

<b>ORIGINATOR'S SECTION:</b>														
<b>1. College:</b> <input checked="" type="checkbox"/> CHABSS <input type="checkbox"/> CoBA <input type="checkbox"/> CoEHHS <input type="checkbox"/> CSM	<b>Desired Term and Year of Implementation (e.g., Fall 2008):</b>  FALL 2018													
<b>2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form*)</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No														
<b>3. Course will be a variable-topics (generic) course?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No ("generic" is a placeholder for topics)														
<b>4. Course abbreviation and Number:*</b> <u>SPAN 102C</u>														
<b>5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)</b> <u>Beginning Spanish II for the Medical Field</u>														
<b>6. Abbreviated Title for PeopleSoft:</b> (no more than 25 characters, including spaces) Beg SPAN II Med Field														
<b>7. Number of Units:</b> <u>04</u>														
<b>8. Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does <u>not</u> count toward the 80-word limit.)</b>  SPAN 102-C Continuation of Spanish 101C. Provides basic communication and cross-cultural skills in the Spanish language to work in a medical setting with a diverse Spanish-speaking population. Includes medical-specific vocabulary and key cultural differences. Emphasizes conversational skills appropriate in healthcare settings. No prior knowledge of Spanish is required for this course. Open to all interested. <i>Recommended: completion of SPAN 101C or equivalent.</i>														
<b>9. Why is this course being proposed?</b>  The MLS Department already offers an intermediate course centered on Spanish for the Medical Field (Spanish 201C); by offering Spanish 102C (and Spanish 101C- whose C-Form is also submitted) students will be able to build linguistic and cultural skills at the novice proficiency level. Spanish 102C continues to provide a scaffolding for students to negotiate meaning in the target language from the beginning level to the intermediate level (with Spanish 201C); students who desire to further their knowledge in Spanish for healthcare settings may take Spanish 314C (advanced level) and ultimately receive a Spanish translation certificate. There is a clear need in our area for Spanish translators in clinics, hospitals, medical practices, etc. With this new class (and the subsequent Spanish courses for the medical field), students will be provided with additional career options, and will fill a need in our region in the healthcare area. It is also a useful course for students in Nursing, Pre-med (Biology), Kinesiology, and other disciplines linked to the medical field.  This course will be delivered fully online (to align with Spanish 201C); instructors teaching this course have all received QOLT (Quality of Online Learning and Teaching) training, and have met more than 85% of the QOLT objectives.														
<b>10. Mode of Instruction*</b> <i>For definitions of the Course Classification Numbers:</i> <a href="http://www.csusm.edu/academic_programs/curriculumscheduling/catalogcurricula/DOCUMENTS/Curricular_Forms_Tab/Instructional%20Mode%20Conventions.pdf">http://www.csusm.edu/academic_programs/curriculumscheduling/catalogcurricula/DOCUMENTS/Curricular_Forms_Tab/Instructional%20Mode%20Conventions.pdf</a>														
		<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="width:33%;">Type of Instruction</th> <th style="width:33%;">Number of Credit Units</th> <th style="width:33%;">Instructional Mode (Course Classification Number)</th> </tr> </thead> <tbody> <tr> <td>Lecture</td> <td>4</td> <td>C2</td> </tr> <tr> <td>Activity</td> <td></td> <td></td> </tr> <tr> <td>Lab</td> <td></td> <td></td> </tr> </tbody> </table>	Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)	Lecture	4	C2	Activity			Lab		
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Lecture	4	C2												
Activity														
Lab														
<b>11. Grading Method:*</b> <input checked="" type="checkbox"/> Normal (N) (Allows Letter Grade +/-, and Credit/No Credit) <input type="checkbox"/> Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress) <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)														
<b>12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.</b>														
<b>13. Course Requires Consent for Enrollment?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No														

\* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

RP  
Tracker  
PS

  
 BY: \_\_\_\_\_

Faculty  Credential Analyst  Dean  Program/Department - Director/Chair

**14. Course Can be Taken for Credit More than Once?**  Yes  No  
 If yes, how many times? \_\_\_\_\_ (including first offering)

**15. Is Course Crosslisted:**  Yes  No  
 If yes, indicate which course \_\_\_\_\_ and check "yes" in item #22 below.

**16. Prerequisite(s):**  Yes  No However Spanish 101C (or equivalent) recommended. Faculty reserves the right to administer a placement test if necessary to assess proficiency level.

**17. Corequisite(s):**  Yes  No

**18. Documentation attached:**  Syllabus  Detailed Course Outline

**19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:\*** N/A

**20. How often will this course be offered once established?\*** Once a semester, possibly twice (if it is offered as an 8 week course)

**PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:**  
*(Mandatory information – all items in this section must be completed.)*

**21. Does this course fulfill a requirement for any major (i.e., core course or elective for a major, majors in other departments, minors in other departments)?**  Yes  No  
 If yes, please specify: \_\_\_\_\_

**22. Does this course impact other discipline(s)?** *(If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)*  Yes  No  
 If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Discipline _____	Signature _____	Date _____	Support _____	Oppose _____
Discipline _____	Signature _____	Date _____	Support _____	Oppose _____

**SIGNATURES : (COLLEGE LEVEL) :**

**(UNIVERSITY LEVEL)**

Veronica Anover and Cynthia Melendrez 10/31/2017  
 1. Originator (please print or type name) Date

Michael Hughes (Interim MLS Chair)  
 2. Program Director/Chair Date

[Signature] 3/8/18  
 3. College Curriculum Committee Date

[Signature] 3/8/18  
 4. College Dean (or Designee) Date

\_\_\_\_\_  
 5. UCC Committee Chair Date

\_\_\_\_\_  
 6. Vice President for Academic Affairs (or Designee) Date

\_\_\_\_\_  
 7. President (or Designee) Date

\* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.



**Spanish 102-C**  
**Beginning Spanish II for the Medical Field**  
**Fully Online Course**

Course: Span 102-C  
Instructor: Cynthia Meléndrez & Marya Toledo Yildiz  
Phone: (760) 750-8549  
Office: Markstein Hall 236  
Email: [cmelendrez@csusm.edu](mailto:cmelendrez@csusm.edu) & [myildiz@csusm.edu](mailto:myildiz@csusm.edu)  
Office Hours: **by e-mail, by appointment or by Zoom**

*PLEASE INCLUDE YOUR FULL NAME AND 'S102-C' IN ALL E-MAIL CORRESPONDENCE*

The professor reserves the right to make adjustments or changes to this syllabus. Students are responsible to thoroughly review the syllabus after each update (if any) and to follow the most current version posted on our Learning Management System- LMS- (*Canvas, Moodle. Etc.*).

**Contacting the Instructor:**

For general questions about the class, particular assignments, or to report problems, please e-mail me at: [cmelendrez@csusm.edu](mailto:cmelendrez@csusm.edu) or [myildiz@csusm.edu](mailto:myildiz@csusm.edu); you may also use the e-mail option in our LMS (*Canvas, Moodle, Etc.*); or you may call us; please include your name and S102-C in the emails. Please allow us a maximum of 24 hours to respond during weekdays and for weekends we will respond on Mondays.

**Office hours:**

We will be holding office hours by email, appointment or Zoom. **If there is an emergency please indicate that in your call or e-mail and we will contact you as soon as possible.**

**Important information about the online course Spanish 102-C:**

First of all, thank you for enrolling in our course, and welcome! We are very happy to have you in our online class. We know that you may be a bit nervous as it often happens when students enroll in a foreign language course. Don't be! If you follow the course's pace and you keep up with the assignments, you will be fine. ☺ If you have never been enrolled in an online course, make sure that you manage your own learning time wisely. Do not leave the assignments for the last minute! More than in a face-to-face course, each one of you needs to be responsible for your own learning progress. This course may be conducted differently from previous language courses you may have had. This class will emphasize the learning of Spanish for real-medical purposes. But also grammar is necessary for communication. However, vocabulary, discourse strategies and familiarity with the cultural norms are equally important and will also remain a focus of this course.

**I know that this syllabus is rather lengthy.** Thank you for reading it carefully as it contains crucial information about due dates and deadlines as well as time management to help you perform at your highest level.

**Who are my professors:**



My name is Dr. Cynthia Meléndrez and I am a professor of Spanish in the Modern Language Studies Department. I have more than 8 years of experience teaching languages and literatures at the University level. My area of expertise is Mexican, Chicana, and Latin-American female literature and film. I am very enthusiastic about teaching and I sincerely care about my students. All of you! I strive for you to succeed in this class and I will do my best to assist you in your learning progress.



My name is Marya Toledo Yildiz and I am a Spanish Lecturer for the Modern Language Studies Department. I am born and raised in California and my parents are from Chile. I am a heritage speaker and received my B.A. and M.A degree in Spanish at Cal State University San Marcos. I have been teaching Spanish at CSUSM since 2009. I love to teach Spanish and look forward to guiding you through your foreign language journey.

### Start Here:

#### What do I need for this course

- **Online Learning Readiness:** before enrolling in an online course, you should first assess your readiness for stepping into the online learning environment. Your answers [to the questions in the questionnaire in the link below] will help you determine what you need to do to succeed at online learning. Post-survey feedback will also provide you with information on what you can expect from an online course. Link: <http://www.unc.edu/tlim/ser>
- If you experience **technical difficulties** with our course, or if you are having problems playing videos, for example, or you have any concerns with the technology used in our course, please contact the student help desk at 760-750-6505 or via email at [sth@csusm.edu](mailto:sth@csusm.edu)
- **Academic Support Services:** The CSUSM Library homepage can be accessed from the University website <http://www.csusm.edu> or directly at [biblio.csusm.edu](http://biblio.csusm.edu). Someone will assist you via chat, email or phone. See the "Ask Us" and "Research help" tabs at the top of the site for librarian availability, and a list of the librarians and their associated subject specialties. The Writing Center offers online Writing Consultation. You can submit a draft of a writing assignment and receive general feedback within 3-4 days.
- If you are having academic difficulty or if you are experiencing extenuating circumstances that are affecting your academic success, schedule an appointment to meet with the Student Academic Success Coordinator (SASC) right away. The SASC will work with you to develop a customized Student Success Plan. See the Personalized Academic Success Services Contact page for more information.

- **The textbook:** Ríos, Joanna, & Fernández, José. *Complete Medical Spanish 3rd Edition*. San Francisco, McGraw-Hill: 2015. We will cover chapters 7 to 12. You may buy the textbook from the University's Bookstore or Amazon.
- A **webcam** or your computer if it has a camera, and/or your Smart Phone.
- **Microphone and speakers (or headset)** for speaking activities.
- Get familiar on how to use the LMS (Moodle, Canvas, *Etc.*), and our course's online shell. This particular course may be found at *Canvas*, on the University's website.
- Plan enough time to learn the material, participate in the forum prompts and do the activities; **plan to spend two hours every day** going over Power Point presentations, memorizing the material, doing the activities and participating in the forum discussions. Two hours daily may seem like a lot however think that this is an 8 weeks course.
- If you do not have a personal computer, the Student Technology Helpdesk has lap top computers with a 3-hour checkout. Visit the Instructional and Information Technology Services site for additional services and resources.

### Office of Disabled Students:

#### Disability Support Services:

We will make the necessary accommodations that you may need if you have been diagnosed with a disability. If you have not been diagnosed and suspect that you may have a learning disability (for example), please visit Disability Support Services, located in Craven Hall, Suite 4300. You may also call the office to make an appointment at 760-750-4905, Monday through Friday 8:00 a.m. to 5:00 p.m. or contact them by email: [dss@csusm.edu](mailto:dss@csusm.edu)

#### Netiquette:

As instructors of California State University San Marcos we are committed to social justice and academic integrity. Every effort will be made to foster an atmosphere of friendship, trust, and acceptance in the course even though it is an online environment. Thus, discrimination, intolerance, disrespect, or dishonesty of any kind will not be tolerated. We will be conducting forum discussions based on prompts that we will be posting about cross-cultural comparisons related to our weekly topics and/or overall course topic. You are expected to be cordial, respectful of other's opinions and polite. **The use of inappropriate language** (such as curse words or rude remarks about a classmate's entry) is not tolerated and **will result in a failing grade for this course**. Be minded of your language/grammar style as well as of your punctuation, particularly when writing entries in English. (You are expected to make linguistic errors in Spanish!)

A key distinguishing feature of an online course is that communication occurs often via the written word. Because of this, the body language, voice tone, and instantaneous listener feedback of the traditional classroom are all absent. These facts need to be taken into account both when contributing messages to a discussion and when reading them. Keep in mind the following points...

Outlined below are some of the commonly utilized Netiquette rules:

- Do not use offensive language. Present ideas appropriately.
- **Tone Down Your Language:** Given the absence of face-to-face clues, written text can easily be misinterpreted. Avoid the use of strong or offensive language and the excessive use of exclamation points. If you feel particularly strongly about a point, it may be best to write it first as a draft and then to review it, before posting it, in order to remove any strong language.
- Be cautious in using Internet language. For example, **DO NOT CAPITALIZE ALL LETTERS** since this suggests shouting.

- Popular emoticons such as J or L can be helpful to convey your tone but do not overdo or overuse them.
- Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.
- Share tips with other students.
- Keep an open-mind and be willing to express even your minority opinion. Minority opinions have to be respected.
- Think and edit before you push the **Send** button.
- Do not hesitate to ask for feedback.
- Using humor is acceptable but be careful that it is not misinterpreted. For example, are you being humorous or sarcastic?

### **Plagiarism and Academic Integrity:**

Like in a face-to-face course, **you are expected to maintain academic honesty**. Plagiarism and/or cheating **will result in a failing grade for this course**. As faculty members in the Dept. of Modern Language Studies, we adhere to a NO TOLERANCE policy in regards to acts of academic dishonesty. Anyone caught violating the CSUSM code of Academic Honesty (see the CSUSM General Catalogue) will fail the assignment and /or the course, and will be immediately turned in to the Dean of Students.

When you log on to our course, it is with the understanding and agreement to produce your own work, to complete the course activities yourself, to take course exams and quizzes yourself, without the assistance of others. Only when indicated, external materials/sources may be permitted to use during an exam/quiz.

### **TYPES OF ACADEMIC DISHONESTY<sup>1</sup>**

- Copying from others on a quiz, test, examination, or assignment (“cheating”);
- Allowing another student to copy one’s work on a quiz, test, exam, or assignment;
- Having others take any exam instead of taking the exam oneself;
- Buying or using a term paper or research paper from an internet source or other company or taking any work of another, even with permission, and presenting the work as one’s own;
- Excessive revising or editing by another that substantially alters the student’s final work;
- Giving other students information that allows the student an undeserved advantage on an exam, such as telling a peer what to expect on a make-up exam or prepping a student for a test in another section of the same class;
- Taking and using the words, work, or ideas of others and presenting any of these as one’s own work is plagiarism. This applies to all work generated by another, whether it is oral, written, or artistic work. Plagiarism may either be deliberate or unintentional, but it must be avoided at all costs.

To avoid plagiarizing, one must:

- Submit only one’s own work;
- Appropriately cite sources used;
- Appropriately paraphrase or summarize another’s ideas or language and acknowledge the source according to set academic standards;
- Document all verbatim borrowing from another according to set academic standards;
- Document any use of a format, method, or approach originated by others if a student is unclear as to what constitutes academic dishonesty, he or she should consult the instructor.

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<sup>1</sup> Information copied from  
<http://www.napavalley.edu/Academics/OnlineEd/Pages/AcademicHonestyInOnlineCourses.aspx>

For this course and for others where you are required to write papers and/or work on oral presentations, you may find this website useful (it contains a virtual library, how to quote passages, how to write a bibliography, among other interesting information): A Research Guide For Students: <http://www.aresearchguide.com/>

## **SYLLABUS**

### **Course Description:**

SPAN 102-C is the continuation of Spanish 101C. Provides basic communication and cross-cultural skills in the Spanish language to work in a medical setting with a diverse Spanish-speaking population. Includes medical-specific vocabulary and key cultural differences. Emphasizes conversational skills appropriate in healthcare settings. No prior knowledge of Spanish is required for this course. Open to all interested. *Recommended: completion of SPAN 101C or equivalent.*

### **Student Learning Objectives (SLOs):**

By the completion of this course, students will be able to communicate in Spanish (verbally and writing) at a beginning intermediate proficiency level.

1. Students will be able to exchange information on familiar medical situations and topics, and handle short interactions in culturally appropriate ways using contextualized words, phrases, common idiomatic expressions and paragraph-level sentences.
2. Students will be able to recognize and compare cultural similarities and differences between their own culture and Hispanic culture.
3. Students will be able to understand pragmatic medical situations (what is not explicitly stated by the speaker) in order to negotiate meaning effectively in different cultural contexts (in order to avoid miscommunication).

### **Course Outcomes:**

Upon successful completion of the course, the student will be assessed on the following objectives that are aligned with the above SLOs:

- **Comprehend and produce Spanish**, in oral and written form, to carry out a range of real-medical and healthcare functions relating to patients, illness, disease, and family members. These functions include: give follow up and prescription instructions, conduct a pediatric visit, perform dental, eye, and dermatological exams in Spanish, dialogue concerning prenatal instructions and childbirth, etc. **Assessment:** graded forum entries and weekly online homework activities.
- **Express yourself** creatively in the above situations, i.e. orally in short phrases, and written expression should include complete sentences in up to a page and a half text, with enough appropriateness and accuracy, to be understood by native speakers who are accustomed to interacting with non-native speakers. **Assessment:** two blog entries using the vocabulary covered and the preterit and imperfect tenses.
- **Recognize** many of the important Hispanic people, medical remedies, and doctor protocols, as well as understand many of the similarities and differences between North American culture and those cultures that share the Spanish language with respect to family and home life, workplace situations, the arts, politics, and news events. **Assessment:** graded oral activities created by the instructors.
- **Demonstrate comprehensive knowledge** of the grammar material covered in Spanish 102-C. **Assessment:** Chapter exams (1 per week).

**Required texts:**

1. Ríos, Joanna, & Fernández, José. *Complete Medical Spanish 3rd Edition*. San Francisco, McGraw-Hill: 2015.
2. The use of online Spanish-English dictionaries are recommended. The 3 most popular sites are:  
**Wordreference.com / Dictionary.com / Reverso Dictionary**

You may **NOT**:

- ✓ Use a different edition of the book.

**On-line Resources:**

Language Learning Center: <http://www.csusm.edu/lc>

**Grade Distribution:**

Homework (online and oral activities)	35%
Writing (2 Blog entries)	10%
Forum entries	15%
Chapter Exams (one weekly, 5 total)	<u>40%</u>
	Total: 100%

**Grade Equivalent (percentage):**

93-100=A	90-92=A-	87-89=B+	83-86=B	80-82=B-	77-79=C+	73-76=C	70-72= C-
67-69= D+	63-66=D	60-62=D-	00-59= F				

**Course components and explanation of the grading system:**

The Spanish 102-C course is composed of the following assignments, resources and materials:

**NOTE: CHECK OFTEN THE "ASSIGNMENT DEADLINES" (scroll down) TO KEEP UP WITH DUE DATES.**

- **Power Point activities and homework activities from the textbook (35%) →** In the power point short presentations (average 20 minutes each) we introduce and explain the new grammar and lexicon that comes from each chapter in your textbook. Sometimes we will have an activity to practice the new material (in Spanish). You may complete my Power Point (PWPT) activities directly on the weekly Homework Page to that effect. Each chapter has one or two PWPT presentations. **IMPORTANT: BEFORE YOU START WORKING ON THE HOMEWORK FROM THE TEXTBOOK, FIRST GO OVER OUR POWER POINT PRESENTATIONS AND READ THE CORRESPONDING TEXTBOOK'S EXPLANATIONS AS WELL.**

We will also assign weekly activities from the textbook; you are responsible for completing and submitting them through our LMS (Canvas, Moodle, Etc.).

The grade of these assignments are not based on accuracy but rather on completion. If you turn in ALL your homework on time you receive a 100%. If not, you will receive a 0% for the entire weekly assignments. You may opt to do your homework as we go, following the pace of the PWPT presentations, or all at once at the end of the week before the deadline. (You will have a week to complete the HW assignments)- **DUE FRIDAYS NO LATER THAN 11:45 p.m.** No late submissions will be accepted.

- **Writing (2 Blog entries) (10%) →** You will be prompted to reflect on a situation centered in a specific topic from your textbook. **First Blog** entry is due: **third week on Wednesday no later than 11:45 p.m.** **Second**



**Blog entry is due: seventh week on Wednesday NO LATER THAN 11:45 p.m.** For each blog entry that is missing or entered late, it will result in a failing grade (0) for that entry.

- **Forum entries (15%)** → You will be prompted to reflect on specific cultural situations centered on a Hispanic country of your choice. You will also be asked to react and/or provide feedback about at least one of your classmate's forum entry. You will have a week to complete the Forum entries -**DUE THURSDAYS on weeks 2, 4 and 6 NO LATER THAN 11:45 p.m.** For each forum entry that is missing or entered late, it will result in a failing grade (0) for that entry.
- **Chapter exams (40%)** → There will be weekly tests available for you to take on Fridays and **DUE ON MONDAYS NO LATER THAN 11:45 p.m.** We ask that you please work on these tests individually without the help of external sources such as the Internet, the textbook, a classmate, etc. (Unless it is stated otherwise). Failure to turn in two tests will result on a failing grade for the course.

#### Deadline's recapitulation:

First Blog entry → Wednesday of Week 3 no later than 11:45 pm

Second Blog Entry → Wednesday of Week 7 no later than 11:45 pm

Thursdays → Forum entries (no later than 11:45 p.m.)

Fridays → Homework (no later than 11:45 p.m.)

Mondays → Exams (no later than 11:45 p.m.)

#### Weekly Course Pace:

NOTE: Start always by going over our Power Point presentations first. Not only because we provide additional examples and explanations of the new material introduced in the textbook, but because there may be additional activities for you to complete and to turn in.

#### Chapters Schedule:

##### Week 1 Chapter 7 **FIRST GO OVER THE PWPT PRESENTATION FOR THE CHAPTER**

- There may be activities from my PWPTs
- Chapter 7 pp. 161-187 in the textbook
- Homework (Due Friday):
- Exam Chapter 7 (Due Monday):

##### Week 2 Chapter 8 **FIRST GO OVER THE PWPT PRESENTATION FOR THE CHAPTER**

- There may be activities from my PWPTs
- Chapter 8 pp. 188-213 in the textbook
- **FORUM 1** (Due Thursday): complete 'Ejercicio 7E' on pp. 176-177. Use complete sentences. This has to be written in Spanish.
- Homework (Due Friday):
- Exam Chapter 8 (Due Monday):

##### Week 3 Chapter 9 **FIRST GO OVER THE PWPT PRESENTATION FOR THE CHAPTER**

- There may be activities from my PWPTs
- Chapter 9 pp. 214-234 in the textbook
- **BLOG 1** (Due Wednesday): write from 100 to 150 words length in Spanish describing your last visit to the doctor's office or the dentist include the following information: ¿qué ocurrió? ¿dónde ocurrió? ¿cuándo ocurrió? Be creative and spontaneous.
- Homework (Due Friday):
- Exam Chapter 9 (Due Monday):

**Week 4 Chapter 10** **FIRST GO OVER THE PWPT PRESENTATION FOR THE CHAPTER**

- There may be activities from my PWPTs
- Chapter 10 pp. 235-256 in the textbook
- **FORUM 2** (Due Thursday): Using a recording tool on your cell phone, computer or online (vocaroo.com or voki.com -where you can choose an avatar- it works really well: you just have to copy the links of your recordings and post them in the forum), record a list of commands you would tell your best friend to do in order to avoid a hangover using 'tú' form of the verbs, use at least 5 different verbs.
- Homework (Due Friday):

**Week 5 Chapter 10 continuation** **FIRST GO OVER THE PWPT PRESENTATION FOR THE CHAPTER**

- There may be activities from my PWPTs
- Chapter 10 pp. 235-256 in the textbook
- Homework (Due Friday):
- Exam Chapter 10 (Due Monday):

**Week 6 Chapter 11** **FIRST GO OVER THE PWPT PRESENTATION FOR THE CHAPTER**

- There may be activities from my PWPTs
- Chapter 11 pp. 257-281 in the textbook
- **FORUM 3** (Due Thursday): Using a recording tool on your cell phone, computer or online (vocaroo.com or voki.com -where you can choose an avatar- it works really well: you just have to copy the links of your recordings and post them in the forum), record a description of what you used to do when you were sick when you were a child. Please to use the imperfect tense and this has to be in Spanish.
- Homework (Due Friday):

**Week 7 Chapter 11 continuation** **FIRST GO OVER THE PWPT PRESENTATION FOR THE CHAPTER**

- There may be activities from my PWPTs
- Chapter 11 pp. 257-281 in the textbook

- **BLOG 2** (Due Wednesday): write about what you would do if you were lost in the middle of the desert and you become sick. Be creative and use the conditional tense on p. 258. Write a minimum of 100 words in Spanish.
- Homework (Due Friday):
- Exam Chapter 11 (Due Monday):

### Week 8 Chapter 12 **FIRST GO OVER THE PWPT PRESENTATION FOR THE CHAPTER**

- There may be activities from my PWPTs
- Chapter 12 pp. 282-301 in the textbook
- Homework (Due Friday):

### Instructor's Deadlines and Feedback

We will do our best to grade your homework assignments before the tests, so that you may check your answers. There will be an answer key for each test so that you may see your mistakes. We will try to write individual feedback to each one of you but if we are running out of time, instead we will compile common mistakes that are consistently repeated. If you have any question about our corrections and/or your errors, never hesitate to contact us. We will read all of your Forum entries and will write general comments.



*¡Ayuda! Help!*

### Chat Space for You

Our course has a space reserved for you to communicate among each other. You may ask a classmate for help with a particular assignment, or a grammar structure that remains unclear, or simply to get to know your peers better. We will not go on the chat, as it is your space.

### Grading rubrics

#### Forum

Each week, except last week, you will have forum entries. If you are having technical difficulties, make sure that you notify the help desk at the contact information provided in this syllabus). If your technical difficulties are recurrent and they interfere with your work, find a way to find alternative ways of doing/posting your work. (Ask for a lap top loaner, work from our campus library or a county library for Internet access, etc.). We will not accept work that is submitted late due to continuous technical problems.

The grade for the Forum entries is divided in four points:

100-90 A → Forum entry was made on or before the due date, it is 90% accurate or more (if the entry requires asking or answering questions in Spanish), it is thoughtful and adds important information or brings an interesting insight (when providing feedback to a classmate).

89-80 B → Forum entry was made on or before the due date, it is 80% accurate or more (if the entry requires answering or asking questions in Spanish), it is somewhat thoughtful and somewhat adds important information or brings an interesting insight (when providing feedback to a classmate).

79-70 C → Forum entry was made on or before the due date, it is 70% accurate or more (if the entry requires answering or asking questions in Spanish), it is barely thoughtful and barely adds important information or brings an interesting insight (when providing feedback to a classmate).

69-60 D → Forum entry was made on or before the due date, it is 60% accurate or more (if the entry requires answering or asking questions in Spanish), it is not thoughtful and does not add important information or bring an interesting insight (when providing feedback to a classmate).

59-0 F → For each forum entry that is missing or entered late, it will result in a failing grade (0) for that entry.

### Oral activities

#### Vocabulary (25%)

- Inaccurate, insufficient for proficiency level; incomprehensible
- Inadequate for proficiency level, errors sometimes preclude comprehension; key words not prepared
- Errors are frequent but generally do not preclude comprehension; or limited vocabulary - even if accurate
- Resourceful, errors do not obscure meaning; demonstrates preparation
- Broad range, appropriate for context, resourceful; demonstrates preparation

#### Content / Conversational / Creativity (25%)

- Little information conveyed, disconnected or disorganized ideas, and/or fails to engage with partner(s)
- Lacks logical sequencing; little substance; says less than required
- Topic covered but minimally; and/or limited connection of ideas; and/or lacks social conventions
- Topic covered; limited development of ideas; most information relevant to topic, at least some social conventions included; creative
- Informative; original & well-developed ideas; demonstrates creativity; and/or detailed coverage of topic

#### Grammar / Structure (25%)

- Generally inaccurate, with exception of set phrases; largely incomprehensible
- Meaning frequently unclear due to frequent errors; extremely limited range of grammatical structures
- Mistakes sometimes affect meaning, though adequate; and/or limited range of grammatical structures
- Meaning generally clear despite mistakes; good range of structures
- Wide range of structures, mostly accurate

#### Pronunciation/Fluency (25%)

- Halting, fragmented, unnatural pauses make it difficult to follow, pronunciation frequently unintelligible
- Listener must make a concerted effort to understand; halting speech, lack of sufficient preparation
- Discourse flows; mispronunciations are comprehensible, shows preparation
- Clearly making an effort to pronounce accurately; occasional mispronunciations; few unnatural pauses
- Language flows well, no unnatural pauses; few mispronunciations

### FINAL CLASS NOTES

- There is no Final Exam in Spanish 101C.
- This class meets the University Writing Requirement through the weekly Forum Entries, the two Blogs Entries, and the Chapter Exams.
- Never hesitate to contact your instructor if you have any concerns and/or queries about the class.