
**SPANISH 2110-800, SPRING 09
MODIFIED COURSE
SYLLABUS**

GENERAL INFORMATION

Instructor: Carmen Kopen
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Office Hours: Mondays 2:00 - 3:30 p.m. and Fridays 9:15 - 10:45 a.m.
Class Times and Place: Tuesday & Thursday 9:30 - 10:45 CLRE 104

MATERIALS

Our text for this course will be *Puntos de Partida*, 7th edition (Knorre, Dorwick, Pérez-Girronés, Glass & Villarreal, published by McGraw Hill, 2005). The text, as well as additional materials for the course—a workbook and student CD-ROM, are included in a packet sold at the CU bookstore. Though these materials will not be used as often, consistently and extensively as they are in the traditional Spanish sequence, please keep them until the end of this semester. You may choose to use the textbook and/or workbook during tutoring outside of class.

As explained later in this syllabus, you will need a three ring binder which is two inches thick at the spine, and a small package of loose leaf lined paper with three holes. If you do not have these materials already, please purchase them as soon as possible.

COURSE OVERVIEW

Spanish 2110-800 is the terminal course in the modified sequence. Students will continue to practice the four language skills: speaking, listening, reading and writing, and they will be exposed to increasingly advanced structures and material. As with the previous two courses in this sequence, grammatical structures will be introduced selectively, with more time than in the traditional Spanish courses to practice the material. Unlike the previous two semesters, classtime is much more limited. **As we only meet twice per week, much of the burden of memorization and practice shifts to you. In addition to completing the homework assignments which will be given for each class period, set aside extra time for working with new vocabulary and grammar.**

In addition to modifications made in the classroom, free weekly tutoring outside of class is provided to lend extra support and opportunities for practice. If you are still struggling, despite time spent in class, at home and during your weekly tutoring appointment, you may see your instructor during office hours, or you may attend tutoring walk-in hours. These tutoring walk-in hours will be announced in the coming weeks, and they function as your instructor's office hours do. Any student needing extra help can drop by tutoring walk-in hours for assistance.

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.

TUTORING

The completed year of Spanish study allows the instructor to assess *consistent* proficiency in the language and the *consistent* ability to work independently and still achieve high marks, and it allows her to project whether continued, weekly tutoring support is necessary. Those students whose final exam grade and final course grade from 1020 average to be in the A range (90-100) will not be required to schedule a tutoring appointment, though they may choose to do so if they wish. Those students whose final exam grade and final course grade from 1020 average to be in the B or C range or lower will have to set a weekly tutoring session. See your instructor if you are unsure to which category you belong.

The tutoring requirements and waivers may change throughout the course of the semester based on student performance and progress. Scores will be closely monitored, especially exam grades, and independent study and work habits will be observed, in order to ascertain whether weekly tutoring is needed. A tutoring requirement may be reinstated if grades begin to falter into the B range and lower; conversely, a waiver may be issued if grades improve to the A range and stabilize.

For those students who must do tutoring, a half-hour weekly appointment with the assigned tutor will be set in the first few weeks of the semester, and that appointment will be honored throughout the duration of the semester. A few students whose 1020 final exams revealed profound difficulties may be required to schedule an hour long appointment. Please note that tutoring appointments are not interchangeable—unless given express permission by your tutor due to exceptional circumstances, do not swap appointments with a classmate, or, under any circumstances, attend a tutoring session which is not your own.

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 during tutoring walk-in hours or another day and time. 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.

During your regular thirty minute appointment with the tutor, and during tutoring walk-in hours, you may work on a variety of things:

- 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 usually have other practice exercises and activities ready which have been provided by your instructor.

BINDER REQUIREMENT

You must maintain a well organized binder for this class, for good organization is imperative for success. One of the binder's best advantages is that it will help you find all relevant

information on a particular topic, when you go to do a homework assignment, to prepare for a charla or to study for a quiz or exam. While 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 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 mostly be 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 it belongs.

- *Administrative.* The syllabus and course calendar, weekly agendas, jail card rules, self-evaluation grading criteria, weekly self-evaluations and any informational handouts on class policy or procedure.
- *Present tense.* Material reviewing the present tense.
- *Preterite and imperfect.* Material reviewing preterite/imperfect.
- *Lección 1.* Material relating to presiones vocabulary and formal commands.
- *Lección 2.* Material relating to relaciones vocabulary and the subjunctive, according to topic: conjugation, influence, emotion, doubt or denial, antecedents and expressions.
- *Lección 3.* Material relating to naturaleza vocabulary and past participle.
- *Lección 4.* Material relating to coches vocabulary and present perfect.
- *Lección 5.* Material relating to la vida real vocabulary and future tense.
- *Exams.* All memory tests, pre-exams and exams; and pre-quizzes and quizzes.
- *Oral.* All charla handouts and notes; oral exam information, practice and grade.
- *Journal.* Your journal pages and any handouts with journal writing topics.

You will accumulate a good deal of material during the course of the semester, so please buy a binder that is at least two inches thick. The instructor will check your binder periodically throughout the semester; see the calendar for dates. You must have your binder on those dates, or you will receive a zero; binders will not be accepted late. Each binder inspection grade will be worth five homework assignments, and will be incorporated into your homework grade for the semester.

GRADE COMPOSITION

Homework: 10%	Mid-terms: 20%	Journal: 10%	Participation: 10%
Quizzes: 10%	Final Exam: 20%	Attendance: 10%	Oral: 10%

EXPLANATION OF GRADE COMPONENTS

Homework assignments 10%: Homework must be completed on your own. Do not work with classmates or tutors to complete your homework. Homework will be assigned for almost every class, and assignments may range from website and CD-ROM exercises to crossword puzzles and wordsearches to worksheets. 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. Homework is due at the start of class on the day assigned. Homework will not be accepted late for partial credit, unless you submit jail card(s) for an extension. Depending upon the nature of the assignment, homework may be graded on completeness only, or on both completeness and accuracy. Another form of homework is the pop quiz, which makes sure you have done any assigned readings. Popquizzes will not be announced in advance, so it is important to read carefully any handouts which appear on the agenda. 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 for the entire semester. At times, extra credit homework may be offered. This may only boost your homework average, potentially up to 100%, and it may not be used to improve any other area of your final grade.

Quizzes 10%: Brief quizzes will take place most Tuesdays at the start of class. See the course calendar, on the final page of this syllabus, for dates. On the previous Thursday, you will be assigned a pre-quiz identical in format to the quiz, so that you know exactly what will be tested, and how. Pre-quizzes are collected as homework. You will have as much time as necessary to finish the quizzes. A missed quiz cannot be made up and will constitute a zero. 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. At times, extra credit percentage points for a quiz may be offered to the winners of a game played in class. These points may only boost your quiz average, potentially up to 100%, and they may not be used to improve any other area of your final grade. These points, together with extra credit homework assignments, are the only forms of extra credit available for this course—no exceptions.

Mid-terms 20%: There will be two of these exams. See course calendar for dates. 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.

Final Exam 15%: Tuesday, May 5, 2009, 7:30 - 10:00 a.m., location to be announced. If you have three exams on this day and this exam would be the third, or if another exam is scheduled at the same day and time, please contact your instructor as soon as possible, but no later than February 20, 2009, for alternative arrangements. You will be required to submit documentation which proves your qualification for an alternate final exam.

Journal 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 and must be addressed in some way, namely, 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 hang on to 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, making corrections and notes as needed. Spelling and accents will be corrected as needed, but they will not impact your score. Your grade for each entry will be based on grammar, vocabulary and content. This is usually the same grading criteria used for compositions on exams.

If you are absent or come late and miss a journal entry, you will receive a zero for that entry, unless you have the required number of jail cards, in which case, you are permitted to make up the entry during tutoring walk-in hours or your instructor's office hours.

Attendance 10%: This will be based on attending class and tutoring sessions, arriving on time and staying for the full duration of the class or session. For various reasons, a new attendance policy is being piloted this semester. Your instructor will no longer distinguish between excused and unexcused absences; rather, all missed classes and tutoring sessions will be treated equally. You are allowed three freebie absences from class, three freebie class tardies, two freebie missed tutoring sessions and two freebie tutoring tardies 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 will be discussed in the pages to come, will be affected by any missed class or tutoring time, whether you are within or beyond the allotted number of freebies.) With each class absence beyond the three permitted, a full percentage point from your final grade will be deducted. With each class tardy beyond the three permitted, $\frac{1}{4}$ percentage point will be deducted from your final grade. Points deducted for class absences and tardies will not exceed six percentage points for those with a tutoring requirement, and ten points for those with tutoring waivers. For each absence from your tutoring appointments beyond the two which you are permitted, a full percentage point will be deducted, and for each tardy beyond two, $\frac{1}{4}$ percentage point will be deducted. These deductions for tutoring absences and tardies will not exceed four percentage points. Note that leaving class or tutoring while class or the appointment is still in session constitutes a tardy, and all the rules regarding tardies which are described above will apply. Note too that 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.

Participation 10%: This will be based on the components of the Course Contract found near the end of this syllabus. 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. In the last five minutes of each Thursday class, students will be given a brief self-evaluation form to complete, a questionnaire which assesses the nature of their participation during the week in question. The instructor will collect these forms, review them and make changes as necessary. The final grade for participation will be an average of all the weekly self-evaluation scores.

Oral 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. Detailed information for each exam will be provided as the date approaches. A missed oral exam will result in a zero. The grade you receive for Spanish on the self-evaluations is determined by how much Spanish you use in class. More precise grading criteria will be discussed with the self-evaluation form. 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.

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

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 have a great attitude in class, one which is positive, cooperative, constructive and respectful of others. Having a great attitude projects the idea that you really want to learn the language, and you will do whatever it takes to help you and your fellow classmates achieve that goal. To avoid characteristics of a poor attitude, one which is pessimistic, antagonistic, destructive, sarcastic or disrespectful. Students with poor attitude may act bored in class, express negative comments or argue with the instructor or fellow classmates.
- 2. Focus.** To do my best to stay fully engaged and attentive during each class period, and to avoid letting my attention wander to that which is not directly related to the topic or work at hand. I understand that it is important for me to maintain focus at all times, whether we are working together as a class, in small or large groups, in partners or individually. Zoning out, falling asleep, getting off on tangents, wandering in and out of class and being, generally, disruptive, take away from my experience as a language student and also adversely affect my classmates and my instructor. To refrain from using such things as cell phones, laptops or ipods. If I decide to bring such devices with me to class, I understand that pulling them out during class is strictly forbidden, except in very rare circumstances which have been previously approved by the instructor. I understand that such electronic devices may be confiscated by my instructor if I try to use them, and that they will be returned to me at the end of class. To refrain from bringing up class policy or procedural issues in the classroom, my particular grades or the manner in which I was graded or any other issue which does not directly and immediately promote our goal of learning and practicing the Spanish language. I vow to address any such issues privately with my instructor over email or in her office hours.

3. Spanish. To strive continually to express questions, responses and comments in Spanish, and to avoid the use of English wherever possible. I understand that silence, and using Spanish only when absolutely necessary, are not sufficient; whenever I am given a choice of language, I will try to use Spanish. 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. To use non-verbal, supportive cues given by the instructor, such as gestures, pointing to material on the board or overhead, in order to interpret spoken Spanish, instead of tuning out or demanding English.

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 done that homework. To come to class with any homework ready to submit or correct and to be ready to work.

To have contacted a classmate as soon as possible if I missed the previous class period, in order to know how to prepare for class and to receive copies of materials distributed. I understand that missing a class does not excuse lack of preparation for the next one.

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 group work. Participating actively means you are participating when you are not forced to do so. If you are called upon by the instructor and made to answer a question, you are merely following instructions and not engaging in active participation.

6. Attendance. To attend class every day. I understand that while I am allowed three freebie absences from class, I will not be permitted to receive copies of anything missed on those days or makeup any assignments due or any quiz or exam which took place. I further understand that students who show up at the start of class, wanting to collect materials and then leave, will not be given anything.

If I have a tutoring requirement, to attend all tutoring sessions. I understand that the weekly appointments are mandatory, and absences and tardies will affect my grade.

To arrive on time each day. I understand that tardies will affect my final grade, and that if I come late, I will not receive any copies of what I missed, and the grade of any assignment due that day is at risk—homework assignments and journal entries may be denied credit.

To stay in class for the full duration. I understand that I will incur a tardy if I leave class while class is in session. However, I recognize that I may use my own discretion when choosing to leave class. I do not need to obtain the permission of the instructor to use the restroom, but any lost class time will be noted and will affect my participation grade for the day.

In conclusion, I agree to abide by all of the conditions described above. I realize that if I violate one or more of the agreements described above, (1) I may be asked to leave class if I am being inappropriate, disrespectful or disruptive, and I will not be allowed to make up anything missed, (2) my enrollment in current and future modified language classes may be jeopardized, and (3) if my grades begin to falter and I fail to attain the minimum grade needed to finish the modified Spanish sequence, all support from the modified foreign language program will be withdrawn and I will be on my own to figure out how to satisfy the foreign language requirement for graduation.

Signature: _____

Date: _____

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 in a timely manner so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities. You may contact Disability Services at (303) 492-8671 or Willard 322, or visit their website at <http://www.colorado.edu/disabilityservices/>

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. In this class, no missed class or tutoring time will count against affected students, and any assignment or examination will postponed or accepted early, provided that advanced notification of the conflict is given. Advanced notification must take place at least seven days before the day of religious observance in question. Any notice provided after the required seven day period may result in limited accommodations, or no accommodation at all. See full details at http://www.colorado.edu/policies/fac_relig.html

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. Students who fail to adhere to behavioral standards may be subject to discipline. Faculty members have the professional responsibility to treat students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which students express opinions. See more on this policy 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 s/he has been the subject of sexual harassment or discrimination based upon race, color, national origin, sex, age, disability, creed, 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/>

2110 COURSE CALENDAR

<i>Week</i>	<i>Dates</i>	<i>Class activities</i>
1	Jan 12–16	Review syllabus <i>Repaso, gramática:</i> Regular present tense
2	Jan 29–23	<i>Repaso, gramática:</i> Irregular present tense
3	Jan 26–30	<u>CHARLA 1: ALL ABOUT ME</u> T Prueba 1 , Present tense, regular and irregular <i>Repaso, gramática:</i> Preterite and imperfect conjugation
4	Feb 2–6	<u>CHARLA 1: ALL ABOUT ME</u> T Prueba 2 , Preterite and imperfect conjugation <i>Repaso, gramática:</i> Preterite and imperfect uses
5	Feb 9–13	T Examen Oral I R Examen I; Binder Inspection I
6	Feb 16–20	<u>CHARLA 2: WHAT I DID OVER BREAK</u> <i>Lección 1, vocabulario:</i> Las presiones de la vida estudiantil <i>Lección 1, gramática:</i> Formal commands F ***DEADLINE—Notification of Need for Alternate Final Exam***
7	Feb 23–27	<u>CHARLA 2: WHAT I DID OVER BREAK</u> T Prueba 3 , Lección 1 <i>Lección 2, gramática:</i> Subjunctive, conjugation <i>Lección 2, gramática y vocabulario:</i> Subjunctive, influence
8	Mar 2–6	<u>CHARLA 3: MY UNIVERSITY LIFE</u> T Prueba 4 , Lección 2 <i>Lección 2, gramática y vocabulario:</i> Subjunctive, emotion <i>Lección 2, gramática y vocabulario:</i> Subjunctive, doubt and denial
9	Mar 9–13	<u>CHARLA 3: MY UNIVERSITY LIFE</u> T Prueba 5 , Lección 2 <i>Lección 2, vocabulario:</i> Las relaciones sentimentales <i>Lección 2, gramática y vocabulario:</i> Subjunctive, antecedents and expressions
10	Mar 16–20	T Examen Oral II R Examen II; Binder Inspection II
11	Mar 23–27	VACACIONES DE PRIMAVERA
12	Mar 30–Apr 3	<u>CHARLA 4: MY RELATIONSHIPS</u> <i>Lección 3, vocabulario:</i> La naturaleza y el medio ambiente <i>Lección 3, gramática:</i> Past participle
13	Apr 6–10	<u>CHARLA 4: MY RELATIONSHIPS</u> T Prueba 6 , Lección 3 <i>Lección 4, vocabulario:</i> Los coches <i>Lección 4, gramática:</i> Present perfect
14	Apr 13–17	T Prueba 7 , Lección 4 <i>Lección 5, vocabulario:</i> La vida real <i>Lección 5, gramática:</i> Future
15	Apr 20–24	T Prueba 8 , Lección 5 Review: Lessons 3-5 (mostly)
16	Apr 27–May 1	T Examen Oral III R Binder Inspection II; Final Exam Memory Test

Final Exam: Tuesday, May 5, 2009, 7:30–10:00 a.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 on 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 spring break or returning late.