

The University of Texas at Arlington - Department of Modern Languages

COURSE SYLLABUS

SPAN 2314 DAYTIME CLASSES - Section No. _____

FALL 2014

Instructor _____ Email _____

Office Location _____ Office Hours _____ Tel. MODL Office: 817.272.3161

Classroom Location _____ Lower Level Spanish Student Blog: <http://lowerlevelspanish.wordpress.com>

GRADE DISTRIBUTION:

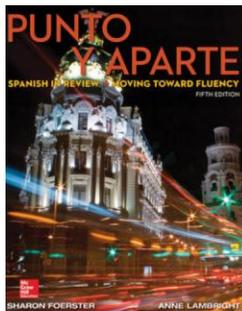
Exámenes (3 Double-Chapter Tests)	45%
2314 Core Signature Assignment	05%
Ensayo (1 In-class Composition)	05%
Diarios (6 Journal Entries - Blue Book)	15%
Participación (Class Participation)	10%
Pruebas: In-class Quizzes + LearnSmart	
Vocabulary & Grammar*	10%
Workbook/Lab Manual*	10%

GRADING SCALE:

90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
59 and below	F

* = Online components of course

REQUIRED COURSE MATERIALS



◆ **TEXTBOOK:** *Punto y aparte: Spanish in Review - Moving toward fluency*, 5th Edition. Foerster and Lambright. New York: McGraw-Hill Education. © 2014. N.B.

Only the 5th edition is valid for this course.

◆ **ONLINE COMPONENT:** Access code to *Connect Plus for Punto y aparte*. Can be purchased with textbook as a package or separately online. **PLEASE NOTE THE FOLLOWING:**

***Although *Connect Plus* includes the e-book, **hard copy is still mandatory.**

***Access to *Connect* purchased for other levels (1441, 1442, 2313) is NOT valid for this course as it does not have the same textbook content.

OBJECTIVES

In Spanish 2314, the objective of the course is to develop skills in the areas of listening, reading, writing and speaking in the Spanish language. Mastery of grammatical structures is highly emphasized through review of previously studied structures which are constantly recycled throughout the course in the 7 Basic Communicative Functions: *Description, Comparison, Narration in the past, Reactions and Recommendations, Talking about Likes/Dislikes and Expressing Opinions, Conjecture, and Talking about the Future.*

PLACEMENT EXAM

Transfer students, students who have taken high school Spanish or have Spanish-speaking relatives are encouraged to take the UTA CLEP placement test. Neither the Department of Modern Languages nor the testing center has study aids for this test. Call the Counseling and Testing Center (817.272.3670) for details or visit Davis Hall 201.

TEXAS CORE CURRICULUM LEARNING OUTCOMES

As part of the Texas core curriculum, this course emphasizes the exercise of students' critical thinking, communication skills, social responsibility and personal responsibility. These objectives comprise the foundation of essential skills, both intellectual and practical.

- **Critical Thinking Skills** - To include creative thinking, innovation inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** - To include effective development, interpretation and expression of ideas through written, oral and visual media.
- **Social Responsibility** - To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
- **Personal Responsibility** - To include the ability to connect choices, actions and consequences to ethical decision-making.

CORE Student Learning Outcomes (continued from previous page)

Upon successful completion of the course, students will be able to...	Core Objective addressed
<ul style="list-style-type: none"> Carry on a conversation in the language in a variety of situations and express opinions and reactions appropriate to the language at this level. 	Communication skills
<ul style="list-style-type: none"> Control grammar and vocabulary necessary to communicating in hypothetical and/or real situations appropriate to the language at this level. 	Communication skills Critical thinking skills
<ul style="list-style-type: none"> Demonstrate awareness of appropriate socio-cultural behavior and communication patterns used by native speakers and apply them to communicative situations appropriate to the language at this level. 	Critical thinking skills Communication skills Social responsibility
<ul style="list-style-type: none"> Demonstrate comprehension of listening material in the language appropriate to the language at this level. 	Critical thinking skills
<ul style="list-style-type: none"> Demonstrate comprehension of short literary passages in the language appropriate to the language at this level. 	Critical thinking skills
<ul style="list-style-type: none"> Demonstrate appropriate ability to write in the language appropriate to the language at this level. 	Communication skills
<ul style="list-style-type: none"> Demonstrate appropriate global awareness (traditions, history, geography, artistic heritage, human rights issues, etc.) 	Social responsibility
<ul style="list-style-type: none"> Demonstrate appropriate awareness of differences relating to family values, beliefs, taboos, religion, ethics, etc. 	Personal responsibility

NOTE: See Course Content on the next page for more information about the **Core Signature Assignment**.

PUNTO Y APARTE: STUDENT LANGUAGE LEARNING OUTCOMES BY TEXTBOOK CHAPTERS

Preliminary Chapter: Introduction to textbook features & overall grammar review.

Chapter 1: PERSPECTIVAS: Las primeras impresiones. Hispanic Cultural Focus: *España*.

Communicative Focus: Talk about impressions of others and discuss personality traits and stereotypes.

Grammar Focus: **Ser vs. Estar, Comparative Forms.**

Chapter 2: CONEXIONES: Nuestras raíces. Hispanic Cultural Focus: *El Caribe*.

Communicative Focus: Describe family ties and where you were born or raised.

Grammar Focus: **Preterite vs. Imperfect.**

Chapter 3: PASIONES Y SENTIMIENTOS: Las relaciones humanas. Hispanic Cultural Focus: *México*.

Communicative Focus: Explore topics related to human emotions and sentimental/romantic relationships.

Grammar Focus: **Present Subjunctive Tense, Formal & Informal Commands.**

Chapter 4: LA VIDA MODERNA: Las obligaciones y el tiempo libre. Hispanic Cultural Focus: *El cono sur*.

Communicative Focus: Contrast personal work and study obligations with free time activities and interests.

Grammar Focus: **Indirect Object pronouns used with Gustar and similar verbs.**

Chapter 5: EL MUNDO ACTUAL: Participación cívica y acción global. Hispanic Cultural Focus: *La región andina*.

Communicative Focus: Discuss various aspects of the modern world: politics, world events, civic responsibility.

Grammar Focus: **Past (Imperfect) Subjunctive Tense, Conditional Tense**

Chapter 6: HACIA EL PORVENIR: Nuestro futuro en un mundo globalizado. Hispanic Cultural Focus: *Centroamérica*.

Communicative Focus: Speculate on what life will be like in the future.

Grammar Focus: **Future Tense; Subjunctive in Adverbial Clauses of Time / Contingency & Purpose**

COURSE COMPONENTS:

◆ **Exámenes (Chapter Tests)** (45%)

These are given only on the dates shown on the syllabus. You will be tested over material from the Workbook/Lab Manual, the textbook, and class activities. Each test covers 2 chapters of textbook material. The Chapter 5-6 Test will be taken on the regularly scheduled day for the Final Exam that corresponds to your class. Reviews for these tests are on the student blog.

◆ **2314 Core Signature Assignment** (05%)

Instructions for the Core Signature Assignment (Essay) can be found in the APPENDIX on the final pages of this syllabus, and is also posted on the student blog. See your Course Calendar for the due date. This essay will be written in English and turned in through SafeAssign on Blackboard.

◆ **Ensayo (In-Class Composition)** (05%)

Students will be required to write 1 in-class composition. Approximately one week before the composition date, your instructor will announce the topic. The composition will be marked with the ECCO correction code, and the final grade will be based on the corrected version only. The ECCO correction code file can be found on the UTA blog. N.B.: The final version must be accompanied by the cover sheet (posted on the UTA student blog) and the original version hand-written in class with the instructor's ECCO corrections or no credit will be given.

◆ **Diarios (Journal entries)** (15%)

The student is required to hand write a one-page, single-spaced entry (corresponding approximately to standard 12-14 pt. font size) per chapter (for Chapters 1-6) in a journal (use a Blue Book). The student must discuss an aspect of the theme covered in the chapter. Journal entry grades are based on completion of coherent entries and effort made to incorporate new vocabulary and grammar covered in each chapter. Specific due dates for handing in *diarios* are listed in the course calendar. Topic suggestions can be found on the UTA student blog.

◆ **Participación (Class Participation)** (10%)

Class participation will be assessed regularly throughout the semester (unannounced) and will be based on communicative activities carried out during class time. There will be a minimum of one class participation grade per chapter, although more participation grades may also be given at the discretion of the instructor. Students who are absent on the day of a class participation grade will receive a zero for participation on that day. Exemptions from class participation grades are only given to students who provide an excuse on university letterhead or who miss a class due to active duty military obligations.

◆ **LearnSmart Vocabulary & Grammar Quizzes (on Connect) + In-class Quizzes** (10%)

Chapters 1-6 require students to complete a *LearnSmart* Vocabulary module and a *LearnSmart* Grammar module in *Connect*, the online course component. *LearnSmart* Vocabulary will be usually be due by midnight the day before each new chapter begins (see course calendar). *LearnSmart* Grammar will be due by midnight on the day before Double-Chapter Tests except for Chapter 6 which will be due just before the review for the final double-chapter test. (See course calendar.)

In-class quizzes will also be averaged in with the LearnSmart grades. These quizzes may or may not be announced in advance, at the discretion of the instructor. At the end of the semester, the 2 lowest grades in these combined categories will be automatically dropped (whether they are *LearnSmart* or class quizzes) IF the student has not been reported to Student Conduct for any violations of the UTA Honor Code. See *Academic Integrity*.

◆ **WBLM - Workbook/Lab Manual - Connect** (10%)

Each chapter (including the Preliminary Chapter) contains mandatory work in the online Workbook/Lab Manual on *Connect*. Study guides for the content of each chapter can be found on the student blog. There are unlimited submissions, and answers are given. After the due date for each chapter, you may still use these exercises for practice, but you will have to access them through the main *Connect* login page. For details on how to get answers and check your work, see the file on the student blog.

◆ **Recuperaciones (Make-up Policy)**

The policy of the department is no make-ups. If a student provides proper written documentation for an excused absence occurring on the day of a chapter test (only for serious extenuating circumstances), the average of the other chapter test grades will be used as the score for the missed test, except for the final double-chapter test taken on the day of the final exam. Otherwise, missed tests are recorded as a zero. Only students who provide an excuse on university letterhead or who miss a test due to active duty military obligations will be allowed to make up a missed test.

COURSE EXPECTATIONS AND REQUIREMENTS FOR LOWER LEVEL SPANISH CLASSES

- A grade of “C” or better in Spanish 2313 is a prerequisite for Spanish 2314.
- Spanish 2314 will be conducted at least between 90-100 % in Spanish.
- Note that for every credit hour earned, a student should spend three hours per week working outside of class. Students enrolled in this course can expect to spend 9-12 hours per week of their own time in course-related study, which includes online work, writing assignments, homework, etc.

LATE REGISTRATION / CENSUS DATE / DROP POLICY

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the **late registration period** which **ends on August 27th**. Students are required to make any course changes by **the census date, September 8th**. No transfers of courses or classes will be made after that date. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. **The last day to drop is Wednesday, October 29th**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships on this link: <http://www.uta.edu/ses/fao>

STUDENT FEEDBACK SURVEY

At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit: <http://www.uta.edu/sfs>

STUDENT SUPPORT SERVICES

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

LANGUAGE ACQUISITION CENTER (LAC)

The Language Acquisition Center (LAC), located on the third floor of Trimble Hall (rooms 303 – 307), offers audio, video and computer services for students of Spanish at UTA.

TITLE IX:

The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit www.uta.edu/titleIX.

EMERGENCY EXIT PROCEDURES

Should you experience an emergency event that requires you to vacate the building, you should exit the room and move toward the nearest exit. A list of these exits for all campus buildings can be found here:

http://www.uta.edu/campus-ops/ehs/fire/Evac_Maps_Buildings.php

When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

ACADEMIC INTEGRITY

All students enrolled in this course are expected to adhere to the UT Arlington Honor Code as follows:

"I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code."

It is the philosophy of UTA that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such act." Collusion is defined as collaborating with another, without authorization, when preparing an assignment. (Regents' Rules and Regulations, Series 50101, Section 2.2).

◆ Specific Department Policy Regarding Academic Integrity

The use of online translators, however limited, is included in the definition of scholastic dishonesty and is strictly forbidden. Any help obtained from another person on work submitted for a grade, or any help given to another student for the same, including but not limited to composing text, proof-reading, correcting or editing, is considered collusion and will also be reported as cheating. If a student has any doubts whatsoever as to what constitutes any form of scholastic dishonesty, s/he should consult the course instructor before submitting work which is subject to the afore-mentioned rules. Instructors *may* issue a preliminary warning for a first-time offense, but they are under no obligation to do so before reporting students directly to the Office of Student Conduct. N.B.: Students reported to Student Conduct for academic dishonesty will not qualify for dropping the 2 lowest quiz grades, regardless of the final adjudication in the case.

AMERICANS WITH DISABILITIES ACT

The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

◆ Note to students registered with the Office for Students with Disabilities

Students who are granted special testing accommodation must present their letter of accommodation from the OSD to their instructor immediately. If their letter permits accommodation in the ARC (Adaptive Resource Center), they will be expected to make a decision as to whether they wish to use this accommodation or not, and which assessments they will use it for if so (quizzes, tests, exams, in-class compositions, etc.), by signing the department declaration of preferred testing. All chapter tests/ quizzes/in-class essays must be scheduled one calendar week in advance of the testing date on the syllabus. Midterm & Final Exams must be scheduled two calendar weeks in advance of the testing date on the syllabus. Students failing to schedule testing in the ARC within this stipulated time frame will be expected to take their assessment (test, exam, etc.) in the classroom and within the standard time allowed for the class. Students who do not wish to use their testing accommodation(s) in the ARC must adhere to the same conditions for testing as all other students, as per the policies of the Department of Modern Languages. Students who have renounced the use of testing accommodation in the ARC may, at a later date, begin using their testing accommodations as long as they sign another statement which reflects their current testing preference.

N.B.:

(a) At least one week's notice must be given if a student previously testing in the classroom decides to begin using testing accommodation in the ARC in order to allow time for scheduling of tests and timely delivery of materials to the ARC by the instructor; (b) no testing accommodation will be provided if the student does not present official documentation from the Office for Students with Disabilities.

E-CULTURE POLICY AND E-MAIL USE

- **All e-mail correspondence to your instructor must originate from your UTA email account.**
EMAIL ORIGINATING FROM ANY OTHER ACCOUNT WILL BE IGNORED.

- **When communicating with faculty by e-mail, it is important that students keep the following in mind:**
 - 1) Be courteous: always use salutations and signatures. N.B.: "Sent from my iPhone" (or similar) is not acceptable as a signature and is considered to be disrespectful.
 - 2) For serious matters, use emails to facilitate a mutually agreeable time to meet. Email should not be used to avoid or replace personal interaction.
 - 3) Never use email to vent or to respond immediately to an emotional situation.
 - 4) Always remember that email creates a documentary record of one's communication with others.

- **There are two main reasons for using e-mail in this course:**
 - 1) To set up a face-to-face appointment with your instructor if you wish to ask questions regarding course materials, clarification or concerns about your progress in the course.
 - 2) To inform the professor of absences.

- **Do not use email for the following:**
 - 1) Do not email your instructor asking him/her to tell you what you missed in class.
 - 2) Do not email your instructor asking him/her to email you class notes as an attachment.
 - 3) Do not email your instructor asking him/her to email you course handouts.
 - 4) Do not use email as a way to solve issues that should be resolved professionally during the instructor's scheduled office hours.

FALL 2014 FINAL EXAM

- ◆The Final Exam (Chapter 5-6 Test) will be held in your classroom.

- ◆Exam days and times are determined by the days and time of your class and can be found on the university final exam calendar online, which is also linked on the student resource blog under "UTA LINKS."

The final pages of this syllabus contain the Course Calendar and the APPENDIX with the CORE Signature Assignment.

Course Calendar - SPAN 2314 – CAMPUS DAYTIME - Fall 2014

Online Work Abbreviations: *LSV/LSG = LearnSmart Vocabulary/Grammar* *WBLM = Workbook/Lab Manual*

	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Week 1						22 Aug. <i>Introducción al curso</i>
Week 2	24 Aug.	25 Aug. <i>Capítulo Preliminar</i>	26 Aug.	27 Aug. <i>Capítulo Preliminar</i>	28 Aug. DUE: <i>WBLM 1 Cap. Preliminar</i>	29 Aug. <i>CORE theme Discussion</i>
Week 3	31 Aug.	1 Sep. <i>Día festivo Labor Day</i>	2 Sep. DUE: <i>LSV 1</i>	3 Sep. <i>Capítulo 1</i>	4 Sep.	5 Sep. <i>Capítulo 1</i> DUE: <i>Core Essay</i>
Week 4	7 Sep.	8 Sep. <i>Capítulo 1</i>	9 Sep.	10 Sep. <i>Capítulo 1</i> DUE: <i>Diario 1</i>	11 Sep.	12 Sep. <i>Capítulo 1</i>
Week 5	14 Sep.	15 Sep. <i>Capítulo 1</i> DUE: <i>WBLM 1 + LSG 1</i>	16 Sep. DUE: <i>LSV 2</i>	17 Sep. <i>Capítulo 2</i>	18 Sep.	19 Sep. <i>Capítulo 2</i>
Week 6	21 Sep.	22 Sep. <i>Capítulo 2</i>	23 Sep.	24 Sep. <i>Capítulo 2</i> DUE: <i>Diario 2</i>	25 Sep.	26 Sep. <i>Capítulo 2</i>
Week 7	28 Sep.	29 Sep. <i>Capítulo 2</i>	30 Sep. DUE: <i>WBLM 2 + LSG 2</i>	1 Oct. <i>Repaso Capítulos 1-2</i>	2 Oct.	3 Oct. EXAMEN 1-2
Week 8	5 Oct. DUE: <i>LSV 3</i>	6 Oct. <i>Capítulo 3</i>	7 Oct.	8 Oct. <i>Capítulo 3</i>	9 Oct.	10 Oct. <i>Capítulo 3</i>
Week 9	12 Oct.	13 Oct. <i>Capítulo 3</i>	14 Oct.	15 Oct. <i>Capítulo 3</i> DUE: <i>Diario 3</i>	16 Oct.	17 Oct. <i>Capítulo 3</i> DUE: <i>WBLM 3 + LSG 3</i>
Week 10	19 Oct.	20 Oct. Composición en clase	21 Oct. DUE: <i>LSV 4</i>	22 Oct. <i>Capítulo 4</i>	23 Oct.	24 Oct. <i>Capítulo 4</i>
Week 11	26 Oct.	27 Oct. <i>Capítulo 4</i>	28 Oct.	29 Oct. <i>Capítulo 4</i> DUE: <i>Diario 4</i>	30 Oct.	31 Oct. <i>Capítulo 4</i>
Week 12	2 Nov. DUE: <i>WBLM 4 + LSG 4</i>	3 Nov. <i>Repaso Capítulos 3-4</i>	4 Nov.	5 Nov. EXAMEN 3-4	6 Nov. DUE: <i>LSV 5</i>	7 Nov. <i>Capítulo 5</i>
Week 13	9 Nov.	10 Nov. <i>Capítulo 5</i>	11 Nov.	12 Nov. <i>Capítulo 5</i> DUE: <i>Diario 5</i>	13 Nov.	14 Nov. <i>Capítulo 5</i> DUE: <i>WBLM 5 + LSG 5</i>
Week 14	16 Nov. DUE: <i>LSV 6</i>	17 Nov. <i>Capítulo 6</i>	18 Nov.	19 Nov. <i>Capítulo 6</i>	20 Nov.	21 Nov. <i>Capítulo 6</i>
Week 15	23 Nov.	24 Nov. <i>Capítulo 6</i>	25 Nov.	26 Nov. <i>Capítulo 6</i> DUE: <i>Diario 6</i>	27 Nov. <i>Día festivo Thanksgiving</i>	28 Nov. <i>Día festivo Thanksgiving</i>
Week 16	30 Nov.	1 Dec. <i>Capítulo 6</i>	2 Dec. DUE: <i>WBLM 6 + LSG 6</i>	3 Dec. <i>Repaso Capítulos 5-6*</i>		

*N.B.: The Chapter 5-6 Test will be taken on the day of the Final Exam.

APPENDIX - Signature CORE Assignment (to be done in English)

Content:	Composition on case study in academic integrity.
Format & Length:	500-700 words, double spaced, 12 pt., Times New Roman font.
Organization:	Introduction with thesis statement, development of argument and conclusion.
Submission:	Turned in through SafeAssign on Blackboard on Course Calendar due date.

INTRODUCTION:

*In each of the case studies below, a student is faced with an ethical dilemma and is faced with a choice. **Choose one** of the situations below and discuss the student's actions and the decision he or she must make: Is she or he justified? Why or why not? What should the student do? Why? What are the consequences for the parties involved?*

Your composition should take into account not only the individual's predicament but also consider the instructor and the other students in the class and their interests as a part of a community of learners.

Situations to choose from:

CASE NO. 1) John is enrolled in SPAN 2314 and it is midterm time. His grades have not been good up until now. Between work and family obligations, he hasn't had time to devote to his studies. He figures out that if he gets an A on this test, he will be able to make a B in the course. If not, he will probably earn a C at best, but more likely a D. This will really mess up his GPA. He absolutely HAS to get an A on this test or risk getting a D in the course. Even worse, his overall GPA will fall below his major's threshold. He tells himself that if he gets that A on the mid-term, then he will do the work it takes from now on to earn a good grade. After all, he is a good student and this is an exception. He decides that a little help will be necessary to ensure he gets that A and comes to the test with notes that he will use during the exam.

The midterm is distributed and everyone begins the test. Jane is sitting next to John and notices that he has his backpack slightly open and positioned so that he can see some papers. He keeps looking down discretely at them. She is sure that he is cheating. Last semester John and Jane worked on a team project in a class that was difficult for her and without his help the team project would have received a failing grade. She isn't sure what to do and feels badly about the situation. However, she studied hard and it doesn't seem fair that he should use notes. Should she report him or let it go? What if the instructor grades on a curve? Jane is conflicted and isn't sure of what she should do.

If Jane asked you for your opinion—considering both sides of the situation—what would you recommend? Why?

CASE NO. 2) Sandy, an international student, has a composition due. She left it for the last minute and was overwhelmed by the assignment. She did the reading before the due date but is having trouble writing what she wants to say. She didn't mean to let it go so late. She looks on the internet for something that will help. She finds that the subject is covered in a lot of classes at other universities and there are quite a few sample papers posted. The answers are there and it seems like a waste of time to rewrite them. It wouldn't sound as good if she wrote them herself. Besides, back home where Sandy grew up and went to secondary school, things like this were common practice and considered routine. So Sandy uses text from three different sites to compose the body of her paper. She writes the introduction, writes the transitions between the texts found online and is ready to hand the paper in the next day when it is due. Sandy's instructor calls her in for an appointment to talk to Sandy about the paper. The instructor is disappointed in her student and asks Sandy to explain herself. Sandy explains her reasoning to her instructor. The instructor, after listening to Sandy, asks her to acknowledge that she plagiarized her paper. She isn't sympathetic to Sandy's situation at all. Sandy refuses and will not admit any wrongdoing. Both Sandy and the instructor consider the other unreasonable.

What do you think? Why?

—SEE NEXT PAGE FOR CHOICE NO. 3 AND GRADING RUBRIC—

CASE NO. 3) Chris has a composition assignment in the target language due this week. He left it for the last minute, because he was overwhelmed by the fact that it was a 250-word paper to be written in his Spanish class. In addition, he was just informed by his boss at his workplace that he has to work additional hours this weekend, because one of the employees is the hospital. Chris knows the syllabus states that online translators are not to be used in the creation of written work in the target language. But he is in a bind. He knows he writes much better in English than in XXX. So he decides to use an online translator. Lots of students that he knows also use online translators. He tells himself that he will do it just this one time. After all, he is a good student, and he didn't know that his co-worker would end up in the hospital, leaving him to cover for those hours and taking away the time he had planned on using to write the assignment. A friend even told him that there is a class in which they learn to use online translating software! He can't lose his job and he can't miss the assignment. In addition, he doesn't want to let his coworkers down.

He writes his full composition in English, which he then copies it into Google Translate. He copies the results to a Word document, sees a couple of subject-verb errors, corrects them, prints out the document, and turns the assignment in on time.

Based on the facts described above, is using an online translator justifiable? Why or why not? What solutions if any could you have suggested to Chris?

GRADING RUBRIC:

CONTENT:

Introduction	___/25
Development of Theme	___/25
Conclusion	___/25
Length Requirement	___/25

TOTAL: ___/100