Course Syllabus for SPANISH 3200 -A

Introduction to Hispanic Literature SPAN 3200
SPRING-2013

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1. **Course Information**
   **Course number:** SPAN 3200 – A  
   **Course name:** Introduction to Hispanic Literature  
   **Hours of credit:** 3  
   **Prerequisite:** SPAN 2010, 3010, 3150 and or 3160—before this course  
   **Class Time:** MWF 9:00 a.m. – 9:50 a.m.  
   **Classroom:** West Hall 302  
   **Department:** MCL  
   **College:** Arts and Sciences  
   **University:** Valdosta State University
2. Instructor Information
Instructor: Dr. Ericka H. Parra
E-mail: ehparra@valdosta.edu
Office Hours: MW 8:00 a.m. to 8:50 am.

Phone: 229-333-7372
Office: Ashley Hall 2201

Email: ehparra@valdosta.edu
Office Hours: MW 8:00 a.m. to 8:50 am. F by appointment or email on BlazeView

3. Course Description
Introduce the major representative literary works and some non-canonical texts of Spain and Latin America. The acquisition of critical and organizational skills in reading and their application to Hispanic texts will be emphasized.

Required Texts and Materials
2. Website: www.mhhe.com/aproximaciones6 or more directly at: http://highered.mcgrawhill.com/sites/0073513156/student_view0/index.html
3. Dictionary Spanish-English
4. Set of headphones with an MIC

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.

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).

4. Goals, Standards, and Outcomes
   - The Area C Learning Goal applicable to this course is: Students will analyze, evaluate, and interpret diverse forms of human communication. 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.
   - ACTFL Standards: In this document ACTFL refers to the American Council on the Teaching of Foreign Languages Proficiency Guidelines, which can be found at:
Departmental Outcomes:
Out for the Major in Spanish, Language and Culture track may be found at:
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:

General Education Outcomes:
Learning Goals for the VSU General Education Core may be accessed at:
http://www.valdosta.edu/academic/VSUCore.shtml

General Education Outcomes (http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml), Valdosta State General Education Outcomes can be found at:
http://www.valdosta.edu/academic/vsu/educationoutcomes.shtml

Outcomes for SPAN 3200: aligned with the institutional standards above and expressed as expectations of what students will be able to do by the end of the course to demonstrate evidence of their understanding or ability. At the end of instruction in SPAN 3200 the learner is able to:

1. Demonstrate knowledge of the distinguishing features of genres of literature—poetry, narrative, drama, essay, etc., by participating in class discussions and through various assessments.
2. Demonstrate understanding of concepts such as versification, rhyme, and literary language (for poetry); subgenres, voice, setting, plot, and theme (for narrative and drama); and audience, reader, and response (for the essay, although applicable to other genre).
3. Analyze a poem by presenting it to the class, reciting it, and explicating it, this last through the use of a PowerPoint presentation focused on the text of the poem.
4. Analyze and represent a passage of a dramatic text by acting out, in a group, a scene from a play, and presenting a literary commentary of it to the class.
5. Demonstrate the ability to analyze a poem, a play, and a narrative passage through class discussion and written exercises or exams.
6. Demonstrate an understanding of the literary essay (as well as correct MLA bibliographical style) through class study and the presentation of a select annotated bibliography of scholarly sources on a literary topic.
7. Demonstrate an awareness of basic features of the context of selected works—the culture, history, and life of the author and his world.

*All objectives are in Spanish utilizing the present, past, and future tenses and the Subjunctive mood.*
Table of Correspondence: Outcomes, Standards and Assessment. ACTFL Target Level: Intermediate Mid-High

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<th>Assessment Instruments used to Measure Objectives</th>
<th>ACTFL/NCATE Program Standards</th>
<th>VSU General Education Outcomes</th>
<th>Projected Major Outcomes</th>
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<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>2,,6,7,8</td>
<td>1,2,3,4,6,9</td>
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<td>2</td>
<td>1, 2,3,4,</td>
<td>Formative written and oral assessments</td>
<td>1.a,1.b, 1.c, 2.c</td>
<td>2,4,6,7,8</td>
<td>1,2,3,4,6,9</td>
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<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>1,2,4,6,7,8</td>
<td>1,2,3,4,6,9</td>
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<td>4</td>
<td>1,2,3,4,5</td>
<td>Formative written and oral assessments</td>
<td>1,a, 1.b, 1.c</td>
<td>2,4,6,7</td>
<td>1,2,3,4,6,9</td>
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<td></td>
<td>Summative written examination</td>
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<td></td>
<td>Summative oral examination</td>
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<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>2,,4,6,7,8</td>
<td>1,2,3,4,6,9</td>
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<td>6</td>
<td>2,3,4,5</td>
<td>Formative written and oral assessments</td>
<td>1.a, 1.b, 1.c, 2.a, 2.b</td>
<td>1,2,3,4,6,7,8</td>
<td>1,2,3,4,6,9</td>
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<td>Summative written examination</td>
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<td>Summative oral examination</td>
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<td>7</td>
<td>1,3</td>
<td>Formative written and oral assessments</td>
<td>1.a, 1.b, 2.a</td>
<td>2,4,6,7,8</td>
<td>1,2,3,4,6,9</td>
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<td>8</td>
<td>1,3,4,5</td>
<td>Formative written and oral assessments</td>
<td>1,a, 1.b, 1.c, 2.a, 2.b, 2.c</td>
<td>1,2,3,4,6,7,8</td>
<td>1,2,3,4,6,9</td>
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<td>Summative written examination</td>
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<td>Summative oral examination</td>
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Key Assessment #1: Research Essay  RUBRIC FOR GRADING PAPER IN ITS FINAL FORM*

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4=Exemplary</th>
<th>3=Accomplished</th>
<th>2=Developing</th>
<th>1=Beginning</th>
</tr>
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<tbody>
<tr>
<td>Quality of thesis statement</td>
<td>Thesis is student’s own original idea, and clearly states the main point of the paper. Thesis is neither too general nor too obvious. Thesis is of appropriate scope for the length of the paper.</td>
<td>Thesis is student’s own original idea and clearly states the main idea of the paper. Thesis is neither too general nor too obvious. BUT thesis is NOT of an appropriate scope for the length of the paper.</td>
<td>Thesis is student’s own original idea, BUT does not clearly state the main idea of the paper AND/OR is not of an appropriate scope for the length of the paper.</td>
<td>Thesis is not student’s original idea, OR thesis is too general or obvious.</td>
</tr>
<tr>
<td>Score=</td>
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<p>| Originality and quality of ideas | Ideas throughout the paper (from title through conclusion) show evidence of original, creative, and critical thinking (such as analysis, interpretation, comparison, synthesis, and evaluation). The paper arrives at sound conclusions. | Most of the ideas in the paper show evidence of original, creative, and critical thinking. Most of the conclusions are sound. | Some of the ideas in the paper show evidence of original, creative, and critical thinking. Some of the conclusions are sound. | Very few of the ideas in the paper show evidence of original, creative, or critical thinking. Few of the conclusions are sound. |
| Score=            |             |                |              |             |</p>
<table>
<thead>
<tr>
<th>Organization and expression of ideas</th>
<th>All ideas support the thesis statement. Ideas are consistently organized in a logical order. Paper avoids verbatim repetition or inappropriate copying of material.</th>
<th>Most ideas support the thesis statement. Ideas are mostly organized in a logical order. There is very little verbatim repetition or inappropriate copying.</th>
<th>Ideas often do not support the thesis statement. In several instances, the ideas are not logically organized, OR in several instances, there is verbatim repetition or inappropriate copying.</th>
<th>Very few of the ideas support the thesis statement. Ideas often are not organized in a logical order, OR paper relies too much on verbatim repetition or inappropriate copying.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score=</td>
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<td></td>
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<tr>
<td>Use of sources</td>
<td>Paper shows evidence of the student’s having considered appropriate types and numbers of sources. Student carefully distinguishes between his/her own ideas and those of others. Paper provides the target reader with appropriate amount of background and contextual information.</td>
<td>Paper shows evidence of the student’s having considered appropriate types and quantities of sources. Student carefully distinguishes between his/her own ideas and those of others, BUT paper provides in inappropriate amount of background and contextual information.</td>
<td>Paper shows evidence of student’s having considered appropriate types and quantities of sources. Paper is inconsistent in distinguishing between student’s ideas and those of others, BUT paper gives too much or too little background information.</td>
<td>Paper shows NO evidence of student’s having considered appropriate types and quantities of sources, OR paper does not distinguish between student’s ideas and those of others, OR paper gives too much or too little background information.</td>
</tr>
<tr>
<td>Score=</td>
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<tr>
<td>Mechanics of the essay</td>
<td>Paper consistently uses correct grammatical structures and vocabulary, as well as correct spelling, capitalization, accentuation, underlining, and punctuation. Sentence structure is varied. Essay is fully comprehensible and easy to read.</td>
<td>Paper has a few errors in grammatical structures, vocabulary, spelling, capitalization, accentuation, underlining, and/or punctuation. Sentence structure is generally varied, and essay is mostly comprehensible and easy to read.</td>
<td>Paper has many errors in spelling, capitalization, underlining, accentuation, and/or punctuation. BUT paper has FEW errors in grammatical structures or vocabulary; sentence structure is generally varied. Paper is often difficult to comprehend because of these errors. Paper also has many errors in spelling, capitalization, underlining, accentuation, and/or punctuation.</td>
<td>Paper has FEW errors in grammatical structures or vocabulary; sentence structure is generally varied. Paper has FEW errors in grammatical structures or vocabulary; sentence structure is generally varied.</td>
</tr>
<tr>
<td>Score=</td>
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<tr>
<td>Mechanics of MLA format</td>
<td>Paper consistently adheres to MLA rules for format, page numbering, citations, footnotes/endnotes, and bibliography/list of works cited.</td>
<td>Paper deviates in a few areas from the MLA rules for format, page numbering, citations, footnotes/endnotes, and/or bibliography/list of works cited.</td>
<td>Paper often deviates from MLA rules for format, page numbering, citations, footnotes/endnotes, and/or bibliography/list of works cited.</td>
<td>Paper shows little evidence that student consulted MLA rules for writing of research papers.</td>
</tr>
<tr>
<td>Score=</td>
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*This rubric for evaluating final papers in 400-level Spanish literature courses was developed by Marveta Ryan-Sams and Dawn Smith-Sherwood, April 19, 2005*

5. **Assignments**

**Participation, Attendance & Class Work 20%**: Maintenance of an affirming and positive classroom environment is paramount to second language acquisition – as individual participation in this environment. Students will be assessed taking into account the following components: **Language quality, speaking only in the target language, attendance, and coming to class prepared, on time, and showing enthusiasm.** Daily participation will be graded according to the following scale:

- **10 points**: Arrived on time, reviewed material before class, brought all necessary materials, positively participated in all activities, and used Spanish during class activities.
- **7 points**: Was not prepared for class or did not participate or used English during class activities.
- **0 points**: Displayed behavior disruptive to class, more than 15 minutes late/early.
This class requires constant and active participation. To achieve this goal you need to read, take notes, and prepare, before class, critical and analytical comments. This course will be conducted as a seminar. It requires the active participation of all students. As a writing – and discussion-intensive course, lectures will be used minimally. Students will be given a chance to discuss and defend their opinions in class and will constantly improve on their speaking skills as well as learn to be tolerant of different opinions. Written questions and handout will be assigned as homework. You will bring words of terms and vocabulary to be included in the Glossary.

Homework: Students will be assigned textbook exercises as homework as indicated in class. There will also be handout exercises to be turned in or inspected by the instructor.

- Written homework is to be prepared according to the following guidelines:
  - Use a computer for written assignments. Use complete sentences in your answers.
  - Type your complete name, class and section and due date at the top of your paper.
  - If work exceeds one page, staple the pages together. Do not fold or bend the corner.
  - Hand in all 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.

Assessments 55%: The goal of the evaluations is to assess your ability to assimilate what you have learned about Spanish grammar, vocabulary, language, and culture in each unit. Tests are not curved and no make-up tests will be given.

- Placement and Achievement Tests 5%: There will be TWO Placement Tests the FIRST WEEK OF CLASSES AND THE LAST WEEK OF CLASSES, for the University System of Georgia (Webcapel-II).
- Quizzes 10%: There will be pop quizzes (10 minutes each) covering the material of the assignment you have to study. The dates of these quizzes are not indicated on the BlazeView Calendar. They will be comprehension, writing, and vocabulary quizzes.
- Chapter tests & Final Exam 30%: There will be chapter tests covering the material in each of the chapter. The dates are indicated in the calendar.
- Final Written Exam 10% Includes all material covered in the course
- Oral Assessment 10% There will be THREE oral assessments. Your spoken language component consists of a 10 minutes class presentation of a poem. The presentation must include: cultural context, literary context, information about the
author, and the analysis of the poem. Remember to use the literary language. The second one will be a drama representation in groups. The third one, will be a class debate in groups of 4-5. The final oral presentation will be about your final paper. Further instructions will be given. Its purpose is to evaluate students’ oral proficiency in the Interpersonal Mode of communication.

FINAL Research Project 15%: The project will have three stages. 1) Pre-Writing – Write 100 words about your final research idea 2) Annotated Bibliography: Written essay has two different phases. 1) Choose an author or a short story. 2) Write in Spanish an Annotated bibliography of 3 critical articles in Spanish of the author or short story you are going to work. 3. Focus on the main theses, the argument and the conclusion while you write a summary of 150 words. 3) Final Research Paper: It will consist on a written final research paper about a literary work you like best. Include concepts, movements, cultural context in you analysis. You are also expected to critically respond to and to analyze the topics covered in class. The final research paper will have 3 to 5 pages 4. Present it to the class. You only have 3 min.

NOTE: 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. Fill out the Request for Consideration Form that can be downloaded from the class web page and submit it at the earliest possible time along with the necessary documentation. (Staple the form and the supporting documentation to the front of the late assignment.)

NOTE: Keep a record of all your grades and attendance. Check that your grades are correctly recorded on your class Blazeview page.

6. Grading Criteria

<table>
<thead>
<tr>
<th>Participation:</th>
<th>20%</th>
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<tbody>
<tr>
<td>Attendance &amp; Class Work; Online Activities as Homework; Class cultural projects/role plays Composition – In-Progress and Final Version Debates, Questionnaires</td>
<td>RESEARCH Final Project. Pre-Writing – Write 100 words about your final research idea Annotated Bibliography: check 3 articles on the DATA BASE and write an Annotated Bibliography thinking of what you want to write for the final research paper Final Research Paper: Write a 3 -5 pages final research paper.</td>
</tr>
<tr>
<td>Assessments: Webcape Assessment (2) Anytime quizzes Chapter tests Oral Assessment (3) Final Written Exam</td>
<td>55%</td>
</tr>
<tr>
<td>5% 10% 20% 10% 10%</td>
<td>ADDITIONAL TMM oral activities.</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
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</table>

15% 10%
The following grading scale will be used:

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

*Note:* 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 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.**

**7. Schedule of Activities & Assignments**

<table>
<thead>
<tr>
<th>Chapter Dates</th>
<th>Pruebas &amp; Final Exam</th>
<th>Research Paper</th>
<th>Webcape</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Capítulo 1</strong> Jan-Feb 11</td>
<td>P1- Feb-11</td>
<td>Pre-Writing-Jan 18</td>
<td>Webcape1-Feb-4</td>
</tr>
<tr>
<td><strong>Capítulo 2</strong> Mar-Abril-5</td>
<td>P2-Mar-11</td>
<td>Bibliog Ann-Feb 1</td>
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<td>P3- Abril 5</td>
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<tr>
<td><strong>Capítulo 3</strong> Apr-15</td>
<td>P4 – Abril 17</td>
<td>Final Research Paper – April 15</td>
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<tr>
<td><strong>Capítulo 4</strong> April 29</td>
<td>Final – May 2</td>
<td>Class Present Res-Paper-Apr-19</td>
<td>Webcape II</td>
</tr>
</tbody>
</table>

- (For detailed information by days, see Appendix I.) *NOTE: This schedule is tentative and may be subject to change*

**SOI Statement.** At the end of the term, all students will be expected to complete an online Schoolchild Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous to instructors/administrators. Instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the data until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete
information about the SOIs, including how to access the survey and a timetable for this term is available at http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml.

8. **Classroom Policies**

**Attendance and tardiness Attendance Policy:** It is *strongly recommended* that you attend each class. Tardiness, early departures, and entering or leaving the room while class is in session are inappropriate and unacceptable practices. Students are expected to remain in class unless they are ill. Please inform me if you are sick or have a chronic condition.

**Excused Absences:** You must provide a reason for absence based on documented illness, death, accident, required attendance at official VSU events, etc. Bring a copy of absence verification.

**Unexcused Absences:** You may use two hours (2 hours) unexcused absences as “freebies” for whatever reason you wish. *Each unexcused absence above two (2) will result in a 2% deduction of the final grade in the course.* —For example, if a student has a final grade of 92 with 4 unexcused absences, having two absences above the two freebies would lower the grade by 4 points, to 88.

**University Attendance Policy from the VSU catalogue:**
“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.”

**Accommodations Statement:** Instructors should provide a statement in the syllabus on how students should proceed in order to receive classroom accommodations because of a documented disability. From VSU’s Access Office [http://www.valdosta.edu/access/facresources.shtml](http://www.valdosta.edu/access/facresources.shtml): Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit [http://www.valdosta.edu/access/](http://www.valdosta.edu/access/) or email: access@valdosta.edu.

**Academic Integrity:** Instructors should provide a statement explaining their expectations for academic integrity and detailing how incidents of cheating and plagiarism will be handled in the class. From VSU’s Academic Integrity Code (the full code is available at [http://www.valdosta.edu/academic/AcademicHonestyPoliciesandProcedures.shtml](http://www.valdosta.edu/academic/AcademicHonestyPoliciesandProcedures.shtml): "Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and
plagiarism in their course syllabi. 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.”

Full information on Academic Honesty at VSU is available at [http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml](http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml). Beginning in Fall 2010, SafeAssign, a plagiarism prevention tool, will be available to all faculty through BlazeVIEW, VSU’s online course management system. All faculty should include the following announcement in their syllabi: “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 at [http://www.valdosta.edu/academic/SafeAssignforStudents.shtml](http://www.valdosta.edu/academic/SafeAssignforStudents.shtml).

Language Lab: The Language Lab is in WH 140. 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.

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

- Classroom demeanor or conduct: Turn off all cell phones in class. Put away cell phones, music players, iPods and other electronic devices when in class.
- Avoid disrupting the class by arriving late or leaving the classroom before the end of class.
- Practice restraint, consideration and good manners.
- Communication: Instructors should specify the appropriate channels for official class communication. All VSU-related correspondence should be conducted via VSU email addresses for both student and instructor. Grades should only be discussed within a password-protected environment such as BlazeVIEW.

9. Additional Information

- Expectations for competencies such as writing, technology skills, or performance
- Instructional philosophy
- Strategies used to support learning
  - The Student Success Center: The Student Success Center (SSC) provides free peer tutoring in core courses, the top four of which are math, writing, Spanish, and biology/chemistry. It also offers time management and study skills workshops as well as provides free professional academic advising and on-campus job information in one location: Langdale Residence Hall. Help is available to all VSU students. Call 333-7570 to make an appointment, or visit the website: [www.valdosta.edu/ssc](http://www.valdosta.edu/ssc).
Odum Library provides a variety of services to assist classroom instruction, including library instruction, course reserves, and interlibrary loan. Please see http://www.valdosta.edu/library/services/faculty.shtml for further information.

To develop the required competence in this course, you must utilize the Language Laboratory (West Hall 140) and other support materials and services and assume responsibility for extensive preparation and practice outside of regular class time.

If you are to attain the expected level of proficiency in the language, exceptional commitment, attention, time, study, practice and a positive attitude must be present. YOU MUST ASSUME RESPONSIBILITY FOR YOUR LEARNING.

**Additional Class resources**

Blazeview: [http://blazeview.valdosta.edu/](http://blazeview.valdosta.edu/)

McGraw-Hill Puntos de Partida and CENTRO


Online Learning Center: [www.mhhe.com/puntos8](http://www.mhhe.com/puntos8)


Best Spanish websites: [http://www.uni.edu/becker/Spanish3.html](http://www.uni.edu/becker/Spanish3.html)

Online Dictionary: [http://www.wordreference.com](http://www.wordreference.com)