center (in Robert Bell 295, Bracken Library, or online) to get additional feedback on your writing. To schedule a free appointment to discuss your writing, go to www.bsu.edu/writingcenter. Online and in-person appointments are available seven days a week; however, plan ahead because appointments book quickly!</p>
(C) Course Assessment	<p>Tier 1 courses in the Department of Modern Languages and Classics are periodically reviewed to ensure that they successfully contribute to the goals and objectives of the UCC-21 curriculum. Each semester, instructors collect and analyze a variety of data that document the number of students who demonstrate mastery of the knowledge and cognitive skills associated with the targeted UCC-21 transformation. Additionally, the Department has an Assessment Committee that meets to review Tier 1 courses and their learning outcomes and to make recommendations for change.</p> <p>Assessment data include at least four of the following:</p> <ul style="list-style-type: none"> • Samples of student work (e.g., bench-marks or exemplary artifacts) • Sample assessments (e.g., quizzes, tests, exams, project guidelines) • Syllabus review • Peer and/or Chair evaluation of teaching • Student evaluations (the course in general) • Student surveys • Assessment matrix that shows connections between assessments used in class and the UCC-21 transformational objectives. <p>Each semester, instructors in the Tier 1, UCC-21 courses in the Department of Modern Languages and Classics submit the following documentation to the Departmental Assessment Committee: a course syllabus, sample assessments, sample of students’ work, and student surveys. Committee meets with the Department Chair to review the data and, possibly, to recommend revisions.</p>
(D) Faculty Qualifications for Domain Courses	<p>The Department of Modern Languages and Classics is integrally associated with the Humanities Domain, the area in which these courses satisfy a three-hour requirement in Tier 1-Humanities. The Department has a number of faculty members who are qualified to teach SP 201 without depending exclusively on one faculty member. The vast majority of instructors who teach 102, 201 and 202 have doctorates in the respective or appropriately related discipline; and, aside from several native-speaking graduate assistants currently completing advanced degrees, all have master’s degrees in the discipline. Graduate assistants are required to complete a course in foreign language teaching methodology and they are supervised in their compliance with the respective syllabi.</p>
Syllabus Change Policy	<p>This syllabus is a guide to the course and may be subject to change with reasonable advanced notice as course needs arise.</p>

APPENDIX

1. Apply cultural knowledge through interpersonal, interpretive, and presentational modes of communication that cross linguistic and/or national boundaries.
2. Analyze literary, linguistic and/or cultural products, practices, and perspectives.

B4. SP 102 Course Content Outline Format

SP 102 builds upon the basic oral and written skills developed in SP 101, and expands understanding of the cultures of the Spanish-speaking world. SP 102 requires a review of the grammatical structures presented in 101, develops new constructions and idioms, and applies this information to an analysis, integration and interpretation of language and culture that result in the acquisition of knowledge.

Linguistic constructions include the following:

- A review of essential grammatical structures and idioms in the first course in Spanish (eg., formation of questions, the formation and use of the present tense of regular verbs commonly used irregular verbs reflexive verbs and the use of the imperative, various frequently employed idiomatic constructions).
- Employment and uses of the past tenses (i.e., *pretérito e imperfecto*)
- Descriptive adjective and comparative and superlative degrees.
- Object pronouns, disjunctive pronouns, and their syntax.
- Negative expressions.

Cultural topics assume information of descriptions of individuals and daily living, and require students to relate this vocabulary to a knowledge of diverse Spanish-speaking communities and to a comparison with American life.

Subjects of inquiry include the following:

- Family activities in the Hispanic world. Their comparisons and contrasts within.
- Youth activities in the Hispanic world, their comparisons with those in the U.S.
- Food in the Hispanic world; comparisons and contrasts with American way of life.
- Introduction to geographical aspects of the diverse Spanish-speaking world (e.g., topography, regions, urbanization, climate); differences with the U.S.

Linguistically, students are expected to identify grammatical concepts and essential vocabulary and to employ them correctly in various exercises that include written and oral activities, selected readings, and computer-assisted instruction. Quizzes, tests, and a comprehensive final examination assess competence in this material. The transformation of this information into knowledge requires students to: (1) acquire oral and written proficiency that call for use of the structures and idioms presented in the course, (2) understand and engage actively in conversations on the presented cultural topics, and (3) demonstrate a familiarity with the geography and customs of the Hispanic world and to relate to these cultures to American daily living. Conversation, compositions, and reading passages enable students to reach these goals of transforming information into knowledge.

B5. Assessment of Student Learning Outcomes

Student learning outcomes in beginning and intermediate language courses (ie., 102, 201, and 202) are evaluated with multiple and varied formative and summative assessments. Formative assessment includes on-going, daily, discrete evaluations; summative assessment includes more comprehensive and/or cumulative evaluations. Assessments focus on productive language skills (i.e., speaking and writing), receptive language skills (i.e., reading and listening comprehension), cultural awareness, and critical analysis in both familiar and novel contexts. Traditional assessment formats, such as quizzes and examinations, are balanced with numerous performance-based tasks that require students to demonstrate their skills and proficiencies in meaningful, real-world applications. Assessments enable students to be active participants who continue to reflect on their learning experiences.

Assessments in 102, 201, and 202 incorporate the **UCC-21** cognitive transformations in the following ways:

- Novel contexts allow students to demonstrate skills and proficiencies in situations they have not experienced previously.
- Assessments permit students to measure their strengths and weaknesses reflectively and to plan for improvement.
- Students analyze language patterns and use language for creative expression. Students work independently as well as collaboratively to generate written and oral language.
- Authentic materials allow for the synthesis of information from multiple sources.
- Investigation of diverse cultures enables students to adapt their intellectual framework to accommodate new information and distinct viewpoints of other cultures.
- Students develop the art of communication in more than one language.
- Students develop the art of communication in more than one language.

Assessment Matrix		
Course Student Learning Outcomes (SLOs)	UCC Cognitive Skills Appropriate for the Tier	Planned Assessments

	and Aligned with Course SLOs	
Apply cultural knowledge through interpersonal, interpretive, and presentational modes of communication that cross linguistic and/or national boundaries	Accurately observe and measure elements of the nature and social worlds. (E-I)	<p>Multiple-choice, completion, true-false, and identification questions that evaluate the acquisition of grammatical structures, idioms, and cultural understanding.</p> <p>Dictation, "cloze" and other types of listening comprehension exercises.</p> <p>Writing tasks that allow students to demonstrate control of the language while analyzing cross-cultural comparisons and relating personally meaningful episodes.</p> <p>Project-based investigation of diverse cultures that challenge students to adapt their intellectual</p>
Apply cultural knowledge through interpersonal, interpretive, and presentational modes of communication that cross linguistic and/or national boundaries	Explore diverse ways of knowing. (E-I)	<p>Open-ended and extended response activities based upon reading passages and authentic language/culture resources.</p> <p>Responses to discrete oral and written questions based upon conversational and cultural topics.</p> <p>In-class discussions that enable students to adapt their intellectual framework to accommodate new information and distinct viewpoints of other cultures.</p>
Analyze literary, linguistic and/or cultural products, practices, and perspectives	Work independently as well as collaboratively to generate knowledge. (I-K)	<p>Group and classroom discussion of cross-linguistic and cross-cultural topics.</p> <p>Group and individual presentations on pertinent linguistic elements and culture.</p> <p>Performance-based tasks, such as oral presentations, narratives, short stories, role-plays, interviews, etc.</p>
Analyze literary, linguistic and/or cultural products, practices, and perspectives	Develop the art of communication - oral, visual, and written -- in more than one language (natural and/or symbolic). (I-K)	Performance-based tasks, such as oral presentations, narratives, short stories, role-plays, interviews, etc. that demonstrate how students have developed the art of communication in more than one language.