

Spanish Language

Preparing for the AP* Spanish Exam



This course, conducted entirely in Spanish, will prepare you to do all the tasks on the AP exam, such as:

- interpret authentic written and audio texts
- speak both conversationally and give a formal presentation
- write correspondence and persuasive essays
- think productively about Hispanic cultures and compare them to your own culture
- understand and discuss issues pertaining to all of the themes covered in the Spanish AP exam: contemporary life, families and communities, personal and public identity, science and technology, beauty and aesthetics, as well as global challenges
- consider the intersection of these themes as well as connections to your own lives

Enroll in this course to prepare for the AP Spanish Language exam and refine your linguistic skills in the process. ¡Bienvenidos!

ABOUT THE TEAM



Molly Monet-Viera is the principal instructor of Spanish X. She oversees the discussion forum and facilitates the live conversations on Zoom. Molly is a senior lecturer at Boston University where she teaches all levels of Spanish language and Hispanic culture. She also tutors high school students to prepare them for the AP exam. She holds a B.A. (Princeton) and an M.A., M.Phil., and Ph.D. in Spanish (Yale) with a specialization in modern Latin American literature and culture. As a non-native speaker of Spanish, she has developed a superior proficiency of the language. The MOOC format combines her interests in technology and second-language acquisition as a means of spreading cultural awareness.



Alison Carberry Gottlieb was involved in course development and maintenance. She holds a B.A. (Wellesley), M.A. and Ph.D. in Spanish from

Boston University. From July 2015 on, she has headed the Spanish language program. As a non-native speaker with a superior proficiency, she brings expertise both in Spanish history and literature, as well as contemporary Spanish film and women in Spanish society. Having recently completed four years of service in course coordination at the intermediate level, Alison also comes to the team with extensive experience in the development of curricular content, outcomes, and assessment.



Borja Ruiz de Arbulo was involved in the creation of materials for the first run of SpanishX in 2016. He is a Lecturer teaching all levels of the Spanish language and culture courses at Boston University. He earned his BA from the University of the Basque Country in Spain, and his MA from Purdue University in Indiana. He is a native speaker of Spanish and brings in-depth knowledge of contemporary Spanish culture.

COURSE MATERIALS

Each module begins with an animated video, in which you will hear about the life of Luz Moreno, a US high school student of Ecuadorian origin. Through reflections on her own life, she will introduce the topics that will be addressed in each module.

After watching the videos, you will be asked to answer a series of Can Do Statements to pre-assess your skills related to the theme.

Then you will proceed through the module's contents: four authentic materials from Hispanic cultures—videos, podcasts, songs, journalistic articles, and short stories—that respond to an essential question related to the topic of the module.

At the module's end, you will assess your progress once again with the Can Do Statements to see what skills you have gained and what you may still need work on.



STRATEGIES FOR SUCCESS

We have carefully designed this course to provide you with practice with all of the different skills and tasks required by the AP exam. Below is a primer on how to get the most out of this course.

Interpretive skills: Each course text has a series of interpretive questions that mimic the questions that you will see on the AP, which assess your understanding of idiomatic expressions, advanced vocabulary and grammar structures, and cultural or interdisciplinary information. The exam uses a wide variety of vocabulary, and it is recommended that you look up words that you do not know, as well as use targeted reading/listening strategies, such as:

- inferring the meaning of words in context;
- identifying cognates (words that have the same root as those of other languages);
- reading/listening first for global meaning (main ideas) and second for specific, significant details;
- making educated guesses about the intended purpose, audience and message.

This course will not explicitly practice grammatical structures, but we will include links to useful resources for you to fortify your linguistic knowledge. You will find those links in the Course Info section of the course, under Course Documents.

Interpersonal speaking: We have organized online discussion times for each module in order for you to practice spontaneous speech with your classmates. We will also be using VoiceThread to practice the recorded, prompted conversations that you will be asked to perform on the exam. Some of the targeted strategies you should utilize for these activities include:

- initiating and sustaining communication with others
- asking follow-up questions to extend conversation, to elicit further information, and/or to clarify meaning
- responding clearly to prompts or questions by staying on topic
- synthesizing information from the texts and adding detail to support opinions



- incorporating transitional words and phrases, as well as idiomatic expressions

Interpersonal and presentational writing: There are two writing assessments that mimic the AP written tasks: an email response and a persuasive essay based on three different authentic sources. Your participation in these tasks requires not only submitting your own writing samples, but also doing assessments of your peers' writing as well. This will be a beneficial exercise to hone your own awareness of successful writing and editing strategies. These include:

- using the aforementioned interpretive strategies to demonstrate comprehension of content
- organizing ideas in advance of writing to ensure flow and clarity;
- including a clear thesis statement or topic statement;
- making use of transitional words and phrases in order to write cohesive paragraphs as opposed to strings of loosely-connected sentences;
- identifying and incorporating appropriate details from the texts to support your argument
- properly acknowledging and citing source material;
- using proper mechanical writing conventions (i.e., punctuation, accents, spelling, paragraph formatting, etc.).

Presentational speaking and cultural comparison: The AP two-minute oral presentation asks you to compare your culture to another Hispanic culture that you have observed or studied. One of the core assessments of this course will mimic that task, and you will use a program called VoiceThread to record yourself and share your presentation with others. To help you successfully handle this kind of cultural comparison, we have created discussion forums and live online conversation times for you to compare your culture not only with those presented in the course texts, but also, ideally, with the cultural perspectives of your classmates.



COURSE OUTLINE

Module 1: Contemporary Life	Tuesday, February 11, 2:00 PM EST
Module 2: Science and Technology	Tuesday, February 25, 2:00 PM EST
Module 3: Personal and Public Identity	Tuesday, March 11, 2:00 PM EDT
Module 4: Families and Communities	Tuesday, March 22, 2:00 PM EDT
Module 5: Aesthetics and Beauty	Tuesday, April 8, 2:00 PM EDT
Module 6: Global Challenges	Tuesday, April 22, 2:00 PM EDT
Course Close	Tuesday, May 13, 2:00 PM EDT

GRADE COMPONENTS

For those of you who are taking the course for a Verified Certificate, you must meet a minimum grade of 60% in the course by 2:00 PM EDT on May 13.

- Final exam that will include listening comprehension, reading comprehension, and an oral response to a prompt

There will be peer assessments for all other learners. They will be open at the time of the module's release. All of the assessments need to be done during their module, except for the multiple choice exercises, which can be done by the completion of the course. However, we strongly recommend that you do them within the module in which they are released.

DISCUSSION FORUM GUIDELINES



Frequently throughout the course, you will be asked to comment on the posts of other students. We encourage to explore various posts and contribute to a lively discussion forum community!

Use of the discussion forums is vital to the successful completion of this course. Given the importance of interpersonal communicative skills on the AP exam, as well as in real-world interaction, it will be important to utilize the forums to practice those skills, as well as to further your knowledge about the six main topics of the course.

Comments that may be interpreted as derogatory, defamatory or otherwise inappropriate or disrespectful to others will not be permitted. Discussion forum moderators will delete such comments, as well as any comments that are off-topic, in order to ensure the most positive experience possible for all students.

FAQ

Q: Should I email the professor or any persons involved with this course directly?

A: No. If you feel the need to contact the course staff involved in this course, please do so through the Discussion Forum.

Q: I've never taken an edX course before, and this is confusing. What do I do?

A: There will be a pre-course module that beginners can watch. It explains in detail how to use the edX platform. For further information, please visit the [demo edX course](#).

Q: I'm having a technical issue with the edX platform. Whom do I contact?

A: There is a Technical Questions thread in the Discussion Forum. Please post your issues there **in English** so the course staff can assist. You can also click on the handy Help button on the left side of the page when you are in the course.

Q: I found a mistake in the course. Where do I report it?

A: Please let the course staff know in the discussion forum.

Q: What about grammar review/practice?

A: This course is designed to help you develop your reading, writing, listening, and speaking skills by putting the language into practice in context. For review of language structures or specific linguistic tools and grammar, we recommend the following sites:

<http://www.bowdoin.edu/~eyepes/newgr/ats/> <http://www.studyspanish.com/tutorial.htm>

<http://grammar.spanishintexas.org/#wrap>



TIME ZONES

A note about time references: Time will be reported by course staff as Eastern Daylight Time, North America (EDT) or Eastern Standard Time, North America (EST). Any times listed by edX, such as due dates listed on the course site, will be reported in Coordinated Universal Time (UTC). The course staff will make every effort to make times and time zones as clear as possible. There are various timezone converters on the web such as <http://www.timeanddate.com/worldclock/converter.html>. The course begins in standard time, but there will be a switch to daylight savings time that occurs on Sunday March 10, 2019, taking the clocks ahead one hour. Please make sure to take notice of this time change, especially if your region does not adhere to daylight savings. The time zone converter will take this time change into account.

HONOR CODE

The edX platform assumes a certain level of decorum and responsibility from those taking this course. Please review the edX Honor Code, which is reproduced below.

By enrolling in an edX course, I agree that I will:

- Complete all course assessments with my own work and only my own work, unless collaboration on an assignment is explicitly permitted. I will not submit the work of any other person.
- Maintain only one user account and not let anyone else use my username and/or password.
- Not engage in any activity that would dishonestly improve my results, or improve or hurt the results of others.
- Not post answers to problems that are being used to assess student performance.

Unless otherwise indicated by the instructor of an edX course, learners on edX are encouraged to:

- Collaborate with others on the lecture videos, exercises, homework and labs.
- Discuss with others general concepts and materials in each course.
- Present ideas and written work to fellow edX learners or others for comment or criticism.



CREDITS AND ACKNOWLEDGEMENTS

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TERMS OF SERVICE

For further information, please review the edX Terms of Service.

<https://www.edx.org/edx-terms-service>.

