



BCLA SPAN 1102 Spanish 102

CAPA Barcelona Program

Course Description

After completing this course, the student will understand phrases and expressions of frequent use related to areas of experience that are especially relevant to them (basic information about themselves and their family, purchases, places of interest, occupations, etc.). They will be able to communicate when carrying out simple and daily tasks that do not require more than simple and direct exchanges of information on issues that are known or usual. In addition, they will be able to describe, in simple terms, aspects of their past and their environment as well as issues related to their immediate needs.

Requirements and Prerequisites

Successful completion of a beginning level Spanish course. This course is recommended at a total of four credits.

Learning Outcomes

By the end of this level students will be able to:

- a. Understand phrases and vocabulary of most immediate personal relevance (e.g. very basic personal information, shopping, local area, ...) and catch the main point in short, clear and simple announcements. Read very short texts and find information in simple everyday materials (menus, timetables, advertisements, ...)
- b. Communicate in simple and routine tasks with a limited exchange of information. Describe in simple terms other people, educational background and present/most recent job.
- c. Write short texts in areas of immediate need or write to thank someone.

Class Methodology

Our faculty methodological approach consists in the Communicative Method. The communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language.

Classroom activities guided by the communicative approach are characterized by trying to produce meaningful and real communication, at all levels. As a result, there may be more emphasis on skills than systems, lessons are more learner-centered, and there may be use of authentic materials. Also, will be provided:

- a variety of activities that address students' different learning styles
- a balance between developing receptive and productive skills that maximizes student interaction
- a balance between individual and group tasks and activities with the target language as a mediator
- precise grammar explanations based on context and meaning
- a wide variety of listening tasks (textbook, videos, songs, ...)
- focus on vocabulary and idiomatic expressions
- a balance between the skills (oral and written comprehension, oral and written expression)

Field Components

CAPA provides the unique opportunity to learn about the city through direct, guided experience. Participation in field activities for this course is required. You will actively explore the Global City in which you are currently living. Furthermore, you will have the chance to collect useful information that will be an invaluable resource for the essays/papers/projects assigned in this course.

All field studies are related with the course contents and they intend to put our students in contact with the local culture using language. We have two types of Field Studies:

A) Those closely related to the grammar or vocabulary of one of the lessons. These propose activities in given places where students must use structures and/or vocabulary studied in the lesson, for example:

1. Els Encants: One of the oldest flea markets in Europe where you can find odd antiques and where haggling is always necessary.
2. My neighborhood and apartment in Barcelona: Encourage our students to discover hidden places in one of the 70 Barcelona neighborhoods.
3. Let's go to the market: Shopping in one of the 42 public markets of Barcelona in order to prepare some tapas!
4. Barcelona antes y ahora: A comparison of Barcelona's evolution over time using old photographs. Will students be able of finding the same place?

B) Those with a **seasonal** aspect. These are connected to local celebrations. The activities are adjusted to the vocabulary and grammar for each level.

1. Santa Eulàlia: the winter *fiestas* of Barcelona. Lots of activities happen in the street, like Human Towers, *Correfoc*, traditional dances, and much more!
2. Corpus Christi: the celebration of the arrival of summer. Linked to pre-Christian festivities.
3. Sant Joan: the shortest night of the year. Barcelona celebrates summer solstice with lots of peculiar traditions.
4. La Mercè: the summer *fiestas* of Barcelona. The most important week in the city of Barcelona.
5. La Castanyada: autumn is here. Students will experience the Catalan alternative to Halloween.
6. La Fira de Santa Llúcia: Ready for Christmas. Students will visit the traditional Christmas market where they will learn (interacting with locals) about the peculiar Catalan Christmas traditions.

Assessment/Grading Policy

A	93-100	Achievement that is outstanding relative to the level necessary to meet course requirements.
A-	90-92	Achievement that is significantly above the level necessary to meet course requirements.
B+	87-89	
B	83-86	Achievement that is above the level necessary to meet course requirements.
B-	80-82	
C+	77-79	Achievement that meets the course requirements in every respect.
C	73-76	Achievement that meets the course requirements in most respects.
C-	70-72	Achievement that is worthy of credit even though it fails to meet fully the course requirements.
D+	67-69	
D	60-66	
F	0-59	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

Description of Forms of Assessment

Participation

Students will be expected to participate actively in all class activities and discussions, talking only in Spanish in small groups or in pairs, and arriving with all assignments done and ready to discuss. A participation grade based on the quantity and quality of participation shown during each class period and a positive attitude will be assigned regularly to each student. This will be evaluated according to the rubric "Attendance and Participation".

Quizzes

In order to monitor the learning process of the vocabulary and grammar studied, quizzes (involving different skills: talking, reading, writing) will be given on a regular basis. Some of these quizzes may be in the form of a Field Study (these will vary depending on the semester, because they are adjusted to the national and local calendar of fiestas and festivals).

Compositions

Three compositions will be assigned during this course. All written assignments must be typed and double-spaced, in font Arial 12 with 1-inch margins, and use correct Spanish punctuation. Any late written assignments will be accepted but with a penalty (-5 points per calendar day). Each written assignment/composition is related with one of the lessons and the main aim is to monitor the assimilation of the new vocabulary, structures and tenses. The compositions will be evaluated according to the rubric for evaluating "Compositions".

Oral Presentation

Students will have to do an Oral Presentation in class and in Spanish. Each student will be allotted 4 to 5 minutes for the presentation. The presentation will be evaluated according to the rubric for evaluating "Oral Presentation" (attached to this syllabus). Students will be given a list of topics, structures, and vocabulary that they will need to use.

Exams

There will be 2 exams. One in the middle of the semester and one at the end. They will not be accumulative. Each exam will consist on oral comprehension 20%, grammar and vocabulary 40%, reading comprehension 20%, written expression 20%. Percentages of each part of the exam may vary depending on the level.

Grade Breakdown and Assessment of Learning Outcomes

Assessment Task	Grade %	Learning Outcomes	Due Date
Participation	15%	a, b, c,	Weekly
Quizzes	10%	b, c	TBC
Compositions	20%	a, b, c,	TBC
Oral Presentation	15%	c, d,	TBC
Midterm Exam	20%	a, b, c,	Session 12
Final Exam	20%	a, b, c,	Session 23

Required Readings:

Aula 2 Internacional, Editorial Difusión, Jaime Corpas, Agustín Garmendia, Carmen Soriano ISBN: 9788415640103

SUNY-Oswego On-line Library Resources

Students are advised to review assignments and readings. If you do not have access to sufficient additional resources from your home institution to complete the coursework for this class, you may request access to the on-line library resources of SUNY-Oswego: <http://libraryguides.oswego.edu/c.php?g=500670>. To access this resource, you must request access during the first week of the program.

Weekly Course Schedule

Session - Lesson	Contents	Grammar and vocabulary	Activities in class
Session 1 - Unidad 1	<ol style="list-style-type: none"> 1. Course presentation 2. Meeting our classmates 3. Asking questions in Spanish 4. Greetings 	<ul style="list-style-type: none"> • Vocabulary: Greetings, languages and nationalities. • Verbs expressing habits and usual actions. 	<ul style="list-style-type: none"> • Reading comprehension: <ol style="list-style-type: none"> 1. People who speak more than one language. Activity 1. • Oral expression: <ol style="list-style-type: none"> 2. How many languages are spoken in class? Activity 1. Part B. 3. Greetings for daily use (<i>saludar y despedirse</i>). 4. Useful questions to use in class: <i>¿Cómo se dice/escribe? ¿Puedes repetir? Etc.</i>
Session 2 - Unidad 1	<ol style="list-style-type: none"> 1. Why we learn languages 2. How we can learn better 3. Asking and talking about motivations 	<ul style="list-style-type: none"> • Present tense: regular, reflexive, stem-changing, and irregular verbs. • Expressing our motivations: <i>porque/para</i>. • Talking about feelings and difficulties: <i>costar/sentirse</i>. 	<ul style="list-style-type: none"> • Oral expression and comprehension: <ol style="list-style-type: none"> 1. Getting to know our classmates better. Activity 2. Parts A, B, & C. Track 1. 2. Telling our classmates what we have learned about them. Activity 2. Part D. 3. How we feel in class when... Activity 3. Part B. • Reading comprehension: <ol style="list-style-type: none"> 4. Expressing how we feel when learning something new. Activity 3. Part A.
Session 3 - Unidad 1	<ol style="list-style-type: none"> 1. A good life. What is it? 2. Talking about routines (Spain vs other places) 3. Talking about duration of events 	<ul style="list-style-type: none"> • Present tense: regular, reflexive, stem-changing, and irregular verbs. • Time markers: <i>desde/hace (que)/desde hace...</i> 	<ul style="list-style-type: none"> • Reading comprehension: <ol style="list-style-type: none"> 1. Comparing people with different lives who moved to Spain. Activity 4. 2. Talking about the duration of events. Activity 5. • Written expression: <ol style="list-style-type: none"> 3. Things we have done (when and for how long...) Activity 5. Part B. • Oral expression: <ol style="list-style-type: none"> 4. Who has a better life? Activity 4. Part A.
Session 4 - Unidad 1	<ol style="list-style-type: none"> 1. How to talk about difficulties 2. Giving advice 3. How can we improve our learning skills? 	<ul style="list-style-type: none"> • Talking about feelings and difficulties: <i>costar/sentirse</i>. • How to give advice: <i>lo mejor es/va bien/tienes que/etc.</i> 	<ul style="list-style-type: none"> • Reading comprehension: <ol style="list-style-type: none"> 1. Discussing difficulties while learning something new. Activity 6. Part A. 2. Advice on how to overcome difficulties. Activity 6. Part C. 3. How can we improve our learning skills? Activity 7. • Oral and written expression: <ol style="list-style-type: none"> 4. Expressing how I feel when learning something new. Activity 6. Part B. 5. What can we do to learn better? Activity 7. Parts B & C.

Session 5 - Unidad 1	<ol style="list-style-type: none"> Talking about routines (Spain vs other places) Talking about duration of events How to talk about difficulties Giving advice 	<ul style="list-style-type: none"> Present Tense: -AR -ER -IR. regular, reflexive, stem-changing, and irregular verbs. Talking about feelings and difficulties: <i>costar/sentirse</i>. How to give advice: <i>lo mejor es/va bien/tienes que/etc.</i> 	<ul style="list-style-type: none"> Oral comprehension: <ol style="list-style-type: none"> People who speak several languages. How they did it. Track 2. Written expression: <ol style="list-style-type: none"> Composition 1. My linguistic biography. Activity 8. Parts B & C. (Portfolio)
Session 6 - Unidad 2	<ol style="list-style-type: none"> Biographies of Latin and Spanish celebrities 	<ul style="list-style-type: none"> Vocabulary: cinema/events in a person's life/trivia (<i>ganar/descubrir/acabar/etc.</i>) Past tense: <i>Pretérito Indefinido</i> 	<ul style="list-style-type: none"> Reading comprehension: <ol style="list-style-type: none"> Who did what? Latin and Spanish people who were the first in achieving something. Activity 1. Finding mistakes in trivia questions. Activity 2.
Session 7 - Unidad 2	<ol style="list-style-type: none"> Talking about great experiences Talking about different moments in the past 	<ul style="list-style-type: none"> Past tenses: <i>Pretérito Indefinido</i> vs <i>Pretérito Perfecto</i>. Regular, reflexive, stem change verbs in Past Tense. 	<ul style="list-style-type: none"> Reading comprehension: <ol style="list-style-type: none"> Talking about meaningful past events. Activity 4. How to use <i>Indefinido</i> vs <i>Perfecto</i>. Activity 5. Oral expression: <ol style="list-style-type: none"> Something special that I did. Activity 4. Part E.
Session 8 - Unidad 2	<ol style="list-style-type: none"> Connecting several events in the past How to talk about past events duration A resume in Spanish 	<ul style="list-style-type: none"> Time organizers: <i>desde/hasta/de...a.../durante/desde hace/más tarde/después/etc.</i> Past tenses: <i>Pretérito Indefinido</i> vs <i>Pretérito Perfecto</i>. Regular, reflexive, stem change verbs in Past Tense. 	<ul style="list-style-type: none"> Reading comprehension: <ol style="list-style-type: none"> How to write a resume. Activity 6. Written expression: <ol style="list-style-type: none"> Writing the end of a strange love story. Activity 7. (Portfolio).
Session 9 - Unidad 4	<ol style="list-style-type: none"> Living in Spain. Real estate Choosing where to live Objects and furniture 	<ul style="list-style-type: none"> Vocabulary: types of houses, colors, numbers, appliances, furniture, materials, etc. Expressing opinion: <i>parecer/gustar</i> 	<ul style="list-style-type: none"> Reading comprehension: <ol style="list-style-type: none"> Where would you like to live? Activity 1. Describing apartments. Activity 2. Part A. Do you like this room? Activity 3. Part A. Oral expression: <ol style="list-style-type: none"> Deciding where to live. Activity 2. Part B. Oral Comprehension: <ol style="list-style-type: none"> People with different tastes. Activity 2. Track 5.
Session 10 - Unidad 4	<ol style="list-style-type: none"> Describing rooms Locating objects Comparisons 	<ul style="list-style-type: none"> Words which express location: <i>a la derecha-izquierda/delante/al lado/en el centro/entre...</i> <i>Ser</i> vs <i>estar</i> Making comparisons: <i>más que/menos que/tan como/tanto/-a/-os/-as como/etc.</i> 	<ul style="list-style-type: none"> Reading comprehension: <ol style="list-style-type: none"> Where are these things? Activity 4. Different accommodation in different countries. Activity 6 Oral comprehension: <ol style="list-style-type: none"> Deciding what to buy for a shared flat. Activity 7.
Session 11 - Unidad 4	<ol style="list-style-type: none"> Describing rooms Locating objects Comparisons 	<ul style="list-style-type: none"> Vocabulary: types of houses, colors, numbers, appliances, furniture, materials, etc. 	<ul style="list-style-type: none"> Reading comprehension: <ol style="list-style-type: none"> Asking the price. Activity 9. Oral comprehension:

	4. Describing our “ <i>piso</i> ”	<ul style="list-style-type: none"> • Expressing opinion: <i>parecer/gustar</i> • <i>Ser vs estar</i> • Making comparisons 	<p>2. Understanding a conversation in a shop. Activity 9. Track 27.</p> <p>Field activity: My neighborhood and apartment in Barcelona. Video (Portfolio)</p>
Session 12	MIDTERM		
Session 13 - Unidad 5	<ol style="list-style-type: none"> 1. Talking about free time activities 2. Talking about schedules 3. Talking about holidays 	<ul style="list-style-type: none"> • Vocabulary: free time activities, hobbies, holidays, etc. • Talking about past events: <i>Pretérito Perfecto</i>. 	<ul style="list-style-type: none"> • Reading comprehension: <ol style="list-style-type: none"> 1. What have they done this weekend? Activity 1. 2. What is going on in Barcelona? (cultural agenda). Activity 2. • Oral comprehension: <ol style="list-style-type: none"> 3. Where have they been? Activity 3. Tracks 18-21.
Session 14 - Unidad 5	<ol style="list-style-type: none"> 1. Talking about thing we have done/not done 	<ul style="list-style-type: none"> • Vocabulary: free time activities, hobbies, holidays, etc. • Talking about past events: <i>Preterito Perfecto / Ya - Todavía no</i> 	<ul style="list-style-type: none"> • Reading comprehension: <ol style="list-style-type: none"> 1. Analyzing an advert about something someone has done. Activity 4. Parts A & B. • Written expression: <ol style="list-style-type: none"> 2. What have we done? Activity 4. Part C. • Oral comprehension: <ol style="list-style-type: none"> 3. What movie are we going to watch? Activity 5. Track 22.
Session 15 - Unidad 5	<ol style="list-style-type: none"> 1. Talking about what we have done 2. Talking about what we are going to do 	<ul style="list-style-type: none"> • Vocabulary: free time activities, hobbies, holidays, etc. • Talking about past events: <i>Preterito Perfecto / Ya - Todavía no</i> • Talking about the future: <i>ir + a + infinitivo</i> 	<ul style="list-style-type: none"> • Reading comprehension: <ol style="list-style-type: none"> 1. Understanding a postcard. Activity 6. • Oral comprehension: <ol style="list-style-type: none"> 2. My plans for the semester. Activity 7. Track 23. 3. Composition 2: Writing a postcard home (Portfolio)
Session 16 - Unidad 9	<ol style="list-style-type: none"> 1. Comparing past and present (in Spain) 	<ul style="list-style-type: none"> • Vocabulary: historical events, periods of people’s lives • Time markers: <i>ahora, entonces, en aquella época, en estos momentos</i>, etc. • Describing the past: <i>Pretérito Imperfecto</i> 	<ul style="list-style-type: none"> • Reading comprehension: <ol style="list-style-type: none"> 1. Spain before and now. Activity 1. 2. Spain under Franco’s regime. Activity 2. 3. Ibiza now and in the 1960s. Activity 3.
Session 17 - Unidad 6	<ol style="list-style-type: none"> 1. Describing the past (comparing past and present) 2. Periods of a person’s life 3. Talking about changes 	<ul style="list-style-type: none"> • Time markers: <i>ahora, entonces, en aquella época, en estos momentos</i>, etc. • Periods: <i>juventud, madurez, vejez</i> • Describing the past: <i>Pretérito Imperfecto</i> • Talking about changes: <i>Ya no - Todavía</i> 	<ul style="list-style-type: none"> • Reading comprehension: <ol style="list-style-type: none"> 1. Describing what somebody’s life used to be like. Activity 5. 2. Watching old photos with granny. Describing people. Activity 6. • Oral comprehension: <ol style="list-style-type: none"> 3. Discussing changes in a person’s life. Activity 7. Track 47. • Written expression: <ol style="list-style-type: none"> 4. Changes in my life. Activity 7. Part D.
Session 18 - Unidad 6	<ol style="list-style-type: none"> 1. Talking about changes in Barcelona 	<ul style="list-style-type: none"> • Time markers: <i>ahora, entonces, en aquella época, en estos momentos</i>, etc. 	<ul style="list-style-type: none"> • Written expression: <ol style="list-style-type: none"> 1. Field Study: Barcelona antes y ahora.

	2. Comparing Barcelona (now and then)	<ul style="list-style-type: none"> • Periods: juventud, madurez, vejez • Describing the past: <i>Pretérito Imperfecto</i> • Talking about changes: <i>Ya no - Todavía</i> 	
Session 19 - Unidad 10	<ol style="list-style-type: none"> 1. Talking about a special moment in our lives 2. Historic moments 	<ul style="list-style-type: none"> • Past tenses: <i>Pretérito Indefinido/Perfecto/Imperfecto</i> 	<ul style="list-style-type: none"> • Oral expression: <ol style="list-style-type: none"> 1. Guessing what happened by looking at images. Activity 1. • Oral comprehension: <ol style="list-style-type: none"> 2. What really happened? Activity 1. Part B. Track 49. 3. People talking about an historic event they witnessed. Activity 2. Tracks 50-52.
Session 20 - Unidad 10	<ol style="list-style-type: none"> 1. Historic moments 2. Telling a short story 	<ul style="list-style-type: none"> • Past tenses: <i>Pretérito Indefinido/Perfecto/Imperfecto</i>. Irregular and especial cases (conjugation review) • <i>Indefinido vs Imperfecto</i> 	<ul style="list-style-type: none"> • Reading expression: <ol style="list-style-type: none"> 1. Do you remember when these events happened? Activity 4. 2. A short story with past tenses contrasted. Activity 5. 3. Similar sentences with different tenses. Activity 7. • Written expression: <ol style="list-style-type: none"> 4. Writing an unfinished story. Activity 6.
Session 21 - Unidad 10	<ol style="list-style-type: none"> 1. Telling stories 2. Organizing stories logically 	<ul style="list-style-type: none"> • Past tenses: <i>Pretérito Indefinido/Perfecto/Imperfecto</i>. Irregular and special cases (conjugation review) • <i>Indefinido vs Imperfecto</i> • Connectors: <i>entonces/resulta que/después/ de repente/al final</i>, etc. 	<ul style="list-style-type: none"> • Reading comprehension: <ol style="list-style-type: none"> 1. Putting a story in order. Activity 8. 2. Key words to really understand what happened. Activity 9. • Oral comprehension: <ol style="list-style-type: none"> 3. Listening to four interesting anecdotes. Activity 10.
Session 22 - Unidad 10	<ol style="list-style-type: none"> 1. Telling stories 2. Organizing stories logically 3. Reacting to other people's anecdotes 	<ul style="list-style-type: none"> • <i>Indefinido vs Imperfecto</i> • Connectors: <i>entonces/resulta que/después/ de repente/al final</i>, etc. • Vocabulary: reactions (<i>¡No! / ¿Y qué pasó? / ¿En serio? / ¡Qué fuerte! /etc.</i>) 	<ul style="list-style-type: none"> • Oral expression: <ol style="list-style-type: none"> 1. Telling anecdotes and reacting to them. Activity 12. 2. Audio recording. (Portfolio)
Session 23	ORAL PRESENTATION		
Session 24	FINAL EXAM		

Attendance, Participation & Student Responsibilities

Attendance: CAPA has a mandatory attendance policy. Attendance is taken at the beginning of every class. Unless otherwise expressed by your instructor, the first time a student has an unexcused absence for a class, his/her grade will not be impacted. The second time a student has an unexcused absence in that class, it will result in a 3 percent reduction of the final grade (for example: an A- [92] will become an B+ [89]). The student will be placed on academic probation at this time. Three unexcused absences per class will result in failure of the course. A pattern of three absences in more than one course will result in dismissal from the program.

Excused Absences: Absences are only excused for medical reasons, for a family emergency or for a religious holiday. To request an excused absence, students must contact excused.absence@capa.org ahead of time and provide evidence (e.g. a doctor's note) of the reason for his/her absence, otherwise the absence will not be excused. Even if the student knows the absence will not be excused, the student should still contact CAPA to inform CAPA they will not be in class.

In addition to contacting excused.absence@capa.org, it is the responsibility of the student to contact his/her instructor and make up any missed assignments.

Class Participation: Students are expected to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. Students must read assignments BEFORE the class, and come in on time. Participation is a vital part of your grade: students are expected to participate orally in seminars and in online forums and discussions in a critical and evaluative manner; to interact with the faculty and fellow students with respect and tolerance; and to actively engage in discussion. Derogatory or inflammatory comments about the cultures, perspectives or attitudes of others in the class will not be tolerated.

Any student who feels s/he may need an accommodation based on the impact of a physical, psychological, medical, or learning disability should contact the instructor and/or the director of academic affairs privately to discuss your specific needs.

Academic Integrity: A high level of responsibility and academic honesty is expected. Because the value of an academic course depends upon the absolute integrity of the work done by the student, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work and class behavior. Plagiarism, self-plagiarism and cheating can result in dismissal from the program.

Self-plagiarism, copying an assignment entirely or partially to submit to a different class in an attempt to receive credit twice for one piece of work is unacceptable and considered cheating by duplication. Students risk receiving an "O" for any assignments in which they have duplicated their own work.

All substantial writing assignments (typically anything worth 20% or more of the final course grade) will be run through the plagiarism checking software Turnitin when submitted via CANVAS. See CAPA's Academic Standards and Policies for more information and resources on plagiarism.

Sexual Misconduct, Required Reporting, and Title IX: CAPA The Global Education Network is committed to encouraging a safe and healthy environment at our seven CAPA centers. This commitment includes the understanding of, and applicable adherence to, the guidelines outlined in Title IX of the Education Amendments of 1972. Title IX necessitates that US universities provide equity in all educational programs and activities without sex discrimination.

CAPA understands the implications of Title IX compliance for our institutional partners and thus endeavors to support this compliance as a vital aspect of partnership. The safety and security of all students during a program is a matter of crucial importance to CAPA. To facilitate this, CAPA encourages students to openly disclose any and all information that is Title IX relevant so that CAPA staff can provide support and connect students with appropriate resources. Because students may not understand the implications of Title IX abroad, CAPA will work to advise students about the resources available through Title IX and explain the importance of compliance in Title IX reporting. CAPA will work to build student confidence in CAPA's status as a mandated reporter by outlining the advantage of disclosure for the student, reassuring them that any information disclosed will not be used in an inappropriate manner, and stressing that individuals will only be informed on a need-to-know basis.

Use of electronic equipment in class: All devices such as laptops, i-pods, i-pads, netbooks, notebooks and tablets, smartphones, cell phones, etc. are **NOT** allowed unless you have express permission from the faculty or you have been instructed to do so. If you require an accommodation to use any type of electronic equipment, inform the Associate Director of Academic Affairs at the beginning of Term.

Use of Electronic Translators: In Language courses students are NOT allowed to use electronic translators for writing texts in the target language: those submitting compositions and texts of whatever kind translated in such a fashion will receive a final F grade for the course.

Late Submission: Late submission of papers, projects, journal entries, pieces of homework and portfolios is only permitted with prior approval. A request must be made to the relevant Faculty member no later than two days prior to the due date. Late submission without prior approval will result in a full alpha grade penalty. In either case, work cannot be submitted after feedback has been provided to the rest of the class on the relevant assessment or one week after the due date whichever comes first, after which point a grade of F will be given for the assessment.

Behaviour during Examinations: During examinations, you must do your own work. Unless specifically instructed by the lecturer or instructor, talking during an exam is not permitted, nor may you compare papers, copy from others, or collaborate in any way. Any failure to abide by examination rules will result in failure of the exam, and may lead to failure of the course and disciplinary action.