



**BALL STATE  
UNIVERSITY**



UCC-21 Primary Course Syllabus – Full Year 2025-2026

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





<b>BSU Credits</b>	3 credit hours	<b>College of Science and Humanities</b>	Department of Modern Languages
<b>Instructor</b>	Jason Feters	<b>Office Location</b>	B027
<b>Email</b>	jason.feters@bsu.edu	<b>Office Hours</b>	MWF 3:00-5:00 PM; Tu 10:00-12:00 *2 additional flex hours available by appt.
<b>Meeting Times</b>	M, WThF 10:00-10:50	<b>Meeting Location</b>	BU 119
<b>Prerequisite(s)</b>	SP 201, appropriate score of a placement test or instructor's permission		
<b>(4) Course Description</b>	<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>		
<b>Core Transfer Library Course</b>	Spanish Level 4		
<b>Textbook and/or Course Materials</b>	Sueña (5 <sup>th</sup> edition). José A. Blanco, C. Cecilia Tocaimaza-Hatch, Martín Gaspar. (Vista Higher Learning 2023) + SuperSitePlus 12-month access		
<b>(2) Rationale for Inclusion of Course in UCC-21</b>	<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"> <li>• UCC 21 Skill: Accurately observe and measure elements of the nature and social worlds. (E-I)</li> <li>• UCC21 Skill: Explore diverse ways of knowing. (E-I)</li> <li>• UCC21 Skill: Work independently as well as collaboratively to generate knowledge. (I-K)</li> <li>• UCC Skill: Develop the art of communication - oral, visual, and written -- in more than one language (natural and/or symbolic). (I-K)</li> </ul> <p><i>*See Appendix section 3 regarding explanations of "Experience into Information" and "Information into Knowledge".</i></p>		

<b>Course Learning Outcomes</b>	<ul style="list-style-type: none"><li>• Apply cultural knowledge through interpersonal, interpretive, and presentational modes of communication that cross linguistic and/or national boundaries</li><li>• Apply cultural knowledge through interpersonal, interpretive, and presentational modes of communication that cross linguistic and/or national boundaries</li><li>• Analyze literary, linguistic and/or cultural products, practices, and perspectives</li><li>• Analyze literary, linguistic and/or cultural products, practices, and perspectives</li></ul> <p><i>*See Appendix 5 for Assessment Matrix with UCC Cognitive Skills and Planned Assessments.</i></p>																																																		
<b>Important Deadlines</b>	<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 <a href="mailto:dualcredit@bsu.edu">dualcredit@bsu.edu</a> to request a drop or withdrawal from courses.</p>																																																		
<b>How BSU Grade will be Calculated</b>	<table><tr><td>Chapter Exams</td><td colspan="3">200 (8 Modules x 25 pts)</td></tr><tr><td>Homework</td><td colspan="3">200 (8 Modules x 25 pts)</td></tr><tr><td>Participation &amp; Collaboration</td><td colspan="3">200 (8 Modules x 25 pts)</td></tr><tr><td>Formal Oral Assessment</td><td colspan="3">100 (4 Assessments x 25 pts)</td></tr><tr><td>Compositions</td><td colspan="3">100 (4 Compositions x 25 pts)</td></tr><tr><td>Cultural Projects &amp; Presentations</td><td colspan="3">100 (2 Proj. x 25 pts, 2 Pres. x 25 pts)</td></tr><tr><td>Reading Quizzes</td><td colspan="3">100 (10 Quizzes x 10 pts)</td></tr><tr><td colspan="4"><b>Total 1000</b></td></tr><tr><td>A 940-1000 (94-100%)</td><td>B+ 870-890 (87-89%)</td><td>C+ 770-790 (77-79%)</td><td>D+ 670-690 (67-69%)</td></tr><tr><td>A- 900-930 (90-93%)</td><td>B 840-860 (84-86%)</td><td>C 740-760 (74-76%)</td><td>D 640-660 (64-66%)</td></tr><tr><td></td><td>B- 800-830 (80-83%)</td><td>C- 700-730 (70-73%)</td><td>D- 600-630 (60-63%)</td></tr><tr><td colspan="4">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)			<b>Total 1000</b>				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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## Schedule of Assignments






### Course Calendar – FALL 2025



NOTE: Syllabus and calendar are subject to change



SEMANA 1	AGOSTO 11 LUNES	<b>COURSE INTRODUCTION</b> <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	
	13 MIÉRCOLES	<b>LECCIÓN 1: SENTIR Y VIVIR</b> <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
	14 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
	15 VIERNES	<i>For today's class:</i> 1) Study p 12-16 (SUEÑA) <i>In class:</i> p 12-16 <b>For next class: Complete assigned SuperSitePlus activities before class time on Monday.</b>	PPT 1.3
SEMANA 2	18 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
	20 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
	21 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
	22 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	25 LUNES	<b>REVIEW: LECCIÓN 1</b> <i>For today's class:</i> Review "Exam Instructions Study Guide" in Canvas.  <b>CULTURAL READING QUIZ 1</b> <i>For today's class:</i> Read in Canvas (Files/Cultural Readings) <i>In class:</i> Take Reading Quiz (multiple choice/matching, 10 pts) over the above reading; Review for exam in class	PPT REPASO 1
	27 MIÉRCOLES	 <b>COMPOSITION 1: IN CLASS</b> <i>Writing topic will be revealed in class. Bring paper and pencil/pen. See Canvas for grading rubric. Notes and other resources may not be used while writing.</i>	
	28 JUEVES	 <b>EXAMEN 1: LECCIÓN 1</b>	
	29 VIERNES	 <b>WRITING WORKSHOP 1</b> <i>Edit and expand rough drafts and work toward final draft.</i>	
SEMANA 4	SEPTIEMBRE 01 LUNES	<b>LABOR DAY - NO CLASS</b>	
	03 MIÉRCOLES	<b>LECCIÓN 2: VIVIR EN LA CIUDAD</b> <i>For today's class:</i> Study p 40-43; 79 (VOCABULARIO) <i>In class:</i> p 40-43	PPT 2.1
	04 JUEVES	<i>For today's class:</i> 1) Study p 44-47 (CORTOMETRAJE) <i>In class:</i> View <i>Adiós mamá</i> ; p 48-49	PPT 2.2
	05 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	08 LUNES	For today's class: 1) Study p 56-57 (2.1 The preterite: Día 1) 2) Complete assigned SuperSitePlus activities before class time today. <i>In class: p 56-59</i>	PPT 2.4
		10 MIÉRCOLES	For today's class: 1) Study p 56-57 (2.1 The preterite: Día 2) 2) Complete assigned SuperSitePlus activities before class time today. <i>In class: p 56-59</i>	PPT 2.5
		11 JUEVES	<b>Short Films: México</b> <b>+Typed Final Draft (including previous drafts and rubric) is due today in Canvas before class starts.</b>	
		12 VIERNES	For today's class: 1) Study p 60-61 (2.2 The imperfect) 2) Complete assigned SuperSitePlus activities before class time today. <i>In class: p 60-63</i>	PPT 2.6
	SEMANA 6	15 LUNES	For today's class: 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: p 64-68</i>	PPT 2.7
		17 MIÉRCOLES	For today's class: 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: p 64-68</i>	PPT 2.8
		18 JUEVES	 <b>CULTURAL READING QUIZ 2</b> For today's class: Read in Canvas (Files/Cultural Readings) <i>In class: Take Reading Quiz (multiple choice/matching, 10 pts) over the above reading; Vocabulary review in conversation</i>	
		19 VIERNES	For today's class: 1) Study p 69-71, 73-77 (CULTURA + LITERATURA) 2) Complete assigned SuperSitePlus activities before class time today. <i>In class: p 69-78</i>	PPT 2.9
	SEMANA 7	22 LUNES	<b>REVIEW: LECCIÓN 2</b> For today's class: Review "Exam Instructions Study Guide" in Canvas	PPT REPASO 2
		24 MIÉRCOLES	 <b>EXAMEN 2: LECCIÓN 2</b>	
		25 JUEVES	 <b>ORAL ASSESSMENT 1</b> Arrive at the regular classroom a few minutes before your assigned time. Potential topics and grading rubric are provided in Canvas.	
		26 VIERNES	 <b>ORAL ASSESSMENT 1</b> Arrive at the regular classroom a few minutes before your assigned time. Potential topics and grading rubric are provided in Canvas.	
	SEMANA 8	29 LUNES	<b>LECCIÓN 3: VIVIR EN LA CIUDAD</b> For today's class: 1) Study p 80-83; 119 (VOCABULARIO) 2) Complete assigned SuperSitePlus activities before class time today. <i>In class: p 80-83</i>	PPT 3.1
		OCTUBRE 01 MIÉRCOLES	For today's class: 1) Study p 84-87 (CORTOMETRAJE) <i>In class: View Desconexión; p 88-89</i>	PPT 3.2
		02 JUEVES	For today's class: 1) Study p 90-94 (SUEÑA) 2) Complete assigned SuperSitePlus activities before class time today. <i>In class: p 90-94</i>	PPT 3.3
		03 VIERNES	<b>PARENT / TEACHER CONFERENCES - NO CLASS</b>	
	SEMANA 9	06 LUNES	<b>FALL BREAK - NO CLASS</b>	
		08 MIÉRCOLES	<b>PSAT - CLASS</b>	
		09 JUEVES	<b>TUESDAY CLASSES MEET TODAY – NO HAY CLASE</b>	
		10 VIERNES	For today's class: 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: p 96-101</i>	PPT 3.4

SEMANA 10	OCTUBRE 13 LUNES	<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
	15 MIÉRCOLES	<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 JUEVES	<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 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	20 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
	22 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
	23 JUEVES	 <b>CULTURAL READING QUIZ 3</b> <i>For today's class:</i> Read 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	
	24 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	27 LUNES	<b>REVIEW: LECCIÓN 3</b> <i>For today's class:</i> Review "Exam Instructions Study Guide" in Canvas.	PPT REPASO 3
	29 MIÉRCOLES	 <b>COMPOSITION 2: IN CLASS</b> <i>Writing topic will be revealed in class. Bring paper and pencil/pen. See Canvas for grading rubric.</i> <i>Notes and other resources may not be used while writing.</i>	
	30 JUEVES	 <b>EXAMEN 3: LECCIÓN 3</b>	
	31 VIERNES	 <b>WRITING WORKSHOP 2</b> <i>Edit and expand rough drafts and work toward final draft.</i>	
SEMANA 13	NOVIEMBRE 03 LUNES	<b>MANUAL DE GRAMÁTICA</b> <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
	05 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
	06 JUEVES	 <b>CULTURAL READING QUIZ 4</b> <i>For today's class:</i> Read 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	
	07 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	10 LUNES	For today's class: 1) Study p 268 (The passive voice) 2) Complete assigned SuperSitePlus activities before class time today. <i>In class: p 268-269</i>	PPT MANUAL 1.4
	12 MIÉRCOLES	For today's class: 1) Study p 270-271 (Uses of <i>se</i> ) 2) Complete assigned SuperSitePlus activities before class time today. <i>In class: p 270-273</i> <b>+Typed Final Draft (including previous drafts and rubric) is due today in Canvas before class starts.</b>	PPT MANUAL 1.5
	13 JUEVES	 <b>ORAL ASSESSMENT 2</b> Arrive at the regular classroom a few minutes before your assigned time. Potential topics and grading rubric are provided in Canvas.	
	14 VIERNES	 <b>ORAL ASSESSMENT 2</b> Arrive at the regular classroom a few minutes before your assigned time. Potential topics and grading rubric are provided in Canvas.	

SEMANA 15	17 LUNES	<b>REVIEW: MANUAL DE GRAMÁTICA 1</b> For today's class: Review "Exam Instructions Study Guide" in Canvas.	PPT REPASO M1
	19 MIÉRCOLES	 <b>EXAMEN 4: MANUAL DE GRAMÁTICA 1</b>	
	20 JUEVES	 <b>CULTURAL READING QUIZ 5</b> For today's class: Read in Canvas (Files/Cultural Readings) <i>In class: Take Reading Quiz (multiple choice/matching, 10 pts) over the above reading;</i> RESEARCH WORKSHOP: CULTURE PRESENTATIONS	
	21 VIERNES	RESEARCH WORKSHOP: CULTURE PRESENTATIONS	

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





SEMANA 17	DICIEMBRE 01 LUNES	RESEARCH WORKSHOP: CULTURE PRESENTATIONS
	03 MIÉRCOLES	RESEARCH WORKSHOP: CULTURE PRESENTATIONS
	04 JUEVES	<b>CULTURE PRESENTATIONS</b>
	05 VIERNES	<b>CULTURE PRESENTATIONS</b>

SEMANA 18	08 LUNES	<b>CULTURE PRESENTATIONS</b>
	10 MIÉRCOLES	<b>EN CLASE: DÍA CULTURAL - TBA</b>
	11 JUEVES	<b>EN CLASE: DÍA CULTURAL - TBA</b>
	12 VIERNES	<b>FINALIZE FINAL REPORT – NO HAY CLASE</b> <b>+Final Project Report is due today in Canvas before class starts.</b>






SPRING 2025 CALENDAR BEGINS BELOW

## Course Calendar – SPRING 2026









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SEMANA 1	ENERO 05 LUNES	<b>LECCIÓN 4: GENERACIONES EN MOVIMIENTO</b> PPT 4.1 <i>For today's class: Study p 120-123; 57 (VOCABULARIO)</i> <i>In class: p 120-123</i>
	07 MIÉRCOLES	<i>For today's class: 1) Study p 124-127 (CORTOMETRAJE)</i> PPT 4.2 <i>In class: View Sin palabras; p 128-129</i>
	08 JUEVES	<b>Short Films: Centroamérica</b>
	09 VIERNES	<i>For today's class: 1) Study p 130-134 (SUEÑA)</i> PPT 4.3 <i>2) Complete assigned SuperSitePlus activities before class time today.</i> <i>In class: p 130-134</i>
SEMANA 2	12 LUNES	<i>For today's class: 1) Study p 136-137 (4.1 The subjunctive in adjective clauses)</i> PPT 4.4 <i>2) Complete assigned SuperSitePlus activities before class time today.</i> <i>In class: p 136-139</i>
	14 MIÉRCOLES	<i>For today's class: 1) Study p 140-141 (4.2 Reflexive verbs)</i> PPT 4.5 <i>2) Complete assigned SuperSitePlus activities before class time today.</i> <i>In class: p 140-143</i>
	15 JUEVES	<b>Short Films: Centroamérica</b>
	16 VIERNES	<i>For today's class: 1) Study p 144-145 (4.3 Por and para: Day 1)</i> PPT 4.6 <i>2) Complete assigned SuperSitePlus activities before class time today.</i> <i>In class: p 144-147</i>
SEMANA 3	19 LUNES	<b>EL DÍA DE MARTIN LUTHER KING, JR. – NO HAY CLASES</b>
	21 MIÉRCOLES	<i>For today's class: 1) Study p 144-145 (4.3 Por and para: Day 2)</i> PPT 4.7 <i>In class: p 144-148</i>
	22 JUEVES	 <b>CULTURAL READING QUIZ 6</b> <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>
	23 VIERNES	<i>For today's class: 1) Study p 149-151, 153-155 (CULTURA + LITERATURA)</i> PPT 4.8 <i>2) Complete assigned SuperSitePlus activities before class time today.</i> <i>In class: p 149-156</i>
SEMANA 4	26 LUNES	<b>REVIEW: LECCIÓN 4</b> PPT REPASO 4 <i>For today's class: Review "Exam Instructions Study Guide" in Canvas.</i>
	28 MIÉRCOLES	 <b>COMPOSITION 3: IN CLASS</b> <i>Writing topic will be revealed in class. Bring paper and pencil/pen. See Canvas for grading rubric.</i> <i>Notes and other resources may not be used while writing.</i>
	29 JUEVES	 <b>EXAMEN 5: LECCIÓN 4</b>
	30 VIERNES	 <b>WRITING WORKSHOP 2</b> <i>Edit and expand rough drafts and work toward final draft.</i>
SEMANA 5	FEBRERO 02 LUNES	<b>FIN DE SEMANA LARGO – NO HAY CLASES</b>
	04 MIÉRCOLES	<b>LECCIÓN 5: LAS RIQUEZAS NATURALES</b> PPT 5.1 <i>For today's class: 1) Study p 158-161; 195 (VOCABULARIO)</i> <i>2) Complete assigned SuperSitePlus activities before class time today.</i> <i>In class: p 158-161</i>
	05 JUEVES	<i>For today's class: Study p 162-165 (CORTOMETRAJE)</i> PPT 5.2 <i>In class: View Eclipse; p 166-167</i>
	06 VIERNES	<i>For today's class: 1) Study p 168-172 (SUEÑA)</i> PPT 5.3 <i>2) Complete assigned SuperSitePlus activities before class time today.</i> <i>In class: p 168-172</i>



SEMANA 6	09 LUNES	<i>For today's class: 1) Study p 174-175 (5.1 The future) 2) Complete assigned SuperSitePlus activities before class time today. In class: p 174-177</i>	PPT 5.4
	11 MIÉRCOLES	<b>+Typed Final Draft (including previous drafts and rubric) is due today in Canvas before class starts.</b> <i>For today's class: 1) Study p 178-179 (5.2 The conditional) 2) Complete assigned SuperSitePlus activities before class time today. In class: p 178-181</i>	PPT 5.5
	12 JUEVES	 <b>CULTURAL READING QUIZ 7</b> <i>For today's class: Read Guarani: la lengua vencedora in Canvas (Files/Cultural Readings) In class: Take Reading Quiz (multiple choice/matching, 10 pts) over the above reading; Vocabulary review in conversation</i>	
	13 VIERNES	<i>For today's class: 1) Study p 182-183 (5.3 Relative pronouns) 2) Complete assigned SuperSitePlus activities before class time today. In class: p 182-186</i>	PPT 5.6
SEMANA 7	16 LUNES	<i>For today's class: 1) Study p 187-189, 191-193 (CULTURA + LITERATURA) 2) Complete assigned SuperSitePlus activities before class time today. In class: p 187-194</i>	PPT 5.7
	18 MIÉRCOLES	<b>REVIEW: LECCIÓN 5</b> <i>For today's class: Review "Exam Instructions Study Guide" in Canvas.</i>	PPT REPASO 5
	19 JUEVES	 <b>EXAMEN 6: LECCIÓN 5</b>	
	20 VIERNES	 <b>ORAL ASSESSMENT 3</b> <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	 <b>ORAL ASSESSMENT 3</b> <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	<b>LECCIÓN 6: EL VALOR DE LAS IDEAS</b> <i>For today's class: 1) Study p 196-199; 233 (VOCABULARIO) 2) Complete assigned SuperSitePlus activities before class time today. In class: p 196-199</i>	PPT 6.1
	27 JUEVES	<i>For today's class: 1) Study p 200-203 (CORTOMETRAJE) In class: View Justo; p 204-205</i>	PPT 6.2
	28 VIERNES	<b>PARENT / TEACHER CONFERENCES – NO HAY CLASES</b>	
<b>SEMANA 9 – SPRING BREAK (NO CLASS)</b>			
SEMANA 10	MARZO 09 LUNES	<i>For today's class: 1) Study p 206-210 (SUEÑA) In class: p 206-210</i>	PPT 6.3
	11 MIÉRCOLES	<i>For today's class: 1) Study p 212-213 (6.1 The subjunctive in adverbial clauses: Day 1) 2) Complete assigned SuperSitePlus activities before class time today. In class: p 212-215</i>	PPT 6.4
	12 JUEVES	 <b>CULTURAL READING QUIZ 8</b> <i>For today's class: Read La nueva cara de la arquitectura... in Canvas (Files/Cultural Readings) In class: Take Reading Quiz (multiple choice/matching, 10 pts) over the above reading; Vocabulary review in conversation</i>	
	13 VIERNES	<i>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</i>	PPT 6.4B
Continued...			



	SEMANA 11	16 LUNES	For today's class: 1) Study p 216-217 (6.2 The past subjunctive) 2) Complete assigned SuperSitePlus activities before class time today. <i>In class: p 216-219</i>	PPT 6.5
		18 MIÉRCOLES	For today's class: 1) Study p 220-221 (6.3 Comparatives and superlatives) 2) Complete assigned SuperSitePlus activities before class time today. <i>In class: p 220-224</i>	PPT 6.6
		19 JUEVES	 <b>CULTURAL READING QUIZ 9</b> For today's class: Read <i>Como Bolivia perdió su mar</i> in Canvas (Files/Cultural Readings) <i>In class: Take Reading Quiz (multiple choice/matching, 10 pts) over the above reading; Vocabulary review in conversation</i>	
		20 VIERNES	For today's class: 1) Study p 225-227 (CULTURA) 2) Complete assigned SuperSitePlus activities before class time today. <i>In class: p 225-228</i>	PPT 6.7
	SEMANA 12	23 LUNES	<b>REVIEW: LECCIÓN 6</b> For today's class: Review "Exam Instructions Study Guide" in Canvas.	PPT REPASO 6
		25 MIÉRCOLES	 <b>COMPOSITION 4: IN CLASS</b> Writing topic will be revealed in class. Bring paper and pencil/pen. See Canvas for grading rubric. Notes and other resources may not be used while writing.	
		26 JUEVES	 <b>EXAMEN 7: LECCIÓN 6</b>	
		27 VIERNES	 <b>WRITING WORKSHOP 2</b> Edit and expand rough drafts and work toward final draft.	
	SEMANA 13	30 LUNES	<b>MANUAL DE GRAMÁTICA</b> For today's class: 1) Study p 274-275 ( <i>Si</i> clauses) 2) Complete assigned SuperSitePlus activities before class time today. <i>In class: p 274-277</i>	PPT MANUAL 2.1
		01 MIÉRCOLES	For today's class: 1) Study p 278 (Time expressions with <i>hacer</i> ) 2) Complete assigned SuperSitePlus activities before class time today. <i>In class: p 278-279</i>	PPT MANUAL 2.2
		02 JUEVES	<b>Short Films: Chile</b>	
		03 VIERNES	For today's class: 1) Study p 280 (Transitional expressions) 2) Complete assigned SuperSitePlus activities before class time today. <i>In class: p 280-281</i>	PPT MANUAL 2.3
	SEMANA 14	06 LUNES	For today's class: 1) Study p 282 ( <i>Pero</i> vs. <i>sino</i> ) 2) Complete assigned SuperSitePlus activities before class time today. <i>In class: p 282-283</i>	PPT MANUAL 2.4
		08 MIÉRCOLES	<b>+Typed Final Draft (including previous drafts and rubric) is due today in Canvas before class starts.</b> For today's class: 1) Study p 284 (Past participles as adjectives) 2) Complete assigned SuperSitePlus activities before class time today. <i>In class: p 284-285</i>	PPT MANUAL 2.5
		09 JUEVES	 <b>CULTURAL READING QUIZ 10 (New passage presented in class without preparation)</b> <i>In class: Take Reading Quiz (multiple choice/matching, 10 pts/) and practice oral assessment</i>	
		10 VIERNES	 <b>ORAL ASSESSMENT 4</b> Arrive at the regular classroom a few minutes before your assigned time. Potential topics and grading rubric are provided in Canvas.	
	SEMANA 15	13 LUNES	 <b>ORAL ASSESSMENT 4</b> Arrive at the regular classroom a few minutes before your assigned time. Potential topics and grading rubric are provided in Canvas.	
		15 MIÉRCOLES	<b>REVIEW: MANUAL DE GRAMÁTICA 2</b> For today's class: Review "Exam Instructions Study Guide" in Canvas.	PPT REPASO M2
		16 JUEVES	 <b>EXAMEN 8: MANUAL DE GRAMÁTICA 2</b>	
		17 VIERNES	<b>RESEARCH WORKSHOP: CULTURE PRESENTATIONS</b> <i>In class: Begin research, get source approval, begin presentation creation</i>	

	SEMANA 16	20 LUNES	RESEARCH WORKSHOP: CULTURE PRESENTATIONS <i>In class: Begin research, get source approval, begin presentation creation</i>
		22 MIÉRCOLES	RESEARCH WORKSHOP: CULTURE PRESENTATIONS <i>In class: Finish research, get source approval, create presentations</i>
		23 JUEVES	RESEARCH WORKSHOP: CULTURE PRESENTATIONS <i>In class: Finalize presentations, technology preparation, begin final written report</i>
		24 VIERNES	<b>PRESENTACIONES CULTURALES</b>
	SEMANA 17	27 LUNES	<b>PRESENTACIONES CULTURALES</b>
		29 MIÉRCOLES	<b>PRESENTACIONES CULTURALES</b>
		30 JUEVES	DÍA CULTURAL: TBA
		MAYO 02 VIERNES	<b>+Final Project Report due by 5pm!</b> DÍA CULTURAL: TBA
	<b>MAY TERM – MAY 11-22</b>		
<b>Classroom Policies &amp; Information</b>	<p><b>METHODOLOGY</b></p> <p>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><b>STUDENT RESPONSIBILITIES</b></p> <ul style="list-style-type: none"> <li>▪ Bring the textbook to class every day.</li> <li>▪ Silence and put away all devices (cell phones, smart watches, laptops, etc.) during class in accordance with Indiana state law.</li> <li>▪ Attend every class. See course policy regarding absences.</li> <li>▪ Participate and engage actively in classroom activities, discussions, and presentations.</li> <li>▪ Read and engage with assigned pages prior to arriving in class.</li> <li>▪ Complete all assignments on time. Late work is not accepted.</li> <li>▪ Always attempt communication in Spanish during class with instructor and classmates.</li> </ul> <p><b>CHAPTER EXAMS</b></p> <p>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><b>HOMEWORK</b></p> <p>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 10:00 am the day of class (e.g. An assignment that is due for class on Thursday should be turned in by 10:00 am Thursday morning). Please refer to “Attendance Policy” for further information on homework and absences.</p> <p>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.</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 formal oral assessments in this course. 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

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><b>CULTURAL PROJECTS AND PRESENTATIONS</b> 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><b>CULTURAL READING QUIZZES</b> Five reading passages are assigned for homework each semester, each passage having a corresponding 10 pt in-class quiz. Passages can be found in Canvas.</p>
<p><b>Attendance Policy</b></p>	<p>Attendance is mandatory. Students may receive excused absences at the professional discretion of the school nurse, the associate director of mental health services, the associate director of college counseling and student engagement, the director of academic affairs, and the executive director of the Indiana Academy. Unexcused absences occur when students miss class without prior approval from the aforementioned designated school officials. Continued absences (both excused and unexcused) from Academy classes increase the likelihood of unsuccessful completion.</p> <p>Alongside steady attendance, students are expected to maintain consistent healthy habits of decorum, respect, and kindness towards their classmates, instructors, and teaching assistants. When students fail to meet these classroom behavioral standards and academic habits, it is the expectation faculty engage appropriately to bring quick and immediate resolution. When students consistently fail to meet these behavioral standards and academic habits in the classroom, an administrative consequence ladder will be adopted, and recorded, in attempt to administratively address, engage, and rectify ongoing challenges.</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><b>Excused Absences:</b> 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><b>Protocol:</b> <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><b>Unexcused Absences:</b> 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><b>¡ATENCIÓN! Course Failure Due to Excessive Absences:</b> 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>

<b>Late Work Policy</b>	Late work is not accepted for credit. For extenuating circumstances associated with unanticipated absences, please see "Attendance Policy".
<b>Make-up/Retake Exam Policy</b>	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.
<b>Dual Credit-High School Credit Policy Statement</b>	<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 &amp; 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 <a href="http://bsu.edu/dualcredit">bsu.edu/dualcredit</a>, call 765-285-1581 or email <a href="mailto:dualcredit@bsu.edu">dualcredit@bsu.edu</a>.</p>
<b>BSU Student Rights and Responsibilities</b>	<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 <b><i>Dual Credit Student and Parent Handbook</i></b>, located at <a href="http://bsu.edu/dualcredit">bsu.edu/dualcredit</a>. 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 <b><i>Dual Credit Student and Parent Handbook</i></b> 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>
<b>Student Academic Ethics Policy</b>	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 ( <a href="http://www.bsu.edu/associateprovost/academicethics">http://www.bsu.edu/associateprovost/academicethics</a> ). 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.
<b>AI Policy</b>	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.

<b>Indiana Academy Wireless Device Policy</b>	<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>
<b>Policy on the Americans with Disabilities Act (ADA)</b>	<p>If you need course adaptations or accommodations because of a disability, please contact the <b>Office of Disability Services</b>. The <b>Office of Disability Services</b> 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 <a href="mailto:dsd@bsu.edu">dsd@bsu.edu</a>.</p>
<b>Title IX – Sexual Misconduct</b>	<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, <a href="mailto:kslabaugh@bsu.edu">kslabaugh@bsu.edu</a>. Persons can also contact the U.S. Department of Education Office for Civil Rights, Washington, D.C. 20202-1328, 1-800-421-3481, <a href="mailto:ocr@ed.gov">ocr@ed.gov</a>.</p>
<b>Ball State University Beneficence Pledge</b>	<p>Ball State University aspires to be a university that attracts and retains outstanding faculty, staff, and students. Ball State is committed to ensuring that all members of the campus community are welcome through our practice of valuing the varied experiences and worldviews of the people whom we serve. We promote a culture of respect and civil discourse as evident in our Beneficence Pledge. As a reflection of Ball State’s commitment to respect, civil discourse, and the Beneficence Pledge, inclusiveness 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.</p>
<b>The Learning Center</b>	<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 <a href="http://my.bsu.edu">my.bsu.edu</a> and click on “Navigate.” You can also download the “Navigate Student” app for Apple or Android, or visit <a href="https://bsu.navigate.eab.com">https://bsu.navigate.eab.com</a>.</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 <a href="http://bsu.edu/learningcenter">bsu.edu/learningcenter</a> or call 765-285-1006.
<b>The Writing Center</b>	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 <a href="http://www.bsu.edu/writingcenter">www.bsu.edu/writingcenter</a> . Online and in-person appointments are available seven days a week; however, plan ahead because appointments book quickly!
<b>(D) Course Assessment</b>	<p><b>Tier 1</b> 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 <b>UCC-21</b> 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 <b>UCC-21</b> transformation. Additionally, the Department has an Assessment Committee that meets to review <b>Tier 1</b> courses 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"> <li>• Samples of student work (e.g., bench-marks or exemplary artifacts)</li> <li>• Sample assessments (e.g., quizzes, tests, exams, project guidelines)</li> <li>• Syllabus review</li> <li>• Peer and/or Chair evaluation of teaching</li> <li>• Student evaluations (the course in general)</li> <li>• Student surveys</li> <li>• Assessment matrix that shows connections between assessments used in class and the UCC-21 transformational objectives.</li> </ul> <p>Each semester, instructors in the <b>Tier 1, UCC-21</b> 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>
<b>(E) Faculty Qualifications for Domain Courses</b>	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.
<b>Syllabus Change Policy</b>	This syllabus is a guide to the course and may be subject to change with reasonable advanced notice as course needs arise.



## 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 (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 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.
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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)	<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.