Fayetteville State University  
College of Arts and Sciences  
Department of World Languages and Cultures  
SPAN 122 Spanish for the Professions II-HB1 (Hybrid)  
Fall 2015

I. Locator Information:  
Instructor: Dr. José M. Franco Rodríguez  
Course # and Name: 7191 -- SPAN 122–HB1 Spanish for the Professions II  
Semester Credit Hours: 3  
Day and Time Class Meets F2F (face-to-face): Mondays 4:00 pm-5:15 pm  
Classroom location: Butler Bldg. 386 [language lab]  
Office Location: Joseph Knuckles Science Annex (JKSA), office 105  
Office Hours: M, W, F: 9:00 am – 11:40 am  
Office Phone: (910) 672-1379  
Email address: jfranco@uncfsu.edu

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf

II. Course Description: This course is designed to prepare students to use elementary Spanish skills in their profession. Emphasis is given to oral skills, vocabulary to interact with colleagues and customers, and the Hispanic cultural particularities related to the workplace. Laboratory practice is required.

This is a hybrid course. One of the strengths of the hybrid model is that it provides a broad framework for which instructors may develop and teach their courses using this model. At FSU, no more than 50% of the contact hours should occur online because anything over 50% is considered an online course.

Approximately 50% percent of the course takes place face-to-face while the remaining portion of the course (50% percent) is online.

III. Disabled Student Services: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.
IV. Textbook & required materials:
2. A Spanish-English dictionary to be used in the classroom.
3. A paper copy of the content files available in Blackboard OR an electronic device with access to those electronic files (these files must be accessible offline).
4. You will need a computer with access to Internet, speakers, and a microphone.
   a. If you do not have access to Internet or do not have a microphone, the language lab (Butler building 386) is available for you to complete your assignments.
   b. If you do not have software to record your voice and create audio files, you can download and install Audacity. Links: http://audacity.sourceforge.net/ or http://download.cnet.com/Audacity/3000-2170_4-10058117.html

V. Student Learning Outcomes – Upon completion of this course, students will be able to:
   ● Greet and carry out basic communication following culturally appropriate register and etiquette.
   ● Give and follow spatial directions
   ● Describe work and daily routine

Title IX – Sexual Misconduct
Fayetteville State University (University) is committed to fostering a safe campus environment where sexual misconduct — including sexual harassment, domestic and dating violence, sexual assault, and stalking - is unacceptable and is not tolerated. The University encourages students who may have experienced sexual misconduct to speak with someone at the University so that the University can provide the support that is needed and respond appropriately. The Sexual Misconduct policy can be found at the following link: http://www.uncfsu.edu/Documents/Policy/students/SexualMisconduct.pdf

Consulting with a Health Care Professional - A student who wishes to confidentially speak about an incident of sexual misconduct should contact either of the following individuals who are required to maintain confidentiality:

Ms. Pamela C. Fisher
Licensed Professional Counselor Director, Student Health Services
Spaulding Building, Room 165Spaulding Building, Room 121
(910) 672-387(910) 672-1454
psmith@uncfsu.edu

Ms. Linda Melvin
Director, Student Health Services
Spaulding Building, Room 121
(910) 672-1454
melmv10@uncfsu.edu

Reporting an Incidents of Sexual Misconduct- The University encourages students to report incidents of sexual misconduct. A student who wishes to report sexual misconduct or has questions about University policies and procedures regarding sexual misconduct should contact the following individual:

Ms. Victoria Ratliff
Deputy Title IX Coordinator for Students
Spaulding Building, Room 155
(910) 672-1222
vratliff@uncfsu.edu

Unlike the Licensed Professional Counselor or the Director, Student Health Services, the Deputy Title IX Coordinator is legally obligated to investigate reports of sexual misconduct, and therefore cannot guarantee confidentiality, but a request for confidentiality will be considered and respected to the extent such will not impede the University’s investigation of the complaint as required by federal regulations.”

Students are also encouraged to report incidents of sexual misconduct to the University’s Police and Public Safety Department at (910) 672-1911.
VI. Course Requirements and Evaluation Criteria

a. Grading Scale

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
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<tr>
<td>B</td>
<td>80-89%</td>
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<td>C</td>
<td>70-79%</td>
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<td>D</td>
<td>60-69%</td>
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<td>F</td>
<td>59 and below</td>
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b. Graded Assignments

Students will be evaluated according to the following criteria:

- Midterm exam = 15%
- Online assignments = 40%
- Participation worksheets = 20%
- Final exam = 15%
- Research paper = 10%

- **Midterm Exam (online):** This exam assesses knowledge of the material and skills covered before the day of the midterm exam. This exam contains four different sections:
  - Listening (identify Spanish sounds, numbers, vocabulary and time)
  - Writing (translate sentences, describe pictures, and answer personal questions)
  - Reading (answer questions about a short text with vocabulary and expressions from this course)
  - Culture (answer questions related to topics discussed in class)

- **Weekly online assignments:** There are two types of assignments:
  - *Written assignments:* These assignments are designed to prepare students to read and write Spanish at the elementary level.
  - *Oral:* These assignments are designed to prepare students to understand and express themselves orally at the elementary level.

Specific assignments and due dates are posted below in the course schedule.

- **Participation Worksheets:** Class worksheets to practice oral and written skills in class are to be completed on a regular basis. Grade of completion (50%) and correctness in language use (50%) will be the criteria to grade these worksheets.

- **Research Paper:** Students write a (minimum of) 500-word essay in English. This research paper should have two sections:
  - **Section 1 (Setting the topics).** This section must focus on the relationship between the selected cultural practices/products (i.e. what people do and what they produce as a cultural group) and the cultural perspectives (i.e. the origin or rationale behind a given practice or produce) in the selected Spanish-speaking country. This section must include a brief introduction, a conclusion, and a list of scholarly works used and cited. It is due as an electronic file on October 7 (uploaded into Section 1 of Research Paper on Blackboard).
    
    For example, if my country were Cuba and I chose music as a topic. I could talk about the type of music (a cultural practice) and musical instruments (cultural products) that characterize Cuban music. Then I would find the reasons behind or the origin of that type of music and instruments (cultural perspectives).

  - **Section 2 (Describing the connection).** Based on the topic(s) selected in Section 1, this section must contain a description of the relationship of interdependence between the selected Spanish-speaking country and the country or region affected by this interdependence. This section must include a brief introduction, a
conclusion, and a list of scholarly works used and cited. It is **due as an electronic file on December 2** (uploaded into Section 2 of Research Paper on Blackboard).

For example, after I talked about music in Cuba in the first part, I could describe the impact of that music on the U.S. or Latin America or the world. Describing this impact in the area of music would be a way to demonstrate global interdependence.

(For further information, see the Research Paper Guidelines and Rubric far below.)

- **Final Exam:** This exam is cumulative and assesses knowledge of the material and skills covered throughout this course. There will be two parts:
  - The written part is worth 50% of the final exam. It is comprehensive and includes all the material presented in this course. This part consists of a listening section, a writing/grammar section, a reading comprehension section, and a culture section. The culture section is divided into 1) facts about a Spanish-speaking country and 2) differences and similarities between Hispanic and American cultural practices, products, and perspectives.
  - The oral part is worth 50% of the final exam. It is a role-play. Students are assigned a topic from a list of possible professional situations. Adequacy of the interaction, language use, and pronunciation will be assessed during this part of the exam. *(See rubric for oral exam far below.)*
  - *Since the final exam is cumulative, students will be able to replace the midterm exam score with the final exam score if 1) the latter is better than the former and 2) the student completed the midterm exam.*

- **Extra credit:** A total of 10% extra credit can be earned in this course if the following requirements are met:
  - The student has completed all of the assignment, compositions, and exams (extra credit cannot replace a missed assignment, composition, or exam).
  - The student completes units 3 and 4 of Level I on Rosetta Stone in the Language Lab before **Monday, November 30**. No extensions will be given, but students can start working on the extra credit at any time.
  - 5% will be given for each unit completed on Rosetta Stone (2 units total).
  - These assignments are lengthy, so students are encouraged to start working on them as soon as possible. Also, starting early will be very helpful to be successful in this course and in using Spanish in real-life.

**c. Policy on Missed or Late Assignments**

As a general rule, there will be **NO makeup examinations/assignments** given and missed examinations/assignments will be awarded a grade of “0”.

*Remember:* Assignments submitted after the due date and time will not be accepted by the online system.

Online assignments are paramount for you to be ready and participate actively in face-to-face classes. Online assignments are considered your “online attendance”. **After the first online assignment not turned in by the due date, a zero will be entered in the “Online assignments” component of this course for each additional missing assignment.**

An excused absence does not guarantee that the student will be permitted to take an examination at an earlier alternative time. The instructor will determine if and when alternative arrangements may be made. It is the student’s responsibility to notify the instructor immediately and to request approval for any possible alternative arrangements to take an examination or make up an assignment should an unforeseeable emergency situation arise.
d. Attendance Requirements

1. Students are expected to attend all class meetings, laboratories, and other instructional sessions.
2. Students are also expected to arrive to class on time and remain in class for the entire scheduled period.
3. When students must miss class(es) for unavoidable reasons, i.e., illness, family emergencies, or participation in official university sponsored activities – they are responsible for informing faculty of the reasons for the absences, in advance if possible, bringing documentation that attest to the reason for the absence, and completing all missed assignments.
4. Face-to-face meetings are once a week and are mainly devoted to student-student oral interaction. Any absence will have an impact on your progress in class, your communication skills, and your capability to interact with other. For this reason, after the first absence, a zero will be entered for each additional absence in the “Class worksheets” component of this course.
   i. In addition, Blackboard online assignments are paramount for you to be ready and participate actively in face-to-face classes. Weekly online assignments are considered your “online attendance”. After the second online assignment not turned in by the due date, a zero will be entered for each additional absence in the “Online assignments” component of this course.
5. During the first half of the semester/term, faculty will assign an interim grade of “EA,” Excessive Absences, for students whose class absences exceed 10% of the total contact hours for the class. Students who receive EA interim grades must either withdraw from the class or resume attendance. Students who resume attendance must consult with the instructor about completion of missed assignments. The EA is not a final grade, so students who are assigned an interim grade of EA, but do not withdraw from the class, will receive a final grade based on the evaluation criteria for the class.
6. Being late or leaving early two days equals one absence.
7. Consistent attendance is one of the pillars of academic success. If you are absent one day, it is your responsibility to make arrangements to obtain the information missed and complete your homework before class begins the next day. The syllabus will also provide you with information about the current coursework. Remember, however, that the information in your syllabus is subject to changes throughout the semester.

e. Academic Dishonesty: All acts of academic dishonesty will be addressed in accordance with the University’s policies and procedures. The actions outlined in the Fayetteville State University Student Handbook under Disciplinary System and Procedures will be followed for incidents of academic dishonesty. The handbook may be obtained from the Office of Student Affairs located in the Collins Administration Building. Additional information may be found at http://catalog.uncfsu.edu/ug/academicregulations/dishonesty.htm
Students are expected to produce their own original work as a means to productive and successful learning. No form of cheating will be tolerated. Cheating will receive a 0% of the assignment’s value and a 0% of the category of assignments into which it falls.
A student shall be guilty of a violation of the **Academic Dishonesty Policy** if he or she engages in act(s) of:

**a. Facilitating Academic Dishonesty.** Such conduct includes, but is not limited to, giving unauthorized assistance to another in order to assist that person in cheating or plagiarizing.

**b. Attempt.** Such conduct shall include, but not be limited to, attempting any act that if completed would constitute a violation as defined herein.

**c. Cheating.** Such conduct includes, but is not limited to, a student receiving unauthorized aid or assistance on any form of academic work.

**d. Falsification.** Such conduct shall include, but not be limited to, the unauthorized changing of grades or conduct involving any untruth, either spoken or written regarding any circumstances related to academic work.

**e. Plagiarism.** Plagiarism includes, but is not limited to, copying the language, structure, ideas and/or thoughts of another, without giving appropriate recognition and/or adopting the same as one’s own original work.

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**FSU Policy on Disruptive Behavior in the Classroom**

The *Code of the University of North Carolina* (of which FSU is a constituent institution) and the *FSU Code of Student Conduct* affirm that all students have the right to receive instruction without interference from other students who disrupt classes.

FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights all members of the class.

The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:

- Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
- Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints.
- **Use of cell phones and other electronic devices**
  - Overt inattentiveness (sleeping, reading newspapers)
  - Eating in class (except as permitted by the faculty member)
  - Threats or statements that jeopardize the safety of the student and others
  - Failure to follow reasonable requests of faculty members
  - Entering class late or leaving class early on regular basis
- Others as specified by the instructor.

The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.

- Direct student to cease disruptive behavior.
- Require student to have individual conference with faculty member. At his meeting the faculty member will explain the consequences of continued disruptive behavior.
- Dismiss class for the remainder of the period. (Must be reported to department chair.)
- Lower the student’s final exam by a maximum of one-letter grade.
- File a complaint with the Dean of Students for more severe disciplinary action.

Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the faculty member’s department chair.

VII. **Academic Support Resources**
- Student can access the language lab for recording and listening as well as accessing internet to explore online materials (see bibliography below).
- Link to online resources (see chapters 5-8): [http://wps.prenhall.com/ml_zayas_arriba_6/](http://wps.prenhall.com/ml_zayas_arriba_6/)

VIII. **Course Outline and Assignment Schedule**
(This is a **tentative** schedule. Some changes may take place throughout the semester.)

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Mode</th>
<th>Topic</th>
<th>Assignments</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Online</td>
<td>Introduction to the hybrid learning</td>
<td>Complete quiz on “Getting Ready” section (left panel on Blackboard)</td>
<td>Aug. 24</td>
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<td>environment</td>
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<td>3:30 pm</td>
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<tr>
<td>Week 2</td>
<td>F2F</td>
<td>Course introduction</td>
<td>Submit week 2 assignment in Blackboard</td>
<td>Aug. 31</td>
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<td>SPAN 112 Overview</td>
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<td>3:30 pm</td>
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<td></td>
<td>Online</td>
<td>Getting around (1)</td>
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<td>Describing your workplace, home, and city</td>
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<td>Aug. 24</td>
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<td>Online</td>
<td>Getting around (2)</td>
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<td>Aug. 28</td>
<td>Means of transportation</td>
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<td>Following and giving directions</td>
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<td>Action words that express movement</td>
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<tr>
<td>Week 3</td>
<td>F2F</td>
<td>Practice: Describing your workplace, home,</td>
<td>Submit Week 3 assignments in Blackboard</td>
<td>Sep. 7</td>
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<td>and city</td>
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<td>Online</td>
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<td>Means of transportation</td>
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<td>Action words that express movement</td>
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<td>Week 4</td>
<td>F2F</td>
<td><strong>Labor Day</strong></td>
<td>Submit Week 4 assignments in Blackboard</td>
<td>Sep. 14</td>
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<td>Sep. 7</td>
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<td>3:30 pm</td>
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<td></td>
<td>Online</td>
<td>Describing our daily routine (1)</td>
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<td>Sep. 9</td>
<td>Describing a sequence of events</td>
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<td>Expressing what we need, must, can, and</td>
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<td>have to do</td>
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| Week 5 | F2F | Practice: Getting around and describing daily routine  
Culture: Transportation in Latin America  
Public transportation and safety | Submit Week 5 assignments in Blackboard | Sep. 21 12:00 pm |
|---|---|---|---|---|
| Online | | Describing the current moment  
Describing the weather  
Describing what is going on right now |  |  |
| Week 6 | F2F | Practice: Getting around, describing daily routine, and describing what is happening at this moment  
Culture: Nicaragua | Submit Week 6 assignments in Blackboard | Sep. 28 12:00 pm |
| Online | | Describing and identifying people and things (1)  
Identifying objects and people and describing their state |  |  |
| Week 7 | F2F | Practice: Getting around, describing daily routine, describing what is happening at this moment, and describing and identifying people and objects  
Culture: Costa Rica | Submit Week 7 assignments in Blackboard | Oct. 5 3:30 pm |
| Online | | Describing and identifying people and things (2)  
Comparing objects and people | Section 1 of research paper is due on Oct. 7 |  |
| Week 8 | F2F | Practice: Getting around, describing daily routine, describing what is happening at this moment, and describing and identifying people and objects | Submit Week 8 assignments in Blackboard | Oct. 12 3:30 pm |
| Online | |  | Prepare for Midterm Exam |  |
| Midterm Review | Giving and following directions  
Describing daily routine  
Describing what is happening at this moment  
Describing, identifying, and comparing people and objects |  | [Upload to Research Paper area in Blackboard]  
Midterm Exam is on Oct. 14 |  |
<p>| Week 9 | F2F | Practice: Getting around, describing daily routine, describing what is happening at this moment, and describing and identifying people and objects | Prepare for Midterm Exam |  |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Format</th>
<th>Topic</th>
<th>Assignment Details</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct. 14</td>
<td>Online</td>
<td><strong>Midterm exam</strong></td>
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<tr>
<td>Oct. 26</td>
<td>F2F</td>
<td>Describing our daily routine (2)</td>
<td>Submit Week 10 assignments in Blackboard</td>
<td>Nov. 2</td>
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<td>Introduction: Describing food and meals</td>
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<td>Culture: Eating habits in Spanish-speaking countries</td>
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<td>Oct. 28</td>
<td>Online</td>
<td>Daily routine (2) and what we know</td>
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<td>Describing food and meals</td>
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<td>Talking about people and places we know and we know of/about</td>
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<td>Week 10</td>
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<td>Oct. 26</td>
<td>F2F</td>
<td>Practice: Getting around, describing daily routine, describing what</td>
<td>Submit Week 11 assignments in Blackboard</td>
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<td>objects, and saying what we know (of)</td>
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<td>Culture: Panama</td>
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<td>Online</td>
<td>Using conversational shortcuts like native speakers do</td>
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<td>Replacing nouns with object pronouns in the conversation</td>
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<td>Week 11</td>
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<td>Nov. 2</td>
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<td>Practice: Getting around, describing daily routine, describing what</td>
<td>Submit Week 11 assignments in Blackboard</td>
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<td>Online</td>
<td><strong>Veteran’s Day</strong></td>
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<td>Nov. 9</td>
<td>F2F</td>
<td>Practice: Getting around, describing daily routine, describing what</td>
<td>Submit Week 12 assignments in Blackboard</td>
<td>Nov. 16</td>
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<td>Nov. 16</td>
<td>F2F</td>
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<td>Submit Week 13 assignments in Blackboard</td>
<td>Nov. 23</td>
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<td><strong>Expressing likes and dislikes</strong></td>
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<td>Nov. 18</td>
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<td>Expressing our interest on things and people</td>
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### Week 14

**F2F**

**Nov. 23**

**Practice:** Getting around, describing daily routine, describing what is happening at this moment, describing and identifying people and objects, saying what we know (of), using conversational shortcuts, and expressing likes and dislikes  

Culture: Dominican Republic

**Nov. 25**

**Final Review**  
Review of course content to prepare for final exams

**Submit Week 14 assignments in Blackboard**

### Week 15

**F2F**

**Nov. 30**

**FINAL EXAM: ORAL PART**

**Online**

**Dec. 2**

**Prepare for the written part of the Final Exam**

**Submit content questions to the Discussion Board to prepare for the written part of the final exam**

**Research paper is due on Dec. 2**  
[Upload to Research Paper area in Blackboard]

**Nov. 30 3:30 pm**  
Oral part of Final Exam is on Nov. 30

**FINAL EXAM WEEK**

**Mon. Dec. 7**

**FINAL EXAM: WRITTEN PART**

*4:00-5:50 pm*
XI. Additional Resources

- Rosetta Stone is available at FSU’s language lab (BU 386).
- For online tutoring and homework help, log on to http://blackboard.uncfsu.edu/ using your university username and password and click on Smarthinking Student Site on the “My Courses” section. Then search for Spanish and follow directions.
- Bibliography available at FSU’s library:
  ~ Library electronic resources
- Other resources of interest:
**Oral Exam Rubric**

<table>
<thead>
<tr>
<th><strong>Task completion</strong></th>
<th>4 = Exceeds expectations (high)</th>
<th>3 = Meets expectations (low)</th>
<th>2 = meets expectations (low)</th>
<th>1 = does not meet expectations</th>
</tr>
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<tbody>
<tr>
<td><strong>Self-directedness and thoroughness in fulfilling the requirements of the situation</strong></td>
<td>Completes <strong>all</strong> required tasks without prompting or questioning by his/her classmate. Provides the details essential to the situation.</td>
<td>Completes <strong>all</strong> required tasks but with some prompting and/or questioning OR completes the majority of required tasks without prompting and/or questioning.</td>
<td>Completes <strong>half</strong> of required tasks without prompting and/or questioning OR completes a few required tasks with prompting and/or questioning.</td>
<td>Does not complete any required tasks, even with prompting and/or questioning.</td>
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| **Interpersonal Communicative Strategies** | Participates actively and responds in conversation. Clarifies meaning by restating and adding details. Asks for clarification as needed and responds appropriately. | Participates actively and responds in conversation. May clarify by restating and adding details. May ask for clarification and respond appropriately, although with some hesitation. | Participates and responds but may avoid attempts at clarification. Hesitates and may not respond appropriately and/or hesitation interrupts flow of conversation. | Participation mainly limited to responding. Avoids attempts at clarification. |
| **Participation and responsiveness in conversation; ability to clarify misunderstanding** | Uses appropriate vocabulary for the context and incorporates a broad range and wide variety of vocabulary. | Uses appropriate variety and range of vocabulary for the context or in order to complete the task. | Uses a limited range of vocabulary and lacks variety in order to complete the task. | Uses a very limited amount of vocabulary lacking any range or variety and/or vocabulary is not appropriate for completing the task. |

| **Vocabulary** | Uses appropriate vocabulary for the context and incorporates a broad range and wide variety of vocabulary. | Uses appropriate variety and range of vocabulary for the context or in order to complete the task. | Uses a limited range of vocabulary and lacks variety in order to complete the task. | Uses a very limited amount of vocabulary lacking any range or variety and/or vocabulary is not appropriate for completing the task. |

| **Grammar** | There are **no patterns** of errors in structures targeted in the course. A few minor errors may be present but they do not affect comprehensibility of the message (at least 90% accuracy overall). | There are one or two **patterns** of errors in structures targeted in the course. Some errors are present that may affect comprehensibility of the message (at least 75% accuracy overall). | There are several **patterns** of errors in structures studied in the course. At least half of message is still comprehensible (at least 50% accuracy overall). | There are major **patterns** of errors in structures studied in the course. These errors compromise the comprehensibility of the message (less than 50% accuracy overall). |

| **Comprehensibility** | Responses are understood and there are no major pronunciation errors or examples of English interference. | The majority of responses are understood and there are a few pronunciation errors and/or examples of English interference but they do not affect comprehensibility of much of the message. | There are several **patterns** of pronunciation errors and/or English interference. A speaker may need to ask for repetition. A part of the message may be difficult to understand. | There are many **patterns** of pronunciation errors and/or English interference. A speaker may experience difficulty in understanding the message, even with repetition. |

| **Score:** | | | | |

| **Total:** | | | | |
Research Paper
Guidelines

1. This paper/essay must answer the following research question: What signs of global interdependence can be seen in the relation between the U.S. or any other region in the world and the Spanish-speaking country selected for your essay?

2. The paper must have two parts: 1) due by midterm: research on the topic; 2) due before last day of classes: research on interdependence. [See Research Paper tab in Blackboard for specific information on content and dates.]

3. Students write a (minimum of) 500-word essay in English. Each student will be in a group that has already been created in Blackboard and is available in the Research Groups tab on the left panel. Each group has already been assigned a country.

4. Each group member must provide specific information about the country or countries assigned to the group and examine any aspects of their choice, such as economy, demography, culture, politics, language, crime, sports, cuisine, etc.

5. The 500 words do not include bibliography. The bibliography (or works cited) must include two scholarly sources per section. A scholarly source is one that has been produced by a person who has earned a graduate degree in the field they are writing about. If you are still not sure what a scholarly source is, check this site: http://www.millsaps.edu/academics/heritage_how_to_identify_scholarly_sources.php

6. The essay must have a brief introduction describing the purpose of the paper and a brief conclusion that summarizes the findings.

7. Students are encouraged to use the research paper rubric in the syllabus to prepare their essay.

8. Important: The essay must be original work, that is, students are expected to describe their findings in their own words. Essays that include any amount of copying and pasting, literal translations, or rephrasing will be graded with a zero due to academic dishonesty. (Please see syllabus for a more detailed description of academic dishonesty.)
Policy on plagiarism and cheating

Students are expected to produce their own original work as a means to productive and successful learning. No form of cheating will be tolerated. Cheating will receive a 0% of the assignment’s value and a 0% of the category of assignments into which it falls.

A student shall be guilty of a violation of the Academic Dishonesty Policy if he or she engages in act(s) of:

a. Facilitating Academic Dishonesty. Such conduct includes, but is not limited to, giving unauthorized assistance to another in order to assist that person in cheating or plagiarizing.
b. Attempt. Such conduct shall include, but not be limited to, attempting any act that if completed would constitute a violation as defined herein.
c. Cheating. Such conduct includes, but is not limited to, a student receiving unauthorized aid or assistance on any form of academic work.
d. Falsification. Such conduct shall include, but not be limited to, the unauthorized changing of grades or conduct involving any untruth, either spoken or written regarding any circumstances related to academic work.
e. Plagiarism. Plagiarism includes, but is not limited to, copying the language, structure, ideas and/or thoughts of another, without giving appropriate recognition and/or adopting the same as one’s own original work.

RESEARCH PAPER
RUBRIC

Course _____________ Student’s name ______________________ Date ______________________

<table>
<thead>
<tr>
<th>Content</th>
<th>Score</th>
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<tbody>
<tr>
<td>55-60 Very complete information; thorough relevant; on target. Major points supported with at least 2-3 relevant details/examples. At least two scholarly bibliographical sources are listed and referred correctly in the paper.</td>
<td>50-54 Adequate information; some development of ideas; some ideas lack supporting detail or examples. Only one scholarly bibliographical source is listed and referred correctly in the paper.</td>
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<th>Organization</th>
<th>Score</th>
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<tr>
<td>25-30 Logically and effectively ordered; main points and details connected; not choppy.</td>
<td>10-14 Apparent order to the intended; somewhat choppy; loosely organized but main points stand out; sequencing of ideas not always appropriate.</td>
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<th>Mechanics</th>
<th>Score</th>
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<tr>
<td>9-10 Very few or no error in spelling, accentuation and/or punctuation.</td>
<td>7-8 Occasional errors in spelling, accentuation and/or punctuation.</td>
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</table>
and/or punctuation.

Total: