SPAN 102: Introductory Spanish II - Syllabus

Department of Modern Languages and Linguistics

Instructor: Mr. Armando Galicia-Silva, Ph.D. (ABD), M.A.  
Email: Armando.GaliciaSilva@usd.edu  
Course Number: SPAN 102-U820T  
Office Phone: (605) 677-6649  
Class Meetings: Online  
Office Location: Slagle 304 D

Please be sure to READ THIS SYLLABUS CAREFULLY as it is the governing document for the course.

COURSE DESCRIPTION
Introduces the fundamental elements of Spanish sentence structure and vocabulary. Promotes speaking, listening and writing within a cultural context. Class work may be supplemented with required aural/oral practice outside of class. Course prerequisite: SPAN 101 or prior experience in the language.

COURSE SUMMARY
Per the description above, we will learn the basic elements of contemporary Spanish grammar structures. To that end, here is a summary of the activities we will be completing in the course:

- **Weekly assigned activities:**
  - Viewing of (for credit) multimodal presentations, interactive tutorials and/or videos to better engage in your learning of Spanish vocabulary, pronunciation, culture, and grammar.
  - Completion of (graded) vocabulary, pronunciation, culture, and grammar practice activities – listening speaking, fill-in-the-blank with/without options, matching words, open-ended, word and sentence creation, etc.
  - Short (for credit) vocabulary and grammar self-check assessments (on weeks without lesson tests).

- **Five lesson tests:**
  - One roughly every three weeks at the end of each lesson.
  - Note that there will not be a midterm exam. However, there will be a final comprehensive exam at the end of the semester.

- **Three writing projects:**
  - Brief (graded) projects to be completed at the end of lessons 6, 7 and 9.
  - Typed with proper marks (accents, questions and exclamation points) and formatted and cited according to the MLA style.

See the Assessments section below for additional details.
REQUIRED MATERIALS (IF YOU TOOK SPANISH 101 AT USD DURING THE FALL 2017 SEMESTER, YOU DO NOT NEED TO PURCHASE ANY NEW MATERIALS)

Author: Blanco, José A.

Title: Portales (Introductory Spanish 1), 2016

Publisher: Vista Higher Learning (https://vistahigherlearning.com/catalog/product/view/id/5393/s/portales-008/)

ISBN: 9781680041958. (Notice that we will not use the physical format of the textbook, but rather the DIGITAL FORMAT of the textbook.

Price: $271.45 at the USD Bookstore or $190.00 if purchased directly from the publisher.

INSTRUCTIONAL METHOD
This course will be instructed entirely online via:

1) Desire2Learn (http://d2l.sdbor.edu), which you will use to:
   ● Communicate with your classmates and the instructor
   ● View and complete lesson tests and final exam
   ● Access supplemental materials
   ● Access your course progress and grades
   ● Submit projects

2) VHLCentral (www.vhlcentral.com) which you will use to:
   ● View and complete assigned activities for each lesson
   ● View and complete vocabulary and grammar self-check assessments
   ● Access your course progress and grades
   ● Submit projects
   ● Communicate with your classmates and the instructor
     ○ NOTE that 24-hour help is available at https://vistahigherlearning.zendesk.com

STUDENT EXPECTATIONS
Students are expected to read, understand and abide by all policies and procedures outlined in this syllabus, the Online Welcome Letter, as well as those in the Online Student Handbook, which can be accessed from the “Getting Started” widget on the course homepage.

As this is an online course, and meant to be an asynchronous experience, we will not be meeting face-to-face, so the SDBOR engagement requirement will be reproduced by logging in **3 times a week** to work on assigned activities in D2L and/or VHLCentral.

The instructor will provide regular updates during the week, so students should log into D2L and VHLCentral to check for news and email **at least three times per week**, if not more frequently.
In terms of time commitment, the South Dakota Board of Regents (SDBOR) defines a credit hour as constituting one hour of classroom or direct faculty instruction, and two hours of out-of-class, student work. As this is a four-credit-hour course, students should expect to dedicate **roughly twelve (12) hours per week** to course activities.

Students are also expected to have and maintain the appropriate technology required to complete the course. For more information about this, please see the Technology Requirements towards the end of the syllabus.

One important thing to remember: when all is said and done, this is your class; it is what you make of it. Your level of participation will be directly proportional to your class experience: you will get out of it what you put into it.

**TIPS:** Consider the following tips to be a successful language student:

- Prepare by viewing all tutorials, presentations and videos at least twice or until you have a clear understanding of the knowledge presented;
- Take notes using your own words while previewing tutorials and presentations;
- Write flash cards and/or writes vocabulary lists while previewing tutorials and presentations;
- Repeats out loud all vocabulary words to ensure you are practicing oral and listening skills;
- Completes all assignments due, allocating sufficient time to ensure deadlines are met and work is of optimal quality;
- View tutorials, presentations and videos and complete assignments daily if possible, or at least three times a week.
- If difficulties in learning are encountered, ask your instructor as often as necessary, communicate with your peers, and if available, seek tutoring services;
- Memorize and review often and remember that learning a language is a cumulative process;
- Be patient and keep in mind that while you speak and write English as an adult, your Spanish skills are not yet at a Spanish adult level, and thus, you must stick to the vocabulary and sentence structures you are learning;
- Stay away from direct translations and remember that sentence structures and word order are different in Spanish.

**INSTRUCTOR EXPECTATIONS**

The instructor will strive to provide every possible opportunity for detailed feedback and, unless otherwise stated, will respond to email within twenty-four (24) hours on weekdays, or within forty-eight (48) hours on the weekends and holidays. The instructor will also endeavor to return feedback and suggestions, using standard rubrics and grading criteria, within a reasonable amount of time—see the “Assessments” section below for more detail.

Finally, the instructor will also abide by all policies set forth in this syllabus and those by the Online Student Handbook, The University of South Dakota, and the SDBOR.
IDEA COURSE OBJECTIVES AND STUDENT LEARNING OUTCOMES

IDEA Course Objectives:

- IMPORTANT: gaining a basic understanding of the subject (Spanish) (e.g. factual knowledge, methods, principles, generalizations, theories).
- IMPORTANT: gaining a broader understanding and appreciation of intellectual/cultural activity in the Spanish world (music, science, literature, etc.).
- ESSENTIAL: developing skills in expressing oneself orally and in writing, as well as in reading and listening.

Student Learning Outcomes: (Based on the ACTFL Proficiency Guidelines 2012 for Novice-High)

By the end of this course, students will be able to:

1. Communicate orally personal meaning by relying heavily on learned phrases or recombination of these and what they hear from their interlocutor.
   - **Assessment:** Regular assignments requiring voice recording and interaction and a Speaking Project offering information about events in the past.

2. Express themselves in writing within the context in which the language was learned, relying mainly on practiced material.
   - **Assessment:** Regular assignments requiring the written production of learned grammar structures and vocabulary and Writing Projects to draft a school newspaper report about students shopping habits and clothing preferences, a description of daily routine in specific settings, and draft a culinary critic for the university’s newspaper.

3. Aurally recognize and understand information from sentence-length speech, one utterance at a time, in basic personal and social contexts where there is contextual or extralinguistic support.
   - **Assessment:** Regular listening assignments and test sections on specific settings.

4. Read and understand, fully and with relative ease, key words and cognates, as well as formulaic phrases across a range of highly contextualized texts.
   - **Assessment:** Regular reading assignments and test sections covering learned vocabulary and grammar.

In addition, students will become culturally competent with the following outcome and assessment:

5. Address with confidence specific cultural topics of the Spanish-speaking world.
   - **Assessment:** Regular assigned readings and videos about negotiating a price and buying, open-air markets, fashion designer Carolina Herrera, the culture of *la siesta* and *el mate*, fruits and vegetables from the Americas, chef Ferran Adrià, *Semana Stanta* celebrations, the International Music Festival in Viña del Mar, health services in Spanish-speaking countries, healers and shamans, and geographical, historical cultural and/or economic information about Cuba, Peru, Guatemala, Chile and Costa Rica.

COURSE SCHEDULE & COVERAGE OF TOPICS

Please see the course schedule on the course homepage.

OFFICE HOURS

The instructor will be available for face-to-face meetings Tuesdays & Wednesdays from 11:00am to 12:30pm in Slagle Hall, Rm. 304D and via chat thru VHLCentral ([https://www.vhlcentral.com/](https://www.vhlcentral.com/)) Mondays from 6:00pm to 8:00pm.
COURSE ASSESSMENTS

Because of the online nature of this course, it is important that students receive regular feedback on their progress. To that end, there will be weekly participation requirements and assessments to assure that ample feedback is provided and that ample opportunity is provided to ask questions about the various course topics.

Ungraded Self-Check Assessment
During the first week of class, students will take an assessment survey regarding the content of the Syllabus and will introduce themselves to class. Both of these will be completed in D2L. While not graded, it is required and therefore will count towards participation in the course.

Each week, during which there is not a lesson test, there will be vocabulary and grammar self-check assessments available in VHLCentral. Taking these will give you a better sense of the areas you need to focus in preparation for lesson tests. While not graded, it is required to complete these assessments and they will count towards participation in the course. You will receive instant feedback on these.

Graded Assessment: Tests (30%)
There will be five tests, at the end of lessons 6 thru 10. Each test will be administered via D2L. Lesson tests will be returned with feedback, either within a week after the due date, or when the last test has been submitted—whichever is later. Once graded, students will be able to go back into the test itself to view the feedback, as well as any questions answered incorrectly.

Graded Assessment: Final Exam (20%)
Students will take a comprehensive final during final exam week. Like lesson tests, the final exam will be administered via D2L. The final exam grade will be available one day prior to the administrative deadline to submit final course grades, access to the final graded exam will be available upon request only.

About Respondus LockDown Browser and Monitor for lesson tests and the final exam:
The lesson tests and the final exam require the use of the Respondus LockDown Browser (LDB), which can be downloaded from within the course. Because all lesson tests require the LDB, you will already have Monitor installed. Note that Monitor requires a webcam and microphone—often these are built into laptops, or can be easily obtained.

Monitor is like going to a traditional proctor, but instead of being observed by a live person, your test/exam session will be recorded and reviewed by the instructor or proctoring staff. It is more convenient that a proctor, though, as you can use Monitor to take the test/exam whenever and wherever you want, during the test/exam period—there is no need to schedule an appointment at, or travel to, a proctoring site.

WARNING: You are NOT allowed to use any notes, your book, or any other materials or resources while taking the lesson test and final exam. You will be required to submit an honor code statement during the exam, stating that you agree to abide by these conditions.

If any evidence is found to the contrary, you will receive zero for the test/exam. You also risk being dropped from the course, and may face further disciplinary action.

In addition to the resources available in VHLCentral, each lesson test and the final exam will have an associated review sheet, and grammar presentations (.ppt).
Lesson tests will be timed, you will have a total of fifty (50) minutes to complete the assessment. For the final exam, you will have a total of two (2) hours to complete the exam. The time limit is NOT enforced, in other words, once the time elapsed, your test/exam will not autosubmit. This is done to accommodate any problems that may arise during the test/exam (latency, computer freezes, etc.); however, it is your responsibility to submit the completed test/exam before, or as close as possible to the time limit.

**IMPORTANT:** At the discretion of the instructor, any portion of the test/exam submitted after the time limit may be subject to a point deduction, or a loss of credit. The sole exception to this will be for technical issues, of which students will need to immediately make the instructor aware.

**Graded Assessment: Writing Projects (9%)**
There will be three writing projects. Specific instructions will be provided and each topic will be based on content covered prior to the completion of this task. These must be typed with proper marks (accents, question and exclamation points) and formatted and cited according to MLA style.

**Graded Assessment: Speaking Project (6%)**
Your ability to communicate in Spanish will be assessed during an interview or a presentation. Communication during this assessment will be graded on grammatical competence and accuracy, content and vocabulary, fluency and pronunciation, and effort to communicate in Spanish.

**Graded Assessment: Homework (25%)**
Because this is a distance course, consistent homework efforts are needed to master the material. Students should do homework daily when possible, but at least three times a week. Assigned homework is a combination of auto-graded and instructor graded material. Assigned homework will help you practice speaking, writing, listening and reading skills. Homework grades are available for auto-graded material immediately and the full chapter grade for homework will be available five (5) to ten (10) business days of the due date. Because of the semi self-guided nature of the course you will be given a significant number of assignments in order to provide the practice that you would otherwise have in class.

**Graded Assessment: Participation (16%)**
Participation is of the utmost importance and will be measured by the timely completion of an assessment survey about the Syllabus content and a Discuss entry the first week of the semester in D2L, and the timely completion of all “participation” activities in VHLCentral throughout the semester.

**COURSE TOTAL GRADE COMPONENTS**
The total percentage in the course is broken down as follows:

- **Tests (5)** 30%
- **Final Exam** 20%
- **Writing Projects (3)** 9%
- **Speaking Project** 6%
- **Homework** 25%
- **Participation** 10%
GRADING
The University grading scale is as follows:

- **A** 90-100%
- **B** 80-89%
- **C** 70-79%
- **D** 60-69%
- **F** Below 60%

**IMPORTANT:** You can check your current grade at any time during the semester by clicking on the Assessments-->Grades link. You will also be able to check the grades for homework and any assessment, as well as feedback on those assessments at [www.vhlcentral.com](http://www.vhlcentral.com).

**WARNING:** Final grades are only rounded up after 0.56. Therefore, if you earn a final grade of 89.55, your final letter grade will be a ‘B’, not an ‘A’.

COURSE POLICIES

**Formatting and Documentation:**
All written assignments should be formatted and cited according to MLA style. For detailed information on MLA style, including margins, spacing, fonts, headers, titles and pagination, consult the Modern Language Association ([www.mla.org](http://www.mla.org)), the Purdue Online Writing Lab ([http://owl.english.purdue.edu/owl/](http://owl.english.purdue.edu/owl/)), and the sample and videos available in D2L and VHLCentral. **Additionally, the use of machine translators for graded assignments is prohibited and constitutes academic dishonestly unless expressly allowed for a particular assignment by the instructor.**

**Presentation of “R” materials:**
At his/her discretion, your instructor will present cultural and artistic materials of various types, which include materials similar to what in film is classified as “R” or “Restricted” —e.g., pictorial or cinematic representations of nude persons, such as the painting “La Maja Desnuda” by Goya—All students who decide to remain in this course agree that such materials (“R” rated) are not considered offensive.

**Late and make-up work:**
Late work will only be accepted—and/or make-up assessments will only be made available—under conditions such as medical occurrences, family crisis and/or university sanctioned events or activities verifiable in writing through the office of the Dean of Students, and will be provided solely at the discretion of the instructor. When possible, students should notify the instructor prior to missing any assessments.

**Grading turn around:**
Your instructor has an average of 70 students every semester. Thus, your instructor will take five (5) to ten (10) business days to grade assignments. Grades will be updated in D2L and VHL Central at the end of Week 4, Week 10 and Week 16.
**E-mail policy:** Your instructor will only use the email account assigned by the university, the D2L system and VHL Central to communicate with you. It is your responsibility to check these means of communication regularly. **Messages to your instructor must be written using complete sentences that are grammatically correct.** Messages written using informal language (text-speak) will be returned without a response. Your messages must include a subject line, an opening and closing line, your full name, as well as the course number and section. Your instructor will read email messages three times a day, and will respond within twenty-four (24) hours on weekdays, or within forty-eight (48) hours on the weekends and holidays. **Here is a sample email:**

```
From: Francisco, Rolando [mailto: Rolando.Francisco@coyotes.usd.edu]
Sent: Tuesday, January 28, 2018 12:00 PM
To: GaliciaSilva, Armando
Subject: Autoevaluación in VHLCentral

Hello Instructor Galicia-Silva,

I was wondering if the “Estructura 6.2: Autoevaluación” is a self-check assessment for credit only. I ask because, I completed it once and it says that my grade is 85%.

Thank you and I look forward to your responds,

Rolando Francisco
SPAN 102-U824T
```

**STUDENT RESOURCES**
The University provides useful services to students, information to the great majority of these services can be found in myUSD Portal (http://my.usd.edu) in the ‘Academics’ tab. Some useful resources for this course include the following:

- **Academic & Career Planning Center:** provides advising on career planning and academic objectives.
- **Information Technology Services:** manages and supports computing resources and lends media equipment such as laptops for on-campus students.
- **University Libraries:** provides access to and assistance in locating information and resources such as books, DVDs, and CDs, provides access to reserved study, multimedia, and meeting rooms, and copying, print and computing services for on-campus students.
- **Study Abroad:** offers assistance in planning study, volunteer, intern or research abroad.
- **Veterans’ Services:** assists service members, veterans and their families with applying for and receiving education benefits.
- **Writing Center:** offers workshops, training videos and assists in developing of ideas, revising and polishing written pieces.

**TECHNOLOGY REQUIREMENTS**
The University of South Dakota has established minimum technology requirements for participation in online courses. These are outlined under the “**Technology Support and Requirements**” section in the Online Student Handbook document in the “Getting Started” widget on the course homepage.
Aside from the requirements listed in that document, this course has two other requirements:

1. All students should have the ability to submit their writing projects in Word: DOC or DOCX; Other: PDF format. The University of South Dakota provides access to Google Docs—a free, online office suite—which can save documents as Word files. USD’s Google Docs can be accessed with your USD username and password at: http://docs.usd.edu/.

   Additionally, USD makes Microsoft Office available for free to all students. For more information, please visit the USD Technology page at: http://www.usd.edu/technology

2. The VHLCentral assignments include speaking activities. In order to complete them you must have the ability to record audio. If your computer/laptop cannot do so, headsets can be purchased online, or from your local retailer (Walmart, Best Buy, Radio Shack, etc.), for around $15-$30 depending on the brand and model (Logitech is recommended).

3. In order to take lesson tests and the final exam in this course, you will be required to use the Respondus LockDown Browser and Monitor. This tool can be downloaded from any tests in this course, and only needs to be installed once. That being the case, you will need to have the appropriate permissions to install the software on the computer from which you will be taking the exam.

UNIVERSITY POLICIES

Academic Integrity
The University of South Dakota considers plagiarism, cheating, and other forms of academic dishonesty inimical to the objectives of higher education. The University supports the imposition of penalties on students who have been adjudicated to have engaged in academic dishonesty, as defined in the “Conduct” section of the University of South Dakota Student Handbook, and South Dakota Board of Regents policy 2-33 www.sdbor.edu/policy/Documents/2-33.pdf.

No credit can be given for a dishonest assignment. A student found to have engaged in any form of academic dishonesty may, at the discretion of the instructor, be:
   a. Given a zero for that assignment.
   b. Allowed to rewrite and resubmit the assignment for credit.
   c. Assigned a reduced grade for the course.
   d. Dropped from the course.
   e. Failed in the course.

This action is subject to the Academic Appeals process outlined in South Dakota Board of Regents Policy 2:9.

IMPORTANT: Academic dishonesty in this course includes, but is not limited to the use of virtual or real translators (Google Translate and similar software or a friend who is an advance learner or a native speaker of Spanish); Cheating or using unauthorized devices during tests, exams or the preparation of writing projects.
Plagiarism

Plagiarism is defined as using the words and/or ideas of another and representing them to be your own, without proper credit to the author or source. Whether intentional or unintentional, plagiarism will result, at a minimum, in a grade of zero for that assignment.

IMPORTANT: All student papers will become part of a course database of papers that will also be used to check the originality of future papers submitted in the course; however, the student will maintain copyright ownership of the paper. For more information about this, please refer to: http://www.turnitin.com/en_us/about-us/privacy/#usage

Freedom of Learning Statement

Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the Department of Modern Languages and Linguistics at (605) 677-5357 to initiate a review of the evaluation.

Disability Services

Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class or as soon as possible after the diagnosis of a disability. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.

Please note: if your home institution is not the University of South Dakota but one of the other South Dakota Board of Regents institutions (e.g., SDSU, SDSMT, BHSU, NSU, DSU), you should work with the disability services coordinator at your home institution.

Ernetta L. Fox, Director
Disability Services, Room 119 Service Center
(605) 677-6389
Web Site: www.usd.edu/ds
E-mail: disabilityservices@usd.edu

IMPORTANT: In addition to the information above, make sure to inform your instructor immediately that you are registered with the Office of Disability Services.

Diversity and Inclusive Excellence

The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected. To learn more about USD’s diversity and inclusiveness initiatives, please visit the website for the Office of Diversity.
Grievance Processes
For information on the academic grievance process, please refer to South Dakota Board of Regents Policy 2:9. This policy governs academic disputes involving students. Such disputes most commonly arise as a result of student dissatisfaction with assigned grades, but students may also invoke the standards and procedures provided under this policy to challenge academic responses to instances involving alleged student academic misconduct or to challenge other decisions, justified on academic grounds, that affect their participation in or completion of university academic programs.

Additional information about the academic grievance process, including appeal forms, can be found on the CDE Student Resources page.

For information on the non-academic grievance process, please refer to Board of Regents Policy 3.4.

IMPORTANT: Deviating from the grievance process defined above—e.g. contacting any entities or departments not directly referenced above, or those outside of the University of South Dakota—will only serve to delay the resolution of grievances.

APPENDIX A: SDBOR GENERAL EDUCATION GOALS
Following is an overview of the SDBOR goals for general education and the system-wide and institutional measurements for assessing them.

- **Goal 1**: Students will write effectively and responsibly and will understand and interpret the written expression of others. Measurements include Course Performance Criteria, NSSE ratings for “writing clearly and effectively,” the CAAP Writing Standard Score, the CAAP Rhetorical Subscale Standard Score, and the CAAP Usage and Mechanics Subscale Standard Score.

- **Goal 2**: Students will communicate effectively and responsibly through listening and speaking. Measurements include Course Performance Criteria for Speech/ Communication101 and the NSSE rating for “speaking clearly and effectively.”

- **Goal 3**: Students will understand the organization, potential, and diversity of the human community through study of the social sciences. Measurements include Course Performance Criteria, the CAAP Social Sciences Subscale, and NSSE ratings for “understanding people of other racial and ethnic backgrounds.”

- **Goal 4**: Students will understand the diversity and complexity of the human experience through study of the arts and humanities. Measurements include Course Performance Criteria, the NSSE rating for “working effectively with others,” and the CAAP Arts and Literature Subscale Score.

- **Goal 7**: Students will recognize when information is needed and have the ability to locate, organize, critically evaluate, and effectively use information from a variety of sources with intellectual integrity. Measurements include Course Performance Criteria and the NSSE ratings for “thinking critically and analytically” and “solving complex real-world problems.”
### SGR #4, Humanities/Fine Arts: Students will understand the diversity and complexity of the human experience through study of the arts and humanities.

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate knowledge of the diversity of values, beliefs, and ideas embodied in the human experience;</td>
<td>Promote an understanding of the cultures and customs of the Spanish-speaking world through readings presented in a culturally competent textbook, assignments, and exam/test sections.</td>
</tr>
<tr>
<td>2. Identify and explain basic concepts of the selected disciplines within the arts and humanities.</td>
<td>Review and build on Spanish grammar and stylistics to produce proficient reading, writing and oral skills and utilize the target language to gain cultural information about and from the Spanish-speaking world.</td>
</tr>
</tbody>
</table>

In addition, as a result of taking courses meeting this goal, students will be able to do the following:

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Identify and explain the contributions of other cultures from the perspective of the selected disciplines within the arts and humanities;</td>
<td>Conduct readings and research on culturally relevant topics and present findings, perspectives and opinions in assigned activities.</td>
</tr>
<tr>
<td>4. Demonstrate foundational competency in reading, writing, and speaking a non-English language.</td>
<td>Participate and contribute to the enrichment of the course experience by completing speaking activities in the target language. Read culturally competent pieces and demonstrate comprehension by completing writing and oral activities and/or exam/test sections. Complete writing assignments, projects and exam/test sections requiring the use of grammar structures, vocabulary, and stylistic abilities in the target language.</td>
</tr>
</tbody>
</table>