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American Public University System

The Ultimate Advantage is an Educated Mind

Humanities
SPAN 101
Basic Spanish II (Latin American)
3 Credit Hours
16 Week Course

Table of Contents

Instructor Information	Evaluation Procedures
Course Description	Grading Scale
Course Scope	Course Outline
Course Objectives	Policies
Course Delivery Method	Academic Services
Course Materials	Selected Bibliography

Instructor Information

Course Description:

This course is a continuation of SPAN100, Spanish I. Students will continue to build vocabulary and be introduced to more advanced grammatical usage. Workbook and listening exercises will be a major component of the course. (Prerequisite: completion of SPAN100, Spanish I).

[Table of Contents](#)

Course Scope:

As the American Council on the Teaching of Foreign Languages points out, in its Statement of Philosophy for its *Standards for Foreign Language Learning in the 21st Century* (1999): “Language and communication are at the heart of the human experience. The United States must educate students who are linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad. This imperative envisions a future in which ALL students will develop and maintain proficiency in English and at least one other language...”

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In today's dynamic environment, the ability to communicate in Spanish makes candidates for employment or promotion stand out to leaders in many fields, such as management, government service, the military, medicine, law enforcement, ecology, international trade and banking, communications and journalism, missionary work, science and technology, and the travel industry. Because communicative ability in a language affords direct access and genuine insights to the cultures, ideas, and ideals of foreign nations, studying Spanish contributes in a unique way to students' education. The ability to communicate effectively in another language—especially when combined with a solid working knowledge of another field—can be both culturally and financially rewarding.

Our major focus is on learning to communicate appropriately in practical, culturally authentic contexts. Students acquire knowledge (e.g., vocabulary phrases, verb forms, and sentence patterns), practice and demonstrate comprehension (through listening or reading and then responding appropriately), and apply what they have learned (through question and answer techniques which require them to speak or write, using correct vocabulary, verb forms and sentence structures). Students are also, to a limited extent, asked to use their Spanish to engage in role-playing and solve problems (and thus engage in analysis, synthesis, and evaluation).

In these courses, students gradually add to their repertoire of vocabulary and communication skills, practice question-and-answer techniques, and apply what they learn in order to communicate and solve problems in practical situations. Both courses conclude with a comprehensive examination. In addition to preparing students for the examination, the review provides a retrospective overview which clarifies how the vocabulary, forms, culture, and conversational techniques learned in this course form a cohesive whole. The general review in Spanish 101 shows how those topics relate to what will be studied in the continuation course, Spanish 102.

[Table of Contents](#)

Course Objectives:

Students who successfully complete Spanish 101 and 102 should be able to:

► **Listening Skills**

1. Distinguish and create the sounds of Spanish.
2. Comprehend intermediate-level sentences expressed within the framework of more personal vocabulary, grammatical forms, and sentence structures that allow the student to express emotions and likes/dislikes/desires.
3. Continue to be able to infer the meaning of unfamiliar words or phrases through logical guessing based on contextual clues in more complex sentences.

► **Speaking Skills**

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1. Continue to correctly produce all sounds of Spanish and link sounds together in sentences with sufficient accuracy to be comprehended by Spanish speakers.
2. Use high-frequency and personal vocabulary, grammatical forms, and sentence structures to converse in logical and personal sentences in everyday situations (such as greetings, asking for directions, answering common questions, expressing basic needs and reactions, exchanging information, or persuading others, expressing wants/needs/desires/likes/dislikes, talking about the past and future.)

► Reading Skills

1. Comprehend level-appropriate sentences and narrative in Spanish and differentiate between past, present, future, conditional, and subjunctive tenses.
2. Accurately answer straightforward questions in past, present, and future.
3. Continue to improve on determining the meaning of unfamiliar words or phrases through logical guessing based on contextual clues.

► Writing Skills

1. Compose in Spanish brief paragraphs about personal information as well as cultural topics using a mix of past, present, and future tenses appropriately, with the help of a dictionary and grammar notes, without committing major errors and with sufficient clarity for Spanish speakers to comprehend the paragraph the first time they read it.
2. Compose in Spanish succinct paragraphs about everyday topics, cultural topics, and self in past, present, and future tenses, without using a dictionary or grammar book, with sufficient clarity for Spanish speakers to comprehend the paragraph, even though the student might have committed certain errors, such as verb or adjective agreement.

► Culture-related Skills

1. Demonstrate basic knowledge of similarities and differences in the main aspects of the culture of Spanish-speaking countries and corresponding aspects of life in the United States.
2. Demonstrate basic knowledge of culturally conditioned behavior patterns (such as formality or familiarity in addressing people, gestures used in greeting others, and table manners) and employ those patterns appropriately with Spanish speakers.

Students who successfully complete SPAN 100 are expected to perform well in the basic skills categories (excluding 2 under Writing Skills), but the range of grammar forms and sentence structures that they have mastered will be more limited than that of students completing SPAN 101. Students who successfully complete SPAN 101 are expected to perform well in all the categories and also perform with a greater degree of spontaneity and accuracy than SPAN 100 students.

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Course Delivery Method

This [SPAN 101 Spanish II](#) course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. **With the exception of Discussion Boards (DB), in which the first post is due THURSDAY NIGHT, and the second post is due Sunday night, online assignments are due by the last day of each week (Sunday night) as timed by the in-class clock,** and include Discussion Board questions (accomplished in groups through a threaded Discussion Board), examinations (graded electronically), and individual assignments (submitted for review by the Faculty Member). Assigned faculty will support the students throughout this 16-week course.

IMPORTANT NOTICE: *To maximize the student experience this course requires either Internet Explorer 6, Firefox 2, Safari 2, or higher; cookies must be enabled*

[Table of Contents](#)

Course Materials

Software Requirements

- Microsoft Office (MS Word)

[Table of Contents](#)

Evaluation Procedures:

In this course, you will be evaluated on the level of demonstrated proficiency in written assignments, quizzes and exams that include multiple choice, fill-in, and matching. Homework activities including practice with reading, listening, writing, and speaking in the target language will assist you towards becoming proficient with the content.

The first Discussion Board assignment is a virtual introduction that allows us to get to know each other a little bit and also to define ourselves as individuals. It also includes a cultural piece on Introductions in some Spanish-speaking communities. The DB assignments are done in Spanish—use the skills you have and don't spend a lot of time looking things up as these are forums for discussion that is natural to you.

Your class work and participation are worth 30 percent of your final grade. This score comes from the percentage of successfully completed work on the Rosetta Stone site. The Rosetta Stone site basically functions as your class time and text and is where the

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material will be presented and practiced. You are able to do the RS assignments as many times as you'd like to continue to improve your scores—you have unlimited access to these activities. The site is accessible through the e-classroom by clicking the 'Course materials' link, then click 'Spanish II'—if you ever have any type of technical trouble with RS, e-mail [Chad at collins@apus.edu](mailto:Chad@collins@apus.edu). I am not able to assist with technical issues but should be copied on any interaction with Chad so that I am aware of the problem(s) and can help out with extra time to submit work, etc.

There are four units covered in Rosetta Stone for SPAN 101, and each of the four units has four core lessons (so a total of four units, 16 core lessons) and each unit ends with a milestone activity (a total of 4 milestones). Make sure you are working at Level 2 if you are ever prompted to choose a level. Every third week you will have a quiz on the content covered so far (a total of four quizzes) in the e-classroom (multiple-choice/fill-in) and one cumulative final exam. The quizzes make up 16 percent of your grade (4% each) and the final is worth 30 percent of the grade.

Students are also evaluated on participation in five Culture-based Discussion Board assignments covering cultural topics that require a posted commentary on the topic (due Thursday night) as well as a reply (due Sunday night) to another student's comments in Spanish. These together make up 15 percent of the overall grade. This will give you an opportunity to use and demonstrate skills you have achieved throughout the course and will also give you a chance to read other student work in Spanish. The cultural DB post AND reply need to be uploaded in the SAME word document in the assignments link. Once you have both posted and replied on the Discussion Board, copy and paste your comments into a Word document and upload in "Assignments".

There are also 8 Grammar-based DB's that involve creating sentences using a grammar concept thematic to what is being covered in Rosetta Stone. These DB's are worth a total of 8 percent of the overall grade (1% each) and involve posting sentences according to criteria given and to look for errors in other student posts and reply to those students with suggestions. These DB's give students an opportunity to use the language in a more personal way and to together figure out/work towards becoming proficient with specific tenses and concepts. These DB's are **NOT** to be uploaded in "Assignments", and only need to be submitted on the actual Discussion Board itself as any corrections are made as a collective effort on the Board.

Below is an outline of the course content values:

EVALUATION CRITERIA:

Assignment	Percentage final Grade
1 User guide/syllabus quiz	1
Rosetta Stone participation	30

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4 Quizzes	16 (4% each)
5 Cultural DB's	15 (3% each)
8 Grammar-themed DB's	8 (1% each)
1 Final Exam	30
TOTAL PERCENTAGE	100

[Table of Contents](#)

Grading Scale

Please see the student handbook to reference the University's grading scale.

[Student Handbook](#) (please read immediately)

<http://www.apus.edu/student-handbook/grading/> (**APUS Grading System**)

http://www.apus.edu/student-handbook/grading/#APUS_Grading_System (**APUS Grading System [Chart]**)

16 Week Course

Course Outline

<u>Week</u>	<u>Topic(s)</u>	<u>Learning Objective(s)</u>	<u>Reading(s)</u> *documents found in Course Materials Section	<u>Assignment(s)</u>
1	TRAVEL & DESTINATIONS: Spatial relationships.	Discover vocabulary through picture association, hear and speak vocabulary, see and learn word order.	Professor's Note: Read User guide (pp. 10-40), Read "Accents and Punctuation" (both documents in the "Notes" folder in the Course Materials section	Unit 1, lesson 1: Complete Unit I, lesson I (core lesson—diamond—and all focused activities, which are the squares, that follow); Discussion Board #1 ("Introductions"—

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		Describe self and situation in target language.	of e-classroom), Rosetta Stone Packet in Course materials/packets section, DB Expectations and Rubric samples .docs (in Course Materials, Discussion board link); DB Week 1 topic in Course Materials.	upload as Word.doc in “Assignments and Exams” link); take Syllabus/User Guide Quiz (in “Assignments and Exams” link); complete and correct corresponding workbook materials (found in Course Materials, “RS Workbook” and “RS key” links).
2	TRAVEL & DESTINATIONS: Review; Continue Unit 1, lesson 2: Exploring Ordinal numbers; Directions and location.	See, hear, speak, and write using topics in a meaningful way. Recognize errors in peer work, identify correct ways to communicate, remember vocabulary, and apply grammar concepts in order to create in the language and be comprehended by others.	Professor’s Note: DB expectations document & review DB grading rubric (in Course Materials under Discussion Board); Read my posts for DB Week 2.	Unit 1, lesson 2: Complete lesson 2 (core lesson—diamond—and all focused activities/squares that follow); complete and correct corresponding workbook materials (found in Course Materials, “RS Workbook” and “RS key” links). Participate in the Discussion Board for Week 2.
3	TRAVEL & DESTINATIONS: Review; Continue to Unit 1, lesson 3: Telling time; Arriving and departing, Travel and distance.	Demonstrate proficiency with Unit I, lessons 1-3 (Quiz #1). Remember vocabulary and choose correct words, phrases, tenses, and forms on multiple choice and fill-in quiz. Identify errors in peer work; Suggest corrections with accuracy. Create sentences using thematic	Professor’s Note: read “Common Pitfalls” document in NOTES folder (Course Materials link). Read my posts for DB Week 3.	Unit 1, lesson 3: Complete lesson 3 (core lesson—diamond—and 8 focused activities/squares that follow. Complete Quiz #1 (click “Assignments & Exams” and find Quiz #1); complete and correct corresponding workbook materials (found in Course Materials, “RS Workbook” and “RS key” links). Participate in the Discussion Board for Week 3.

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		grammar and vocabulary		
4	TRAVEL & DESTINATION: Review; Continue to Unit 1, lesson 4: Weather today; Weather tomorrow.	Discover vocabulary through picture association, hear and speak vocabulary, see and learn word order.	Professor's Note: DB Week 4: read my posts and topic in Course Materials, DB folder.	Unit I, lesson 4: Complete lesson 4 (core lesson—diamond—and 12 focused activities that follow); complete and correct corresponding workbook materials (found in Course Materials, "RS Workbook" and "RS key" links). Complete Milestone exercise; Complete DB #4 (upload as Word.doc in "Assignments and Exams" link).
5	PAST AND FUTURE: Unit 2, lesson 1: Past and future tenses; Giving; Letter writing.	See, hear, speak, and write using topics in a meaningful way.	Professor's Note: Read my posts for DB Week 5.	Unit 2, lesson 1: Complete core lesson 1 (diamond) and focused activities that follow lesson I (squares). Complete and correct corresponding workbook materials (found in Course Materials, "RS Workbook" and "RS key" links). Participate in the Discussion Board for Week 5.
6	PAST AND FUTURE: Review; Continue Unit 2, lesson 2: School subjects: Meaning and identification Past tense.	Demonstrate proficiency with Unit 1-Unit 2, lessons 1 and 2 (Quiz #2). Remember vocabulary and choose correct words, phrases, tenses, and forms on multiple choice and fill-in quiz. Identify errors in peer work; Suggest corrections with	Professor's Note: Read my posts for DB Week 6.	Unit 2, lesson 2: Complete core lesson 2 (diamond) and all focused activities that follow in lesson 2 (squares). Complete and correct corresponding workbook materials (found in Course Materials, "RS Workbook" and "RS key" links). Participate in the Discussion Board for Week 6. Quiz #2.

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		accuracy. Create sentences using thematic grammar and vocabulary.		
7	PAST AND FUTURE: Review; Continue Unit 2, lesson 3: The past imperfect; When and was; Work role.	Discover vocabulary through picture association, hear and speak vocabulary, see and learn word order.	Professor's Note: DB Week 7: read my posts and topic in Course Materials.	Unit 2, lesson 3: Complete core lesson 3 (diamond) and all focused activities that follow (squares) in lesson 3; complete and correct corresponding workbook materials (found in Course Materials, "RS Workbook" and "RS key" links). Complete Discussion Board #7 (upload as Word.doc in "Assignments and Exams" link).
8	PAST AND FUTURE: Review; Continue Unit 2, lesson 4: Practice the imperfect; Manners.	See, hear, speak, and write using topics in a meaningful way.	Professor's Note: Read my posts for DB Week 8.	Unit 2, lesson 4: Complete core lesson 4 and all focused activities that follow in lesson 4; complete and correct corresponding workbook materials (found in Course Materials, "RS Workbook" and "RS key" links). Complete Milestone exercise. Participate in the Discussion Board for Week 8.
9	FRIENDS AND SOCIAL LIFE: Unit 3, lesson 1: Formal imperatives; Giving and following instructions; Months of the year.	Demonstrate proficiency with Units 1-3, lesson 1. (Quiz #3). Remember vocabulary and choose correct words, phrases, tenses, and forms on multiple choice and fill-in quiz. Identify errors in	Professor's Note: Read my posts for DB Week 9.	Unit 3, lesson 1: Complete core lesson 1 (diamond) and all focused activities that follow in lesson 1 (squares); complete and correct corresponding workbook materials (found in Course Materials, "RS Workbook" and "RS key" links). Participate in the Discussion Board

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		peer work; Suggest corrections with accuracy. Create sentences using thematic grammar and vocabulary.		for Week 9. Quiz #3.
10	FRIENDS AND SOCIAL LIFE: Review; Continue Unit 3, lesson 2: Social interaction verbs; Timeliness and Numbers >100; Contact info; Calendar dates and Imperatives.	Discover vocabulary through picture association, hear and speak vocabulary, see and learn word order.	Professor's Note: DB Week 10: read my posts and topic in Course Materials.	Unit 3, lesson 2: Complete core lesson 2 (diamond) and all focused activities that follow in lesson 2; complete and correct corresponding workbook materials (found in Course Materials, "RS Workbook" and "RS key" links). Complete Discussion Board #10 (upload as Word.doc in "Assignments and Exams" link).
11	FRIENDS AND SOCIAL LIFE: Review; Continue Unit 3, lesson 3: Parties and meals; Requirements; Celebrations and Culture.	See, hear, speak, and write using topics in a meaningful way.	Professor's Note: Read my posts for DB Week 11.	Unit 3, lesson 3: Complete core lesson 3 (diamond) and all focused activities that follow in lesson 3; complete and correct corresponding workbook materials (found in Course Materials, "RS Workbook" and "RS key" links). Participate in the Discussion Board for Week 11.
12	FRIENDS AND SOCIAL LIFE: Review; Continue Unit 3, lesson 4: Music and forms of good and bad; Busy and free; Apology and acceptance.	Demonstrate proficiency with Units 1-3 (Quiz #4). Remember vocabulary and choose correct words, phrases, tenses, and forms on multiple choice	Professor's Note (Pending).	Unit 3, lesson 4: Complete core lesson 4 (diamond) and all focused activities that follow in lesson 4; complete and correct corresponding workbook materials (found in Course Materials, "RS Workbook" and "RS

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		and fill-in quiz. Identify errors in peer work; Suggest corrections with accuracy. Create sentences using thematic grammar and vocabulary.		key” links). Complete Milestone exercise. Quiz #4.
13	DINING AND VACATION: Unit 4, lesson 1: Expectations about future; Asking and answering; Dining in and out.	Discover vocabulary through picture association, hear and speak vocabulary, see and learn word order.	Professor’s Note: DB Week 13: read about the topic in my post on DB.	Unit 4, lesson 1: Complete core lesson and focused activities in lesson 1; complete and correct corresponding workbook materials (found in Course Materials, “RS Workbook” and “RS key” links). Complete Discussion Board for Week 13.
14	DINING AND VACATION: Review; Continue Unit 4, lesson 2: Music and art; Cities; Seek and find.	See, hear, speak, and write using topics in a meaningful way.	Professor’s Note: (Pending).	Unit 4, lesson 2: Complete core lesson and focused activities in lesson 2; complete and correct corresponding workbook materials (found in Course Materials, “RS Workbook” and “RS key” links).
15	DINING AND VACATION: Review; Continue Unit 4, lesson 3: Worship sites and basic emotion; Length of time; Sequencing.	See, hear, speak, and write using topics in a meaningful way, review all units in RS.	Professor’s Note: read my post for DB instructions for Week 15.	Unit 4, lesson 3: Complete core lesson 3 and focused activities in lesson 3; complete and correct corresponding workbook materials (found in Course Materials, “RS Workbook” and “RS key” links). Participate in the Discussion Board for Week 15.
16	DINING AND	Demonstrate	Professor’s Note:	Unit 4, lesson 4:

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	<p>VACATION: Review; Continue Unit 4, lesson 3: Vacations; Quantity and Ability; Going to the beach!</p>	<p>proficiency with Units 1-4 (Final Exam). Remember vocabulary and choose correct words, phrases, tenses, and forms on multiple choice and fill-in quiz. Compose sentences to demonstrate comprehension and respond to questions correctly in a variety of tenses. Create sentences using thematic grammar and vocabulary.</p>	<p>(Pending).</p>	<p>Complete core lesson and focused activities for lesson 4; complete and correct corresponding workbook materials (found in Course Materials, “RS Workbook” and “RS key” links). Complete Milestone Exercise. Complete Final Exam.</p>
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Please see the [Student Handbook](#) to reference all University policies. In addition to other important policies, the Student Handbook will cover the:

[Drop/Withdrawal Policy](#)

[Plagiarism Policy](#)

[Extension Process and Policy](#)

[Disability Accommodations](#)

[Table of Contents](#)

[Table of Contents](#)

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Academic Services

ONLINE LIBRARY RESEARCH CENTER & LEARNING RESOURCES

The Online Library Resource Center is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Center provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to orc@apus.edu.

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Turnitin.com:** Turnitin.com is a tool to improve student research skills that also detect plagiarism. Turnitin.com provides resources on developing topics and assignments that encourage and guide students in producing papers that are intellectually honest, original in thought, and clear in expression. This tool helps ensure a culture of adherence to the University's standards for intellectual honesty. Turnitin.com also reviews students' papers for matches with Internet materials and with thousands of student papers in its database, and returns an Originality Report to instructors and/or students.
- **Smarthinking:** Students have access to 10 free hours of tutoring service per year through Smarthinking. Tutoring is available in the following subjects: math (basic math through advanced calculus), science (biology, chemistry, and physics), accounting, statistics, economics, Spanish, writing, grammar, and more. Additional information is located in the Online Research Center. From the ORC home page, click on either the "Writing Center" or "Tutoring Center" and then click "Smarthinking." All login information is available.

[Table of Contents](#)

Selected Bibliography:

You will find valuable information in the Online Resource Center, such as these websites, which students have found to be of immediate help in this course:

www.studyspanish.com

www.ilovelanguages.com

<http://globegate.utm.edu/spanish/span.html>

www.utm.edu/vlibrary/vlhome.shtml

www.trinity.edu/mstroud/spanish/help.html#grammar

[Table of Contents](#)

Professor's Notes:

There will always be a weekly updated "Professor's note" in the first page you will come to after logging on to your APUS classroom. If there is other specific

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instruction necessary, I may e-mail the entire class. This first page you come to after logging in will tell you which week we are in as well. Always follow your syllabus for details on the week's work.

Workbook: There is a workbook available for extra practice. Use of the workbook is very strongly recommended, however you do not turn any of this work in to me. The workbook is located in the Course Materials section and includes an answer key. A good way to practice is to do one section at a time and then check your answers before going on to the next activity. The workbook is a PDF, so it does not allow you to overwrite directly on the document. You can cut/paste it into word, print it and physically write on it, or look at the screen and write answers on a piece of paper. Always check your answers against the key (also found in Course Materials). You do not submit the workbook to me.

Notes: There is a "Notes" folder in the Course Materials section that has readings that the syllabus refers to. (Click 'Course Materials' then 'notes.')

There you will find a sub-folder with Grammar Notes for each of the four units. These notes will cover the basic grammar presented in RS. There are explanations, examples, and some samples to practice. Any practice given in these notes is not to be submitted for grading.

Exams: Your quizzes and the final exam will be taken in the E-class room and are accessed by clicking the "Assignments and Exams" link. There are four quizzes, a practice quiz (which is the "syllabus/user guide quiz") and a final exam in the "Assignments and Exams" link.

When you take the quizzes and the final exam, you will take them as closed book, closed note exams. There is a time limit although there should be plenty of time to comfortably take the quizzes and review them prior to submission. Please only access the quiz when you are ready to take it and have a good connection to the internet. (Be careful not to click the back button as it will kick you right out of the quiz!) (Be sure to turn off any "Pop Up Blocker" during quizzes). Should you get kicked off, I will have to re-set the quiz. Know that if you are kicked off of the internet during a quiz, any work you did will be lost and you will have to start again.

It is recommended that you carefully look over your answers after a quiz or exam. Make sure you understand anything you may have missed in order to benefit most from quizzes/exams, etc. Please be aware that this course covers Latin American Spanish, so the words that the tests will anticipate will be those you see on the Rosetta Stone software. Keep that in mind in that there are often more than one word that could mean the same thing, for anybody who may have had previous experience with the language.

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Important: During the First Week of this class, open the Course Materials section and glance through it to familiarize yourself, in general, with the type of information there. Being familiar with where these materials are will be of significant value to you as the course progresses.

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Course Procedures and Grading Policies

How to contact me

E-mail – Feel free to contact me whenever you have questions or doubts and whenever you need guidance or assistance. My AMU classroom internal e-mail address is ab1349@online.apus.edu. This is the most efficient means by which you and I can communicate, and I prefer to use it to any other medium. Usually, you can expect a response from me within 24 hours. (Please consider that weekends and holidays may take up to 48 hours for a response, but usually I check my email daily).

Phone – (please e-mail me)

E-mails – All classroom e-mails are sent and received using your APUS Mailbox and address. **Do not use your personal e-mail or work accounts.** I recommend that you log into the e-classroom often-- preferably several times per week. Updates for assignments, exams, and so forth, will be sent to you via e-mail. Please remember that, when you send me an e-mail message, you need to include your first and last name as well as the *section of the course that you are taking with me*. In other words, e-mail me from our course and not from, for example, your APUS English course. If you refer to assignments in an e-mail, please do not just say “the exam we took,” or “the last Discussion Board.” In your e-mail messages, refer to assignments specifically, for example “exam #2” or “week four Discussion Board.” If you have questions about specific content on a quiz or test, please mention the number of the question, i.e. “exam 2, question 11.”

Syllabus – Be sure to glance through this entire syllabus and familiarize yourself with it as quickly as possible. The idea is, of course, not to memorize it but rather to know where to find the information you need and to help you follow our course procedures correctly. It describes the course and provides essential information such as our goals, the course requirements, how to use your study time most effectively, your assignments, and how you will be graded. The syllabus provides easy access to everything you need to complete your course.

Course Outline, Week by Week – In this syllabus, the course is organized around the activities you will undertake each week. For our purposes, each “week” ends at midnight on Sundays. I recommend treating each week like a standard school week and try to do your work during the weekdays—don’t wait until Sunday night to do a week’s worth of work if you can help it. Expect to spend 1.5-2.5 hours a week on the Rosetta Stone exercises which can mentally serve as your class room attendance (or “lecture”). (This average does not include time spent on workbook activities, quizzes, or DB tasks). If you are not

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spending at least 1.5-2.5 hours a week on the RS site, you are most likely not doing all of the required work in Rosetta Stone. If you have any questions about what is required of you on the Rosetta Stone site, please ask me early on. The RS work is not optional, even if it is review for you and you have previous experience with the content. I recommend treating this course like a Monday-Wednesday-Friday course and “attend” it three times a week for at least an hour each time (of course any three days of the week that work for you and at any time of day/night). You will learn more by attending more regularly and avoiding sitting down for one long session to cram it all in.

Readings, Assignments, and Classroom Participation –The Rosetta Stone (RS) materials will work you through a process towards discovering meaning and recognizing patterns. You need to work your way through the pages in order and possibly make notes about material that you find hard to remember. You may ask me for help or support at any time and can also check the notes folder for specific grammar instruction.

Your participation will come from Discussion Board interaction as well as completion of the assignments of each Unit we cover in Rosetta Stone. Even if you already know the RS material, it is a required part of the course (and you should consider making sure you take courses that are teaching you something new to best make use of your time!!)

EXTRA PRACTICE: There is a lot of opportunity for extra practice. The workbook and answer key are a great way to practice and ensure that you are truly retaining the information. The workbook is NOT SUBMITTED to me—you are to self-grade your work which will give you valuable immediate feedback that will help you to quickly master the grammar concepts we cover.

QUIZZES AND EXAMS: You will take multiple choice/fill-in/matching type quizzes and exams in the e-classroom.

Final Examination – Your final examination will be cumulative and in a closed book, closed notes environment. The examination counts 30% of your course grade. There is a time limit on the Final Examination. In general, the final examination will be similar in format and content to the chapter exams. An effective way to study for it is to review your chapter exams and quizzes. You will be given plenty of time for the exam, so don't feel pressure about the time. It just has a limit so that it you are forced to sit down and do it all in one sitting which allows for a more valid test result. It is an un-proctored exam. The exam has 50 multiple choice questions and ten “essay” response question (of 1-2 sentences).

Discussion Board Assignments: Discussion Board (DB) assignments are designed to promote interactivity among students and enhance the online

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learning process. DB's provide maximum flexibility because you do not have to be online at the same time as another person, yet you can read what other students have written. DB assignments will be used to discuss topics on cultural comparisons or analysis of thematic content (for example art or poetry), to create in Spanish given specific grammar themes, and also to post questions and share information with the class.

There is an open Discussion forum where students can post comments and question anytime they wish. This is an "unofficial" DB that students are encouraged to visit frequently. You are required to visit this DB during week two (for a grade) but beyond that, it is the place you will go to share information and ask questions. All other DB's are assignments and not venues for open discussion beyond the DB topic for that week.

The most efficient way to complete a Discussion Board assignment is to read the cultural topic, post your opinions/comments, and then read some of the other "posts" on the Discussion Board left by fellow students. Find one of particular interest and "reply" to that student's post. Your comments must be on the board to receive credit. You do not need to e-mail me your DB posts. They do, however, need to both be copied into the SAME Word document and uploaded in the assignments link to receive full credit. There I will be able to make corrections for you to review. You do not need to put your post and reply on the Board at the same time, but if you do post initial comments prior to replying to another student, it is best to wait to upload your work in the assignments link until you are able to submit them together in one Word document. Post your initial post by Thursday of the week in which a DB has been assigned so that there will be material for others to reply to by Sunday.

→ Late Submissions ←

It is very well understood that students have busy lives, often juggling school with family and work. I am very willing to work with you if you can communicate with me about needing a few extra days to submit an assignment. The student handbook goes over what to do in the event of deployment or TDY so consult that as well as letting me know what is going on. If you need a formal extension, you must go through administration and I will approve or decline the request. These formal extensions are for one to three months in length beyond the original end date of the course.

If you have an emergency of some kind or just need some extra help and have fallen behind, I can negotiate extensions of up to a week or so. If you fall behind, I will allow you to catch up as long as you can complete all of your work by the end of the course date. It is recommended that you follow the syllabus in order to organize your time and get through the material—you don't want to find yourself

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at the end of the course with weeks worth of work to accomplish, so try to stay on with the schedule.