SPAN 2314 WEB - Course Syllabus
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COURSE SYLLABUS	SPAN 2314 WEB Class	SUMMER 2015

Lower Level Spanish Student Blog (for all necessary course files):   http://lowerlevelspanish.wordpress.com

GRADE DISTRIBUTION:		GRADING SCALE:	
Final Exam	15%	90 – 100	A
Chapter Tests	30%	80 – 89	B
Writing Assessments	15%	70 – 79	C
Speaking Assessments	15%	60 – 69	D
Grammar & Vocabulary Quizzes (*LearnSmart*)	10%	59 and below	F
Workbook/Lab Manual	10%		
CORE Signature Essay	05%		

REQUIRED COURSE MATERIALS:
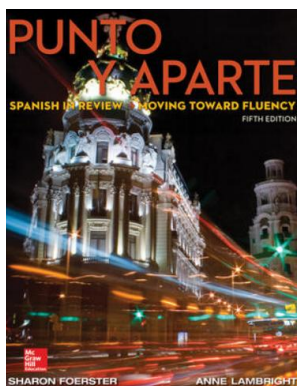
♦ TEXTBOOK: *Punto y aparte: Spanish in Review - Moving toward fluency,* 5th Edition. Foerster and Lambright.   New York: McGraw-Hill Education. © 2014. N.B. **Only the 5th edition is valid for this course.**

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

♦ EQUIPMENT: Computer with webcam, microphone and high speed internet connection.

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
• 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
• 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
• 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
• Demonstrate comprehension of listening material in the language appropriate to the language at this level.	Critical thinking skills
• Demonstrate comprehension of short literary passages in the language appropriate to the language at this level.	Critical thinking skills
• Demonstrate appropriate ability to write in the language appropriate to the language at this level.	Communication skills
• Demonstrate appropriate global awareness (traditions, history, geography, artistic heritage, human rights issues, etc.)	Social responsibility
• Demonstrate appropriate awareness of differences relating to family values, beliefs, taboos, religion, ethics, etc.	Personal responsibility

NOTE: The Core Signature Assignment, which is mandatory for this course, can be found in the APPENDIX on the final pages of this syllabus. See your Course Calendar for the due date. This essay will be written in English and turned in through SafeAssign on Blackboard. As seen in the Grading Distribution, it counts for 5% of your grade.

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 FAQs

Where will I do my coursework?

As stated in this syllabus, all coursework (except for the CORE Signature Essay) will be done on ***Connect,*** the online platform for the **5th edition** of your textbook, ***Punto y aparte. Connect*** is incorporated into **Blackboard** under **"Course Materials."** (See below.)
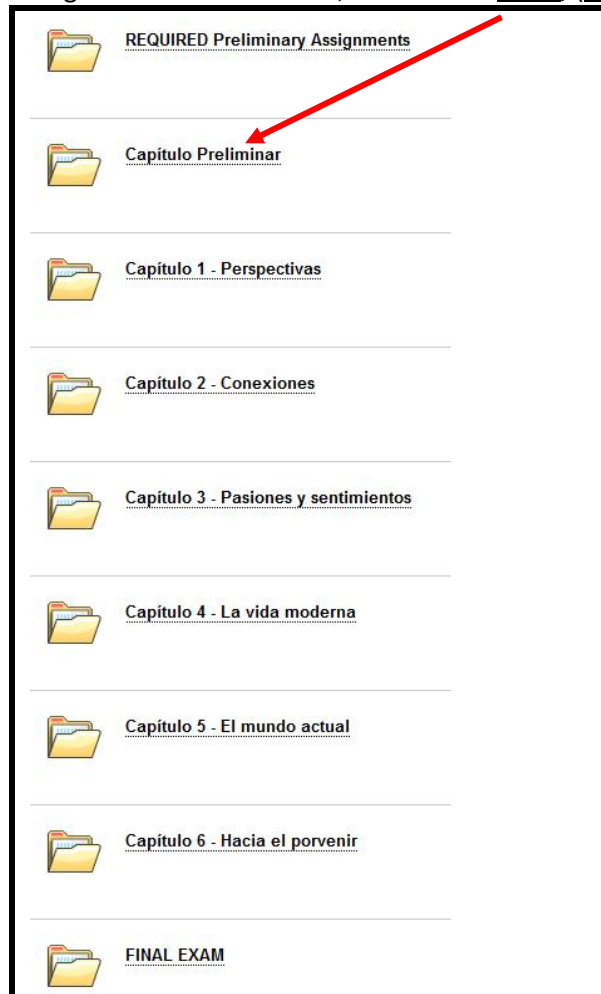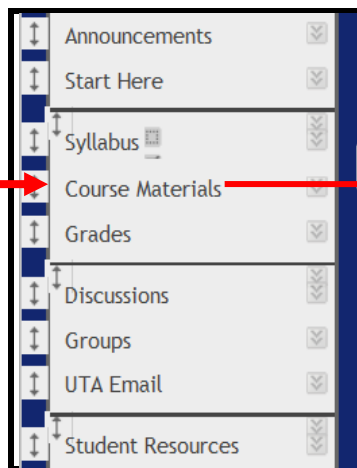
What should I do first ?
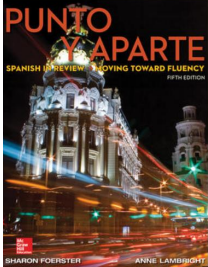
♦ Purchase the textbook with access to *Connect* as directed on page 1 of the syllabus.

♦ Log on to Blackboard and **follow the instructions for registering on Blackboard** in the file on the student blog: *http://lowerlevelspanish.wordpress.com*

That's it! Below are screen captures that explain each course component and details about access, due dates, etc.

How do I access **Connect** *again when I log on to Blackboard AFTER I have registered?*

Click on Course Materials to access your assignments. In the list that appears, your assignments are organized into folders. To access the individual assignments in each folder, **click on the TITLE,** (not the folder icon.)

| Announcements |
| Start Here |
| Syllabus |
| Course Materials |
| Grades |
| Discussions |
| Groups |
| UTA Email |
| Student Resources |

- REQUIRED Preliminary Assignments
- Capítulo Preliminar
- Capítulo 1 - Perspectivas
- Capítulo 2 - Conexiones
- Capítulo 3 - Pasiones y sentimientos
- Capítulo 4 - La vida moderna
- Capítulo 5 - El mundo actual
- Capítulo 6 - Hacia el porvenir
- FINAL EXAM

NOTE: After saving or submitting work for an assignment that was accessed from the Course Materials page, it will return you to your instructor's *Connect* course page where you will see the content view shown on bottom half of the next page of the syllabus.
To get back to Blackboard, just click the "Return to Blackboard" button.

return to **Blackboard**
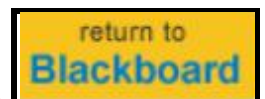
Which assignments should I begin with?

BEFORE doing any of the chapter work, you have 3 required preliminary assignments as seen below.

‡ REQUIRED Preliminary Assignments
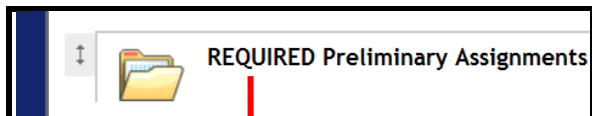
Connect Orientation
homework
Due Date: August 22, 2014 11:59:00 PM CDT

Voice Recording Test
homework
*Due Date: August 25, 2014 11:59:00 PM CDT*

Syllabus Quiz - with TEGRITY
homework
Due Date: August 27, 2014 11:59:00 PM CDT

♦ **Connect Orientation.** This shows you how to navigate within the CONNECT online platform and use the various features in this course.

♦ **Syllabus Quiz.** This quiz is proof of having read and understood all of the requirements for the course as outlined in this syllabus. **This must be taken using TEGRITY (recording yourself using your computer webcam)** so that you are able to use TEGRITY later for chapter tests and the final exam. Instructions for using TEGRITY are on the student blog.

♦ **Voice Recording Test.** You must also do a sample recording to make certain that you are able to record properly on your computer equipment. You are 100% responsible for resolving any possible issues with this. **Please note**: sometimes web platforms can work better on a different browser. If you are using Internet Explorer (IE), for example, you might want to try Firefox, Safari or Chrome if you are have having issues.

What assignments will I complete for each chapter?

▼ Capítulo 1 - Perspectivas

		available	
LS Cap. 1 Vocabulario	09/04/14 11:59pm	available 08/21/14 12:00am	N/A
LS Cap. 1 Gramática	09/09/14 11:59pm	available 08/21/14 12:00am	N/A
Cap. 1 Workbook/Lab Manual	09/11/14 11:59pm	available 08/21/14 12:00am	unlimited
Cap. 1 Writing Assessment	09/12/14 11:59pm	available 08/21/14 12:00am	unlimited
Ch. 1 TEST - use TEGRITY	09/16/14 11:59pm	available 09/15/14 12:00am	1
Cap. 1 Grammar Video & Quiz: Ser vs. Estar - PRACTICE ONLY	none		unlimited
Cap. 1 Grammar Video & Quiz: Adjective agreement - PRACTICE ONLY	none		unlimited
Cap. 1 Grammar Video & Quiz: Comparative & Superlative Forms - PRACTICE ONLY	none		unlimited

Each chapter* contains the content seen on the left. (Writing/Speaking assessments alternate.)

The **availability*** and **due dates*** for each item are indicated in the columns next to each item.
*Available from this date
*Due
If there is no date in the available column, the item is always accessible throughout the course.

The final column indicates the **number of times you can submit for a grade.**

Titles in **black text** indicate that the content is not yet available.

Titles in **blue text** indicate that the content is currently available (accessible).

*= except the *Preliminary Chapter. See Course Calendar.*

What is LearnSmart *Vocabulary & Grammar? How does it work?*

♦*LearnSmart* represents **vocabulary** and **grammar** modules to help you learn and practice the chapter content.

♦There is no limit to the number of times you can access it. **The due date shown in these activities is only to let you know when your most recent score will enter the instructor's gradebook.** You may, however, open *LearnSmart* activities for practice at any time during the course (in spite of the availability date seen above).

♦*LearnSmart* will give you the answers if you do not know them. It will continually recycle questions on vocabulary and grammar that you do not get correct until you achieve a grade of 100% (unless you abandon the activity before achieving a perfect score.) The amount of time that it takes will, of course, depend on how well prepared you are when you begin the activity.

Will I get feedback in the Workbook/Lab Manual? Can I save my work? How is it graded?

♦The Workbook/Lab Manual allows **unlimited submissions up to the due date**. After that, your highest score will be recorded in the instructor's gradebook. NOTE: You can still access the Workbook/Lab Manual after the due date (= after your grade is recorded), but only if you log on to *Connect* from the main *Connect* login page.

♦The Workbook/Lab Manual will give you feedback in 2 different ways: "Check my work" and "Show correct answer."
   (See also detailed explanatory file on student blog.)

Click on **check my work** at any time to see if your answers are correct.

You will not see the correct answers until you click "**submit assignment**." From there, click on **show correct answer** to see all correct responses.

♦ If you do not have time to complete the work in a single session, you can click "SAVE & EXIT." The next time you open the activity, your previous work will be there for you to build on. (You must still click SUBMIT, however, to access the answers.)

Are there other help resources in the Workbook/Lab Manual?

♦All exercises in the Workbook/Lab Manual also contain the items seen below for extra help:

ask your instructor a question   check my work   ⟱ references   ⟱ ebook & resources
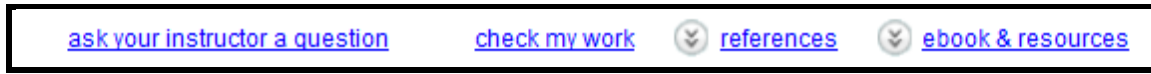
ask your instructor a question

For each question in the Workbook/Lab Manual, you can click on "**Ask your instructor a question**" if you are uncertain about something. Your instructor will receive your question on his/her *Connect* home page in the message box which will also contain a link to the question itself. Your instructor will then send you a reply which you can access by clicking on your own message box from **your *Connect* home page**.

▸ **messages** 1 ✉

Aug 16, 2012 at 11:32 AM
I don't understand why "un estudiante" is not a correct answer.

Aug 16, 2012 at 11:38 AM   **NEW!**
Your answer used the wrong gender article:
LA estudiante becomes UNA estudiante when you change the definite article to an indefinite article.
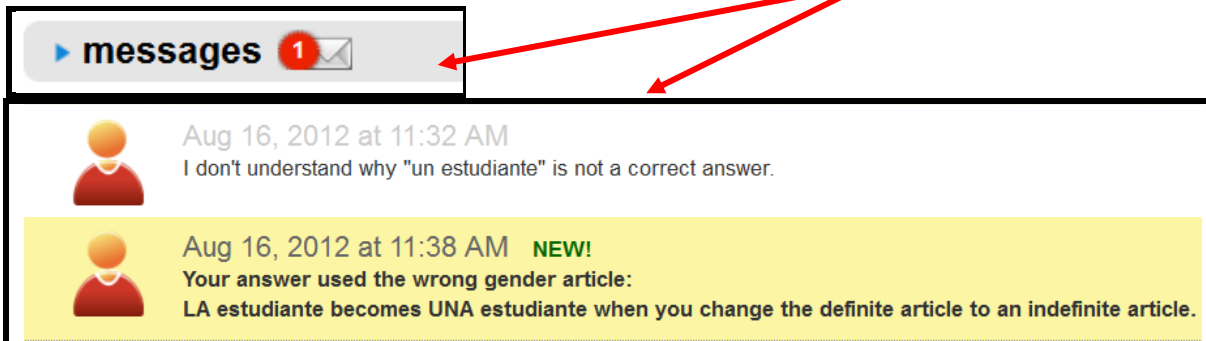
⟱ references   This will indicate which section of the chapter is related to the question.

⟱ ebook & resources   This contains a link that will take you directly to the page in your **ebook** where you can read a grammar explanation, etc.

♻ **¿Recuerda usted?**

As you know, in English and in Spanish, a noun is the name of a person, place, thing, or idea. You have been using nouns since the beginning of *Puntos de partida*. Remember that **el** and **la** mean *the* before nouns. If you can change the Spanish words for *the* to *one* in the following phrases, you already know some of the material in **Gramática 1**.

1. el libro   2. la mesa   3. el profesor   4. la estudiante

Does Connect *have help with Grammar?*

♦Yes! Each chapter folder contains Grammar Video Tutorials + quizzes for the main grammar points covered in each chapter. These are for PRACTICE ONLY, and do not count as part of your grade. You can access them at any time during the course for study or review.

🏋 Cap. 1 Grammar Video & Quiz: Ser vs. Estar - PRACTICE ONLY	ⓘ	none	unlimited
🏋 Cap. 1 Grammar Video & Quiz: Adjective agreement - PRACTICE ONLY	ⓘ	none	unlimited
🏋 Cap. 1 Grammar Video & Quiz: Comparative & Superlative Forms - PRACTICE ONLY	ⓘ	none	unlimited

How do the Writing Assessments work?

♦You may access the Writing Assessments at any time from the start date of the course, but they will always be due just prior to taking the Chapter Test. **Writing Assessments are for these chapters only: 1, 3 and 5.**

♦The Writing Assessments contain questions which must be answered in paragraph form in Spanish. **Keep in mind:** All writing assessments are very guided and based on the specific vocabulary and grammar structures you have learned. You are never required to write anything you have not studied and practiced in the coursework, so always do only your own work. Suspicion of getting help of any kind will be subject to a grade of zero and a report to Student Conduct. See *Academic Integrity* in this syllabus.

♦ If you do not have time to complete the work in a single session, you can click "SAVE & EXIT." Your work will be graded on the most recent **submission** made before the deadline. It will be graded manually by your instructor with comments on your errors. To see comments, click on SEE REPORTS.

What about letters with accent marks, the "ñ" and special Spanish punctuation marks?
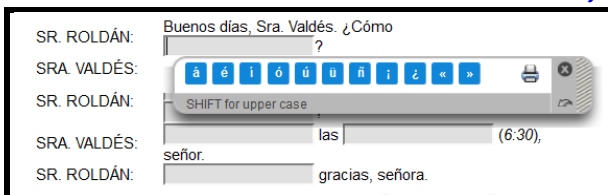
♦As seen in the screen capture above, in any writing activity, whether it is the actual Writing Assessment or a fill-in-the-blank question, a writing palette appears as soon as you click your cursor into the area where you must write.
NOTE: If a word requires an accent mark and you do not use one, or place it incorrectly, or if you use an accent mark when the word does not need one, your answer will be marked completely wrong. No partial credit is given.

How do I do the Speaking Assessments?

♦You may access the Speaking Assessments at any time from the start of the course, but they will always be due just prior to taking the Chapter Test. **Speaking Assessments are for these chapters only: 2, 4 and 6.**

♦The Speaking Assessments contain written prompts which you will record your answers to in Spanish. **The recording has a time limit of 2 minutes.** This is more than sufficient to answer the questions unless you leave very long pauses in your response. You may re-record as many times as you wish before submitting. Your Speaking Assessment will be graded manually by your instructor with comments on your errors, pronunciation, content, and overall fluency. To see comments, click on SEE REPORTS.
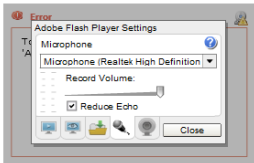
♦ **IMPORTANT:** The first time you press the "RECORD" button, **a POP-UP window will appear asking you to adjust the Adobe Flash Player settings**. These adjustments are very simple and **you do them DIRECTLY in the pop-up window**. After that, you will be able to record normally, and you will not have to take this step for any future recordings.

How to the Chapter Tests work?

♦**You will have a 24-hour window to complete Chapter Tests.** They are only accessible on last day of the chapter.

♦Chapter Tests contain a variety of audio, vocabulary and grammar questions, similar to the Workbook/Lab Manual.

♦There is no time limit, but y**ou many only access your Chapter Test ONCE.** (Be careful, because if you take too long, your computer may time out. You should be able to complete the test within the 50-minute time limit allotted to campus students.)

♦**Chapter Tests MUST be recorded using Tegrity.** Each chapter folder contains a Tegrity icon as seen here on the left. You will click on this icon to begin recording with your computer webcam BEFORE you begin taking your test. No other people may be present during the time you take your test, and no access is allowed to books, notes, or any websites. **If you do not take your test with Tegrity, your test score will not be valid and you will receive a grade of zero.** Students who can provide documentation for encountering a technical mishap during a test session which prevented them from recording their test session on Tegrity will be allowed to take a paper test on campus (at the discretion of the course instructor.)
DETAILED INSTRUCTIONS FOR HOW TO COMPLETE A TEGRITY RECORDING CAN BE FOUND ON THE STUDENT BLOG.
Students will use the Syllabus Quiz at the beginning of the course to test out Tegrity so that they are familiar with how it works well before the date of the first Chapter Test.

Is the Final Exam similar to Chapter Tests?
♦**The Final Exam has a 48-hour window of access** (during the designated calendar days for finals in the 11-week summer session), allows for 1 attempt, and is recorded on Tegrity.

♦The Final Exam has the same types of questions as Chapter Tests, and is comprehensive for the entire semester. Use the Grammar Videos to review. You may also access the Workbook/Lab Manual for all chapters to review for this. Just remember that you need to log on to Connect from the main Connect page (instead of Blackboard) in order to access the Workbook/Lab Manual for "study attempts" after the due date for completion.

Is the CORE Signature assignment on Connect?
♦No. Instructions for the CORE Signature assignment or essay can be found in the appendix in this syllabus, and also in a separate file on the student blog. This essay will be written in English and submitted on Blackboard through SafeAssign. See Appendix for details and the course calendar for due dates.

What else is available on Connect *from my main course page?*

♦The "HOME" tab on *Connect* contains all of the previously described chapter work.

♦The "LIBRARY" tab on *Connect* contains **the content seen in the screen capture below**. This is where you will access your **e-textbook** or **"ebook**."

♦The "REPORTS" tab on *Connect* contains information about your scores, and **comments from your instructor for all manually-graded work** (Writing and Speaking Assessments.)

NOTE: To see what **your current average** is for the course, **always go to the Blackboard gradebook**.

How should I study? Is there a recommended itinerary?

♦ The order in which you complete your assignments should follow the order of the due dates for each chapter item, i.e., you should not attempt to do the writing or speaking assessments due at the end of the chapter before you have done all of the preceding work (*LearnSmart* activities and the Workbook/Lab Manual) because these assessments test global comprehension and mastery of the grammar and vocabulary concepts that should be practiced first.

♦ **CHAPTER STUDY GUIDES** can be found on the student blog:
https://lowerlevelspanish.wordpress.com/web-courses/span-2314-web/
Each Chapter Study Guide contains specific references to:
—Textbook pages to study chapter content (vocabulary, grammar, culture, etc.)
—Detailed list of exercise content in Workbook/Lab Manual
—Outlines for content on Chapter Test

BELOW IS AN OUTLINE OF HOW TO STUDY IN GENERAL FOR EACH CHAPTER:

General Study Itinerary

1. FAMILIARIZE YOURSELF WITH THE CHAPTER CONTENT.
   Read over all chapter content in your textbook to get a feel for the vocabulary and grammar concepts taught.

2. VOCABULARY.
   Study the new chapter vocabulary in your textbook.
   ♦**Complete the *LearnSmart* Vocabulary module**. This is your **1st due date** for assigned work in each chapter.

3. GRAMMAR.
   Continue with new chapter grammar. Study the grammar points in your textbook (Grammar pages are all at the end of the textbook. Page references can be found in the Chapter Study Guides.) Watch the **Grammar Tutorials** for the chapter which are included in each chapter content folder on *Connect.*
   ♦**Complete the *LearnSmart* Grammar module**. This is your **2nd due date** for assigned work in each chapter.

4. CULTURE.
   ♦Complete the culture readings indicated in your Chapter Study Guide.

5. WORKBOOK/LAB MANUAL.
   ♦**Complete all activities in the Workbook/Lab Manual.** If needed, refer to the Grammar pages referenced in your Chapter Study Guide and watch the Grammar Video Tutorials again. You can also practice again in *LearnSmart.*
   This is your **3rd due date** for assigned work in each chapter.

6. WRITING / SPEAKING ASSESSMENT.
   ♦**Complete the Writing OR Speaking assessment.** This is your **4th due date** for assigned work for each chapter.

7. CHAPTER TEST.
   ♦Take the chapter test. This is your **5th (final) due date** for assigned work for each chapter.

— The remaining pages of your syllabus contain important administrative information, general policies for online courses, your course calendar and the Appendix with instructions for your CORE Signature Assignment. —

COURSE EXPECTATIONS AND REQUIREMENTS FOR LOWER LEVEL SPANISH CLASSES
- A grade of "C" or better in Spanish 2313 is a prerequisite for Spanish 2314.
- Note that for every credit hour earned, a student should spend three hours per week studying. Students enrolled in this course can expect to spend 9-12 hours per week of their own time in course-related study and assignments.

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 June 9th.** Students are required to make any course changes by **the census date, June 25th**. 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 Thursday, July 23rd.** 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://wweb.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. For online students, the computers in the LAC are programmed with TEGRITY software should they need to take a test in the LAC. Students must bear in mind, however, that personnel in the LAC are not trained to give tech support for *Connect*, and must also bear in mind the hours of operation and allow sufficient time if testing in the LAC.

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.

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. Students suspected of any form of cheating may be required by the instructor to take a translation test in the department as proof of prior knowledge of Spanish.

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 OSD (Office for Students with Disabilities)

Students with a letter from the Office for Students with Disabilities which grants them extended time are perfectly accommodated in this online course due to the fact that there is no coursework which is not available for at least 48 hours, and no assignments are timed.

STUDENT QUESTIONS / CONCERNS

Should students have questions or concerns, they should **first** try to resolve these with their class instructor, **then** with
Ms. Catherine Ortiz (cortiz@uta.edu), Supervisor of Lower Level Spanish. Only **after** having spoken with the instructor and Ms. Ortiz should the Spanish Section Coordinator, **Dr. Sonia Kania** (skania@uta.edu), be contacted for any unresolved issues.

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.

— GENERAL POLICIES FOR ALL ONLINE COURSES —

PACING COURSEWORK & DEADLINES
Students are responsible for pacing their coursework and keeping track of due dates. There is zero tolerance for not completing work if a due date is forgotten. Students are also advised not to leave completion of an assignment until the last minute: there will not be enough time to complete the assignment properly, nor will there be sufficient time to correct any possible technical issues that may arise.

SUBMISSION OF WORK AND GRADE CREDIT

For all assignments except tests:
Even though an assignment is accessed before the deadline, the grade will only reflect the most recent **submission** up to 11:59 p.m. on the due date. So even if an assignment was started before the deadline, if the final submission was made after 11:59 p.m., and there are no previous submissions, then no credit is received. If the student does not complete the work by 11:59 p.m., but does have previous submissions, the grade will reflect the best effort submitted up to 11:59 p.m. on the due date.

For tests:
TESTS can ONLY BE SUBMITTED ONCE, so even if a test is accessed before the deadline, no credit can be given if submission is not made before 11:59 p.m. on the due date.

EQUIPMENT & TECHNICAL ISSUES
Students must have access to a computer with high-speed internet access, and a back-up plan in case they encounter technical issues or their computer needs to be repaired, etc. As an online student, it is your responsibility to plan ahead and be prepared, since it is impossible for you to take this course without a computer and access to Internet. Keep in mind as well that instructors are not responsible for resolving software, browser or other technical issues, although *Connect* Tech Support may be able to suggest the reason for something not functioning properly. See notes on the Language Acquisition Center on page 12 for use of those computers for test-taking.

IMPORTANT: Non-completion of assignments and tests due to technical issues will not be given any consideration unless the student contacts *Connect* Tech Support (see information below) AND gets a ticket number from the technician who assisted them in order to validate that there was a technical issue and that this occurred before the deadline for completion of the assignment or test. Below are the hours for contacting Tech Support. Other help files for troubleshooting are on the student blog.

> **CONNECT HELP LINE: 1.800.331.5094**
>
> **HOURS:** (Central Standard Time)
> **Monday – Thursday:** 7 a.m. – 3 a.m.
> **Friday:** 7 a.m. - 8 p.m.
> **Saturday:** 9 a.m. - 7 p.m.
> **Sunday:** 11 a.m. to 1 a.m.

♦Keep in mind that it is very important to clear the history in your browser cache frequently, as this can interfere with optimum functioning of *Connect.*

TEGRITY
As stated on page 8 of this syllabus, Chapter Tests and other Exams must be taken by recording them in *Tegrity*. The *Tegrity* recording which begins with showing a student ID and panning the room, followed by the student taking the assessment, MUST be one, single continuous recording. No credit will be given if either the showing of the ID and/or the panning of the room is in a separate recording from the taking of the test.

Note: All dates listed below are **due dates**. Work must be completed by 11:59 p.m. on the due date.

- *All chapter assessments (EXCEPT for the Test) are accessible from the start of the course **until the due date below**.*
- *Chapter Tests and the Final Exam are **only accessible** on the dates listed below.*
- *LearnSmart + the Workbook/Lab Manual **are accessible after the due dates for study attempts** (to prep for the Final Exam.)*

Abbreviations used below: LSV = LearnSmart Vocabulary; LSG = LearnSmart Grammar; WBLM = Workbook/Lab Manual

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Week 1	**8 June**	**9 June** CORE Essay Due on SafeAssign	**10 June** *Syllabus Quiz Voice Recording Test Training Videos*	**11 June** *Preliminary Chapter WBLM*	**12 June** *Chapter 1 LSV*
Week 2	**15 June**	**16 June** *Chapter 1 LSG*	**17 June**	**18 June** *Chapter 1 WBLM*	**19 June** *Chapter 1 Writing Assessment*
Week 3	**22 June** *Chapter 1 TEST*	**23 June** *Chapter 2 LSV*	**24 June**	**25 June**	**26 June**
Week 4	**29 June** *Chapter 2 LSG*	**30 June**	**1 July** *Chapter 2 WBLM*	**2 July** *Chapter 2 Speaking Assessment*	**3 July** *Chapter 2 TEST*
Week 5	**6 July** *Chapter 3 LSV*	**7 July**	**8 July** *Chapter 3 LSG*	**9 July**	**10 July** *Chapter 3 WBLM*
Week 6	**13 July** *Chapter 3 Writing Assessment*	**14 July** *Chapter 3 TEST*	**15 July** *Chapter 4 LSV*	**16 July**	**17 July**
Week 7	**20 July** *Chapter 4 LSG*	**21 July**	**22 July** *Chapter 4 WBLM*	**23 July** *Chapter 4 Speaking Assessment*	**24 July** *Chapter 4 TEST*
Week 8	**27 July** *Chapter 5 LSV*	**28 July**	**29 July** *Chapter 5 LSG*	**30 July** *Chapter 5 WBLM*	**31 July** *Chapter 5 Writing Assessment*
Week 9	**3 August** *Chapter 5 TEST*	**4 August** *Chapter 6 LSV*	**5 August**	**6 August**	**7 August** *Chapter 6 LSG*
Week 10	**10 August**	**11 August**	**12 August** *Chapter 6 WBLM*	**13 August** *Chapter 6 Speaking Assessment*	**14 August** *Chapter 6 TEST*
Week 11	**17 August** *FINAL EXAM*	**18 August** *FINAL EXAM*			

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