

**Valdosta State University  
Faculty of Arts and Sciences  
Department of Modern and Classical Languages**

**Course Syllabus for SPAN 2002 – C**

**Session III June 2011**

**1. Course Information**

<b>Course Number and Section</b>	<b>SPAN 2002 – C</b>
<b>CRN</b>	<b>50933</b>
<b>Course Name</b>	<b>Intermediate Spanish Language and Hispanic Cultures, 11</b>
<b>Credits</b>	<b>3</b>
<b>Prerequisite</b>	<b>SPAN 2001 or equivalent</b>
<b>Classroom Number</b>	<b>WH 138</b>
<b>Class Time</b>	<b>M – F 8:00 a.m. – 10:35 a.m.</b>

**2. Instructor Information**

<b>Instructor</b>	<b>Sr. Israel J. Cano</b>
<b>Office</b>	<b>NH 3027</b>
<b>Phone</b>	<b>229 – 333 - 7087</b>
<b>E-mail</b>	<b><a href="mailto:ijcano@valdosta.edu">ijcano@valdosta.edu</a></b>
<b>Office Hours</b>	<b>M - F: 11:00 a.m. – 12:00 p.m. or by appointment.</b>
<b>Class Webpage</b>	<b><a href="http://www.quia.com/profiles/icano">http://www.quia.com/profiles/icano</a></b>

**3. Course Description** **(3)**

A continuation of SPAN 2001, with emphasis on proficiency and communicative competence at the intermediate level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Awareness and understanding of various sociocultural aspects and the distinctiveness of certain cultural traditions.

**Texts:** *Puntos 8E Plus Pkg. – Loose leaf Book with Quia Access code 1st. Knorre (ISBN:97800774233461).*

**This package includes:**

*Puntos de partida: An Invitation to Spanish (8<sup>th</sup> ed.)* Loose leaf book and an access code for the online edition of the textbook, the accompanying online lab manual, the online workbook, and the online resources of Quia Centro.

**Equipment:** Students should purchase a supply of blue ink pens, a stapler and a headset (headphone with built-in microphone) for use their personal use.

#### **4. Standards, Goals and Outcomes**

In this document ACTFL refers to the American Council on the Teaching of Foreign Languages Proficiency Guidelines, which can be found at:

<http://www.sil.org/lingualinks/languagelearning/OtherResources/ACTFLProficiencyGuidelines/contents.htm>

And (Speaking, revised 1999; Writing, revised 2001)

<http://www.actfl.org/i4a/pages/index.cfm?pageid=4236>

#### **ACTFL Proficiency Guidelines (Intermediate Mid)**

##### Listening:

Able to sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places; however, understanding is inconsistent due to failure to grasp main ideas and/or details. Thus, while topics do not differ significantly from those of an Advanced level listener, comprehension is less in quantity and poorer in quality.

##### Reading:

Able to read consistently with increased understanding simple connected texts dealing with a variety of basic and social needs. Such texts are still linguistically noncomplex and have a clear underlying internal structure. They impart basic information about which the reader has to make minimal suppositions and to which the reader brings personal interest and/or knowledge. Examples may include short, straightforward descriptions of persons, places, and things written for a wide audience.

##### Speaking:

Speakers at the Intermediate-Mid level are able to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture; these include personal information covering self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel and lodging. Intermediate-Mid speakers tend to function

reactively, for example, by responding to direct questions or requests for information. However, they are capable of asking a variety of questions when necessary to obtain simple information to satisfy basic needs, such as directions, prices and services. When called on to perform functions or handle topics at the Advanced level, they provide some information but have difficulty linking ideas, manipulating time and aspect, and using communicative strategies, such as circumlocution. Intermediate-Mid speakers are able to express personal meaning by creating with the language, in part by combining and recombining known elements and conversational input to make utterances of sentence length and some strings of sentences. Their speech may contain pauses, reformulations and self-corrections as they search for adequate vocabulary and appropriate language forms to express themselves. Because of inaccuracies in their vocabulary and/or pronunciation and/or grammar and/or syntax, misunderstandings can occur, but Intermediate-Mid speakers are generally understood by sympathetic interlocutors accustomed to dealing with non-natives.

### Writing:

Writers at the Intermediate-Mid level are able to meet a number of practical writing needs. They can write short, simple communications, compositions, descriptions, and requests for information in loosely connected texts that are based on personal preferences, daily routines, common events, and other topics related to personal experiences and immediate surroundings. Most writing is framed in present time, with inconsistent references to other time frames. The writing style closely resembles the grammar and lexicon of oral discourse. Writers at the Intermediate-Mid level show evidence of control of syntax in non-complex sentences and in basic verb forms, and they may demonstrate some ability to use grammatical and stylistic cohesive elements. This writing is best defined as a collection of discrete sentences and/or questions loosely strung together; there is little evidence of deliberate organization. Writers at the Intermediate-Mid level pay only sporadic attention to the reader of their texts; they focus their energies on the production of the writing rather than on the reception the text will receive. When Intermediate-Mid writers attempt Advanced-level writing tasks, the quality and/or quantity of their writing declines and the message may be unclear. Intermediate-Mid writers can be understood readily by natives used to the writing of non-natives.

Upon completion of the course the student will demonstrate proficiency in the four language skills (listening, reading, writing and speaking) at the intermediate mid level of proficiency as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines (ACTFL) and an awareness of various sociocultural aspects and the distinctiveness of certain cultural traditions.

Valdosta State General Education Outcomes can be found at:

<http://www.valdosta.edu/academic/VSUGeneralEducationOutcomes.shtml>

The Program outcomes for the Spanish program can be found at the following site:

<http://www.valdosta.edu/mcl/assessments.shtml>

Future and prospective teachers (Foreign Language Education majors) may consult the Conceptual Framework of the College of Education at:

<http://www.valdosta.edu/coe/ecre/documents/COEConceptualFrameworkELEMENTSANDINDICATORS2.doc>

**Course Outcomes\***

At the end of instruction in SPAN 2002 the learner is able to:

1. Narrate using some complex sentences and short paragraphs.
2. Use a variety of words and expressions appropriate to the discussion topic (e.g. professions, jobs, news, current issues and personal relationships).
3. Express conjectures and possibilities in the future time.
4. Respond to messages communicated orally by the instructor, by classmates and by native speakers, as well as by electronic means.
5. Narrate and describe in past, present and future time with a degree of grammatical accuracy in terms of verb tense and aspect.
6. Speak on a pre-assigned topic and respond to unrehearsed questions relevant to the topic.
7. Use a variety of discourse strategies in order to negotiate meaning with others.
8. Demonstrate, discuss and point out general aspects of and issues in Hispanic culture, traditions and life, comparing and contrasting them to their native cultures.

\*All outcomes are in Spanish utilizing the present, past and future indicative tenses and the Subjunctive mood.

**ACTFL Target Level: Intermediate Low – Intermediate Mid**

**Table of Correspondence: Outcomes, Standards and Assessment**

<b>Course Outcomes</b>	<b>*Grade Components used to Measure Outcomes</b>	<b>Assessment Instruments used to Measure Outcomes</b>	<b>ACTFL/NCATE Program Standards</b>	<b>VSU General Education Outcomes</b>	<b>Projected Major Outcomes</b>
1	1,2,3,5,7,9	Formative written and oral assessments	1,a, 1.b, 1,c	2,,4,6,7,	1,2,3,4,6,9
2	1, 2, 3, 5,6,7,9	Formative written and oral assessments	1.a,1,b, 1.c, 2.c	2,4,6,7,8	1,2,3,4,6,9
3	1,2,3,5,7,9	Formative written and oral assessments	1.a,1.b, 1.c, 2.a, 2.c	1,2,4,6,7,8	1,2,3,4,6, 9
4	1,2,3,4,5,7,8,9	Formative written and oral assessments	1.a, 1.b, 1.c	2,4,6,7	1,2,3,4,6, 9

		Summative written examination Summative oral examination			
5	1,2,3,4,5,7,9	Formative written and oral assessments	1.a, 1.b, 1.c, 2.a	2,,4,6,7,8	1,2,3,4,6, 9
6	5,6,8	Formative written and oral assessments Summative written examination Summative oral examination	1.a, 1.b, 1.c, 2.a, 2.b	1,2,3,4,6,7,8	1,2,3,4,6, 9
7	5,6,8	Formative written and oral assessments	1.a, 1.b, 2.a	2,4,6,7.8	1,2,3,4,6, 9
8	6,8,9	Formative written and oral assessments Summative written examination Summative oral examination	1.a, 1.b, 1.c, 2.a, 2.b, 2.c	1,2,3,4,6,7,8	1,2,3,4,6, 9

\*These refer to the evaluation activities listed under Assignments and Evaluation in Section 5, below.

**\*Comprehensive Assessment Rubric (To be completed for every student)**

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Task completion	Completes all required tasks without prompting or questioning by the instructor.	Completes most required tasks without prompting.	Completes some required tasks without prompting.	Completes very few required tasks without excessive prompting.
Self-directedness and thoroughness in fulfilling the requirements of the situation	Provides most details/data essential to the transaction.	Needs to be questioned to provide some details/data essential to the transaction.	Needs to be questioned to provide many details/data essential to the transaction.	Needs to be questioned to provide most details/data essential to the transaction.
Score =				
Comprehension and Interpersonal Communicative	Consistently participates actively and	Almost always participates actively and	Often participates actively and	Rarely participates actively or

Strategies  Active participation and responsiveness in conversation; Ability to clarify misunderstanding  Score=	responds in conversation; usually clarifies by asking questions. Responds appropriately to unexpected complications.	responds in conversation; often clarifies by asking questions. Hesitates a bit in comprehending unexpected complications, but then responds appropriately.	responds in conversation. May avoid attempts at clarification. Hesitates a great deal in comprehending unexpected complications and/or does not respond appropriately.	responds in conversation. Avoids any attempt at clarification. Shows evidence of not comprehending unexpected complications and/or cannot respond to them at all.
Vocabulary  Appropriate, varied, and rich use of words in context  Score =	Consistently uses appropriate and logical vocabulary for the context. Uses a broad range and variety of vocabulary.	Almost always uses appropriate and logical vocabulary for the context. Uses a somewhat limited range and variety of vocabulary.	Often uses appropriate and logical vocabulary for the context. Uses a more limited range and variety of vocabulary.	Rarely uses appropriate or logical vocabulary for the context. Uses a clearly limited range and variety of vocabulary.
Grammar  Accurate word order, verb endings, noun/adjective agreement  Score=	Consistently uses well-constructed sentences. Controls almost all verb conjugations and consistently observes agreement. Almost perfect; some minor, very few major errors.	Almost always uses well-constructed sentences. Controls most verb conjugations and almost always observes agreement. Majority of structures are accurate.	Often uses well-constructed sentences. Controls some verb conjugations and frequently observes agreement. Approximately half of structures are accurate.	Rarely uses well-constructed sentences. Controls very few verb conjugations and rarely observes agreement. Less than half of structures are accurate.
Comprehensibility  Degree to which the language produced is understandable to a native speaker Score =	Pronunciation is consistently correct, especially in terms of vowel sounds. Very few words are mispronounced, and there is	Pronunciation is almost always correct. Some words are mispronounced, there is some English interference, but utterances are	Pronunciation is often correct. Many words are mispronounced, there is a lot of English interference which often makes	Pronunciation is rarely correct. Most words are mispronounced, English is used, and most utterances are not understandable. Number and

	very little English interference. Very few brief pauses to reorganize thoughts. Message totally comprehensible.	still understandable. One or two pauses of somewhat considerable length. Majority of message is comprehensible.	utterances difficult to understand. Several pauses of more considerable length. Approximately 1/2 of message is comprehensible.	length of pauses distracts significantly. Less than 1/2 of message is comprehensible.
Total raw score				

\*This rubric was adapted with slight modifications with the permission of Dr. Eileen Glisan of the Spanish and Teacher Education Program at the University of Indiana, Pennsylvania

### **Course Content and Scope**

#### **Selected material from *Puntos de partida* 8:**

<b>Capítulo 12</b> Informal (tú) commands (389) *Vosotros commands (391) The subjunctive – An introduction (394) Use of the subjunctive with verbs of desire and request (influence) (400)	June 13, 2011
<b>Capítulo 13</b> *Other verbs like gustar (417) The subjunctive with verbs of emotion (421) *Expressing hope with ojalá (424) The subjunctive with verbs of doubt and denial (426) *Verbs that require prepositions (429) More on the subjunctive to express influence, emotion, doubt and denial (430)	June 17, 2011
<b>Capítulo 14</b> *Expressions for getting or giving directions (452) Past participle used as an adjective (453) Present perfect indicative and present perfect subjunctive (457) *The pluperfect tense (461)	June 23, 2011
<b>Capítulo 15</b> Infinitive commands (477) Subjunctive after nonexistent or indefinite antecedents (478) Subjunctive after conjunctions of contingency and purpose (482)	June 29, 2011

## 5. Assignments and Assessment

### Mark Breakdown (Grade Components)

1. Quizzes and Tests	20%
2. Online Lab Assignments	10%
3. Composition and Writing	10%
4. Dictados	10%
5. Oral	10%
6. Culture Project	10%
7. Attendance and Participation	10%
8. Final Examination	20%
9. Extra Credit	5%

The student's final grade will be a composite of the following:

#### **Quizzes and Tests 20%**

Written announced or unannounced quizzes or tests will be administered. They may be in-class or online. Students must be present for all in-class tests and quizzes. Students must do the practice exercises assigned and study the vocabulary and grammar before coming to class. No make-up quizzes or tests are given except for the following: Official VSU events, medical emergencies, or death of a family member. Please notify the instructor prior to or immediately following an absence. Use the Request for Consideration Form for this. Failure to do so may result in your not gaining credit for the missed activity. A copy of absence verification is required. If your absence is approved, you must make up the quiz or test at the earliest possible time, before the following class. Make an appointment to make up the work. All quizzes and tests must be returned to the instructor.

Note: Written quizzes and tests are to be done using a **blue** pen. **Do not use a pencil.**

#### **Online Lab Assignments 10%**

The assignments from the *Centro Online Lab Manual* will be done and submitted online by the deadlines given in class. These can be done from any computer with internet access. All exercises correspond to the material presented in the textbook. **Be sure to study the vocabulary and review the material in the corresponding sections of the textbook before doing the exercises.** These exercises should be done in advance as part of the preparation for class and may be repeated later for additional practice and evaluation. Do all the exercises assigned by the dates given.

#### **Composition and Writing 10%**

A composition of about 150 words will be written in class on a topic assigned beforehand. Grammar, vocabulary, reading and writing exercises will prepare the student for this assignment. Students are advised to prepare a draft of the composition beforehand

and to obtain assistance in revising the prepared draft. If instructor input is desired, **the composition draft is to be typed triple spaced using a 12 font and with 1” margins on the sides and submitted at least one week before the date for writing the composition in class. (This draft submission is optional but highly recommended.)** The draft will be checked by the instructor and suggestions for improvement made. After this preparation, the student will write the composition on the assigned day, without the use of drafts or any other aids.

Other unprepared writing exercises will be given for assessment.

**Dictados        10%**

Dictations will be given to strengthen listening and writing skills. Learned vocabulary and cultural information may be used. Absence policy is the same as for quizzes and tests.

**Oral                10%**

At least one formal oral test will be given to assess the oral proficiency of the student. It will focus primarily on the ability to communicate orally using a range of vocabulary, idiom, grammar and usage but will also take into consideration such elements as pronunciation, linking, fluency and spontaneity. Oral tests may include formal or informal oral exchanges or may be done using pre-recorded materials. The test may be recorded. Other prepared or unprepared oral exercises requiring active individual participation in class using the target language may also be given.

**Culture Project        10%**

Working in small groups of four persons, students will prepare an **illustrated** cultural presentation one of the countries indicated (**Peru, Bolivia, Ecuador, Argentina, Chile**). It should include general information about the country as an introduction, then focus on specific aspects of the culture and should highlight as much as possible, similarities and differences between Hispanic culture and U.S. culture. The project will be presented in class orally in **Spanish** and should last no more than 5 minutes. The oral presentation will have an **illustrative** electronic component (Power Point) and may be further illustrated using actual objects, pictures, models, samples, charts etc. (**Note: the Power Point should be pictorial and include a bare minimum of text, such as captions.** It should have at least **five** electronic sources (other than Wikipedia) used as references. (At least **four** of the sources should be in **Spanish** and should be listed in a slide at the end of the presentation.) No notes may be used, and the presentation should **not** be read. A printed copy of the Power Point slides should be submitted on the day of the oral presentation. All group members must participate in all aspects of the preparation and presentation of the project. Individual grades will be awarded taking into consideration the quality of the group presentation as well as the individual’s language, delivery and contribution. Using the form provided, a brief project proposal (giving the topic, the members of the group, the specific aspects of the country to be included, the distribution of work among the members of the group and a timetable for the completion of the various aspects of the

project) should be submitted for review and approval by the date given below. (**Note: Read the corresponding “Cultura” and “Un poco más” sections of your textbook and view the “Perspectivas culturales” material from the Quia Centro resources before preparing your proposal and making your class presentation.**) The oral illustrated presentation will be done towards the end of the semester. Students are strongly advised to start reading early about their country of choice so as to focus their presentation and prepare their proposal by the proposal submission date. (30% of the marks will be awarded for the project proposal.)

### **Attendance and Participation      10%**

To earn the marks for attendance and participation, the student must be present in class, arrive on time and remain in class for the duration of the class period, show evidence of previous preparation, contribute positively to the class and demonstrate interest, enthusiasm, positive attitude and a willingness to use the target language for oral communication. Half of the marks will be awarded for attendance and half for participation.

### **Examinations      20%**

There will be one comprehensive proficiency-type examination during the semester. It will test productive and receptive language skills as well as elements of vocabulary and grammar to which the student has been introduced. The officially scheduled date for this examination is given in Section 6 (below) of this course outline. All students are expected to be present and on time.

### **Extra Credit**

Students may earn extra credit for active participation in out-of-class activities which directly or indirectly relate to the course. These activities will be identified in class during the course. Marks may also be earned by completing the Online Activities Pack exercises of *Puntos de Partida* and submitting a printed report as evidence of completion. **These reports should clearly show at the top of the page, the name of the student, the class and section and the chapter of the book to which the report corresponds.** It must be submitted no later than the original completion date for the corresponding online assignments on the *Online Lab Manual*.

### **Special Note**

Work done for assessment is marked either analytically or holistically based on the degree of proficiency in the corresponding language skills involved and take into consideration range of vocabulary and structures, accuracy in the use of the language, degree of communication achieved and awareness of linguistic similarities and differences.

Maximum effort and full active participation are expected in all class, lab and online activities. These, though necessary to develop the expected level of proficiency, do not, however, form the basis for the student's final grade. **The final grade is based not on effort but on achievement and proficiency.**

Individual quizzes, tests, assignments etc. may have variable weightings and are not necessarily treated as stand-alone percentages, but rather as parts of the overall total possible in each category.

The following grading scale will be used for the final grade:

A:	100 – 90%	C:	79 – 70 %		
B:	89 – 80 %	D:	60 – 69 %	F:	Below 60%

## **6. Schedule of Activities and Assignments**

This schedule is tentative and subject to change.

June 8	First class day
June 9	Late registration
June 10	Drop Add period ends 1:30 p.m. Country selection and group formation for Culture Project
June 13	Complete Centro online lab assignment of capítulo 12
June 16	Culture project proposal deadline
June 17	Complete Centro online lab assignment of capítulo 13 Official midterm date. Last day for necessary withdrawals
June 23	Complete Centro online lab assignment of capítulo 14
June 27	Composition written in class
June 28	Culture Presentations / Orals
June 29	Last class day Culture Presentations / Orals
June 30	Complete Centro online lab assignment of capítulo 15 Final Examinations

(Dates for tests, quizzes, dictados and other assignments will be given in class.)

**Final Exam: Thursday, June 30, 2011: 8:00 a.m – 10:00 a.m.**

## **7. Classroom Policies**

**Absence:** All absences are treated the same way, whether for illness, funerals, weddings, sports, etc. and are counted in awarding the marks allotted for attendance and participation. It is the student's responsibility to sign the attendance sheet at every class. It is the official record of presence in class. "The University expects that all students shall regularly attend all scheduled class meetings held for instruction or examination. . . . It is

recognized that class attendance is essentially a matter between students and their instructors. Instructors must explain their absence policy in the course syllabus. All students are held responsible for knowing the specific attendance requirements as prescribed by their instructors and for the satisfactory make-up work missed by absences. When students are to be absent from class, they should immediately contact the instructor. A student who misses more than 20% of the scheduled classes of a course will be subject to receive a failing grade in the course.” (Also see the note on Lateness and Early Departure below.)

**Missed Work and Late Assignments:** Verification must be provided for officially sanctioned VSU activities, as well as for personal or family emergencies for consideration to be given to work missed or assignments handed in after the due deadline. If approved, work missed during absence must be made up at the earliest possible time, before the next class, and **assignments due must be submitted before the beginning of the next class meeting along with an explanation of the circumstances of the absence.** The completed *Request for Consideration Form*, which can be downloaded from the *Documentos* section of the class web page, must be submitted at the earliest possible time along with the necessary documentation. (The form long with the supporting documentation should be stapled to the front of the late assignment. The student should follow up promptly on the request.)

**Lateness and Early Departure:** Students are expected to arrive on time for class and to remain for the duration of the entire class. (Punctuality is a sign of a professional person.) Students who arrive after a test or quiz has begun, may be allowed to do the exercise, but no additional consideration or time will necessarily be given. Be sure to sign the attendance sheet at every class. If you arrive late, it is your responsibility to ensure that your presence is correctly recorded. **Students who are absent for a portion of the class session may be recorded as absent. (This includes students who arrive late, leave early or leave the room during the class.)**

**Academic Integrity:** Cheating, copying, work sharing, “excessive unapproved collaboration” and plagiarism are forms of academic dishonesty and constitute a very serious offence. Participation in such violations may result in failure or even dismissal from VSU. No credit will be given for the work done. **Even if you study or practice with a classmate, be sure to prepare your own individual work unless it is a group assignment.** “Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members’ syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics. “The full code is available at:

<http://www.valdosta.edu/academic/AcademicHonestyPoliciesandProcedures.shtml>

By taking this course, you agree that all required course work may be subject to submission for textual similarity review to SafeAssign, a tool within BlazeVIEW. For more information on the use of SafeAssign at VSU see [SafeAssign for Students \(http://www.valdosta.edu/academic/SafeAssignforStudents.shtml\)](http://www.valdosta.edu/academic/SafeAssignforStudents.shtml).

**Make up Tests and Quizzes:** Students who provide acceptable absence verification will be allowed to make up tests and quizzes missed. **See note on Missed Work and Late Assignments, above.**

**Dropped Grades:** None

**Language and Computer Labs:** The Language Lab is in WH 140 and the Computer Lab is in WH 138. Students are expected to use the equipment responsibly and only for school related work. Students are very strongly advised to purchase their own headsets with built in microphone to be able to do the online activities. If the lab is closed, contact the secretary in the MCL office, WH 128. Do not bring food or drinks to these rooms.

**Course Outline Change:** This course outline is subject to revision due to unforeseen circumstances or needs requirements by the class or the instructor.

**Accommodations Statement: Students requiring classroom accommodations or modifications because of a documented disability should discuss this need with the instructor at the beginning of the semester and should contact the Access Office for Students with Disabilities located in Room 1115 Nevins Hall. The phone numbers are 245 – 2498 (voice) and 219 – 1348 (tty).**

## **8. Additional Information**

Written homework is to be prepared according to the following guidelines:

Use a computer or **blue** pen for written assignments, quizzes and tests. **Do not use a pencil.**

Write your complete name, class and section and due date at the top of your paper.

If work exceeds one sheet, **staple** the sheets together. Do not fold or bend the corner or affix with clips or tape.

Write clearly and neatly. Use white out or dry line to correct all mistakes. Do not mark through errors.

**Hand in all written assignments upon arrival in class.** If you are unavoidably absent on a day when an assignment is due, send it or hand it in no later than the beginning of the next class meeting, along with a written explanation of the circumstances of your absence. Use the **Request for Consideration Form** for this purpose. Failure to do so may result in your not gaining credit for the assignment. **Work handed in or done late may not be recorded.**

Absence policy is the same for quizzes, tests, and all other work used for assessment.

Keep a record of all your grades and attendance.

Keep copies of all documentation to support unavoidable absence.

Attend all classes and be on time. VSU attendance policy will apply.

Please do not bring drinks, food or gum to class. Kindly remove hats.

Do not be afraid to speak Spanish in class, even if you make mistakes. (By speaking badly you will learn to speak well.) Prepare. This will boost your confidence. Participate. This will increase your proficiency.

Bring your books and other materials to class. Come prepared. Show that you are really interested.

If you fail a quiz or test or dictado, or if you need additional help, see your instructor outside of class or seek tutorial help available through the Student Success Center in Langdale Hall. For more information on the Student Success Center, visit the following website: <http://www.valdosta.edu/ssc> or call 333-7574. Please seek help early. Do not wait until it is too late.

**Turn off and put away all cell phones in class. Put away music players etc. when in class. Using these devices in class not only shows a lack of genuine interest in the class but is also distracting and disrespectful to the instructor and the class.**

Avoid disrupting the class by arriving late or leaving the classroom before the end of class.

Practice restraint, consideration and good manners.

Contact your instructor if you need further assistance with your work. **Do not wait until it is too late.**

**To develop the required competence in this course, the student must utilize the language laboratory and other support materials and services provided (including the Student Success Center) and assume responsibility for extensive preparation and practice outside of regular class time.** Considerable use of Spanish is used in teaching this course, but some explanations and clarifications are given in English.

**To succeed in this course, the student must show exceptional commitment, a high degree of responsibility and maturity, and the capacity for independent work. The student must dedicate considerable attention and time to the preparation, study and practice required, and display a positive attitude towards the work of the course. THE STUDENT MUST ASSUME RESPONSIBILITY FOR HIS / HER LEARNING.**

**Let's work together towards having a truly enriching experience.**