



**BALL STATE
UNIVERSITY**



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

BSU SP202: Intermediate Spanish 2 (Academy: SPN 3A/B Advanced Spanish)




BSU Credits	3 credit hours	College of Science and Humanities	Department of Modern Languages
Instructor	Jason Fetters	Office Location	B027
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 10:00-10:50	Meeting Location	BU 119
Prerequisite(s)	SP 201, appropriate score of a placement test or instructor's permission		
(4) Course Description	<p>Spanish 202 builds upon the oral and written skills developed in Spanish 201 or previous courses in Spanish, expanding structures, idioms, and topics for oral and written communication, and deepening understanding of cultural perspectives of the Spanish-speaking world. Reinforcing information acquired in previous courses, this course reviews various grammatical forms and structures of the language. However, more complex structures are introduced, thereby broadening linguistic concepts that will become a part of the knowledge to be applied to communication. Students also review various cultural topics previously presented by considerably expanded.</p> <p><i>*See Appendix section 4 regarding further details of Course Content Outline and Format.</i></p>		
Core Transfer Library Course	Spanish Level 4		
Textbook and/or Course Materials	Sueña (5 th edition). José A. Blanco, C. Cecilia Tocaimaza-Hatch, Martín Gaspar. (Vista Higher Learning 2023) + SuperSitePlus 12-month access		
(2) Rationale for Inclusion of Course in UCC-21	<p>The study of a lower-level modern or classical language (102, 201, 202) is both translingual and transcultural. Each objective requires the transformation of experience from one'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 results in a knowledge that affords discovery into the use of linguistic patterns and the significance of cultural appreciations. 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. (See the course content outline and format for differences among these three courses.) 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. Accordingly, students in SP 102 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><i>*See Appendix section 3 regarding explanations of "Experience into Information" and "Information into Knowledge".</i></p>		

<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 5 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 Modules x 25 pts)</td> </tr> <tr> <td>Homework</td> <td>200 (8 Modules x 25 pts)</td> </tr> <tr> <td>Participation & Collaboration</td> <td>200 (8 Modules x 25 pts)</td> </tr> <tr> <td>Formal Oral Assessment</td> <td>100 (4 Assessments x 25 pts)</td> </tr> <tr> <td>Compositions</td> <td>100 (4 Compositions x 25 pts)</td> </tr> <tr> <td>Cultural Projects & Presentations</td> <td>100 (2 Proj. x 25 pts, 2 Pres. 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%) C+ 770-790 (77-79%) D+ 670-690 (67-69%)</td> </tr> <tr> <td>A- 900-930 (90-93%)</td> <td>B 840-860 (84-86%) C 740-760 (74-76%) D 640-660 (64-66%)</td> </tr> <tr> <td></td> <td>B- 800-830 (80-83%) C- 700-730 (70-73%) D- 600-630 (60-63%)</td> </tr> <tr> <td></td> <td style="text-align: center;">F 590 or lower (59% or lower)</td> </tr> </table>		Chapter Exams	200 (8 Modules x 25 pts)	Homework	200 (8 Modules x 25 pts)	Participation & Collaboration	200 (8 Modules x 25 pts)	Formal Oral Assessment	100 (4 Assessments x 25 pts)	Compositions	100 (4 Compositions x 25 pts)	Cultural Projects & Presentations	100 (2 Proj. x 25 pts, 2 Pres. x 25 pts)	Reading Quizzes	100 (10 Quizzes x 10 pts)	Total 1000		A 940-1000 (94-100%)	B+ 870-890 (87-89%) C+ 770-790 (77-79%) D+ 670-690 (67-69%)	A- 900-930 (90-93%)	B 840-860 (84-86%) C 740-760 (74-76%) D 640-660 (64-66%)		B- 800-830 (80-83%) C- 700-730 (70-73%) D- 600-630 (60-63%)		F 590 or lower (59% or lower)
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<p>How High School Grade will be Calculated (if different from BSU)</p>	<p>N/A</p>																									
<p>BSU Grading Scale</p>	<p>A: 94-100%</p> <p>A-: 90-93%</p> <p>B+: 87-89%</p> <p>B: 84-86%</p> <p>B-: 80-83%</p> <p>C+: 77-79%</p>	<p>C: 74-76%</p> <p>C-: 70-73%</p> <p>D+: 67-69%</p> <p>D: 64-66%</p> <p>D-: 60-63%</p> <p>F: 59% or lower</p>																								
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Schedule of Assignments




Course Calendar – FALL 2024



NOTE: Syllabus and calendar are subject to change


SEMANA 1	AGOSTO 12 LUNES	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	LECCIÓN 1: SENTIR Y VIVIR <i>For today's class:</i> 1) Study p 2-5; 39 (VOCABULARIO) 2) Create your VHL Central account and add the course. <i>In class:</i> p 2-5	PPT 1.1
	15 JUEVES	<i>For today's class:</i> 1) Study p 6-9 (CORTOMETRAJE) 2) Explore VHL Central and navigate homework calendar. <i>In class:</i> View <i>Café para llevar</i> ; p 10-11	PPT 1.2
	16 VIERNES	<i>For today's class:</i> 1) Study p 12-16 (SUEÑA) <i>In class:</i> p 12-16 For next class: Complete assigned SuperSitePlus activities before class time on Monday.	PPT 1.3
SEMANA 2	19 LUNES	<i>For today's class:</i> 1) Study p 18-19 (1.1 The present tense) 2) Complete assigned SuperSitePlus activities before class time today. <i>In class:</i> p 18-21	PPT 1.4
	21 MIÉRCOLES	<i>For today's class:</i> 1) Study p 22-23 (1.2 <i>Ser</i> and <i>estar</i>) 2) Complete assigned SuperSitePlus activities before class time today. <i>In class:</i> p 22-25	PPT 1.5
	22 JUEVES	<i>For today's class:</i> 1) Study p 26-27 (1.3 <i>Gustar</i> and similar verbs) 2) Complete assigned SuperSitePlus activities before class time today. <i>In class:</i> p 26-30	PPT 1.6
	23 VIERNES	<i>For today's class:</i> 1) Study p 31-33, 35-37 (CULTURA + LITERATURA) 2) Complete assigned SuperSitePlus activities before class time today. <i>In class:</i> p 31-38	PPT 1.7
SEMANA 3	26 LUNES	REVIEW: LECCIÓN 1 <i>For today's class:</i> Review "Exam Instructions Study Guide" in Canvas. For next class: Complete the pre-writing activity in Canvas to help anticipate composition content.	PPT REPASO 1
	28 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>	
	29 JUEVES	 EXAMEN 1: LECCIÓN 1	
	30 VIERNES	 WRITING WORKSHOP 1 <i>Edit and expand rough drafts and work toward final draft.</i>	
SEMANA 4	SEPTIEMBRE 02 LUNES	LABOR DAY - NO CLASS	
	04 MIÉRCOLES	LECCIÓN 2: VIVIR EN LA CIUDAD <i>For today's class:</i> Study p 40-43; 79 (VOCABULARIO) <i>In class:</i> p 40-43	PPT 2.1
	05 JUEVES	<i>For today's class:</i> 1) Study p 44-47 (CORTOMETRAJE) 2) Complete assigned SuperSitePlus activities before class time today. <i>In class:</i> View <i>Adiós mamá</i> ; p 48-49	PPT 2.2
	06 VIERNES	<i>For today's class:</i> 1) Study p 50-55 (SUEÑA) 2) Complete assigned SuperSitePlus activities before class time today. <i>In class:</i> p 50-55	PPT 2.3

Continued...

SEMANA 5	09 LUNES	<i>For today's class:</i> 1) Study p 56-57 (2.1 The preterite: Día 1) 2) Complete assigned SuperSitePlus activities before class time today. <i>In class:</i> p 56-59	PPT 2.4
	11 MIÉRCOLES	<i>For today's class:</i> 1) Study p 56-57 (2.1 The preterite: Día 2) 2) Complete assigned SuperSitePlus activities before class time today. <i>In class:</i> p 56-59	PPT 2.5
	12 JUEVES	In-Class Cultural Reading Activity +Typed Final Draft (including previous drafts and rubric) is due today in Canvas before class starts.	
	13 VIERNES	<i>For today's class:</i> 1) Study p 60-61 (2.2 The imperfect) 2) Complete assigned SuperSitePlus activities before class time today. <i>In class:</i> p 60-63	PPT 2.6
SEMANA 6	16 LUNES	<i>For today's class:</i> 1) Study p 64-65 (2.3 The preterite vs. the imperfect: Day 1) 2) Complete assigned SuperSitePlus activities before class time today. <i>In class:</i> p 64-68	PPT 2.7
	18 MIÉRCOLES	<i>For today's class:</i> 1) Study p 64-65 (2.3 The preterite vs. the imperfect: Day 1) 2) Complete assigned SuperSitePlus activities before class time today. <i>In class:</i> p 64-68	PPT 2.8
	19 JUEVES	Short Films: México	
	20 VIERNES PPT 2.9	<i>For today's class:</i> 1) Study p 69-71, 73-77 (CULTURA + LITERATURA) 2) Complete assigned SuperSitePlus activities before class time today. <i>In class:</i> p 69-78	
SEMANA 7	23 LUNES	REVIEW: LECCIÓN 2 <i>For today's class:</i> Review "Exam Instructions Study Guide" in Canvas	PPT REPASO 2
	25 MIÉRCOLES	 EXAMEN 2: LECCIÓN 2	
	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	 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>	
SEMANA 8	30 LUNES	LECCIÓN 3: VIVIR EN LA CIUDAD <i>For today's class:</i> 1) Study p 80-83; 119 (VOCABULARIO) 2) Complete assigned SuperSitePlus activities before class time today. <i>In class:</i> p 80-83	PPT 3.1
	OCTUBRE 02 MIÉRCOLES	<i>For today's class:</i> 1) Study p 84-87 (CORTOMETRAJE) 2) Complete assigned SuperSitePlus activities before class time today. <i>In class:</i> View <i>Desconexión</i> ; p 88-89	PPT 3.2
	03 JUEVES	<i>For today's class:</i> 1) Study p 90-94 (SUEÑA) 2) Complete assigned SuperSitePlus activities before class time today. <i>In class:</i> p 90-94	PPT 3.3
	04 VIERNES	PARENT / TEACHER CONFERENCES - NO CLASS	
SEMANA 9	07 LUNES	FALL BREAK - NO CLASS	
	09 MIÉRCOLES	PSAT - CLASS	
	10 JUEVES	<i>For today's class:</i> 1) Study p 96-98 (3.1 The subjunctive in noun clauses: Day 1) 2) Complete assigned SuperSitePlus activities before class time today. <i>In class:</i> p 96-101	PPT 3.4
	11 VIERNES	<i>For today's class:</i> 1) Study p 96-98 (3.1 The subjunctive in noun clauses: Day 2) 2) Complete assigned SuperSitePlus activities before class time today. <i>In class:</i> p 96-101	PPT 3.5

SEMANA 10	OCTUBRE 14 LUNES	<i>For today's class:</i> 1) Study p 102-103 (3.2 Object pronouns: Day 1) 2) Complete assigned SuperSitePlus activities before class time today. <i>In class:</i> p 102-105	PPT 3.6
	16 MIÉRCOLES	<i>For today's class:</i> 1) Study p 102-103 (3.2 Object pronouns: Day 2) 2) Complete assigned SuperSitePlus activities before class time today. <i>In class:</i> p 102-105	PPT 3.7
	17 JUEVES	In-Class Cultural Reading Activity	
	18 VIERNES	<i>For today's class:</i> 1) Study p 106-107 (3.3 Commands: Day 1) 2) Complete assigned SuperSitePlus activities before class time today. <i>In class:</i> p 106-110	PPT 3.8
SEMANA 11	21 LUNES	<i>For today's class:</i> 1) Study p 106-107 (3.3 Commands: Day 2) 2) Complete assigned SuperSitePlus activities before class time today. <i>In class:</i> p 106-110	PPT 3.8B
	23 MIÉRCOLES	<i>For today's class:</i> 1) Study p 111-113, 115-117 (CULTURA + LITERATURA) 2) Complete assigned SuperSitePlus activities before class time today. <i>In class:</i> p 111-118	PPT 3.9
	24 JUEVES	Short Films: El Caribe	
	25 VIERNES	<i>For today's class:</i> 1) Study p 248 (3.5 Demonstrative adjectives and pronouns) 2) Complete assigned SuperSitePlus activities before class time today. <i>In class:</i> p 248-249	PPT 3.11
SEMANA 12	28 LUNES	REVIEW: LECCIÓN 3 <i>For today's class:</i> Review "Exam Instructions Study Guide" in Canvas. <i>For next class:</i> Complete the pre-writing activity in Canvas to help anticipate composition content.	PPT REPASO 3
	30 MIÉRCOLES	 COMPOSITION 2: IN CLASS 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.	
	31 JUEVES	 EXAMEN 3: LECCIÓN 3	
	NOVIEMBRE 01 VIERNES	 WRITING WORKSHOP 2 Edit and expand rough drafts and work toward final draft.	
SEMANA 13	04 LUNES	MANUAL DE GRAMÁTICA <i>For today's class:</i> 1) Study p 260-261 (The present perfect) 2) Complete assigned SuperSitePlus activities before class time today. <i>In class:</i> p 260-263	PPT MANUAL 1.1
	06 MIÉRCOLES	<i>For today's class:</i> 1) Study p 264 (The present perfect subjunctive) 2) Complete assigned SuperSitePlus activities before class time today. <i>In class:</i> p 264-265	PPT MANUAL 1.2
	07 JUEVES	In-Class Cultural Reading Activity +Typed Final Draft (including previous drafts and rubric) is due today in Canvas before class starts.	
	08 VIERNES	<i>For today's class:</i> 1) Study p 266 (The past perfect) 2) Complete assigned SuperSitePlus activities before class time today. <i>In class:</i> p 266-267	PPT MANUAL 1.3

SEMANA 14	11 LUNES	<i>For today's class:</i> 1) Study p 268 (The passive voice) 2) Complete assigned SuperSitePlus activities before class time today. <i>In class:</i> p 268-269	PPT MANUAL 1.4
	13 MIÉRCOLES	<i>For today's class:</i> 1) Study p 270-271 (Uses of <i>se</i>) 2) Complete assigned SuperSitePlus activities before class time today. <i>In class:</i> p 270-273	PPT MANUAL 1.5
	14 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>	
	15 VIERNES	 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>	

SEMANA 15	18 LUNES	REVIEW: MANUAL DE GRAMÁTICA 1 <i>For today's class:</i> Review "Exam Instructions Study Guide" in Canvas.	PPT REPASO M1
	20 MIÉRCOLES	 EXAMEN 4: MANUAL DE GRAMÁTICA 1	
	21 JUEVES	RESEARCH WORKSHOP: CULTURE PRESENTATIONS	
	22 VIERNES	RESEARCH WORKSHOP: CULTURE PRESENTATIONS	

SEMANA 16 – LA PAUSA PARA ACCIÓN DE GRACIAS (NO HAY CLASES)





SEMANA 17	DICIEMBRE 02 LUNES	RESEARCH WORKSHOP: CULTURE PRESENTATIONS
	04 MIÉRCOLES	CULTURE PRESENTATIONS
	05 JUEVES	CULTURE PRESENTATIONS
	06 VIERNES	CULTURE PRESENTATIONS

SEMANA 18	09 LUNES	REVIEW: FINAL EXAM
	11 MIÉRCOLES	REVIEW: FINAL EXAM
	12 JUEVES	REVIEW: FINAL EXAM +Final Project Report is due today in Canvas before class starts.
	13 VIERNES	REVIEW: FINAL EXAM





FINAL EXAMS – DECEMBER 16-19
 SPRING 2025 CALENDAR BEGINS BELOW






Course Calendar – SPRING 2025





NOTE: Syllabus and calendar are subject to change

SEMANA 1	06 LUNES	LECCIÓN 4: GENERACIONES EN MOVIMIENTO <i>For today's class: Study p 120-123; 57 (VOCABULARIO)</i> <i>In class: p 120-123</i>	PPT 4.1
	08 MIÉRCOLES	<i>For today's class: 1) Study p 124-127 (CORTOMETRAJE)</i> <i>2) Complete assigned SuperSitePlus activities before class time today.</i> <i>In class: View Sin palabras; p 128-129</i>	PPT 4.2
	09 JUEVES	Short Films: Centroamérica	
	10 VIERNES	<i>For today's class: 1) Study p 130-134 (SUEÑA)</i> <i>2) Complete assigned SuperSitePlus activities before class time today.</i> <i>In class: p 130-134</i>	PPT 4.3
SEMANA 2	13 LUNES	<i>For today's class: 1) Study p 136-137 (4.1 The subjunctive in adjective clauses)</i> <i>2) Complete assigned SuperSitePlus activities before class time today.</i> <i>In class: p 136-139</i>	PPT 4.4
	15 MIÉRCOLES	<i>For today's class: 1) Study p 140-141 (4.2 Reflexive verbs)</i> <i>2) Complete assigned SuperSitePlus activities before class time today.</i> <i>In class: p 140-143</i>	PPT 4.5
	16 JUEVES	Short Films: Centroamérica	
	17 VIERNES	<i>For today's class: 1) Study p 144-145 (4.3 Por and para: Day 1)</i> <i>2) Complete assigned SuperSitePlus activities before class time today.</i> <i>In class: p 144-147</i>	PPT 4.6
SEMANA 3	20 LUNES	EL DÍA DE MARTIN LUTHER KING, JR. – NO HAY CLASES	
	22 MIÉRCOLES	<i>For today's class: 1) Study p 144-145 (4.3 Por and para: Day 2)</i> <i>In class: p 144-148</i>	PPT 4.7
	23 JUEVES	 CULTURAL READING QUIZ 6 <i>For today's class: Read Gustavo Dudamel: la Estrella de "El Sistema" in Canvas (Files/Cultural Readings)</i> <i>In class: Take Reading Quiz (multiple choice/matching, 10 pts) over the above reading;</i> <i>Vocabulary review in conversation</i>	
	25 VIERNES	<i>For today's class: 1) Study p 149-151, 153-155 (CULTURA + LITERATURA)</i> <i>2) Complete assigned SuperSitePlus activities before class time today.</i> <i>In class: p 149-156</i>	PPT 4.8
SEMANA 4	27 LUNES	REVIEW: LECCIÓN 4 <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 4
	29 MIÉRCOLES	 COMPOSITION 3: IN CLASS <i>Writing topic will be revealed in class. Bring paper and pencil/pen. See Canvas for grading rubric.</i> <i>Notes and other resources, including the pre-writing activity, may not be used while writing.</i>	
	30 JUEVES	 EXAMEN 5: LECCIÓN 4	
	31 VIERNES	 WRITING WORKSHOP 2 <i>Edit and expand rough drafts and work toward final draft.</i>	

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SEMANA 5	FEBRERO 03 LUNES	FIN DE SEMANA LARGO – NO HAY CLASES	
	05 MIÉRCOLES	LECCIÓN 5: LAS RIQUEZAS NATURALES <i>For today's class:</i> 1) Study p 158-161; 195 (VOCABULARIO) 2) Complete assigned SuperSitePlus activities before class time today. <i>In class:</i> p 158-161	PPT 5.1
	06 JUEVES	<i>For today's class:</i> Study p 162-165 (CORTOMETRAJE) <i>In class:</i> View <i>Eclipse</i> ; p 166-167	PPT 5.2
	07 VIERNES	<i>For today's class:</i> 1) Study p 168-172 (SUEÑA) 2) Complete assigned SuperSitePlus activities before class time today. <i>In class:</i> p 168-172	PPT 5.3
SEMANA 6	FEBRERO 10 LUNES	<i>For today's class:</i> 1) Study p 174-175 (5.1 The future) 2) Complete assigned SuperSitePlus activities before class time today. <i>In class:</i> p 174-177	PPT 5.4
	12 MIÉRCOLES	+Typed Final Draft (including previous drafts and rubric) is due today in Canvas before class starts. <i>For today's class:</i> 1) Study p 178-179 (5.2 The conditional) 2) Complete assigned SuperSitePlus activities before class time today. <i>In class:</i> p 178-181	PPT 5.5
	13 JUEVES	 CULTURAL READING QUIZ 7 <i>For today's class:</i> Read <i>Guarani: la lengua vencedora</i> in Canvas (Files/Cultural Readings) <i>In class:</i> Take Reading Quiz (multiple choice/matching, 10 pts) over the above reading; Vocabulary review in conversation	
	14 VIERNES	<i>For today's class:</i> 1) Study p 182-183 (5.3 Relative pronouns) 2) Complete assigned SuperSitePlus activities before class time today. <i>In class:</i> p 182-186	PPT 5.6
SEMANA 7	17 LUNES	<i>For today's class:</i> 1) Study p 187-189, 191-193 (CULTURA + LITERATURA) 2) Complete assigned SuperSitePlus activities before class time today. <i>In class:</i> p 187-194	PPT 5.7
	19 MIÉRCOLES	REVIEW: LECCIÓN 5 <i>For today's class:</i> Review "Exam Instructions Study Guide" in Canvas.	PPT REPASO 5
	20 JUEVES	 EXAMEN 6: LECCIÓN 5	
	21 VIERNES	 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>	
SEMANA 8	24 LUNES	 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>	
	26 MIÉRCOLES	LECCIÓN 6: EL VALOR DE LAS IDEAS <i>For today's class:</i> 1) Study p 196-199; 233 (VOCABULARIO) 2) Complete assigned SuperSitePlus activities before class time today. <i>In class:</i> p 196-199	PPT 6.1
	27 JUEVES	<i>For today's class:</i> 1) Study p 200-203 (CORTOMETRAJE) 2) Complete assigned SuperSitePlus activities before class time today. <i>In class:</i> View <i>Justo</i> ; p 204-205	PPT 6.2
	28 VIERNES	PARENT / TEACHER CONFERENCES – NO HAY CLASES	
SEMANA 9 – SPRING BREAK (NO CLASS)			
Continued...			

SEMANA 10	MARZO 10 LUNES	For today's class: 1) Study p 206-210 (SUEÑA) 2) Complete assigned SuperSitePlus activities before class time today. In class: p 206-210	PPT 6.3
	12 MIÉRCOLES	For today's class: 1) Study p 212-213 (6.1 The subjunctive in adverbial clauses: Day 1) In class: p 212-215	PPT 6.4
	13 JUEVES	 CULTURAL READING QUIZ 8 For today's class: Read <i>La nueva cara de la arquitectura...</i> in Canvas (Files/Cultural Readings) In class: Take Reading Quiz (multiple choice/matching, 10 pts) over the above reading; Vocabulary review in conversation	
	14 VIERNES	For today's class: 1) Study p 212-213 (6.1 The subjunctive in adverbial clauses: Day 2) 2) Complete assigned SuperSitePlus activities before class time today. In class: p 212-215	PPT 6.4B
SEMANA 11	17 LUNES	For today's class: 1) Study p 216-217 (6.2 The past subjunctive) 2) Complete assigned SuperSitePlus activities before class time today. In class: p 216-219	PPT 6.5
	19 MIÉRCOLES	For today's class: 1) Study p 220-221 (6.3 Comparatives and superlatives) 2) Complete assigned SuperSitePlus activities before class time today. In class: p 220-224	PPT 6.6
	20 JUEVES	Short Films: Chile	
	21 VIERNES	For today's class: 1) Study p 225-227 (CULTURA) 2) Complete assigned SuperSitePlus activities before class time today. In class: p 225-228	PPT 6.7
SEMANA 12	24 LUNES	REVIEW: LECCIÓN 6 For today's class: Review "Exam Instructions Study Guide" in Canvas. For next class: Complete the pre-writing activity in Canvas to help anticipate composition content.	PPT REPASO 6
	26 MIÉRCOLES	 COMPOSITION 4: IN CLASS 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.	
	27 JUEVES	 EXAMEN 7: LECCIÓN 6	
	28 VIERNES	 WRITING WORKSHOP 2 Edit and expand rough drafts and work toward final draft.	
SEMANA 13	31 LUNES	MANUAL DE GRAMÁTICA For today's class: 1) Study p 274-275 (<i>Si</i> clauses) 2) Complete assigned SuperSitePlus activities before class time today. In class: p 274-277	PPT MANUAL 2.1
	02 MIÉRCOLES	For today's class: 1) Study p 278 (Time expressions with <i>hacer</i>) 2) Complete assigned SuperSitePlus activities before class time today. In class: p 278-279	PPT MANUAL 2.2
	03 JUEVES	 CULTURAL READING QUIZ 9 For today's class: Read <i>Como Bolivia perdió su mar</i> in Canvas (Files/Cultural Readings) In class: Take Reading Quiz (multiple choice/matching, 10 pts) over the above reading; Vocabulary review in conversation	
	04 VIERNES	For today's class: 1) Study p 280 (Transitional expressions) 2) Complete assigned SuperSitePlus activities before class time today. In class: p 280-281	PPT MANUAL 2.3
Continued...			

	SEMANA 14	07 LUNES	For today's class: 1) Study p 282 (<i>Pero vs. sino</i>) 2) Complete assigned SuperSitePlus activities before class time today. <i>In class: p 282-283</i>	PPT MANUAL 2.4	
		09 MIÉRCOLES	+Typed Final Draft (including previous drafts and rubric) is due today in Canvas before class starts. For today's class: 1) Study p 284 (<i>Past participles as adjectives</i>) 2) Complete assigned SuperSitePlus activities before class time today. <i>In class: p 284-285</i>	PPT MANUAL 2.5	
		10 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>		
		11 VIERNES	 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>		
	SEMANA 15	14 LUNES	REVIEW: MANUAL DE GRAMÁTICA 2 For today's class: Review "Exam Instructions Study Guide" in Canvas.	PPT REPASO M2	
		16 MIÉRCOLES	 EXAMEN 8: MANUAL DE GRAMÁTICA 2		
		17 JUEVES	 CULTURAL READING QUIZ 10 (New passage presented in class without preparation) <i>In class: Take Reading Quiz (multiple choice/matching, 10 pts/); Vocab review in conversation</i>		
		18 VIERNES	RESEARCH WORKSHOP: CULTURE PRESENTATIONS <i>In class: Begin research, get source approval, begin presentation creation</i>		
	SEMANA 16	21 LUNES	EXTENDED WEEKEND (NO CLASS)		
		23 MIÉRCOLES	RESEARCH WORKSHOP: CULTURE PRESENTATIONS <i>In class: Finish research, get source approval, create presentations</i>		
		24 JUEVES	RESEARCH WORKSHOP: CULTURE PRESENTATIONS <i>In class: Finalize presentations, technology preparation, begin final written report</i>		
		25 VIERNES	PRESENTACIONES CULTURALES		
	SEMANA 17	28 LUNES	PRESENTACIONES CULTURALES		
		30 MIÉRCOLES	PRESENTACIONES CULTURALES		
		MAYO 01 JUEVES	DÍA CULTURAL: TBA		
		02 VIERNES	+Final Project Report due by 5pm! 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 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. 				

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.

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 to prepare for each day is listed in the syllabus course calendar in the “Before Class (Antes de clase)” section. Online homework assignments are always due 8:30 am the day of class (e.g. An assignment that is due for class on Tuesday should be turned in by 8:30 am Tuesday morning). This allows students enough time to communicate with the instructor regarding any difficulties they may be having with a particular activity before class begins. 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.

PLEASE NOTE: While many activities in SuperSitePlus do allow for unlimited attempts, some activities like True/False, Yes/No, and 50/50 only allow one attempt. Always check the indicator for the number of attempts allowed at the top of the activity before starting.

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.

	<p>ORAL ASSESSMENT</p> <p>Although general oral assessment naturally takes place during class as part of participation and collaboration during activities, there are formal oral assessments in this course. Students will be assessed individually, utilizing the following rubric:</p> <p><i>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</i></p> <p><i>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</i></p> <p><i>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</i></p> <p><i>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</i></p> <p><i>Improvement Needed (17 and below): Students receiving a grade in this category should consult the instructor for help to improve</i></p> <p>COMPOSITIONS</p> <p>There are several in-class compositions for this course that 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> <p>CULTURAL PROJECTS AND PRESENTATIONS</p> <p>At the end of each semester, students will a cultural topic of choice related to material covered during that semester. Students will complete a project and present their findings in class. Project and presentation guidelines and rubrics are provided in Canvas.</p> <p>COMPREHENSIVE FINAL EXAMS</p> <p>At the end of each term 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</p>

	<p>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>Protocol: <i>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, by nature, 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>
Late Work Policy	Late work is not accepted for credit. For extenuating circumstances associated with unanticipated absences, please see "Attendance Policy".
Make-up/Retake Exam Policy	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.
Dual Credit-High School Credit Policy Statement	<p>Students may choose to enroll in Ball State's Dual Credit Program to earn college credit for SP 202, Intermediate Spanish 2, 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</p>

	<p>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>
BSU Student Rights and Responsibilities	<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>
Student Academic Ethics Policy	<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). 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>
AI Policy	<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>
Indiana Academy Wireless Device Policy	<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 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.</p>
Policy on the Americans with Disabilities Act (ADA)	<p>If you need course adaptations or accommodations because of a disability, please contact the <i>Office of Disability Services</i>. The <i>Office of Disability Services</i> 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.</p>
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	<p>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 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. 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>
(D) 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</p>

	<p>transformation. Additionally, the Department has an Assessment Committee that meets to review Tier 1 coursed and their learning outcomes and to make recommendations for change.</p> <p>Assessment data include at least five (5) 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>Continued...</p> <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>
<p>(E) Faculty Qualifications for Domain Courses</p>	<p>The Department of Modern Languages and Classics is integrally associated with the domain of the humanities, the area in which these courses satisfy a three-hour requirement in Tier 1 – humanities. Although a description of faculty qualifications is not required, the unquestionable quality of the faculty to teach these courses deserves description. First, the vast majority who currently 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. Further, these courses enable students to satisfy requirements for the B.A. degree and certain departmental requirements. Thus, the Department must ensure adequate staff to offer these courses on a continual basis.</p>
<p>Syllabus Change Policy</p>	<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

3. List of Course Objectives

- 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.

Experience into Information

Students demonstrate skills of observation, reasoning, evaluation, and assimilation of grammatical structures, linguistic idioms, and cultural practices through oral, aural, written, and reading exercises.

Students distinguish use of prescribed grammatical structures and develop an increasingly wide use of vocabulary on a variety of topics. Cultural topics are introduced and are related to communication (e.g., forms of address, use of idioms relevant to a particular situation, non-verbal gestures). Directed discussions and guided writing assignments based upon reading passages and classroom presentations reinforce and expand use of this information.

Information into Knowledge

Students apply information to novel situations that enable them to create new knowledge, relating this information to the development of translating thoughts into more discursive discussion and writing. Students will also discover cultural breadth and richness through the reading of selected passages and the exchange of ideas.

Class discussions based upon cultural topics and questions, reading passages, and videos advance listening comprehension and stimulate students to transform abstract thoughts into intelligible concrete expressions in the target idiom. Such activities will also aim at deepening knowledge of the distinctions of the target culture in its global context. Writing assignments on these topics will promote additional creative expression, strengthen proficiency in the use of grammatical structures and vocabulary, and afford reflection on the cultural characteristics of the target language. These activities promote the understanding and communication of a modern or classical language that combines both translingual and transcultural identifications.

4. Course Content Outline and Format

Spanish 202 builds upon the oral and written skills developed in Spanish 201 or previous courses in Spanish, expanding structures, idioms, and topics for oral and written communication, and deepening understanding of cultural perspectives of the Spanish-speaking world. Reinforcing information acquired in previous courses, this course reviews various grammatical forms and structures of the language. However, more complex structures are introduced, thereby broadening linguistic concepts that will become a part of the knowledge to be applied to communication. Students also review various cultural topics previously presented by considerably expanded.

Linguistic constructions include the following:

- Review of articles and object and disjunctive pronouns.
- Review of the present, past, future, conditional and the perfect tenses, as well as the imperative.
- Negative expressions.
- Relative pronouns.
- Formation and uses of the subjunctive.

Acquisition of these more complex grammatical structures and expansion of vocabulary complement the introduction of information on topics related to Spanish-speaking countries and compared with American cultural currents. Selected topics of inquiry include the following:

- A survey of the Spanish-speaking world as characterized by personal relationships, places of residence, modes of communication, family life, environment, and beliefs.
- Hispanic cinema, television, and periodicals.
- Introduction to literary analysis in Spanish, especially characterization.

Linguistically, students are expected to identify grammatical concepts and essential vocabulary that build upon material presented in previous university courses and, then, to employ them correctly in various exercises that include oral and written exercises, reading, 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 (1) to acquire oral and written proficiency that call for use of the structures and idioms presented in the course; (2) to understand and engage actively in conversations on the presented cultural topics; and (3) to demonstrate a familiarity with the institutions and cultural practices of Spanish-speaking cultures and to relate these perspectives to American daily life. Reading passages are drawn from contemporary periodicals and literature; students are expected to apply new information to an increased proficiency in spoken and written Spanish. Conversation, composition, and reading assure the attainment of the goal of transforming information into knowledge.

5. Assessment of Student Learning Outcomes

Student learning outcomes in beginning and intermediate language courses (i.e., 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 that measure the transformation of experience into information might include the following:

- Multiple-choice, completion, true-false, and identification questions that evaluate the acquisition of grammatical structures, idioms, and cultural understanding.
- Dictation, “cloze,” and other types of listening comprehension exercises.
- Open-ended and extended response activities based upon reading passages.
- Responses to discrete oral and written questions based upon conversational and cultural topics.

Since tier-one courses also call for the transformation of information into knowledge, students will be required to demonstrate this learning outcome through more discursive, creative instructional activities that include the following:

- Discussion and writing of summaries and commentaries of reading passages and videos.
- Group and classroom discussions of topics.
- Short reaction or reflection papers.
- Group and individual presentations.
- Performance-based tasks, such as oral presentations, narratives, short stories, role-plays, interviews, etc.

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

	language (natural and/or symbolic). (I-K)	role-plays, interviews, etc. that demonstrate how students have developed the art of communication in more than one language.
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