GENERAL INFORMATION

Instructor: Carmen Kopen  
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E-mail: carmen.kopen@colorado.edu  
Office: McKenna 233  
Office Hours: Monday/Friday 2:15-3:15 p.m.  
Tuesday/Thursday 10:15-10:45 a.m.

Class Location: Clare 104  
Class Times/Place:  Monday/Friday 1-1:50 p.m  
Tuesday/Thursday 12:30-1:45 p.m.

THE INSTRUCTOR’S AVAILABILITY

Generally, college students attend their professors’ office hours when they experience difficulties learning the course material. The instructor for this class teaches three modified Spanish courses, and all of her students have language learning difficulties and might be compelled to use office hours on a regular basis. For this reason, she is aided by tutors, who provide students with one-on-one weekly support. More information on tutoring will appear in a later section of this syllabus. The tutors help balance the instructor’s work load, but her schedule is still full, and she must issue some restrictions for meeting with students outside of class.

Office hours begin and end exactly at the hours designated above. Students should not expect to come early or stay late, as this disrupts their instructor’s schedule.

Office hours are not held before or after class in the classroom, so students should not line up to meet with their instructor to discuss questions or concerns; such issues should be addressed over email or at her office. Depending on the particular day and the class, she may need the limited time before and after class to accomplish various tasks.

Some students may be unable to attend the office hours which appear above. The instructor is willing to set special appointments outside of the regularly scheduled hours; however, students should be aware that not all requests for such appointments will be granted.

• If students have missed or will miss class and want to collect materials distributed in their absence, it is their responsibility to obtain those materials from D2L and to email or call a classmate if any clarification is needed regarding activities or assignments. The instructor’s busy schedule does not allow her to accommodate student requests to meet outside of office hours in order to collect and review such materials.

• If students need help with the material being studied, whether due to an absence or series of absences or for other reasons, they must first meet with the class tutor during their regular weekly session and/or tutoring walk-in time. If they have already worked fairly extensively with the tutor and are still experiencing difficulties, the instructor will strive to schedule special time for them.
COURSE OVERVIEW

Spanish 1020-800 is a continuing Spanish course which follows the Spanish 1010-800 class. The course emphasizes the mastery of all four basic language skills: listening, speaking, reading and writing.

The modified section of Spanish 1020 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 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. Merely attending class, completing daily homework and studying for quizzes and exams is usually not enough for students to succeed in the long-term. In order to learn and retain grammatical concepts and components and vocabulary words and expressions, students must continually set aside time for independent study and practice.

Many students consider flashcards to be a highly effective tool for study outside the classroom, and the instructor, through D2L content, provides students with general strategies for using flashcards to their fullest potential based on their learning style(s), as well as specific flashcard templates for each unit of material covered this semester. More details about flashcards appear in the homework section of this syllabus.

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 students to approximately the same grammatical structures and vocabulary, they will not necessarily have enough background to switch to the regular sequence mid-stream.

COURSE CONTRACT

Though the instructor uses special methods and techniques to set the stage for language acquisition, students must prioritize their Spanish education in order to succeed. Making Spanish class a priority means meeting or even exceeding the expectations and standards outlined in this syllabus. The number of policies in this syllabus and their detailed and rigid nature are not often found in other college courses, whether classes in foreign language or other disciplines, but, collectively, this body of policies serves a crucial purpose—to foster a strong commitment from students to the class.

Students should strive 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.

Students should do their best to stay fully engaged and attentive during each class period, whether they are working alone or with the whole class, a large or small group or partner. In order to achieve an acceptable level of concentration, students should refrain from the use of materials for other classes and the use of electronic devices. Students should also reserve questions or concerns regarding class policy, grading systems and other administrative issues for office hours or email.

Students should strive to express questions, responses and comments in Spanish whenever possible. Students should be receptive to the instructor’s use of Spanish, and their classmates’ use of Spanish. They should welcome the Spanish language and try to understand as much as they can.

Students should come well prepared to each class. They should check the weekly agenda before each class in order to know what homework is due, whether readings or routine assignments,
and they should fully complete all homework. When students miss class, they should visit D2L to obtain materials missed, and contact a classmate with any questions, so they can come fully prepared to the next class.

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

Students should attend class every day, arrive on time and stay for the full duration of the class period. Those with a tutoring requirement should attend all tutoring sessions, arrive on time and stay for the full duration of the session.

Students should do their best to abide by all of the conditions described above. If they persistently violate one or more of the contract conditions, and if they do not make any efforts to correct those behaviors, their performance in class could be severely compromised, and their eligibility to participate in modified classes may be jeopardized.

MATERIALS

There is no textbook which students must purchase for this modified 1020 class. The materials they use, which include handouts, worksheets, activities and homework assignments, are created by the instructor and will be provided by her. All these class materials can be found on D2L. Most items are available already at the start of the semester, except for the practice packets and answer keys for competitive games, which are released after class on the day they are played, to prevent any student from gaining an unfair advantage.

Though dictionaries can be useful supplementary purchases for students enrolled in foreign language courses, modified Spanish students are discouraged from buying one. The instructor will provide students with comprehensive vocabulary lists for each chapter which contain the most important words and phrases they should know. If they must know a word which does not appear on the vocabulary lists, they can go to http://www.wordreference.com.

Students are required to purchase a two-inch three ring binder. They should do so as soon as possible.

BINDER REQUIREMENT

As there is no textbook for this class, students will receive a substantial amount of papers during the course of the semester and, in a sense, build their own book from the binder they purchase and the materials they are given. It is important that students organize their papers in an efficient manner so their ‘textbook’ will be a user-friendly resource where they can find information quickly and easily.

Though there are different organizational strategies, after years of experimentation, one stands out as being particularly effective—a thematic organizational scheme. It is required that all students divide their binders into the sections which appear in the bulleted list below. “Material” is defined as any handouts, notes, worksheets, assignments or activities. This “Material” should be mostly arranged in the order in which it is received (not handed back, as happens often with homework). Students should log the current date and time, of each paper they receive, so later they will know for sure where things belong. If several items are distributed at once, as often happens at the end of the class period, students should number them so they can later determine their proper order. Alternatively, students may visit the chapter folders within D2L and model the order of papers within each chapter after them.
- **Administrative.** The basic classroom vocabulary list, course calendar, and weekly agendas.
- **Review.** Material reviewing 1010 material.
- **Chapter Six.** Material related to Chapter Six.
- **Chapter Seven.** Material related to Chapter Seven.
- **Chapter Eight.** Material related to Chapter Eight.
- **Chapter Nine.** Material related to Chapter Nine.
- **Chapter Ten.** Material related to Chapter Ten.
- **Charla.** Charla schedules/assignments, notes on instructor's sample charla and questions, and any written preparation work or practice charlas; arranged chronologically.
- **Oral Exam.** All oral exam study guides and oral exam transcripts and grades, arranged chronologically.
- **Quizzes.** All pre-quizzes, arranged chronologically.
- **Mid-term Exams.** All mid-term memory tests, mid-term practice listening comprehension exercises and pre-mid-term exams; arranged chronologically.
- **Final Exam.** Final exam review, final exam memory test, final exam practice listening comprehension and pre-final exams; arranged chronologically.
- **Journal.** Journal preparation translation homework assignments, original and revised journal entries and any handouts with journal writing topics; arranged chronologically.
- **Tutoring.** Any Material used during tutoring sessions during the course of the semester, arranged chronologically.

Students should keep in mind that the organization of the binder needs to be an ongoing priority for them, a task they should accomplish each week, ideally each class day, of the semester. Students should not procrastinate on the organization of the binder and later expect their instructor to spend time with them to sort through and organize piles of materials. Her heavy work load will render her incapable of fulfilling such requests.

**TUTORING**

Tutoring for the second semester is a little different than what students experience in the first semester. The completed first semester 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 weekly tutoring support is necessary. Those students whose final course grade from 1010-800 average falls 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 course grade from 1010-800 is in the B or C range or lower will have to set a weekly tutoring session. Any student transferring from a traditional Spanish class or resuming their Spanish study after a break of a semester or more will be required to schedule a tutoring session, regardless of the grades earned in the previous class in the sequence.

At the start of the semester, those students who must do tutoring will set a half-hour weekly appointment with the assigned tutor. The instructor will notify all students of their tutoring status, whether waiver or half hour requirement, before a sign-up sheet is distributed.

Tutoring requirements and waivers change throughout the course of the semester based on student performance and progress. After each of the written mid-term exams, waivers and requirements will be re-assessed. Those students with exam scores in the A range (90-100) will earn waivers, while students with exam grades of 89 and below will receive requirements. Students with very exam low scores may be assigned a full hour of weekly tutoring support.
Regardless of their duration, tutoring appointments are mandatory for those students with requirements, and absences and tardies will be recorded and counted when calculating attendance grades. Therefore, it is important to attend all tutoring sessions and to arrive on time.

Each week, the instructor will provide the tutor with a list of suggested activities for the tutoring sessions and any necessary materials. These suggestions often involve practice with the prior week's grammar and/or vocabulary, to reinforce what students should have learned in class, and to develop further their understanding of and proficiency with the material. Recommendations might also include preparation for upcoming oral or written assignments or assessments such as quizzes or written or oral exams.

Though the instructor creates a lesson plan for each tutoring session, students may customize their tutoring session based on their own language experience, areas of difficulty and interests. However, required homework is largely off limits during tutoring sessions. Relying on the tutor to do homework is counter-productive to the learning of the material. The tutor may clarify instructions on a homework assignment if students are unsure of how to proceed, do one or two examples with students and/or review already completed homework, but doing the homework is the students' responsibility and must be done on their own time.

**GRADING SCALE**

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>94-100</td>
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<td>A-</td>
<td>90-93</td>
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<td>B+</td>
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<td>C</td>
<td>74-77</td>
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<td>C-</td>
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**GRADE COMPOSITION**

- Homework: 15%
- Mid-terms: 15%
- Journal: 10%
- Charlas/Preguntas: 10%
- Quizzes: 15%
- Final Exam: 15%
- Attendance: 10%
- Oral Exams: 10%

The grade composition strives to make all parts of the final course 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 as it is traditionally perceived is not offered. Extra credit homework is the only form of extra credit available. Extra credit homework will be offered occasionally by the instructor, but any extra points earned will only boost students' homework average up to, but not beyond, 100%. These effort-based extra credit points may not be applied to any other grade component, such as the performance-based exams, where they would unfairly boost a grade which accurately reflects students' knowledge and proficiency.

**GRADE PROGRESS**

At the start of the semester, each student will be assigned at random a code name. This name will allow the instructor to disseminate grade information in a confidential manner, throughout the course of the semester. *Students should not reveal their code names to one another, as doing so would give other students access to their private grade data.* That data will be stored in D2L's content, under the Grade folder. The instructor will strive to update the grade folder on a regular basis, posting the scores for individual assessments (quizzes, exams, charlas, and journals), so students can check their performance. After each mid-term exam, she will calculate current course grades and post those figures as well, so students can keep tabs on their overall progress and standing in the course. However, students should be aware that course grades are not verified and finalized until the end of the semester. Calculations released during the semester are projections. They should be fairly accurate but may not be completely precise.
HOMEWORK GRADE COMPONENT

Students must complete required homework on their own; they should not work with classmates or tutors to complete homework assignments. Copying from a classmate’s homework, or relying heavily on a tutor’s input to complete assignments, will greatly detract from the learning experience and will cripple students on independent measures such as journal entries, quizzes and exams. In contrast, when students complete assignments on their own, they put their skills and knowledge to the test and discover areas of weakness in which to improve before they are formally held accountable for the material.

Homework will be assigned for almost every class. A weekly schedule (agenda semanal), distributed in class and posted to D2L, Content, Agendas at the start of each week, shows what is assigned, and it is the student’s 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. Students will be held fully accountable for these modifications, so they should copy down any changes on their own copy of the week’s schedule. If students miss class, they should not rely entirely on the agenda for a homework summary—they should 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 modified language course, 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 there is 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 projects or assessments, and mistakes will always be corrected but hardly ever counted against the score. Due to the fact that the instructor creates all the homework assignments especially for this class, students will not encounter any questions or problems which they are not equipped to answer, so it is expected that they complete fully all the work assigned, or risk the loss of points.

Now and again, a homework assignment will be corrected during the class period; however, corrections are typically done outside of class. At times, students will submit homework assignments to the instructor, for her to review and correct them, while at other times, an answer key will be provided on D2L, and students will be responsible for correcting their own work. At still other times, students will correct a portion of the assignment while the instructor corrects the remainder. To know which correction system will be used for any particular homework assignment, and when the correction is due, students should consult the weekly schedule. It is critical that student corrections are done thoroughly and on time, so there is opportunity to resolve doubts and concerns with the instructor before moving on to new material.

Now and again, the instructor will offer extra credit homework, either a separate, optional assignment, or extra sections of a required assignment. Extra credit assignments are bonus opportunities for students attending the full class period on the due dates. Therefore, no extra credit assignment will be accepted early or late. They will only be accepted when submitted in class and in person by the student on the due date appearing on the weekly schedule.

One form of extra credit homework is flashcards. Under D2L, Content, Flashcards, the instructor provides students with a general flashcard overview and policy, and specific flashcard templates for each unit of material.
Another form of extra credit homework is additional pre-quizzes and pre-exams. For each quiz and exam appearing on the course calendar on the final page of this syllabus, there are several practice assessments, one which will be assigned as a regular, mandatory assignment and other optional ones which will be offered as extra credit. In order to receive credit for extra pre-quizzes or pre-exams, students must download them from D2L; print, complete and correct them using the provided answer key; and bring them to class on the due date appearing on the weekly schedule. Printing the extra credit files is mandatory; handwritten work will not be accepted, under any circumstances. In contrast, students need not print the answer keys for these extra credit assignments; they need only consult them.

The final grade for all homework will be based on an average of homework assignment grades, with extra credit assignment points factored in, for the entire semester.

**QUIZ GRADE COMPONENT**

Brief quizzes will be weekly or almost weekly, on Fridays at the end of class. The dates of quizzes appear on the course calendar, on the final page of this syllabus.

The instructor has created pre-quizzes to help students prepare for these Friday quizzes. The pre-quizzes are identical in format to the real quizzes, so that students know exactly what will be tested, and how. The content will vary, so students will not be able to memorize responses, but they will have an opportunity to perform the same kinds of formulas or operations or to use similar vocabulary and/or grammar.

Pre-quizzes and their answer keys are posted to D2L at the start of the semester, so students can always work ahead, whether alone, with a classmate, with the tutor or with the instructor during office hours, to prepare for quizzes. A hard copy of one of the posted pre-quizzes will be distributed to students one class period before the real quiz. Students will receive homework credit for completing this pre-quiz, and extra credit homework points for printing and completing additional pre-quizzes.

After each Friday quiz, the instructor will post scores to D2L’s grade folder. She will not return quizzes to students. If students wish to see their completed and corrected quiz, they are welcome to come to office hours. However, students should keep in mind that the quizzes are an assessment tool which allows the instructor to assign them a grade for their mastery of the corresponding material. Quizzes are not practice opportunities where students receive feedback which allows them to improve; that is the purpose of the pre-quizzes.

There are no re-takes on quizzes for which less than satisfactory scores are earned, so students should prepare thoroughly for each quiz.

If students are not in class to take a quiz, they will earn a zero, unless they have an appropriately documented excused absence for the day in question. *Any make-up quiz must occur within a week (seven days) of the original quiz, no exceptions.*

The final grade for quizzes will be based on an average of all the quiz scores earned throughout the semester, without factoring in the lowest score.

**MID-TERM GRADE COMPONENT**

There will be two of these exams. The dates appear on the course calendar, on the last page of this syllabus. Each exam typically covers two or three chapters of material. The exams are principally comprised of written exercises, but they also include a listening comprehension part.

As with the quizzes, students will be given pre-exams ahead of time, so they may become familiar with the format of the exam and can practice the material to be tested. Pre-exams and
their answer keys are posted to D2L at the start of the semester, so students can always work ahead, whether alone, with a classmate, with the tutor or with the instructor during office hours, to prepare for exams. A hard copy of one of the posted pre-exams will be distributed to students before the real exam. Students will receive homework credit for completing this pre-exam, and extra credit homework points for printing and completing additional pre-exams.

There are no re-takes on exams for which less than satisfactory scores are earned, so students should be sure to prepare thoroughly for each exam.

If students are not in class to take a mid-term exam, they will earn a zero, unless they have an appropriately documented excused absence for the day in question. Any make up exam must occur within a week (seven days) of the original exam, no exceptions.

After each exam, the instructor will post scores to D2L’s grade folder. She will not return exams to students. If students wish to see their completed and corrected exam, they are welcome to come to office hours. However, students should keep in mind that the exams are an assessment tool which allows the instructor to assign them a grade for their mastery of the corresponding material. Exams are not practice opportunities where students receive feedback which allows them to improve; that is the purpose of the pre-exams.

The final grade for mid-term exams will be based on an average of the scores on both exams.

**FINAL EXAM GRADE COMPONENT**

The final exam for this class emphasizes new material which has not yet been tested on an exam, namely, grammar and vocabulary from chapters 9 and 10, but it is also comprehensive in nature, reviewing important vocabulary and grammar from previous chapters. The final exam will be primarily written, with a listening comprehension part. As with quizzes and mid-term exams, students will receive pre-final exams, virtually identical in format to the actual exam, so they can practice and prepare adequately for the official exam.

The final exam will take place Wednesday, May 9, 2018, 10:30 a.m. – 1:00 p.m., location to be announced. If students have another final exam scheduled at the same day and time, they should contact their instructor via email as soon as possible, but no later than Friday, March 23, 2018, for alternative arrangements. Students will be required to submit documentation which proves their qualification for an alternate final exam. A missed final exam will result in a zero.

**JOURNAL ENTRY GRADE COMPONENT**

While compositions can be highly effective in traditional language classes, they present certain challenges within a modified language setting. 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.

Although there are problems with compositions, practicing writing is still a priority. In modified Spanish, this priority is addressed through journal entries. As time permits and when appropriate, students will be asked to write a paragraph on a particular topic, reviewing certain vocabulary or grammar practiced during the previous class period(s). Students will not be able to consult any materials as they write, nor ask their classmates or instructor for help.
Students should check the course calendar on the final page of this syllabus to see when journal entries occur and, generally, what content they will cover. Rarely if ever will the full journal entry assignment be disclosed to students in advance, lest they write out an entry ahead of time with the help of outside resources and memorize its contents. However, the instructor will assign a homework assignment to help students prepare.

There are no re-takes on journal entries for which less than satisfactory scores are earned, so students should watch the weekly schedules closely for scheduled journal entries, and they should prepare thoroughly for each entry.

If students are absent and miss a scheduled journal entry, they will receive a zero for that entry, unless they have an appropriately documented excused absence for the day in question. Any make-up journal entry must take place within one week (seven days) of the original entry, no exceptions.

After students have completed and submitted each scheduled or make-up journal entry, the instructor will review the entry, marking any errors and at times recording a few observations or suggestions. To determine the score of this first draft, the 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.

The instructor will return the reviewed journal entries to students, along with a blank revision page. As not all students work with a tutor during the second semester, revisions of journal entries are optional. Students may choose to keep their original score, or, if they wish to improve their grade, they may work on their own, with the tutor or with the instructor during office hours to correct some or all of their mistakes and/or add new content and/or vocabulary. They must then rewrite the entire entry on the provided revision page and submit the revised journal entry, together with the original, to the instructor.

Due dates for revisions are always included on the weekly agenda and usually announced in class as well. Due dates for the revisions of make-up journal entries will be written directly on the entry. Late journal entry corrections will not be accepted. Note that all students must always submit something to the instructor on the journal correction due dates which appear on the weekly agendas, either the original text so their mistakes can be fixed by the instructor, or a revision, so their grade can be changed.

To determine the revision score for those students who submit a revision, the instructor will consider the improvement which has been achieved. Very limited improvement may raise the original score by only a point or two, if at all. Substantial improvement may earn students a high or even perfect revision score. The final grade for each revised journal entry will be an average of the first draft and the revision.

The final grade for journal entries will be based on an average of all the final grades earned for all the journal entries written during the course of the semester, without factoring in the single lowest score.

ATTENDANCE GRADE COMPONENT

Some college courses do not prioritize 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 assessments and assignments. 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 projects and assessments, and far reaching effects in the form of gaps in comprehension and proficiency which hardly ever fully dissipate and in fact often grow with the addition of new material. Due to the potential dangers of missing class time, the instructor has adopted a fairly rigid and strict attendance policy, which is detailed in the coming paragraphs.

Students should come to class each day, but the instructor understands that situations do arise which prevent attendance. Acceptable excused absences include illness or injury, required participation in a University academic conference, and mandatory court appearances. For University athletes, travel to and participation in athletic events also fall under excused absences. In order to have a missed class classified as an excused absence, students must submit appropriate documentation within two weeks (fourteen days) of the absence. Documentation submitted after this deadline will not be accepted, and the missed class(es) in question will remain categorized as unexcused absences. A doctor’s note should stipulate how many days of class for which to excuse students due to illness. A simple Statement of Fact from Wardenburg or another medical clinic or institution will only secure students an excused absence for a single day, the very day appearing on the Statement. Paperwork from courts must clearly show the date and time of the hearing, and letters from athletic or academic campus offices must clearly mark the dates for which students will be unable to attend class. Emergency situations such as car trouble and family events such as parties, weddings and funerals cannot be officially documented from an objective third party and will not constitute excused absences. Meetings with other professors or advisers should be scheduled outside of class; they do not constitute excused time.

For excused absences, students have an extension until the next class period on any homework collected in their absence, and any missed journal entries, quizzes or written or oral exams can be made up within one week (seven days) of the original scheduled date, in the instructor’s regularly scheduled office hours only. There will be no extensions or make-ups offered for unexcused absences, or for excused absences which are beyond the eight permitted (see more detail on attendance caps below).

No matter if the absence is excused or unexcused, a single day or multiple days; students must come as fully prepared as their classmates to the next class period. Upon their return, they will be expected to submit any homework due, take any scheduled quiz or written or oral exam, write any scheduled journal entry and give any scheduled charla or pregunta. In order to prepare for the following class after an absence or series of absences, students should visit D2L to obtain copies of any documents distributed. The instructor will not fulfill any requests via email or telephone for such materials, as her time is limited. However, students are encouraged to attend her office hours if they miss class, and, time permitting, she will review any material with them and provide them with any documents they may require. If students cannot attend office hours, or office hours have already occurred or will occur too late, they must go through D2L.

Clearly, absences represent the most detrimental form of missing class time, but arriving late to class can also be problematic. Habitually arriving late to class may undermine the learning experience and disrupt the flow of class for students and the instructor alike. Tardies may result in missed charlas, preguntas or journal entries, or homework assignments, which are due immediately at the start of class. Tardies may also 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, 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 will be documented and will affect the attendance grade. However, if students arrive late to class because they have another class immediately preceding Spanish class which is far away on campus, they may visit the instructor in her office hours during the first few weeks of class to call up their schedule on MyCUInfo and secure an excused tardy for the day(s) in question. No more than five minutes will be granted for an excused tardy. If a student with an excused tardy arrives more than five minutes late, a tardy will be incurred.

Another form of missed class time is stepping out of class while it is still in session. When this practice becomes habitual, it may severely compromise the student’s progress and be very disruptive to the class as a whole, for many of the same reasons enumerated in the above paragraph on tardies. Experience has shown that students with diagnosed attention deficit disorders or those who exhibit similar tendencies are especially tempted to wander in and out of class at will, and the frequency and duration of these departures often increase throughout the course of the semester if left unaddressed and unchecked. Some of these students suspect that a brief break will refresh them and re-charge their ability to focus, when, in fact, it almost always has the opposite effect. Students usually return more distracted, and they find it challenging to re-immerses themselves in the classroom environment.

Students are free to leave at any time during the class period, except during a quiz or an exam, and they never need to request the instructor’s permission. In fact, such requests often disrupt the class—if students must leave class, they should do so quietly and discretely. But they should avoid leaving class whenever possible, coming fully prepared with all supplies and items they might need, such as water and tissues; and they should recognize that, due to their adverse effects, departures will be documented and will affect their grade. However, if they have a special medical condition which may necessitate leaving class periodically, they should speak with the instructor in private at the start of the semester, and she will consider granting them excused departures from class. Documentation supporting the claim may be requested.

In order to develop a solid proficiency in the language, class time is important, and so is tutoring time, for those who have tutoring requirements. Tutoring sessions allow students to reinforce what they are learning in class, and they offer a valuable opportunity for one-on-one interaction with a teacher which is rarely presented in class. Therefore, attendance is mandatory, and skipped sessions will affect the attendance grade. Students should be aware that no distinction is drawn between excused and unexcused tutoring absences. They are either marked present or absent, regardless of the reason for the absence, and what documentation they might be able to provide. This system is in place to simplify record keeping and student correspondence for the tutors, who often reach their maximum contract hours with tutoring time alone. If students would like to waive a tutoring absence, they are encouraged to attend a half hour of tutoring walk-in time. This time functions like the instructor’s office hours—it is open to all students in the class, and there is no need to reserve an appointment in advance. Available tutoring walk-in time, if any, can be found on the most recent tutoring schedule on D2L. Students should strive to make up missed tutoring time through walk-in time as soon as possible, in order to catch up quickly on what was missed and to ensure more make-up possibilities, as opportunities tend to dwindle as the semester progresses and schedules fill up.
Without lowering their attendance grade, students are allowed eight excused absences from class and two of each of the following: unexcused absences from class, class tardies fewer than five minutes, class departures fewer than five minutes, tutoring session absences, and tutoring session tardies fewer than five minutes. Note that coming more than five minutes late to class or tutoring or leaving class for more than five minutes will result in a partial absence, not a tardy or departure. For example, coming ten minutes late to a fifty minute class would result in a .2 absence, and five of those .2 absences would combine to form a full absence from class.

With each full class absence beyond those permitted, 1 percentage point from the final course grade will be deducted. With each class tardy or departure beyond those permitted, ¼ percentage point will be deducted from the final course grade. Points deducted for class absences, tardies and departures will not exceed six percentage points for those with a tutoring requirement, and ten percentage points for those with tutoring waivers. For each absence from tutoring appointments beyond those permitted, ½ percentage point will be deducted, and for each tardy beyond those permitted, ¼ percentage point will be deducted. These deductions for tutoring absences and tardies will not exceed four percentage points.

CHARLAS/PREGUNTAS GRADE COMPONENT
Charla means “chat,” or brief, informal talk. Students will talk in Spanish in front of the class for one minute on a topic assigned, and two classmates will ask them a question (pregunta) to obtain more information. The idea is to practice basic communication in Spanish in a fairly low-pressure situation. Two or three students (“charlantes,” speakers) will go at once, but they will present separately and independently. The charlantes cannot use any notes. This way, they are speaking in a fairly natural way instead of reading a script. Grading for charlas and preguntas is largely credit only and is usually not harmed by mistakes, whether errors with grammar, vocabulary or pronunciation. More details about charlas will be provided in a handout distributed prior to the first charla of the semester.

In the second semester, there are four charlas. See the course calendar on the final page of this syllabus for general dates and topics. A schedule will be posted to D2L for each of these four charlas. On the schedules, students can see when they will present their charlas, and when they will be made to ask a question. Also appearing on the schedules is a description of the topic of the charla assignment so students know what type of information they will be sharing with the class, and some sample questions they might pose to their classmates.

Students who experience severe, crippling anxiety during public speaking may arrange to give their charlas in a private setting with their instructor. Such students must speak with their instructor at least two weeks before the charla is scheduled to start, so they are not included on the schedule. If no advance warning is given, the charla must be presented in front of the class on the day it is assigned.

If students are not present to give a charla or pregunta, no make-up opportunities will be given, regardless of the reason for their absence, unless they have an excused tardy already in place and arrive no more than five minutes late. The final grade for charlas will be determined by averaging the three highest charla grades with the pregunta grades for the three rounds of charlas in which the best pregunta scores were earned.

ORAL EXAM GRADE COMPONENT
Three oral exams will take place this semester; see the course calendar for dates. These oral exams test students on a set of situations or topics, such as meeting and greeting someone new
or discussing food or travel preferences. As each oral exam date approaches, a study guide will be distributed in class. The study guides provide a description of the situations, along with a set of Spanish questions students will be asked for each, English translations of the questions and sample responses. These oral exam study guides are posted to D2L at the start of the semester, so students can always work ahead, whether alone, with a classmate, with the tutor or with the instructor during office hours, to prepare and practice. On the day of the oral exam, one situation will be randomly chosen for each student to do, one-on-one, with the instructor. For each situation, students will be graded on grammar, vocabulary, speed/flow, pronunciation and communication.

A missed oral exam will result in a zero, unless students have an appropriately documented excused absence for the day in question. Any make-up oral exam must take place within one week (seven days) of the scheduled original, no exceptions.

UNIVERSITY & DEPARTMENT POLICIES

(1) Honor Code - All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the academic integrity policy (http://www.colorado.edu/policies/academic-integrity-policy). Violations of the policy may include plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, resubmission, and aiding academic dishonesty. For details on these violations, students must go to http://honorcode.colorado.edu/student-information and read the links “What is a violation?” “Standards of Academic Integrity,” “Understanding and preventing plagiarism,” and “Citation guide and plagiarism information.” All incidents of academic misconduct will be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found responsible for violating the academic integrity policy will be subject to non-academic sanctions from the Honor Code Council as well as academic sanctions from the faculty member. Additional information regarding the academic integrity policy is found at http://www.colorado.edu/honorcode

(2) Final Exams - Final exams are to be taken on the day determined by the university and the department. No excuse such as family meetings, employment, or travel will grant an exception to this. If you have three or more final exams on the same day, you are entitled to arrange an alternative exam time for the last exam or exams scheduled on that day. If you have two final exams scheduled to meet at the same time, you are entitled to arrange an alternative exam time for the later course offered that day or week. To be eligible to reschedule a final exam, you must provide evidence of either of these situations and make arrangements with your instructor no later than Friday, March 23, 2018. For the complete final examination policy, see http://www.colorado.edu/policies/final-examination-policy

(3) Use of Electronic Devices in the Classroom - While some course content may be accessible in electronic format, use of electronic devices such as cell phones, tablets or laptop computers during class time may detract from the learning experience if students employ such technology for purposes unrelated to class. For students in this program, who struggle learning foreign language, an undermined learning experience can prove damaging to their progress in the course and the language. For that reason, all such devices are banned during class, except in very rare circumstances which have been previously approved by the instructor. At the start of each class period, any electronic device must be turned off or silenced, and it must be kept stowed away for the entire duration of the class period, out of sight and inaccessible. Your instructor will count failure to comply with these rules as an unexcused absence on the date of the occurrence, and any assignment or assessment completed for that day or on that day will become a zero.
(4) Classroom Behavior - Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important concerning individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Class rosters provide the instructor with the student’s legal name. They will gladly honor your request to address you by an alternate name or gender pronoun. Please advise them of this preference early in the semester so they may make appropriate changes to their records. For more information, see the policies on classroom behavior at [http://www.colorado.edu/policies/student-classroom-and-course-related-behavior](http://www.colorado.edu/policies/student-classroom-and-course-related-behavior) and the Student Code of Conduct at [http://www.colorado.edu/osccr](http://www.colorado.edu/osccr).

(5) Disability Services - If you qualify for accommodations because of a disability, please submit to your instructor a letter from Disability Services in a timely manner so that your needs can be addressed. For exam accommodations, provide your letter at least one week before the exam. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the Disability Services website [http://www.colorado.edu/disabilityservices/students](http://www.colorado.edu/disabilityservices/students). Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition or injury, see Temporary Medical Conditions under the Students tab on the Disability Services website [http://www.colorado.edu/disabilityservices/students/temporary-medical-conditions](http://www.colorado.edu/disabilityservices/students/temporary-medical-conditions) and discuss your needs with your instructor.

(6) Religious Observances - 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 details at [http://www.colorado.edu/policies/observance-religious-holidays-and-absences-classes-and-exams](http://www.colorado.edu/policies/observance-religious-holidays-and-absences-classes-and-exams). Please contact your Instructor during the first two weeks of class to let her/him know of any possible conflicts to make the necessary arrangements.

(7) Discrimination and Harassment - The University of Colorado Boulder (CU Boulder) is committed to maintaining a positive learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct, discrimination, harassment or related retaliation against or by any employee or student. CU's Sexual Misconduct Policy prohibits sexual assault, sexual exploitation, sexual harassment, intimate partner abuse (dating or domestic violence), stalking or related retaliation. CU Boulder's Discrimination and Harassment Policy prohibits discrimination, harassment or related retaliation based on race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Individuals who believe they have been subject to misconduct under either policy should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127. Information about the OIEC, the above-referenced policies, and the campus resources available to assist individuals regarding sexual misconduct, discrimination, harassment or related retaliation is found at the OIEC website [http://www.colorado.edu/institutionalequity](http://www.colorado.edu/institutionalequity).
### 1020 COURSE CALENDAR

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Class activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 15—19</td>
<td>M MLK, Jr. Day—no class Repaso</td>
</tr>
<tr>
<td>2</td>
<td>Jan 22—26</td>
<td>Repaso</td>
</tr>
<tr>
<td>5</td>
<td>Feb 12—16</td>
<td>M Repaso / Exam Preparation T Oral Exam I (Repaso, Capítulo 6) RF Written Exam I (Repaso, Capítulo 6)</td>
</tr>
<tr>
<td>6</td>
<td>Feb 19—23</td>
<td>Charla 2: FOOD Capítulo 7</td>
</tr>
<tr>
<td>10</td>
<td>Mar 19—23</td>
<td>M Repaso / Exam Preparation T Oral Examen II (Capítulos 7 y 8) RF Written Exam II (Capítulos 7 y 8) F Deadline—Notification of Need for Alternate Final Exam</td>
</tr>
<tr>
<td>11</td>
<td>Mar 26—30</td>
<td>Spring Break—no class</td>
</tr>
<tr>
<td>12</td>
<td>Apr 2—6</td>
<td>Capítulo 9</td>
</tr>
<tr>
<td>16</td>
<td>Apr 30—May 3</td>
<td>M Review/Exam Preparation T Listening Comprehension T Oral Exam R Memory Test</td>
</tr>
</tbody>
</table>

Final Exam: Wednesday, May 9, 2018, 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. 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.