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

Course Syllabus for SPAN 1001 IA and IB
Beginning Spanish Language / Introduction to Hispanic Culture
January 9 – April 30
Spring Semester - 2012

1. Course Information

Course Number and Section       SPAN 1001 – IA and IB
CRN                              21928 (SPAN 1001 – IA)
                                 21929 (SPAN 1001 – IB)
Course Name                       Beginning Spanish Language and Hispanic Cultures I
Credits                           3
Prerequisite                      None
Course format                     Online with required Online meetings and proctored assessments.

Mandatory (First Week)
- Attend Orientation and          Face-to-face format: Tuesday, January, 10 at 10:00 a.m. at the
                                Odum Library, Room 3270.
- Take the Online Readiness Assessment (ORA)
  Take the SmarterMeasure (ORA) to “find out whether online
  learning is a good fit for you” @
  http://www.valdosta.edu/distance/online_readiness.shtml
- Take the Webcape Assessment     See detail information at the Getting Started Modulo.
                                Access the placement assessment at http://webcape.byuhtrsc.org
                                From the dropdown menu, find Valdosta State University, and
                                click on the Go button.
                                Password: blazers1

2. Instructor Information

Instructor                       Sra. Beatriz Potter
Office                           WH 127
Phone                            229 – 259-5108
E-mail                           bpotter@valdosta.edu
WebPage                          http://mypages.valdosta.edu/bpotter/
Office Hours @ Virtual Office    Tuesday 10:00 p.m. – 1:00 p.m.
                                 Wednesday 10:00 a.m. – 12:00 p.m.
                                 Wednesday 1:00 p.m. – 2:00 p.m.
                                 Or by appointment. Note: If you prefer to come to my office at
                                 WH-127, be sure to let me know before coming so I can reserve
                                 the time for you, and I make sure I connect from my regular office.
3. **Course Description**

Emphasis on the development of proficiency and communicative competence at the novice level in the basic skills: speaking, listening, reading and writing, as defined by the American Council on the Teaching of Foreign Languages Guidelines. Awareness of various sociocultural aspects and the distinctiveness of certain cultural traditions will be taught. **Note:** SPAN 1001 is not open for credit to students with two or more years of high school Spanish or equivalent. Please check with your adviser.

4. **Texts, Online Center and programs and Equipment**


   **Note:** Important … Attention…you need to buy the digital edition described above in (a) from the VSU bookstore (this version comes with the online Looseleaf), or from the McGraw-Hill Online Centro Website (this version does not have the Looseleaf Book). **Do not buy from places such as Amazon.com and do not buy a used copy of the electronic version.** For additional information, see “Text” announcement in the BlazeView section.

   b) **Tell Me More (Spanish) Campus-Online - Language Learning (License available at VSU Bookstores).** **Required.**

   c) **Equipment:** Students should purchase their own **headsets with a built-in microphone** to use when accessing many of the course components, and have access to a **Webcam.** Headsets are also used to work on Online Centro, and Tell Me More. **Important:** **Headsets and Webcams are required for oral assessments and presentations.**

   d) **Internet access:** Required

5. **Students Responsibility:**

   It is the student’s responsibility to know the administrative procedures established by the University that will be observed in this class. This is especially important regarding dropping or withdrawing from courses of instruction. Students must adhere to deadlines for drops and withdrawals in order to avoid academic and financial penalties.

6. **Americans With Disabilities Act:**

   Valdosta State University complies fully with the requirements of the Americans with Disabilities Act (ADA). If you believe that you are covered under this act, Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in Farber Hall South. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY).

7. **Standards, Guidelines, Goals and Outcomes**

   Learning Goals for the VSU General Education Core may be accessed at:

   http://www.valdosta.edu/academic/VSUCore.shtml

   - The Area C Learning Goal applicable to this course is: Students will analyze, evaluate, and interpret diverse forms of human communication.
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 (Novice Mid)

Listening: Able to understand some short, learned utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends some words and phrases from simple questions, statements, high-frequency commands and courtesy formulae about topics that refer to basic personal information or the immediate physical setting. The listener requires long pauses for assimilation and periodically requests repetition and/or a slower rate of speech.

Reading: Able to recognize the symbols of an alphabetic and/or syllabic writing system and/or a limited number of characters in a system that uses characters. The reader can identify an increasing number of highly contextualized words and/or phrases including cognates and borrowed words, where appropriate. Material understood rarely exceeds a single phrase at a time, and rereading may be required.

Speaking: Speakers at the Novice-Mid level communicate minimally and with difficulty by using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned. When responding to direct questions, they may utter only two or three words at a time or an occasional stock answer. They pause frequently as they search for simple vocabulary or attempt to recycle their own and their interlocutor’s words. Because of hesitations, lack of vocabulary, inaccuracy, or failure to respond appropriately, Novice-Mid speakers may be understood with great difficulty even by sympathetic interlocutors accustomed to dealing with non-natives. When called on to handle topics by performing functions associated with the Intermediate level, they frequently resort to repetition, words from their native language, or silence.

Writing: Writers at the Novice-Mid level are able to copy or transcribe familiar words or phrases, and reproduce from memory a modest number of isolated words and phrases in context. They can supply limited information on simple forms and documents, and other basic biographical information, such as names, numbers, and nationality. Novice-Mid writers exhibit a high degree of accuracy when writing on well-practiced, familiar topics using limited formulaic language. With less familiar topics, there is a marked decrease in accuracy. Errors in spelling or in the representation of symbols may be frequent. There is little evidence of functional writing skills. At this level, the writing may be difficult to understand even by those accustomed to reading the texts of non-natives.

Upon successful completion of SPAN 1001, students will demonstrate proficiency in the four language skills (listening, reading, writing and speaking) at the novice 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 University General Education Outcomes can be found at:
http://www.valdosta.edu/academic/VSGeneralEducationOutcomes.shtml

Outcomes for the major in Spanish language and culture track may be found at:
http://www.valdosta.edu/mlc/assessments.shtml

Future and prospective teachers (Foreign Language Education track) may consult the Conceptual Framework of the College of Education at:
Course Outcomes*

At the end of instruction in SPAN 1001 the learner is able to:

1. Give information about routines in different contexts.
2. Describe people and things.
3. Use present and past tenses to describe activities of self and others.
4. Communicate time, date and quantity for different situations.
5. Inquire about present and past activities and routines of others.
6. Demonstrate ability to obtain food and lodging.
7. Use negation to ask and respond to questions.
8. Demonstrate basic geographical and cultural knowledge of the Spanish-speaking world.
9. Compare and contrast information of the Spanish-speaking world with students’ native culture.
10. Speak Spanish with correct vowel and consonant sounds and accentuation so as to be understood by a native speaker used to dealing with second language learners.

*All Outcomes are in Spanish utilizing principally the Present Tense.

ACTFL Target Level: Novice Mid

Table of Correspondence: Outcomes, Standards and Assessment

<table>
<thead>
<tr>
<th>Course Outcomes</th>
<th>*Grade Components used to Measure Outcomes</th>
<th>Types of Assessments</th>
<th>ACTFL/NCATE Program Standards</th>
<th>Projected Major Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1,2,3,4,5,7</td>
<td>Formative written and oral assessments</td>
<td>1a, 2a, 2c</td>
<td>1,2,3,4,6,9</td>
</tr>
<tr>
<td>2</td>
<td>1,2,3,4,5,7</td>
<td>Formative written and oral assessments Summative Written and oral exam</td>
<td>1a,1b,2a,2c</td>
<td>1,2,3,4,5,6,9</td>
</tr>
<tr>
<td>3</td>
<td>1,2,3,4,5,7</td>
<td>Formative written and oral assessments Summative written and oral examination</td>
<td>1a,1b</td>
<td>1,2,3,4,5</td>
</tr>
<tr>
<td>4</td>
<td>1,2,4,5</td>
<td>Formative written and oral assessments Summative written and oral examination</td>
<td>1.a, 1c,2a</td>
<td>1,2,3,4,6, 8,9</td>
</tr>
<tr>
<td>5</td>
<td>1,3,5</td>
<td>Formative written and oral assessments Summative written and oral examination</td>
<td>1a, 1b</td>
<td>1,2,3,4,5,8,9</td>
</tr>
<tr>
<td>6</td>
<td>1,2,3,4,5,7</td>
<td>Formative written and oral assessments Summative written and oral examination</td>
<td>1a, 1b, 1c, 2a</td>
<td>1,2,3,4,6,9</td>
</tr>
<tr>
<td>7</td>
<td>1,2,3,4,5</td>
<td>Formative written and oral assessments</td>
<td>1a,1b,1c</td>
<td>1,2,3,4,5,9</td>
</tr>
<tr>
<td>8</td>
<td>1,2,3,5,6,</td>
<td>Formative written and oral assessments Summative written and oral examination</td>
<td>2a,2c</td>
<td>1,2,3,4,6,9</td>
</tr>
<tr>
<td>No</td>
<td>1,2,3,5,6</td>
<td>Formative written and oral assessments</td>
<td>Summative written and oral examination</td>
<td>1a,1b,2a,2c</td>
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<tr>
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</tr>
<tr>
<td>9</td>
<td>1,5,6,7</td>
<td>Formative oral assessments</td>
<td>Summative oral examination</td>
<td>1a,1b,1c</td>
</tr>
</tbody>
</table>

*These refer to the evaluation activities listed under Assignments and Evaluation in Section 8, below.

**Oral Proficiency Evaluation Rubric**

The assessment activity will be a communication act in the form of an interactive role-play and interview conducted with pairs of students and the instructor (or with an individual student and the instructor as circumstances dictate). Its purpose is to evaluate students’ oral proficiency in the Interpersonal Mode of communication.

Expected Level of Speaking Proficiency: *Novice-Mid*

<table>
<thead>
<tr>
<th></th>
<th><strong>Exceeds Expectations = 3</strong></th>
<th><strong>Meets Expectations = 2</strong></th>
<th><strong>Fails to Meet Expectations = 1</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Text Type</strong></td>
<td>Responds to Yes/No questions with ease &amp; confidence. Uses complete sentences and responds to information questions more than 50% of the time, at other times, creates ideas but doesn’t create sentences.</td>
<td>Consistently answers questions, with 2 or 3 words at a time. Uses individual words, lists, or memorized phrases. May respond only to Yes/No or multiple choice questions.</td>
<td>Able to use 20 words or less of target language. Responds to few Yes/No or multiple choice questions. Uses frequent one-word or non-responses.</td>
</tr>
<tr>
<td><strong>2. Global Tasks &amp; Functions</strong></td>
<td>Uses formulaic and memorized utterances, lists and phrases with ease &amp; confidence. Able to create with the target language and ask and answer simple questions more than 50% of the time. Gives the impression of being able to initiate, maintain, and bring to a close a simple conversation, but cannot maintain this.</td>
<td>Communicates solidly, but with formulaic and memorized utterances, lists and phrases. Pauses frequently to search for simple vocabulary or recycles own words. May communicate little or no personal meaning.</td>
<td>Communicates minimally. May attempt, but cannot fulfill the function. Communicates more with gestures and/or body language than with the target language.</td>
</tr>
<tr>
<td><strong>3. Context / Content</strong></td>
<td>Speaks about self with ease &amp; confidence. Speaks about predictable, familiar topics related to daily activities or the immediate surroundings (such as family, daily routine, hobbies, or home) more than 50% of the time, but with minimal control.</td>
<td>Speaks about <strong>self</strong> in most common informal settings &amp; most common aspects of daily life. These topics are reliable as conversational material.</td>
<td>Barely able to communicate a very few, basic features relating to oneself based on the interlocutor’s inferring the meaning or intent almost all of the time.</td>
</tr>
</tbody>
</table>
4. Accuracy
Understood more than 50% of the time, with some repetition, by speakers accustomed to dealing with non-native speakers. L1 noticeably influences vocabulary, pronunciation & syntax.

Difficult to understand, even for speakers who are accustomed to dealing with non-native speakers. First language strongly influences vocabulary, pronunciation & syntax.

Understood less than 50% of the time. May use first language in 50% or more of responses or frequent unintelligible utterances.

5. Cultural Appropriateness
Barely addresses cultural context of the situation with regard to social & religious traditions, geographical surroundings and linguistic register.

Attempts to address cultural context of the situation with regard to social & religious traditions, geographical surroundings and linguistic register.

Fails to address cultural context of the situation with regard to social & religious traditions, geographical surroundings and linguistic register.

1) Global Tasks & Functions: ______
2) Context / Content: ______
3) Accuracy: ______
4) Text Type: ______
5) Cultural Appropriateness: ______
Total: _____

8. Course Content and Scope

Modules / Modulos:

Each chapter is organized using Learning Modules (Modulos). The Modules are organized using folders. You can find Modulo 1, 2, 3 and 4 in the folder named “Modulos”

<table>
<thead>
<tr>
<th>Modulo</th>
<th>Chapter</th>
<th>Dates assigned to work on the Modules/Modulos.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lección preliminary: Ante todo</td>
<td>January 10 to February 6</td>
</tr>
<tr>
<td>2</td>
<td>Capítulo 1: En la universidad</td>
<td>February 7 – February 29</td>
</tr>
<tr>
<td>3</td>
<td>Capítulo 2: La familia</td>
<td>March 1 – April 2</td>
</tr>
<tr>
<td>4</td>
<td>Capítulo 3: De compras</td>
<td>April 2 – April 20</td>
</tr>
</tbody>
</table>

Projects / orals and review | April 23 – April 30

Note: There is a general Modulo named “Getting Started” that will be available at the beginning of the semester. This Modulo is located in the Home Page of the section. You should complete it before you start working on the course content and scope. The Getting Started Modulo has important information, and will also help you become familiar with many of the features and applications used in the online course.

Main Grammatical Structures

<table>
<thead>
<tr>
<th>Capítulo preliminary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greetings and courtesy</td>
</tr>
<tr>
<td>Spanish Alphabet</td>
</tr>
<tr>
<td>Describing self and others: SER</td>
</tr>
<tr>
<td>Pronunciation: Vowels</td>
</tr>
<tr>
<td>Numbers 0 – 30</td>
</tr>
<tr>
<td>Likes and dislikes (gustar) and Telling time</td>
</tr>
</tbody>
</table>
Capítulo 1
*Interrogative words
Pronunciation: Diphthongs
Singular nouns: Gender and articles
Nouns and articles: Plural forms
Subject pronouns, Present tense of –ar verbs, Negation
*Expressing time of the day
*The verb Estar
Yes/no questions

Capítulo 2
Numbers 31 – 100
*Expressing age
Adjectives, *Adjectives of nationality
Pronunciation: Stress and written accents
Adjectives: Gender number and position
Present tense of SER, summary of uses
*Para and porque
Possessive adjectives
Present tense of –er and –ir verbs and *Expressions of frequency

Capítulo 3
Numbers greater than 100
Pronunciation: Stress and written accents
Demonstrative adjectives and pronouns
Tener, venir, preferir, querer and poder, idioms with tener
*Mucho and poco
Ir, future with Ir + a + infinitive, the contraction al
*These sections appear as “Notas comunicativas” in the textbook.

Tests and Exam
Four tests; one per chapter; two test and the final exam are Proctored (see calendar for dates)
Where to proctor? VSU Office of Testing for those students in Valdosta area. Students outside the area will have to find a different location or venue.

Final Exam: Wednesday, May 2, 2012 (Proctor exam)
10:00-11:00 a.m. (SPAN – 1001 – IA), 1:00- 2:00 a.m. (SPAN – 1001 – IB)
Place: TBA
* Dates subject to change as needed.

9. Assignments and Assessments

Mark Breakdown

1. Chapter Exams (4) 25%
2. Quizzes: 10%
3. Online Lab Assignments (Quia) 20%
4. Tell Me More 15%
5. Oral 10%
6. Project 10%
7. Final Examination 10%

Extra Credit activities
The student’s final grade will be a composite of the following:

**Chapter Exams and Quizzes 35% (Exams 25% - Quizzes 10%)**
Written announced or unannounced quizzes or tests will be administered. Students must take exams and quizzes by the due date. Students must do the practice exercises assigned and study the vocabulary and grammar as suggested in the class plan. 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. **Send a message with a request for consideration explaining the situation at the earliest possible time along. If necessary documentation needs to submitted, let me know so we can work the details.** 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. Note: Follow instructions on each activity and assignment.

**Online Centro: Digital text, workbook and lab Assignments 20%**
The assignments from the Online Centro: Digital text, Workbook and Lab Manual will be done and submitted online by the deadlines given in the modules’ calendars. These can be done from any computer with internet access. All exercises correspond to the material presented in the textbook (digital or hardcopy). **Be sure to study the vocabulary and review the material in the corresponding section of the textbook before doing the workbook and lab exercises.** Do all the exercises assigned.

To be able to access the digital text to study and to complete the workbook and lab activities you need to register into the Online Centro class using the instructions that can be found in appendix II.

**Tell Me More 15%**
The assignments from TELLMEMORE Campus will be done and submitted online by the deadlines given with the activities. The activities are designed and included to help you work on phonetics, practice pronunciation and provide additional practice to accomplish your learning objectives.

**Oral assessments and Project 20% (Oral assessments 10% - Project 10%)**
At least two formal oral tests will be given in the course of the semester. It will assess the oral proficiency of the student and 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. This test may take the form of individual oral interviews or may be done using pre-recorded materials. The assessments and project may be recorded. Up to 5 of the 15 % may be awarded for other oral exercises.

**Oral assessments 10%**
At least two individual online meetings will be scheduled for Oral assessments. Use of recordings, videos and “Wimba Tools” like Classroom and Voice Boards will also be used to assess your skills also.

**Project 10%**
Working in a group of two persons, student/s will prepare an illustrated a presentation where students would demonstrate proficiency in the competencies studied during the semester. Examples of the presentation could be at the store, at a family party or a celebration. The project can be presented online using Wimba Classroom and a PowerPoint or a video, using Second Life or any other venue where oral and written skills can be demonstrated. It should last no more than 15 minutes. The oral presentation will be illustrated using actual objects, pictures, models, samples, etc. The presentation should **not** be read. All group members must participate in all aspects of the preparation and presentation of the project. BlazeView will be used to publish group presentations and provide general information about the project. Students are strongly advised to start their group early and begin working on the project. Project’s guideline will be posted. Presentation will be done in Spanish. Project presented using Second life will have Extra Credit.
Final Examination 10%
The final examination is a comprehensive proficiency-type examination. It will test the various language skills as well as elements of vocabulary and grammar to which the student has been introduced.

All students are expected to attend the orientation, and meet for oral assessments and project presentations. Students are also expected to attend online meetings or view and complete archive meetings. Semester grades will be recorded on the VSU web according the submission schedule.

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 semester. Project presented using Second life will have Extra Credit.

Work done for assessment is marked either analytically or holistically based on the degree or 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 linguistic similarities and differences.

Maximum effort and full active participation are expected in online class activities in BlazeView, Online Centro digital text, workbook and lab, and Tell Me More. Students are expected to access the class information in BlazeView at least 4 times during the week. 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.

Individual quizzes, exams, 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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100 – 90%</td>
</tr>
<tr>
<td>B</td>
<td>89 – 80%</td>
</tr>
<tr>
<td>C</td>
<td>79 – 70%</td>
</tr>
<tr>
<td>D</td>
<td>69 – 60%</td>
</tr>
<tr>
<td>F</td>
<td>Below 60%</td>
</tr>
</tbody>
</table>

10. Schedule of Activities, Assignments and Meetings:
This schedule is tentative and subject to change.

General Calendar (*) - January 9 – May 5, 2012
Puntos de Partida Chapers: Preliminar, 1,2 and 3

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 9</td>
<td>First day of class –Welcome, Getting Started Modulo; Syllabus and BlazeView activities Online readiness Assessment (Take it before the orientation)</td>
</tr>
<tr>
<td>Jan 10-11</td>
<td>Orientation; 1- Face-to-face format on Jan 10 at 10:00 a.m. @ Odum Library Room 3270 or 2- Online format meeting on January 11 at 2:00 p.m. **Refer to Orientation messages sent via e-mail BlazeView and BlazeNet <strong>Topic: Introductions; syllabus; course structure; Wimba Liveclassroom and Voice Boards; McGraw-Hill Centro (Digital Text, Workbook and Lab Manual); and Tell Me More Online Readiness Assessment by 10:00 p.m.; last chance to take the assessment (</strong>)</td>
</tr>
<tr>
<td>Jan 13</td>
<td>Online Readiness Assessment by 10:00 p.m.; last chance to take the assessment (**)</td>
</tr>
<tr>
<td>Jan 13</td>
<td>Drop Add period ends 1:30 p.m.</td>
</tr>
<tr>
<td>Jan 16</td>
<td>MLK Day (VSU campus closed)</td>
</tr>
<tr>
<td>Jan 23</td>
<td>Tell Me More Placement test (Not graded) and started working on the program</td>
</tr>
<tr>
<td>Feb 2</td>
<td>Online Meeting 1:00 p.m. (Thursday)</td>
</tr>
<tr>
<td>Feb 5</td>
<td>Tell Me More – Online Centro - Chapter Preliminar; Lab Manual and Workbook</td>
</tr>
<tr>
<td>Feb 6</td>
<td>Test # 1 * Chapter Preliminar (Proctor)</td>
</tr>
<tr>
<td>Feb 6-10</td>
<td>Oral assessments 1; schedule individual appointments</td>
</tr>
<tr>
<td>Feb 23</td>
<td>In-progress grades released</td>
</tr>
<tr>
<td>Feb 23</td>
<td>Online Meeting 1:00 p.m.</td>
</tr>
</tbody>
</table>
Feb 28  Tell Me More, Online Centro - Chapter 1; Lab Manual and Workbook
Feb 29  Test # 2* Chapter 1 (Online)
Mar 1  Official midterm date
Mar 6  Proposal Project deadline (Group work)
Mar 5-9  Oral assessments 2; schedule individual appointments
Mar 12-16  Spring Break
Mar 28  Sign-in Group presentation schedule will be available.
Mar 29  Online Meeting 1:00 p.m.
Apr 1  Tell Me More, Online Centro - Chapter 2; Lab Manual and Workbook
Apr 2  Test # 3 * Chapter 2 (Proctor)
Apr 12  Online Meeting 1:00 p.m.
Apr 19  Tell Me More, Online Centro – Chapter 3; Lab Manual and Workbook
Apr 20  Test # 4* Chapter 3 (Online)
Apr 21 – 30  Review, presentations and oral assessments (Individual appointments)
Apr 30  Last class day
May 1  Exam preparation
May 2  Final Exam, Wednesday, May 2, 2012 (Proctor exam)
Place: TBA
10:00-11:00 a.m. (SPAN – 1001 – IA)
1:00- 2:00 a.m.  (SPAN – 1001 – IB)

(*) Note: Tests, exam, Online Centro, Tell Me More and presentations dates are subject to change. Quizzes, oral assessments, online meetings and other assignment dates will be announced in each one of the Chapter’s calendars in their Modules. As needed, additional oral assessment can be scheduled.

(**) Online Readiness Assessment (mandatory):
Take it before the Orientation, for those students that add the class during the week, you need to take it before Friday, January 13 at 10:00 a.m. This is not a grade related assessment; the assessment is to help students find out whether online learning is a good fit for them. To take the assessment see instructions in the Announcements and or initial Welcome e-mail message
http://www.valdosta.edu/distance/online_readniness.shtml

Meetings: Mark your calendars
- Orientation (Required):
  Face-to-face format Tuesday, January 10 at 10:00 a.m. at the Odum Library, Room 3270 or
  Online format on Wednesday, January 11 at 2:00 p.m. via Wimba using the Virtual Office room,
  or
  Online class meetings via Wimba to work and review chapters: Scheduled on the following
  Thursdays at 1:00 p.m.: February 2 and 23 March 29 and April 12 at 1:00 p.m.

- Oral assessments, group and project presentations meetings (Required): Individual oral
  assessments, project and group meetings will be scheduled. Group presentation will be posted for all
  to attend using Wimba.

11. Classroom Policies

Absence: If you do not login at least four times a week to your section, you do not submit work and participate in activities as schedule; I will consider you as absent from the class. Absences are treated the same way, whether for illness, funerals, weddings, sports, etc. “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. 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.”
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 week of classes and assignments due must be submitted on time as specified on each one. Send a message with a request for consideration explaining the situation at the earliest possible time along. If necessary documentation needs to submitted, let me know so we can work the details.

Academic Honesty:
Cheating, copying 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

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.

Language and Computer Labs:
If you are on the Valdosta VSU campus The Language Lab 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. You are advised to have your own headsets to work on the online activities, and a Webcam for some of the online meetings and assessments.

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

12. Additional Information

BlazeView – VISTA
(VSU Course Management System) will be used to deliver the class, assignments, assessment and class communication in general. Students are responsible for checking the course material and activities in BlazeView and keeping up with the online components and assignments in Online Centro: digital text, work book and lab, and Tell Me More.

To logo BlazeView and access the course section, students need to go to the following URL http://blazeview.valdosta.edu/webct/entryPageIns.dowebct The login username and password is the same as the login information used to access BlazeNet.

E-mail
Important - Only e-mails from your mail in BlazeView will be accepted. If you need to use other e-mail due to the system not being available, use your BlazeNet/ VSU e-mail account. When you compose the message, start the subject of the message with the class Section you are in: SPAN-1001-IA

Written homework is to be prepared and submitted according to the following guidelines:
Write your complete name, class and section and due date at the top of your paper. Save your file with your first initial, last name and name of activity separated by dashes (-). For example: bpotter-Project-Plan

Grades
Grades will be posted in the BlazeVIEW gradebook. Check and keep a record of all your grades and attendance.
Do not be afraid to speak Spanish while on our virtual meetings using Wimba Classroom, Online Centro and working with Tell Me More, 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.

Additional help Student Success Center
Seek tutorial help available through the Student Success Center in Langdale Hall. For more information on the Student Success Center, visit the following website: www.valdosta.edu/ssc or call 333-7575. Please seek help early.

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

**Important:** To develop the required competence in this course, the student must utilize online resources, language laboratory and other support materials and services and assume responsibility for extensive preparation and practice.

As we advance in the class and semester, considerable use of Spanish will be used in teaching this course, but some explanations and clarifications are given in English.

If the student is to attain the expected level of proficiency in the language, exceptional commitment, attention, time, study, practice and a positive attitude must be present. **THE STUDENT MUST ASSUME RESPONSIBILITY FOR HIS / HER LEARNING.**

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

- Additional information and documents are available in the BlazeView section folders. Become familiar with the structure and location of documents, tutorials and learning modules dedicated to the chapters and tutorials. If you have questions, post them in the different discussions created for the course. Use e-mail only for personal matters.

- Next page: Appendix II with the registration instructions for the McGraw-Hill Online Center.

Last updated, January 17, 2012
Note: on January 17, 2012, I updated office hours.
Appendix II

SPAN 1001 IA - IB
January 9 – April 30
Spring Semester – 2012

Your instructor, Beatriz Potter, invites you to enroll in the following course.

**NOTE:** Be sure to enroll in the right course.
Use your last name and first name as it shows in Banner.

**Course:** Spanish 1001 - Spring - 2012
**Code:** MKF374
**Books:**
- Puntos de partida: An Invitation to Spanish (Digital Edition), 8th Edition
- Puntos de partida: Online Workbook, 8th Edition
- Puntos de partida: Online Laboratory Manual, 8th Edition

**CREATING A CENTRO ACCOUNT**

If you do not have an account, you need to create one. To do so, follow these steps:

1. Go to [http://www.mhcentro.com](http://www.mhcentro.com) and click **Create an account**.
2. Select a username and password and enter your information, then click **Submit**.

**Note:** Remember to write down your username and password and be sure to select the correct time zone. Also, please enter a valid e-mail address so we can send you your password if you forget it.

**ENTERING THE BOOK KEY AND COURSE CODE**

Enter the book key and course code to complete the enrollment process. You may already have a book key, or you may need to purchase a book key. Depending on your situation, use one of the procedures below. If you activated the book for a previous course, you can start at step 4 of **I already have a book key** below.

Once you have completed this step, the system lists the course and book on the Student Workstation home page. To enter additional books, enter a book key in the **Enter course code** field and click **Go**.

**Note:** Book keys can only be used once. Your book key will become invalid after you use it.

**I already have a book key**

1. Go to [http://www.mhcentro.com](http://www.mhcentro.com) and log in.
2. At the top of the page, enter your book key and click **Go**.
3. Click **Confirm** to confirm your registration information. Your book will appear under the **My books** heading.
4. Beside the book listing, enter the course code MKF374 in the **Enter course code** field and click **Go**.
5. If necessary, select a class or section and click **Submit**.
I need to purchase a book key

2. At the top of the page, enter the course code MKF374 and click Go.
3. If necessary, select a class or section and click Submit. The course and books will appear under the My classes heading.
4. Locate the book and click buy.
5. Proceed through the purchase process.

Note: If the buy link does not appear in Step 4, contact your instructor for information about obtaining a book key.

Using Centro

To access your Student Workstation in the future, go to http://www.mhcentro.com and log in. Here, you can open your book, submit activities, view your results, and view your instructor's feedback. If you have any questions, contact Centro Support at http://www.mhcentro.com/support.

*** Important Information:

In your VSU - BlazeView course section, you have access to a tutorial on how to use Centro. The tutorial is located in the folder named “Documents”, once the folder opens, click on the “Applications” folder where you will find a folder dedicated to “Centro”. Please the the time to look at the tutorial. Additional information on how the Digital text, the Workbook and the Lab Manual will be used and grades is available in “Modulo One” and on the syllabus.

Last updated, January 17, 2012
Note: on January 17, 2012, I updated the office hours from the syllabus.