1. **Course Information**

**Course Number and Section**  
SPAN 2002 – IA and IB

**CRN**  
20832 (SPAN 2002 – IA)  
20833 (SPAN 2002 – IB)

**Course Name**  
Intermediate Spanish Language and Hispanic Cultures II

**Credits**  
3

**Prerequisite**  
SPAN 2001 or the equivalent.

**Course format**  
Online with required Online meetings and proctored assessments. See calendars.

**Mandatory (First Week)**  

- Orientation  
  (Attend one of them)
  **No grade related**
  
- Online readiness assessment (ORA)
  
- WEB Cape I and II

**Face-to-face format Tuesday, January 8 at 12:00 p.m. at the Odum Library, Room 3270.**

**Online format on Wednesday January 15 at 3:00 p.m. via Wimba using the Virtual Office.**

**Take the SmarterMeasure (ORA) to “find out whether online learning is a good fit for you” @ [http://www.valdosta.edu/distance/online_readiness.shtml](http://www.valdosta.edu/distance/online_readiness.shtml)**

It is recommended that you take is before the orientation in case you want to change class format. See ORA information below

**Spanish placement assessment – Getting started Module and end of semester.**

See detail information at the Getting Started Modulo. Access the placement assessment at [http://webcape.byuhtrsc.org](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 132 & or Virtual office

**Phone**  
229 – 259-5108

**E-mail**  
bpotter@valdosta.edu

**Office Hours**  
Tuesday  1:00 p.m. - 3:00 p.m.

Wednesday 10:00 a.m. -12:00 p.m.

***Tuesday morning and Wednesday afternoon by appointment; send e-mail in BlazeView

*** Let me know if you will be @ WH-132 or connecting using my Wimba Virtual Office.
3. **Course Description**

This is an online course. Course will be delivered using VSU Course Management System BlazeView.

**Course Description continuation:**

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 (ACTFL). Awareness and understanding of various socio-cultural aspects in Spanish and the distinctiveness of certain cultural traditions will be connected with the communicative competences.

This course is designed to continue not only your Spanish language experience but also your knowledge of the culture, history and life styles of the Spanish speaking countries.

4. **Texts, Online Center, Tell Me More and Equipment**


***Course Code and instructions are available in Appendix II at the end of the syllabus***

**Note:** Attention…we are going to work with the digital Text, online Workbook and online Lab Manual. If you need to buy the digital edition package described above in (a), buy the package from the VSU bookstore (this version comes with the online Looseleaf book), 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 or from students, you need to have the access code to set your account and work online. For additional information, see “Text” announcement in the BlazeView section.

b) Tell Me More (Spanish) Campus-Online - Language Learning *(License may be provided by the MCL Department* – do not need to purchase at this point. Required

c) **Equipment:** Students should purchase their own headsets with a built-in microphone and a Webcam to use when accessing many of the course components. Webcam devices may be available in the Media Center to check out.

Webcams and headsets are required for online meetings with the instructor (Virtual Office), and any of the online Wimba rooms’ activities; Wimba tools are available in the BlazeView section. Headsets are also used to work on Online Centro and Tell Me More.

5. **STUDENT 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. Outcomes, Goals and Standards

Course Outcomes*

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

1. Narrate using complex sentences and short paragraphs and with pronunciation that is comprehensible to the instructor, classmates, and native speakers.
2. Use a variety of words and expressions appropriate to topics being discussed and/or presented. (e.g. quality of life, art and culture, environment, and social life)
3. Express conjectures, speculations, and possibilities in the future time. (e.g. quality of life, art and culture, environment, and social life)
4. Demonstrate an understanding of 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, showing understanding of and tolerance for cultural differences and comparisons to their native cultures.

*All objectives are in Spanish utilizing the present, past, and future tenses and the Subjunctive mood

Course Goal: 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.

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 (Intermediate Mid)

Listening:
Able to understand sentence-length utterances which consist of recombinations of learned utterances on a variety of topics. Content continues to refer primarily to basic personal background and needs, social conventions and somewhat more complex tasks, such as lodging, transportation, and shopping. Additional content areas include some personal interests and activities, and a greater diversity of instructions and directions. Listening tasks not only pertain to spontaneous face-to-face conversations but also to short routine telephone conversations and some deliberate speech, such as simple announcements and reports over the media. Understanding continues to be uneven.

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, basic, and communicative tasks and social situations. Can talk simply about self and family members and can ask and answer questions and participate in simple conversations on topics beyond the most immediate needs; e.g., personal history and leisure time activities. Utterance length increases slightly, but speech may continue to be characterized by frequent long pauses, since the smooth incorporation of even basic conversational strategies is often hindered as the speaker struggles to create appropriate language forms. Pronunciation may continue to be strongly influenced by first language and fluency may still be strained. Although misunderstandings still arise, the Intermediate-Mid speaker can generally be understood by sympathetic interlocutors.

The Intermediate level is characterized by the speaker's ability to:

- create with the language by combining and recombining learned elements, though primarily in a reactive mode
- initiate, minimally sustain, and close in a simple way basic communicative tasks
- ask and answer questions.

Writing:
Writers at the Intermediate-Mid level are able to meet a number of practical writing needs. Writers can write short, simple letters. Content involves personal preferences, daily routine, everyday events, and other topics grounded in personal experience. Can express present time and at least one other time frame or aspect consistently, e.g., nonpast, habitual, imperfective. Evidence of control of the syntax of non-complex sentences and basic inflectional morphology, such as declensions and conjugation. Writing tends to be a loose collection of sentences or sentence fragments on a given topic and provides little evidence of conscious organization. Can be understood by natives used to the writing of non-natives.
Valdosta State General Education Outcomes can be found at: [http://www.valdosta.edu/academic/VSUGeneralEducationOutcomes.shtml](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](http://www.valdosta.edu/mcl/assessments.shtml)


**ACTFL Target Level: Intermediate Mid**

<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</td>
<td>Formative written and oral assessments</td>
<td>1.a, 1.b, 1.c</td>
<td>1,2,3,4,6,9</td>
</tr>
<tr>
<td>2</td>
<td>1, 2,3,4,5</td>
<td>Formative written and oral assessments</td>
<td>1.a, 1.b, 1.c, 2.c</td>
<td>1,2,3,4,6,9</td>
</tr>
<tr>
<td>3</td>
<td>2,3,4</td>
<td>Formative written and oral assessments</td>
<td>1.a, 1.b, 1.c, 2.a, 2.c</td>
<td>1,2,3,4,6,9</td>
</tr>
<tr>
<td>4</td>
<td>1,2,3,4,5</td>
<td>Formative written and oral assessments Summative written examination Summative oral examination</td>
<td>1.a, 1.b, 1.c</td>
<td>1,2,3,4,6,9</td>
</tr>
<tr>
<td>5</td>
<td>1,2,3,4</td>
<td>Formative written and oral assessments</td>
<td>1.a, 1.b, 1.c, 2.a</td>
<td>1,2,3,4,6,9</td>
</tr>
<tr>
<td>6</td>
<td>2,3,4,5</td>
<td>Formative written and oral assessments Summative written examination Summative oral examination</td>
<td>1.a, 1.b, 1.c, 2.a, 2.b</td>
<td>1,2,3,4,6,9</td>
</tr>
<tr>
<td>7</td>
<td>1,3</td>
<td>Formative written and oral assessments</td>
<td>1.a, 1.b, 2.a</td>
<td>1,2,3,4,6,9</td>
</tr>
<tr>
<td>8</td>
<td>1,3,4,5</td>
<td>Formative written and oral assessments Summative written examination Summative oral examination</td>
<td>1.a, 1.b, 1.c, 2.a, 2.b, 2.c</td>
<td>1,2,3,4,6,9</td>
</tr>
</tbody>
</table>

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

Course: SPAN 2002  
Name: _____________________________________

Semester & Year: ________________  
Expected Level of Speaking Proficiency: Intermediate-Mid

<table>
<thead>
<tr>
<th>Exceeds Expectations = 3</th>
<th>Meets Expectations = 2</th>
<th>Fails to Meet Expectations = 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Text Type</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaks in simple, complete sentences and strings together sentences into a group with ease &amp; confidence. Speaks in paragraphs at more than 50% of opportunities to do so.</td>
<td>Consistently speaks in simple, complete sentences. Can string together sentences into a group. (A “string of sentences” would communicate the same information if spoken in a different order, i.e., not a paragraph.) Has a solid ability to describe a person, place or activity. Narration has the quality of a slide show but not a movie.</td>
<td>Speaks in complete sentences at almost all opportunities &amp; might string together sentences into a group, but inconsistently. (A “string of sentences” would communicate the same information if spoken in a different order, i.e., not a paragraph.) Attempts at almost all opportunities to respond to information questions, describe, and/or narrate.</td>
</tr>
<tr>
<td><strong>2. Global Tasks &amp; Functions</strong></td>
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<tr>
<td>Creates with the target language, carries on a conversation, and asks and answers simple questions with ease &amp; confidence. Is a full partner in the conversation more than 50% of the time. Describes &amp; narrates in past, present, and future time frames for more than 50% of an opportunity to do so.</td>
<td>Creates with the target language and communicates personal meaning in a sustained manner. Is a mostly reactive conversation partner. Can initiate, maintain, and bring to a close a simple conversation. Can consistently ask and reply to simple questions.</td>
<td>Creates with the target language &amp; communicates personal meaning at almost all opportunities, but in an un-sustained manner. Can somewhat initiate, maintain, and bring to a close a simple conversation. Can barely ask and reply to simple questions.</td>
</tr>
<tr>
<td><strong>3. Context / Content</strong></td>
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<td></td>
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<tr>
<td>Speaks about predictable, familiar topics related to daily activities or the immediate surroundings with ease &amp; confidence. Can speak on topics of general interest (such as current events or issues in the community, at work or at school) more than 50% of the time.</td>
<td>Speaks about predictable, familiar topics related to daily activities or the immediate surroundings (such as self, family, daily routine, hobbies, or home) in a sustained, solid, manner.</td>
<td>Inconsistently speaks about predictable, familiar topics related to daily activities or the immediate surroundings (such as family, daily routine, hobbies, or home) at almost all opportunities, but in a minimally sustained manner.</td>
</tr>
<tr>
<td><strong>4. Accuracy</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understood without difficulty by speakers accustomed to dealing with non-native speakers, and more than 50% of the time by those unaccustomed to dealing with non-native speakers.</td>
<td>Reliably understood, with some repetition, by speakers accustomed to dealing with non-native speakers. Non-native accent may be strong.</td>
<td>Understood, with some repetition, by speakers accustomed to dealing with non-native speakers in almost all cases, but inconsistently. Non-native accent may be very strong.</td>
</tr>
<tr>
<td><strong>5. Cultural Appropriateness</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Addresses well the cultural context of the situation with regard to social &amp; religious traditions, geographical surroundings and, with some control, linguistic register.</td>
<td>Consistently addresses cultural context of the situation with regard to social &amp; religious traditions, geographical surroundings and, without full control, linguistic register.</td>
<td>Somewhat or noticeably inconsistently addresses cultural context of the situation with regard to social &amp; religious traditions, geographical surroundings and linguistic register.</td>
</tr>
</tbody>
</table>

1) Global Tasks & Functions:  
2) Context / Content:  
3) Accuracy:  
4) Text Type:  
5) Cultural Appropriateness:
8. **Course Content and Scope**

***Review:

**Capítulo 11 Las presiones de la vida moderna.** (January 7 – 15)  
To be completed first week of class. Review before you start chapter 12, it will help prepare to start working on the course material and to take the Review quiz. To review, go to your Online Centro and work on Chapter 11 digital Text, Workbook, and Lab Manual as you need; see the “Review” folder located in your BlazeView section home page for information, practice quizzes and Study Guide to prepare to take the review Quiz for Chapter 11 by January 15.

**Course scope**

<table>
<thead>
<tr>
<th>Capítulo</th>
<th>Title</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>La calidad de la vida</td>
<td>January 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>February 4</td>
</tr>
<tr>
<td>13</td>
<td>El arte y la cultura</td>
<td>February 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>March 4</td>
</tr>
<tr>
<td>14</td>
<td>La naturaleza y el medio ambiente</td>
<td>March 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>April 2</td>
</tr>
<tr>
<td>15</td>
<td>La vida social y la vida afectiva</td>
<td>April 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>April 29</td>
</tr>
</tbody>
</table>

Projects presentations: April 15 – April 26  
Working on the final group projects will start after midterm.

**Note:** The BlazeView section is organized using numbered folders. For the course material; each chapter has a folder named “Modulo #”; there are four folders named Modulo Uno, Dos, Tres, and Four. The Modulos are located in the folder named “Modulos”. Each modulo has a calendar with detail information and dates for all the activities and assignments. I recommend you print a copy of this calendar and add the additional dates to your calendars.

**Meetings:**

**Orientation:** *(Mandatory)* attend at least one of the sections. You are welcome to attend both sections. See Welcome e-mail messages (BlazeNet and BlazeView) and course Announcements for details.

- **Face-to-face** format Tuesday, January 8th at 12:00 p.m. at the Odum Library, Room 3270.
- **Online** format on January 9th (recommended) at 2:00 p.m. in the Virtual office via Wimba Virtual Classroom

**Chapter review Online Meetings** (optional) January 29, February 26, March 26, and April 16 10:00 a.m.; dates and times subject to change, please check the Calendar in each Module for confirmation.

**Individual oral assessments 1 and 2:** students need to schedule at least two individual meetings during the semester; one during Modulo Dos and one at the end of the semester in Modulo Cuatro. Plan ahead, request an appointment; Individual Oral assessment -1 (IOA-1) Feb 18-22 and Individual Oral assessment - 2 (IOA-2) April 22 – 26.

**Project presentations:** after midterm project groups are organized. Groups will work on an end of semester project. Once the groups are established, each group needs to select a date and time to present during of April 15 - 26; a group sign-in form will be available after the official midterm. Plan ahead. Presentations dates will be posted once the schedule has been organized with the groups; each student needs to attend at least one presentation in addition to the one from his or her group.
Online Readiness Assessment (ORA): (Mandatory)

If you have not taken the assessment yet, I recommend you take before attending the orientation, or during the first week of classes, and before drop and add course ends on January 11. Take on Friday before 12:00 p.m. so you have time to decide if you want to stay in the class. The ORA assessment will not affect your grade, it is not a grade related assessment; the assessment is to help students find out whether online learning is a good fit for you. To take the assessment you need to go to http://www.valdosta.edu/distance/online_readniness.shtml. See Welcome e-mail for login information and instructions or first page of this syllabus.

WebCAPE Scores I and II:

Take the WebCAPE placement exam and submit the results. You need to take it at the beginning of the semester and at the end of the semester to see your progress. The WebCAPE language placement exam was developed by the Brigham Young University Humanities Technology and Research Support Center. The results will not affect your grades. After taking the exam, you need to submit your results as part of completing the Getting Started Module; the score submission has points assigned.

To 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

Exam and test:

Four tests – two proctored and two online; there is a test per chapter: test 1, test 3, and the final exam are proctored, test 2 and test 4 will be available online (see calendar for dates)

Where to proctor?
- For those students on campus or near Valdosta at the VSU Office of Testing for area. There is not a fee.
- Students outside the Valdosta area will have to find a different location or venue; there may be a fee associated with the service. Students need to enquire about cost and any other specific questions that he or she needs. Students are responsible for finding the educational institution that provides proctoring services convenient and for sending information to the instructor on time to make the necessary connections to have the assessments proctored in the different places.

Final Exam: Wednesday, May 1, 2013 (Proctored exam)
VSU Testing Center; make reservation at the Testing Centers – No fee
Other higher educational intuitions; make arrangements with other educational institutions and send information to instructor. There may be a fee, please ask.

9. Assignments and Assessments

Mark Breakdown

1. Chapter Exams (4) 20%
2. Quizzes: 15%
3. Online Lab Assignments (Quia) 20%
4. Tell Me More and WebCAPE 15%
5. Oral assessments 10%
6. Project and participation 10%
7. Final Examination 10%
Extra Credit activities

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

**Chapter Test and Quizzes 35% (Test 20% - Quizzes 15%)**
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 10%**
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. You need to active your license and sign up in the class. See instructions in the TMM folder.

**WebCAPE 5%**
WEB Cape I and II - Spanish placement assessment – Take the placement assessment in the Getting started Module and end of semester. Submit your results. You need to submit both results to get the 5% points for the total grade. 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

**Oral assessments and Project and participation 20% (Oral assessments 10% - Project and participation 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%
Use of recordings, videos and “Wimba Tools” like Classroom and Voice Boards will also be
used to assess your skills also. Two individual online meetings will be scheduled for Oral assessments.

**Project and participation 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; incorporate vocabulary, concepts and topics. Examples of the presentation could be a discussion about the buying a car and the impact on nature, or a presentation about the environmental issues and the impact on natural resources. 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.

**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 login BlazeView and access the course section, students need to go to the following URLhttp://blazerview.valdosta.edu/webct/entryPagelnss.dowebct. The login username and password is the same as the login information used to access BlazeNet.

10 Grading Scale

The following grading scale will be used

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

11. Schedule of main activities and assignments:

Note: for quizzes, other activities that may be added during the semester, and any updates to syllabus dates, please check the Module’s calendar; be aware that the dates in the syllabus will not be updated.

**General Calendar *- January 7 – May 3**  
*Dates subject to change; check Modules’ calendars for detail information and updates

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 7</td>
<td>First day of class – Welcome, Getting Started Modulo; Syllabus and BlazeView activities. Take Online readiness Assessment (ORA) before the orientation. No grade related. Take the Spanish WebCAPE placement exam and submit results. Results do not affect your grades; this is part of the Getting Started Module.</td>
</tr>
<tr>
<td>Jan 7 - 16</td>
<td>Review Chapter 11 Las Presiones de la vida moderna. Work on Centro Lab Manual and take Review Quiz</td>
</tr>
<tr>
<td>Jan 7</td>
<td>Start Chapter 12 La Calidad de Vida</td>
</tr>
</tbody>
</table>
| Jan 8-9 | Orientation (Mandatory) - Introductions and course overview; attend one of the meetings:  
- Face-to-face on Jan 8th at 12:00 p.m. @ Odum Library room 3270.  
- Online on Jan 9th at 2:00 p.m. via Wimba @ My Virtual Office in the BlazeView section; see Welcome e-mail message for additional details. |
| Jan 11 | Online Readiness Assessment (ORA) by 12:00 p.m.; [last chance to take it](#) |
| Jan 11 | Drop Add period ends 1:30 p.m. |
| Jan 21 | MLK Birthday (VSU campus closed) |
| Jan 22 | Tell Me More placement test and start working on the program (Results do not impact your grade) |
| Jan 29 | Online Meeting 10:00 a.m. |
| Feb 3 | Due date Online Centro - Chapter 12, and Tell Me More |
| **Feb 4** | **Test #1** Chapter 12; *La Calidad de Vida* (Proctored) |
| Feb 18-22 | Individual oral assessment 1 (IOA1) (Request and individual appointment) |
| Feb 21 | In-progress grades released |
| Feb 26 | Online Meeting 10:00 a.m. |
| Feb 28 | Official midterm |
| Mar 3 | Due date Online Centro - Chapter 13, and Tell Me More |
| **Mar 4** | **Test #2** Chapter 13; *El arte y la cultura* (Online) |
| Mar 12 | Proposal – Group Project deadline (Group work) |
| Mar 18-22 | Spring break |
| Mar 26 | Online Meeting 10:00 a.m. |
| Apr 1 | Due date Online Centro - Chapter 14; and Tell Me More |
**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. The calendars are available in the calendar’s Modules. Dates will be changed as needed as well as scheduling additional oral assessment and meetings.**

->For the oral assessments and group presentations, you are responsible for making the appointments on time and within the dates specify above; plan ahead and contact me so I can reserve the appointments,

**12. 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
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, needs or requirements by the class or the instructor.

13. Additional Information

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-2002-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. Since this is a 3 credit online course you should plan on working 6 to 9 hours a week which correspond to 3 hours of class and 6 of work and preparation approximately.

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 formerly known as Quia

Syllabus: Last updated, January 7, 2013
Changed office number
Your instructor, Beatriz Potter, invites you to enroll in the following course.

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

Course:  Spanish 2002 - Spring - 2013
Code:  AAC444
        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** 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 AAC444 in the **Enter course code** field and click **Go**.
5. If necessary, select a class or section and click **Submit**.

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**I need to purchase 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 the course code AAC444 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](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](http://www.mhcentro.com/support).

Last updated, January 3, 2013