
**SPANISH 1010-800, FALL 09
MODIFIED COURSE SYLLABUS
COURSE OVERVIEW**

This course overview will provide you with general information about the class. More details about particular policies and course components will be released gradually during the weeks to come. This gradual release of information will allow you time to read carefully and to process fully the many features of your modified Spanish class, which is structured differently than other foreign language classes and college courses generally. Although your access to hardcopies of the full 30 page syllabus will be limited at first, all pages will be available to you electronically through our CU Learn page from your first day of class. This way, if the need or desire arises, you may become familiar with certain class elements or procedures before the corresponding policy is distributed and assigned for reading.

GENERAL INFORMATION

Instructor: Carmen Kopen
Telephone: (303) 492-2917
E-mail: carmen.kopen@colorado.edu
Office: McKenna 233
Office Hours: Mondays 12:15 - 1:45 p.m. and Fridays 9:15 - 10:45 a.m.
Class Times and Place: Monday & Friday 11:00 - 11:50 a.m. HLMS 181
Tuesday & Thursday 11:00 a.m. - 12:15 p.m. HLMS 181

MATERIALS

There is no textbook you must purchase for this modified 1010 class. The materials you will be using, which include handouts, worksheets, activities and homework assignments, have been created by your instructor and will be provided by her.

Though dictionaries can be useful supplementary purchases for students enrolled in foreign language courses, you are discouraged from buying one. Your instructor will provide you with comprehensive vocabulary lists for each chapter which contain the most important words and phrases you should know.

You are required to purchase a three ring binder which is two and a half inches thick at the spine, and a small package of loose leaf lined paper with three holes. Please make these purchases as soon as possible.

CLASS DESCRIPTION

Spanish 1010 is a beginning Spanish course which assumes no prior knowledge of or experience with the Spanish language. The course emphasizes the mastery of all four basic language skills: listening, speaking, reading and writing.

The modified section of Spanish 1010 is designed for students who have difficulty learning a foreign language. It will be taught using methods recommended for students with such difficulty. This course will introduce grammatical structures and vocabulary more slowly, more selectively and with more opportunity for practice. Despite the modified pace and curriculum, the course carries five credits and, accordingly, will be demanding. Plan to dedicate to the course at least two hours daily outside of class, and more time on the weekends.

It is best to schedule your classes so that you have some free time immediately after this class. Students are always given as much time as they need

to complete quizzes and exams, but they cannot interrupt a test for another class or meeting and then come back to it.

Students taking this section are committed to remaining in this sequence (1010-800, 1020-800 and 2110-800). All three semesters are generally taught by the same instructor. Although the modified sequence, by the end of its duration, introduces you to approximately the same grammatical structures and vocabulary, you will not necessarily have enough background to switch to the regular sequence mid-stream.

GRADING SCALE

A	94-100	B	84-87	C	74-77	D	64-67
A-	90-93	B-	80-83	C-	70-73	D-	60-63
B+	88-89	C+	78-79	D+	68-69	F	0-59

GRADE COMPOSITION

Homework: 15%	Mid-terms: 15%	Journal: 10%	Participation: 10%
Quizzes: 15%	Final Exam: 15%	Attendance: 10%	Oral: 10%

The grade composition strives to make all parts of your final grade relatively equal in terms of weight and influence, so no one weakness will spell failure and no one strength will ensure success. Due to this fair grade composition, extra credit (EC) as it is traditionally perceived is not offered. EC homework is the only form of EC available. EC homework will be offered occasionally by the instructor, but any extra points earned will only boost your homework average up to, but not beyond, 100%. These effort-based EC points may not be applied to any other grade component, such as the performance-based exams, where they would unfairly boost a grade that accurately reflects your knowledge and proficiency.

1010 COURSE CALENDAR

<i>Week</i>	<i>Dates</i>	<i>Class activities</i>
1	Aug 24–28	Capítulo Preliminar, Ante Todo
2	Aug 31–Sep 4	Capítulo Preliminar, Ante Todo F Prueba 1
3	Sep 7–11	M no class (Martin Luther King Jr. Day) Capítulo 1 F Prueba 2
4	Sep 14–18	Capítulo 1 F Prueba 3
5	Sep 21–25	<u>Charla 1: YOU</u> Capítulo 2 F Prueba 4
6	Sep 28–Oct 2	<u>Charla 1: YOU</u> Capítulo 2 F Prueba 5 F ***DEADLINE–Notification of Need for Alternate Final Exam***
7	Oct 5–9	M Oral Exam 1 (<i>Ante Todo-Capítulo 2</i>) T Written Examen 1 (<i>Ante Todo-Capítulo 2</i>) R Binder Inspection 1 RF Película: My Family
8	Oct 12–16	<u>Charla 2: FAMILY</u> Capítulo 3 F Prueba 6
9	Oct 19–23	<u>Charla 2: FAMILY</u> Capítulo 3 F Prueba 7
10	Oct 26–30	<u>Charla 3: CLOTHING</u> Capítulo 4 F Prueba 8
11	Nov 2–6	<u>Charla 3: CLOTHING</u> Capítulo 4 F Prueba 9
12	Nov 9–13	M Oral Exam 2 (<i>Capítulos 3-4</i>) T Written Examen 2 (<i>Capítulos 3-4</i>) R Binder Inspection 2 RF Película: Women on the Verge of a Nervous Breakdown
13	Nov 16–20	<u>Charla 4: HOUSE/APT</u> Capítulo 5 F Prueba 10
14	Nov 23–27	No class (Fall Break/Thanksgiving)
15	Nov 30–Dec 4	<u>Charla 4: HOUSE/APT</u> Capítulo 5 F Prueba 11
16	Dec 7–11	M Review, Examen Final (<i>Ante Todo-Capítulo 5</i>) T Examen Final Listening Comp; Oral Exam 3 Part I (<i>mostly Capítulos 4 y 5</i>) R Oral Exam 3 Part II (<i>Ante Todo-Capítulo 5</i>) F Memory Test (<i>Ante Todo-Capítulo 5</i>) F Binder Inspection 3

Final Exam: Wednesday, December 16, 2009, 10:30 a.m. - 1:00 p.m., location to be announced.

This course calendar provides a fairly accurate timeline for the class, but it is subject to change due to circumstances. Such changes can be found on the weekly agendas and/or CU Learn's calendar. Students will be responsible for adhering to any revised schedule and are strongly discouraged from making any travel plans during the semester, including, but not limited to, leaving early for Fall Break/Thanksgiving Holiday or returning late.

HOMEWORK GRADE COMPONENT (15%)

Homework must be completed on your own; do not work with classmates or tutors to complete your homework. Copying from a classmate's homework, or relying heavily on a tutor's input to complete assignments, will greatly detract from your learning experience and will cripple you on independent measures such as journal entries, quizzes and exams. In contrast, doing the assignment on your own will put your skills and knowledge to the test and show you areas of weakness in which to improve before you are formally held accountable for the material.

Homework will be assigned almost every night. A weekly *agenda semanal* will tell you what is assigned, and it is your responsibility to consult the agenda regularly, for homework may or may not be announced during class. Now and again, usually at the end of class, an assignment on the agenda may be deleted, postponed or modified, or a new assignment may be added. You will be held fully accountable for these modifications, so be sure to copy down any changes on your own copy of the week's schedule. If you miss class, do not rely entirely on the agenda for a homework summary—check with a classmate to see if any revisions were made in class.

A lenient homework policy might encourage students to fall behind on daily assignments, and with a five credit workload, such habits can quickly lead to devastating consequences. Therefore, homework is due at the start of class on the day assigned and will not be accepted late, not even for partial credit or no-credit with instructor's corrections, unless you have an appropriately documented excused absence for the day in question.

Homework is typically graded on completeness only. In the modified Spanish classes, homework is largely viewed as practice and preparation for charlas, journal entries, quizzes and exams, and mistakes will always be corrected but hardly ever

counted against your score. Due to the fact that your instructor creates your homework assignments, you will not encounter any questions or problems which you are not equipped to answer, so it is expected that you complete fully all the work assigned, or risk the loss of points.

With web and CDROM work, the programs have automatic feedback and grading mechanisms, so you always know if your answers are right or wrong, and you always receive an overall score upon completion of the exercise. A score of 75% or higher secures you full credit for the assignment—100%, while grades of 74% and lower will not earn you any credit. If you score below 75%, you should re-do the exercise, using the feedback and corrections you were given. Detailed instructions about the completion and submission of this technologically-based homework will be distributed soon.

Another form of homework is the reading of a handout, an informational sheet which describes in some detail a grammatical principle to be practiced in the next class. It is far better do the assigned reading at home, where the text is in English, the concept is explained thoroughly, and you can re-read as many times as necessary. If you skip the reading and wait until class, your instructor may not review the information at all, she may go over just a few points, and she may use Spanish instead of English during the discussion. Though it is clearly not advisable to skip readings, experience has shown that some students will do so if they are not held accountable for the information, and so the unannounced pop quiz was introduced.

The pop quiz does not have specific questions; rather, it prompts you to recall whatever details you may have retained. This way, you do not have to fully understand the material to ace a pop quiz. Pop quizzes are worth one homework assignment and are graded based on the amount and accuracy of information you

write down. Pop quizzes are not returned to students, but you may visit your instructor in office hours to find out your grades.

The final grade for all homework will be based on an average of your homework assignment grades, including pop quizzes and extra credit assignments, for the entire semester.

ATTENDANCE GRADE COMPONENT (10%)

Some college courses deprioritize attendance and punctuality, and students may choose to skip class, to come late or to leave class, without facing any penalties. Usually, by obtaining notes from someone in class, students can catch up, understand and retain as much information as their peers and perform reasonably well on quizzes, exams or compositions. Foreign language classes are different, as oral interaction with instructors and classmates is a crucial component of language acquisition. Poring over notes or textbook pages at home will only capture a fraction of what could have been learned in a live lesson. In a modified language class, regular attendance is even more important, for students have language learning difficulties and require face-to-face explanations and demonstrations of grammar, explicit instruction in pronunciation of new vocabulary, and, generally, extra practice time with the material. Any loss of class time usually produces short-term consequences such as low scores on upcoming quizzes, charlas or journal entries, and far reaching effects in the form of holes in comprehension and proficiency which hardly ever fully dissipate and in fact grow with the addition of new material.

Due to the potential dangers of missing class time, your instructor has adopted a fairly rigid and strict attendance policy. Your instructor's priority with the attendance policy is to have you come to class each day, but she understands that situations do arise which prevent attendance. For some of those situations, it is rather easy to procure documentation; for other situations, verifiable evidence is difficult or impossible to obtain. With this in mind, your instructor grants you an allotment of both excused and unexcused absences. Acceptable excused absences include illness, participation in a University athletic event and mandatory court appearances. In order to have a missed class classified as an excused absence, you

must submit appropriate documentation as soon as possible and no later than seven days after the absence was incurred. A doctor's note must stipulate how many days of class for which to excuse you due to illness, paperwork from courts must clearly show the date and time of the hearing and letters from athletic offices must clearly mark the dates for which you will be unable to attend class. Emergency situations and family events such as parties, weddings and funerals cannot be officially documented from an objective third party and will not constitute excused absences.

For your excused absences, you should notify your instructor immediately via email or phone. You will have an extension until the next class period on any homework due, and any missed charlas, preguntas, journal entries, quizzes or exams can be made up as appropriate, either in class or in your instructor's office hours. For your unexcused absences, there is no obligation to contact your instructor in advance, but you are welcome to do so if you feel an explanation is in order. There will be no extensions or make-ups offered for unexcused absences.

Do recognize that a missed class is not an excuse for lack of preparation for the next class. No matter if your absence is excused or unexcused, a single day or multiple days; you must always contact a classmate to find out what happened in class in your absence and to request copies of any documents distributed or notes taken. Your instructor will not fulfill any requests via email or telephone for such information or materials, as her time is limited. However, you are encouraged to attend her office hours if you miss class, and she will gladly review any material with you and provide you with any documents you may require. If you cannot attend office hours, or office hours have already occurred or will occur too late, you must go through a classmate.

Clearly, absences represent the most detrimental form of missing class time, but arriving late, leaving momentarily or departing early can also have negative consequences for you and your classmates as well. Habitually arriving late to class, or habitually leaving class while it is still in session, undermines your learning experience and disrupts the flow of class for your classmates and instructor as well. Tardies could result in missed journal entries, charlas or preguntas, or homework assignments, which are due immediately at the start of class. Tardies and brief departures could result in unheard important announcements, the division of the class into groups for a game or activity or an explanation of an assignment, activity or grammatical concept.

After arriving late or leaving class, students often interrupt class to ask questions of their classmates or instructor about what was missed, what was already submitted and what is going on at that moment. These interruptions are especially difficult for those students with attention deficit disorders, who may never recover their concentration for the rest of the class period. Due to their adverse effects, tardies and departures will be documented and will affect your grade. However, if you arrive late to class because you have another class immediately preceding Spanish class which is far away on campus, you may visit your instructor in her office hours during the first few weeks of class to call up your schedule on PLUS and secure an excused tardy for the days in question. Similarly, if you have a special medical condition which may necessitate your leaving class, you should speak with your instructor in private at the start of the semester, and she will consider granting you excused departures from class. Documentation supporting your claim may be requested.

In order to develop a solid proficiency in the language, class time is important, and so is tutoring time. Tutoring sessions allow you to reinforce what

you are learning in class, and they give you a valuable opportunity for one-on-one interaction with a teacher which is rarely presented in class. Especially during the first semester, tutoring is viewed as an essential extension of class. Important lessons, worksheets or activities might be assigned for tutoring time if class time proves insufficient or complexity demands one-on-one instruction, and required assignments such as journal entry corrections must be done with your tutor. Therefore, attendance is mandatory, and skipped sessions will affect your grade.

You are allowed two unexcused absences from class, four excused absences from class, two class tardies fewer than ten minutes, two class departures fewer than five minutes, two tutoring session absences and two tutoring session tardies fewer than ten minutes before the attendance portion of your final grade will be adversely affected. Note that the attendance portion of your weekly self-evaluation form, which partially compromises your participation grade and is discussed under the participation grade component, will be affected by any missed class or tutoring time except excused time, whether you are within or beyond the allotted number of absences, tardies or departures.

With each class absence beyond those permitted, 1 percentage point from your final grade will be deducted. With each class tardy or departure beyond those permitted, $\frac{1}{4}$ percentage point will be deducted from your final grade. These deductions for class absences, tardies and departures will not exceed six percentage points. For each absence from your tutoring appointments beyond those permitted, $\frac{1}{2}$ percentage point will be deducted, and for each tardy beyond those permitted, $\frac{1}{4}$ percentage point will be deducted. These deductions for tutoring absences and tardies will not exceed four percentage points.

JOURNAL ENTRY GRADE COMPONENT (10%)

While compositions can be highly effective in traditional language classes, they present certain challenges within a modified language setting. One issue is that students often use dictionaries and other resources to compose their essays, as they struggle to express in Spanish what they would say in English, and they wind up misusing unfamiliar words and grammar instead of practicing the select things they do need to know. This tendency to consult various sources when writing also cripples students as they approach essay portions of exams, for they lack improvisational, independent writing skills. Another issue is that the typical composition assignment often spans several weeks, from the time the first draft is written to the due date for the revision, and a disparity grows between what is currently being practiced in class and the target grammar and vocabulary of the composition. This disparity can cause confusion, undoing the comprehension of old lessons and slowing the learning of new ones.

Although there are problems with compositions, practicing writing is still a priority. In modified Spanish, this priority is addressed through an ongoing journal. You are required to purchase a small package of loose leaf lined paper, paper with three holes in it so it will fit in your binder. This paper will be used for your journal entries throughout the semester. Your journal paper should be with you each day in class. As time permits and when appropriate, you will be asked to pull out a page of paper and write several sentences about a certain topic, reviewing certain vocabulary or grammar practiced during the previous class period(s). You will not use any books or materials as you write, and you will not be able to ask your classmates or instructor for help. It is to be a personal, unrehearsed writing exercise. You will submit the paper to your instructor when

you are finished, and she will hold the papers until the next journal entry for the week, when they will be redistributed.

At the end of the week, the instructor will read over your entries for the full week, marking words or phrases which need to be corrected. You will work with your tutor to fix any mistakes. If the text is full of mistakes, or if your instructor noted that you should add more vocabulary or content, you might wish to rewrite the entry. Conversely, if you only made a few minor mistakes, and your vocabulary and content are adequate, you might write corrections directly into the original text. You will submit the revised journal entry to your instructor on or before the due date announced in class or appearing on the agenda.

To determine your first draft score, your instructor will take into account grammar, vocabulary and content, and she will largely ignore spelling and accent mistakes. This is usually the same grading criteria used for compositions on exams. To determine your revision score, your instructor will consider how many marked errors, including spelling and accent mistakes, were corrected. If your revision includes extra content and vocabulary, she will also consider grammar and vocabulary, along with the correction of previous errors. Your final grade for the journal entry will be an average of the first draft and the revision. Your final course grade for journal entries will be an average of the final scores for all journal entries written during the semester.

Late journal entry corrections will not be accepted. If you do not submit a revision, no matter your original grade, a zero will be issued and averaged with your first draft's score. If you are absent or come late and miss a journal entry, you will receive a zero for that entry, unless you have an appropriately documented excused absence for the day in question. Since journal entries are rarely

scheduled and announced in advance, it is important that you attend all classes and arrive on time.

TUTORING

In the first few weeks of class, students will set a half-hour weekly appointment with the assigned tutor and honor that appointment throughout the duration of the semester.

The tutoring appointments are mandatory and absences and tardies will be recorded and counted when calculating your attendance grade, so be sure to attend all tutoring sessions and to arrive on time. Whether you can make up missed tutoring time from an absence or a tardy is in the sole discretion of your tutor. Contact your tutor as soon as possible to advise him or her that you will not attend, or that you will arrive late, and request a makeup session. Any make-up tutoring sessions must take place in the same week as the lost time was incurred, by 4:00 p.m. Friday afternoon—no exceptions.

You may work on a variety of things during tutoring time:

- Preparation for quizzes or written or oral exams.
- Preparation for charlas and preguntas.
- Basic conversation on common topics we cover in class.
- Pronunciation of vocabulary words and key expressions.

However, homework is largely off limits during tutoring sessions. Relying on your tutor to do your homework with you is counter productive to your learning of the material. The tutor may clarify instructions on a homework assignment if you are unsure of how to proceed, do one or two examples with you and/or review already completed homework, but doing the homework is your responsibility and must be done on your own time. If you show up to your tutoring session with nothing with which to work but homework, your tutor will have other practice exercises and activities ready which have been provided by your instructor.

BINDER REQUIREMENT

As there is no textbook for this class, you will receive many papers each week and, in a sense, build your own book from the various handouts you are given. It is important that you organize your papers in an efficient manner so your 'textbook' will be a user-friendly resource where you can find information quickly and easily. You will accumulate a good deal of material during the course of the semester, so please buy a binder that is at least two and a half inches thick at the spine. The instructor will check your binder periodically throughout the semester; see the course calendar for dates. You must have your binder on those dates, or you will receive a zero; binders will not be accepted late, unless you have an appropriately documented excused absence for the day in question. Each binder inspection grade will be worth five homework assignments and will be incorporated into your homework grade for the semester. After this class is done, be sure to keep the binder, for you may need to refer back to these materials in 1020.

Though there are different organizational strategies, one stands out as being particularly effective—a thematic organizational scheme. It is required that you divide your binder into the sections which appear in the bulleted list below. If you choose to structure your binder in an alternative fashion, visit your instructor in office hours to explain your organizational format and why it is effective for you, or else be aware that your grade will be compromised, perhaps even severely. "Material" is defined as any handouts, notes, worksheets, in-class activities and homework assignments related to the topic in question. This "Material" should be mostly arranged in the order in which it is received (not handed back to you, as happens often with homework). You may wish to get into the habit of logging the current date, and even time, of each paper you receive, so later you will know for sure where things belong.

- *Administrative.* The syllabus, weekly agendas, jail card rules, weekly self-evaluations and any informational handouts on class policy or procedure.
- *Ante Todo.* Material related to the preliminary chapter.
- *Chapter One.* Material related to Chapter 1.
- *Chapter Two.* Material related to Chapter 2.
- *Chapter Three.* Material related to Chapter 3.
- *Chapter Four.* Material related to Chapter 4.
- *Chapter Five.* Material related to Chapter 5.
- *Exams.* All pre-quizzes and quizzes; mid-term memory tests, pre-mid-term exams and mid-term exams; final exam review, memory test and pre-exam.
- *Oral.* All phonology lesson handouts and practice exercises; oral/communicative goals for each chapter; charla handouts and notes; and information, practice and grade for the three oral exams.
- *Journal.* Your journal pages and any handouts with journal writing topics.

QUIZ GRADE COMPONENT (15%)

Brief quizzes will be weekly or almost weekly, on Fridays at the end of class. See the course calendar for dates of quizzes. One class before each quiz, you will be assigned a pre-quiz identical in format to the quiz, so that you know exactly what will be tested, and how. The content will vary, so you will not be able to memorize responses, but you will have an opportunity to perform the same kinds of formulas or operations or to use similar vocabulary.

Pre-quizzes are collected as homework. To receive full credit for a pre-quiz, you must complete the quiz, and then, using the answer key and a different colored pen, pencil or marker, verify correct responses and fix any errors. The mandatory correction procedure was adopted in order to encourage you to work through your mistakes instead of repeat them on the actual quiz. In short, prequizzes are graded on confirmed accuracy, not merely completion, since you have access to an answer key. An example of pre-quiz correction will be provided with the first pre-quiz so you know exactly what to do.

You will have as much time as necessary to finish the quizzes; however, if your schedule does not permit you to continue to work on the quiz past the end of the class period, it must be handed in regardless.

A missed quiz cannot be made up and will constitute a zero, unless you have an appropriately documented excused absence for the day in question, so be sure to attend all Friday classes.

The final grade for quizzes will be based on an average of your performance on all the quizzes taken throughout the semester, without factoring in your lowest score.

MID-TERM GRADE COMPONENT (15%)

There will be two of these exams. See course calendar for dates. Each typically covers two or three chapters of material. The exams are principally comprised of written exercises, but most also include a listening comprehension part. As with the quizzes, you will be given a pre-exam a few days ahead of time, so that you may become familiar with the format of the exam and can practice the material to be tested. Such pre-exams receive homework points for completion, so be sure to complete them and bring them with you to class. You will have as much time as necessary to finish the exams; however, if your schedule does not permit you to continue to work on the exam past the end of the class period, it must be handed in regardless. A missed exam will result in a zero, unless you have an appropriately documented excused absence for the day in question.

FINAL EXAM GRADE COMPONENT (15%)

The final exam for modified Spanish 1010 usually emphasizes new material which has not yet been tested on an exam, namely, Chapter 5 grammar and vocabulary, but it is also comprehensive in nature, reviewing important vocabulary and grammar, especially conjugation of verbs, from previous chapters. The final exam will be primarily written, with a listening comprehension part. As with quizzes and mid-term exams, you will receive a pre final exam, virtually identical in format to the actual exam, so you can practice and prepare adequately for the official exam.

The final exam will take place Wednesday, December 16, 2009, from 10:30 a.m. to 1:00 p.m., location to be announced. If you have three exams on this day and this exam would be the third, or if you have another final exam scheduled at the same day and time, please contact your instructor as soon as possible, but no

later than October 2, 2009, for alternative arrangements. You will be required to submit documentation which proves your qualification for an alternate final exam. A missed final exam will result in a zero, unless you have an appropriately documented excuse for not attending—see the attendance grade component for what constitutes an acceptable excuse and supporting evidence.

UNIVERSITY & DEPARTMENT POLICIES

1. **Reasonable Accommodation.** If you qualify for accommodations because of a disability, please submit to the instructor a letter from Disability Services by the end of the third week of class so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities. Disability Services' letters for students with disabilities indicate legally mandated reasonable accommodations. For more information, you may contact Disability Services at (303) 492-8671 or Willard 322, or visit their website at <http://www.colorado.edu/disabilityservices/>

If you have a temporary medical condition or injury, see guidelines at <http://www.colorado.edu/disabilityservices/go.cgi?select=temporary.html>

2. **Religious Observance.** Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. See full details at http://www.colorado.edu/policies/fac_relig.html

In this class, please provide your instructor with advance notification of at least seven days when religious observance will conflict with class or tutoring. Provided this notice is given, any classes missed due to religious observance will be considered excused and all the rules regarding excused absences will apply, and any missed tutoring session can be made up. Notices provided after the required seven day period may result in limited accommodations or no accommodation at all.

3. **Honor Code.** All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All

incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at <http://www.colorado.edu/academics/honorcode/> and at <http://www.colorado.edu/policies/honor.html/>

4. Campus Classroom Behavior Policy. Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. Your instructor will gladly honor your request to address you by an alternate name or gender pronoun. Please advise your instructor of this preference early in the semester so she can make appropriate changes to her records. See policies at <http://www.colorado.edu/policies/classbehavior.html> or http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#students_code

5. Discrimination and Harassment. The University of Colorado at Boulder policy on Discrimination and Harassment, the University of Colorado policy on Sexual Harassment and the University of Colorado policy on Amorous Relationships apply to all students, staff and faculty. Any student, staff or faculty member who believes he or she has been the subject of discrimination or harassment based upon race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH)

at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the ODH, the above-referenced policies and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://www.colorado.edu/odh>

6. Final Exams. Final exams are to be taken on the day determined by the University and the Department of Spanish & Portuguese. No excuse, including, but not limited to, family meetings, employment or travel will grant an exception to this. However, if you have three or more final exams scheduled on the same day, you are entitled to arrange an alternative exam time for the last exam or exams scheduled on that day. To qualify for rescheduling final exam times, you must provide evidence that you have three or more exams on the same day, and arrangements must be made with your instructor no later than the end of the sixth week of the semester. For the complete final examination policy, please see http://www.colorado.edu/policies/final_exam.html

7. Use of Electronic Devices in the Classroom. No text messaging or emailing will be tolerated during class. Cell phones must be turned off or on silent and kept in your backpack or pocket during class. Using laptops during class is strictly forbidden, except in very rare circumstances which have been previously approved by the instructor. Failure to comply with these rules will result in a loss of all participation and attendance points for the day. In other words, that day will be counted as an unexcused absence.

PARTICIPATION GRADE COMPONENT (10%)

This will be based on the components of the Course Contract. In an effort to secure ideal learning conditions, students are expected to have a good attitude, be focused during class, use Spanish to the greatest extent possible, prepare thoroughly for class, participate actively during class and attend all classes and tutoring sessions, arrive on time and stay for the full duration.

COURSE CONTRACT

Because students who enroll in the modified foreign language program generally have difficulty with language learning, the instructor has set special requirements to heighten the likelihood of success in the class. In order to foster and maintain a safe, supportive learning environment which is effective for every student in the class, it is imperative that students abide by the following rules. These expectations will be enforced consistently through the semester, and students will be graded on them each and every week through self-evaluations.

I, _____, the student, hereby agree...

1. ATTITUDE. To try to have a great attitude in class, one which is positive, cooperative, constructive and respectful of others and displays genuine enthusiasm for learning and interest in the language.

2. FOCUS. To do my best to stay fully engaged and attentive during each class period, whether I am working alone or with the whole class, a large or small group or partner. To refrain from using such electronic devices as cell phones, BlackBerries, laptops, ipods or MP3 players. To refrain from interrupting class by bringing up class policy, grading systems or other administrative issues.

3. SPANISH. To strive continually to express questions, responses and comments in Spanish, and to avoid the use of English whenever possible. To be receptive to the instructor's use of Spanish, and my classmates use of Spanish—to welcome the Spanish language and to try to understand as much as I can.

4. PREPARATION. To come well prepared to class each day. To have checked the weekly agenda before each class in order to know what homework is due, whether readings or routine assignments, and to have completely finished that homework. To have obtained copies, notes or information from a classmate, or my instructor during office hours, if I missed the previous class.

5. PARTICIPATION. To participate actively on a regular basis. Active participation means answering questions, volunteering for tasks, asking questions, sharing relevant comments and contributing actively to partner or group work.

6. ATTENDANCE. To attend class every day, to arrive on time and to stay for the full duration. To attend all tutoring sessions, to arrive on time and to stay for the full duration.

In conclusion, I agree to do my best to abide by all of the conditions described above. If I persistently violate of one or more of the contract conditions, and if I do not make any efforts to correct those behaviors, I recognize that my eligibility to participate in Modified Foreign Language Program classes may be jeopardized.

SAMPLE SELF-EVALUATION FORM

At the end of each Friday class, starting in the third week of class, you will receive a clean copy of the form below. Using the general grading scale, you will assign yourself a grade for each of the categories of the Course Contract.

The instructor will collect your form, review it and make changes as necessary. She will then crunch the numbers. Each category carries a weight which is marked in parentheses on the form. By multiplying each score by its weight, and adding them all together, your instructor will arrive at your final score for the week. She will record your Spanish grade and your overall average and then return the form to you. If you have questions or concerns about any changes she made to your form, you may see her in office hours to discuss the matter.

NAME: JOHN DOE SMITH

WEEK: 3

GRADING SCALE

50	55	60	65	70	75	80	85	90	95	100			
F		D-	D	D+	C-	C	C+	B-	B	B+	A-	A	A+
REALLY BAD		POOR			OK, acceptable			GOOD		GREAT			

ATTITUDE (x1)

50	55	60	65	70	75	80	85	90	95	100
									95	

FOCUS (x1)

50	55	60	65	70	75	80	85	90	95	100
									95	

SPANISH (x3)

50	55	60	65	70	75	80	85	90	95	100
						80				

PREPARATION (x2)

50	55	60	65	70	75	80	85	90	95	100
										100

PARTICIPATION (x1)

50	55	60	65	70	75	80	85	90	95	100
								90		

ATTENDANCE (x2)

50	55	60	65	70	75	80	85	90	95	100
										100

AVERAGE / FINAL SCORE (to be completed by instructor)

50	55	60	65	70	75	80	85	90	95	100
								92		

SPANISH GRADING CRITERIA

To follow are detailed guidelines for how to determine what grade you deserve for Spanish on the weekly self-evaluations. To figure out your score, average your marks for the four categories below together. For instance, if you believe you earned a C- for *General*, an A for *Mandatory*, a B- for *Voluntary* and an A for *Receptivity*, your grade would roughly be a B.

For the *General* category, "During class time" applies to the entire class period, and it may include you talking with the instructor or with your fellow students. It applies to each and every word which comes out of your mouth during class time. It does not apply to time in the classroom before or after class, though you are encouraged to speak Spanish then as well!

"Mandatory Spanish" (MS) means using Spanish when you absolutely must, such as when you volunteer to answer a question which requires Spanish, for example, María _____ (volver) a casa. Your response, "María vuelve a casa," is Spanish you must use. This also applies to games such as *Go Fish* and *Battleship*.

"Voluntary Spanish" (VS) means using improvisational Spanish to communicate with me or your classmates when you could use English instead. It could be asking a question in Spanish, such as "¿Cómo se dice 'student' en español?" It might be expressing something such as, "No comprendo." It can be as simple as "gracias" y "sí." This also includes *charlas* and *preguntas*.

Receptivity involves being open to your instructor and classmates using Spanish. When someone else uses Spanish, you (1) stay focused and listen attentively, (2) are motivated to understand what is being said and will use cues (such as gestures, images or examples on the board or transparency) to help you figure out meaning, (3) try to avoid asking for translations in English and (4) generally project an eagerness to learn the language.

GENERAL

- A RANGE. You basically speak only in Spanish during class time.
- B RANGE. You speak substantially more Spanish than English, but you do use some English.
- C RANGE. You speak a mix of Spanish and English, about half and half.
- D RANGE. You speak substantially more English than Spanish.
- F RANGE. You speak in English all the time, with no or very little Spanish.

MANDATORY SPANISH (MS)

- A RANGE. You volunteer often during each class, so you use a lot of MS.
- B RANGE. You volunteer several times during each class, so you use substantial MS.
- C RANGE. You volunteer a couple times during each class, so you use some MS.
- D RANGE. You volunteer once per class, so you use a little MS.
- F RANGE. You never volunteer during class, so you use no MS.

VOLUNTARY SPANISH (VS)

- A RANGE. You use lots of VS, not just isolated words, but complete ideas.
- B RANGE. You use a good deal of VS, mostly isolated words, but a few complete ideas too.
- C RANGE. You use some VS, mostly just isolated words.
- D RANGE. You use a little VS, mostly just isolated words.
- F RANGE. You do not use any VS, not even things such as "gracias" and "sí."

RECEPTIVITY

- A RANGE. You are very receptive to Spanish at all times.
- B RANGE. You are mostly receptive to Spanish.
- C RANGE. You are somewhat receptive to Spanish.
- D RANGE. You are a little receptive to Spanish.
- F RANGE. You are not receptive to Spanish at all.

ORAL GRADE COMPONENT (10%)

Your oral grade is made up of three components, weighted equally: the average of three oral exams, the average of Spanish grades on your weekly self-evaluations and the average of charla and pregunta grades.

The three oral exams will take place during class; see course calendar for dates. Oral exams generally test students on a set of situations, such as meeting and greeting someone new or discussing your family or classes. A description of the situations, along with a set of Spanish questions you will be asked for each, English translations of the questions and sample responses, will be provided as the exam date approaches. For the exam, one or two situations will be randomly chosen for you to do, one-on-one, with your instructor. For each situation, you will generally be graded on grammar, vocabulary, speed/flow, pronunciation and communication. A missed oral exam will result in a zero, unless you have an appropriately documented excused absence for the day in question.

The grade you receive for Spanish on the self-evaluations is determined by how much Spanish you use in class. Your Spanish grade is an average of your general use of Spanish during the week in question (percentage Spanish vs. English at all times during class); mandatory Spanish (Spanish you use when you volunteer during class); voluntary Spanish (improvisational communication in the language) and receptivity (your attitude toward the language, your projected desire to learn and use it). See the syllabus section Spanish Grading Criteria for more details.

Finally, charlas are very brief presentations in Spanish in front of the class. They must last at least a minute and relate to the topic assigned. With each presentation, several students in class will be responsible for asking questions to get more information. Charlas will be explained in more detail in the coming weeks, and a schedule will be distributed for each charla so you know when you will

present, and when you will be made to ask a question. For the moment, you can check the course calendar to see when the charlas take place and what the general topic will be, and you can rest assured that your grade for charlas is mostly based on completion only.