



## **BCLA SPAN 2201 Spanish 201**

### **CAPA Barcelona Program**

#### **Course Description**

This course is designed to improve a student's ability to communicate in Spanish. Building on knowledge from previous courses, this course will introduce students to grammatical topics such as the subjunctive mood, the imperative mood, the pluperfect of the indicative, and expressions regarding the passage of time. This class is based on the communicative approach and stresses the use of these grammatical structures in real and relevant communication.

#### **Requirements and Prerequisites**

Students must have some prior knowledge of Spanish, and should already be able to use basic words and phrases, and understand simple requests.

#### **Learning Outcomes**

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

- a. Understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.
- b. Deal with most situations likely to arise whilst travelling in an area where the language is spoken.
- c. Describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
- d. Understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in their field of specialization.
- e. Interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.
- f. Produce clear, detailed texts on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

#### **Class Methodology**

Our faculty's methodological approach consists in the Communicative Method. The communicative approach is based on the idea that learning a language successfully comes from 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. The course will provide:

- a. a variety of activities that address students' different learning styles

- b. a balance between developing receptive and productive skills that maximizes student interaction
- c. precise grammar explanations based on context and meaning
- d. a wide variety of listening tasks
- e. focus on vocabulary and idiomatic expressions

## 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

Descriptor	Alpha	UK	US	GPA
Excellent	A	75+	93+	4.0
	A-	70-74	90-92	3.7
Good	B+	66-69	87-89	3.3
	B	63-65	83-86	3.0
	B-	60-62	80-82	2.7
Average	C+	56-59	77-79	2.3
	C	53-55	73-76	2.0
Below Average / Poor	C-	50-52	70-72	1.7
	D+	46-49	67-69	1.3
	D	40-45	60-66	0.7
				1.0
Fail	F	<40	<60	0

### Description of Forms of Assessment

#### Participation

Students will be expected to participate actively in all class activities and discussions, talking only in Spanish, 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). 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).

### Exams

There will be 2 exams. One in the middle of the semester and one at the end. They will not be accumulative.

## **Grade Breakdown and Assessment of Learning Outcomes**

<b>Assessment Task</b>	<b>Grade %</b>	<b>Learning Outcomes</b>	<b>Due Date</b>
<b>Class participation/Small group discussion</b>	<b>15%</b>	a, b, c, d	<b>Weekly</b>
<b>Quizzes</b>	<b>10%</b>	a, b, c, d	<b>Weekly from Week 3</b>
<b>Compositions</b>	<b>20%</b>	a, b, c, e	<b>Week 7</b>
<b>Oral Presentation</b>	<b>15%</b>	a, b, c, d	<b>Week 12</b>
<b>Final Exam</b>	<b>20%</b>	all	<b>Week 14</b>

### **Required Readings:**

Aula Internacional 3, Editorial Difusión, Jaime Corpas, Carmen Soriano, Agustín Garmendia. ISBN: 9788415640110

### **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"> <li>1. Course presentation</li> <li>2. Meeting our classmates</li> <li>3. Resolutions for the semester</li> </ol>	<p>Greetings Talking about intentions for the semester. Structures: <i>Perífrasis verbales</i>.</p>	<ul style="list-style-type: none"> <li>• Oral comprehension and expression:               <ol style="list-style-type: none"> <li>1. How to introduce oneself.</li> <li>2. Expressing intentions. Activity 1.</li> <li>3. Talking about other people, projects and life. Activity 2. Track 1.</li> </ol> </li> </ul>
Session 2 - Unidad 1	<ol style="list-style-type: none"> <li>1. Talking about past experiences</li> <li>2. Referring to events at different moments in the past</li> </ol>	<ol style="list-style-type: none"> <li>1. Talking about past experiences.               <ul style="list-style-type: none"> <li>• Usual events in a person's life</li> <li>• Professions and experiences</li> </ul> </li> <li>2. Contrast of past tenses               <ul style="list-style-type: none"> <li>• <i>Pretérito Indefinido vs Pretérito Perfecto</i>.</li> </ul> </li> <li>3. Locating events in time               <ul style="list-style-type: none"> <li>• <i>Hace / desde hace / desde / desde que</i></li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• Reading comprehension:               <ol style="list-style-type: none"> <li>1. Talking about past experiences. Activity 3.</li> </ol> </li> <li>• Oral comprehension and expression:               <ol style="list-style-type: none"> <li>2. Talking about my professional experience (in the past). Activity 3, parts B &amp; C.</li> <li>3. Talking about when something happened. Activity 4, part A.</li> </ol> </li> </ul>
Session 3 - Unidad 1	<ol style="list-style-type: none"> <li>1. Talking about past experiences</li> <li>2. Referring to events at different moments in the past</li> <li>3. Locating events in time: duration and date</li> </ol>	<ol style="list-style-type: none"> <li>1. Contrast of past tenses               <ul style="list-style-type: none"> <li>• <i>Pretérito Indefinido vs Pretérito Perfecto</i>.</li> </ul> </li> <li>2. Locating events in time               <ul style="list-style-type: none"> <li>• <i>Hace / desde hace / desde / desde que</i></li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• Reading comprehension:               <ol style="list-style-type: none"> <li>1. Discussing the best candidate for a job. Activity 4, part A and B. Tracks 7-9 &amp; 10.</li> <li>2. Talking about other people's resumes. Activities and dates. Activity 5.</li> </ol> </li> <li>• Oral expression:               <ol style="list-style-type: none"> <li>3. Talking about my classmate's past experiences. Activity 5, part B (Portfolio).</li> </ol> </li> </ul>
Session 4 - Unidad 1	<ol style="list-style-type: none"> <li>1. How to talk about life changes</li> <li>2. Talking about duration and dates of events</li> </ol>	<ol style="list-style-type: none"> <li>4. Expressing change or duration with <i>Perífrasis verbales</i>: <i>empezar a + infinitive / dejar de + infinitive / seguir + gerundio / acabar de + infinitivo / volver a + infinitivo / terminar de + infinitivo / llevar + gerundio</i></li> <li>5. Vocabulary: usual events and activities in a person's life.</li> </ol>	<ul style="list-style-type: none"> <li>• Reading comprehension:               <ol style="list-style-type: none"> <li>1. Reading testimonies about two people undergoing changes in their life. Activity 6.</li> </ol> </li> <li>• Written comprehension:               <ol style="list-style-type: none"> <li>2. Writing about changes that we have undergone. Activity 6, parts B &amp; C.</li> </ol> </li> <li>• Oral expression:               <ol style="list-style-type: none"> <li>3. Comparing our experiences. Activity 6, part D.</li> </ol> </li> <li>• Oral comprehension:               <ol style="list-style-type: none"> <li>4. Changes in life. Activity 10. Track 2.</li> </ol> </li> </ul> <p>Composition 1: Applying for a job (Portfolio).</p>
Session 5 - Unidad 2	<ol style="list-style-type: none"> <li>1. Talking about the future</li> <li>2. Challenges and threats for the world</li> </ol>	<ul style="list-style-type: none"> <li>• Future Tense: -AR -ER -IR</li> <li>• Problems and challenges for the future</li> </ul>	<ul style="list-style-type: none"> <li>• Reading comprehension:               <ol style="list-style-type: none"> <li>1. Cities in the future: two models. Activity 1.</li> <li>2. Earth in danger. Discussing challenges and dangers for the planet. Activity 2, parts A &amp; B.</li> </ol> </li> <li>• Oral expression &amp; comprehension:</li> </ul>

			<ul style="list-style-type: none"> <li>3. Solutions for the planet's problems. Activity 2, part C. Track 3.</li> <li>• Written expression:</li> <li>4. Proposing our own solutions. Activity 2, part D.</li> </ul>
Session 6 - Unidad 2	<ul style="list-style-type: none"> <li>3. Talking about predictions for the future</li> <li>1. Expressing conditions in the future</li> </ul>	<ul style="list-style-type: none"> <li>• Future Tense: -AR -ER -IR</li> <li>• Expressing conditions in the future: <i>Si + Presente + Futuro / Dependiente / Dependiente de si...</i></li> </ul>	<ul style="list-style-type: none"> <li>• Reading comprehension and oral expression: <ul style="list-style-type: none"> <li>1. Discussing how probable some predictions are. Activity 4.</li> <li>2. Making our own predictions using the future tense. Activity 4.</li> </ul> </li> <li>• Reading comprehension: <ul style="list-style-type: none"> <li>3. Expressing conditions in the future. Activity 5, part A.</li> </ul> </li> <li>• Written expression: <ul style="list-style-type: none"> <li>4. Making our own predictions about possibilities and conditions. Activity 5, parts B &amp; C. Activity 6.</li> </ul> </li> </ul>
Session 7 - Unidad 3	<ul style="list-style-type: none"> <li>1. Different levels of probability</li> <li>2. Future tense markers</li> </ul>	<ul style="list-style-type: none"> <li>• Probability markers: <i>seguramente / probablemente / posiblemente / seguro que / supongo que...</i></li> <li>• Future tense markers: <i>mañana, la semana que viene, etc.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Oral comprehension: <ul style="list-style-type: none"> <li>1. Talking about probable plans. Activity 7. Track 4.</li> </ul> </li> <li>• Written expression: <ul style="list-style-type: none"> <li>2. Discussing plans and probability. Activity 7, part C.</li> </ul> </li> <li>• Reading comprehension: <ul style="list-style-type: none"> <li>5. Discussing other people's plans. Activity 8.</li> </ul> </li> <li>• Oral expression: <ul style="list-style-type: none"> <li>6. Discussing our own plans. Activity 8, part B.</li> </ul> </li> </ul> <p>Palm reading. The future of a classmate (Portfolio).</p>
Session 8 - Unidad 5	<ul style="list-style-type: none"> <li>1. Talking about advertisements</li> <li>2. Commands and advice</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary related to advertisements</li> <li>• Elements of an advert</li> </ul>	<ul style="list-style-type: none"> <li>• Reading comprehension: <ul style="list-style-type: none"> <li>1. Governmental adverts and their objectives. Activity 1.</li> <li>2. Advertisement objectives and functions. Activity 2.</li> <li>3. Parts and elements of an advert. Activity 2, part A.</li> </ul> </li> <li>• Oral expression: <ul style="list-style-type: none"> <li>4. Choosing our favorite advert. Activity 3. Part B.</li> </ul> </li> </ul>
Session 9 - Unidad 5	<ul style="list-style-type: none"> <li>1. Analyzing slogans and adverts</li> </ul>	<ul style="list-style-type: none"> <li>• The <i>Imperativo afirmativo y negativo</i> conjugation</li> <li>• Direct Object Pronouns: <i>lo/la/los/las</i></li> </ul>	<ul style="list-style-type: none"> <li>• Reading comprehension: <ul style="list-style-type: none"> <li>1. Analyzing slogans and relating them to products. Activity 4.</li> <li>2. Analyzing adverts and their objectives. Activity 5.</li> </ul> </li> </ul>
Session 10 - Unidad 5	<ul style="list-style-type: none"> <li>1. Giving advice and asking favors</li> <li>2. Providing instructions (how to do something)</li> </ul>	<ul style="list-style-type: none"> <li>• The <i>Imperativo afirmativo y negativo</i> conjugation</li> <li>• Direct Object Pronouns: <i>lo/la/los/las</i></li> </ul>	<ul style="list-style-type: none"> <li>• Written expression: <ul style="list-style-type: none"> <li>1. Writing messages asking for favors or giving orders. Activity 6.</li> </ul> </li> <li>• Oral expression and comprehension: <ul style="list-style-type: none"> <li>2. Discussing our favorite advert and analyzing it. Activity 7.</li> </ul> </li> </ul>
Session 11 - Unidad 5	<ul style="list-style-type: none"> <li>1. Creating an ad campaign</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary related to advertisements</li> <li>• The <i>Imperativo afirmativo y negativo</i> conjugation</li> <li>• Direct Object Pronouns: <i>lo/la/los/las</i></li> </ul>	<ul style="list-style-type: none"> <li>• Oral and written expression: <ul style="list-style-type: none"> <li>1. Creating an ad campaign. Activity 11 (Portfolio)</li> </ul> </li> </ul>
Session 12	<b>MIDTERM</b>		

Session 13 - Unidad 6	1. Problems and concerns of young people (in Spain)	<ul style="list-style-type: none"> <li>• Vocabulary: unemployment, ecology, etc. Social concerns and problems.</li> <li>• How to express wishes and demands</li> </ul>	<ul style="list-style-type: none"> <li>• Reading comprehension: <ol style="list-style-type: none"> <li>1. Comparing statistic between Spain and the USA on the population's major concerns. Activity 1.</li> <li>2. An open letter. Expressing concerns, wishes and/or demands. Activity 2.</li> </ol> </li> </ul>
Session 14 - Unidad 5	1. How to express demands and/or wishes	<ul style="list-style-type: none"> <li>• Vocabulary: unemployment, ecology, etc. Social concerns and problems.</li> <li>• Present Subjunctive</li> </ul>	<ul style="list-style-type: none"> <li>• Reading comprehension: <ol style="list-style-type: none"> <li>1. Understanding social claims and demands. Activity 4.</li> </ol> </li> <li>• Written expression: <ol style="list-style-type: none"> <li>2. Conjugating the Present Subjunctive. Activity 4 &amp; 5.</li> </ol> </li> <li>• Oral comprehension: <ol style="list-style-type: none"> <li>3. Understanding social claims. Activity 3. Tracks 24-26.</li> </ol> </li> </ul>
Session 15 - Unidad 5	<ol style="list-style-type: none"> <li>1. Expressing wishes or demands using different levels of formality</li> <li>2. Talking about future events in an indefinite time</li> </ol>	<ul style="list-style-type: none"> <li>• Vocabulary: synonyms with different levels of formality</li> <li>• <i>Cuando</i> + Subjunctive + Future</li> </ul>	<ul style="list-style-type: none"> <li>• Reading comprehension: <ol style="list-style-type: none"> <li>1. Discussing future events in a future time. Activity 6.</li> <li>2. Understanding headlines. Activity 7. Part A.</li> </ol> </li> <li>• Written expression: <ol style="list-style-type: none"> <li>1. Rewriting headlines using synonyms. Activity 7. Part B.</li> </ol> </li> <li>• Oral comprehension: <ol style="list-style-type: none"> <li>2. Understanding claims and demands. Activity 8. Track 27.</li> </ol> </li> </ul> <p>Composition: <i>Una carta abierta</i> (Portfolio)</p>
Session 16 - Unidad 8	<ol style="list-style-type: none"> <li>1. Talking about travels and places</li> <li>2. Our favorite type of holidays</li> </ol>	<ul style="list-style-type: none"> <li>• Vocabulary: travel, journeys, types of tourism and holidays</li> <li>• Past tenses</li> </ul>	<ul style="list-style-type: none"> <li>• Oral expression: <ol style="list-style-type: none"> <li>1. What do we know about Colombia? Activity 1.</li> </ol> </li> <li>• Reading comprehension: <ol style="list-style-type: none"> <li>2. Our favorite types of holiday. Activity 2.</li> </ol> </li> <li>• Oral comprehension: <ol style="list-style-type: none"> <li>3. What did they do in Colombia? Activity 1. Tracks 37-39.</li> </ol> </li> <li>• Written expression: <ol style="list-style-type: none"> <li>4. What kind of travelers are we? Activity 2. Part B.</li> </ol> </li> </ul>
Session 17 - Unidad 8	<ol style="list-style-type: none"> <li>1. Talking about travels and places</li> <li>2. Assessing our experience</li> </ol>	<ul style="list-style-type: none"> <li>• Vocabulary: travel, journeys, types of tourism and holidays</li> <li>• Talking about past events: <i>Pretérito Perfecto, Imperfecto, Indefinido &amp; Pluscuamperfecto</i></li> <li>• Vocabulary: text connectors.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading comprehension: <ol style="list-style-type: none"> <li>1. Comparing customers' experiences after holidays. Activity</li> </ol> </li> <li>• Oral expression: <ol style="list-style-type: none"> <li>2. Talking about our own experiences. Activity 3. Part B.</li> </ol> </li> <li>• Oral comprehension: <ol style="list-style-type: none"> <li>3. Telling anecdotes. Activity 4. Track 40.</li> </ol> </li> <li>• Reading comprehension: <ol style="list-style-type: none"> <li>4. Organizing and telling short stories. Activity 4. Parts B &amp; C.</li> </ol> </li> </ul>
Session 18 - Unidad 8	<ol style="list-style-type: none"> <li>1. Telling a short story about our past</li> <li>2. Reaction to other people's experiences</li> </ol>	<ul style="list-style-type: none"> <li>• Idioms and vocabulary for reacting to stories: surprise, happiness, sadness, etc.</li> <li>• Past tenses</li> </ul>	<ul style="list-style-type: none"> <li>• Oral comprehension: <ol style="list-style-type: none"> <li>1. Reacting to a friend's story. Activity 5. Track 41.</li> </ol> </li> <li>• Reading comprehension: <ol style="list-style-type: none"> <li>2. Organizing events in the past. Using the <i>Pluscuamperfecto</i>. Activities 7 &amp; 8.</li> </ol> </li> <li>• Oral expression: <ol style="list-style-type: none"> <li>3. Telling an anecdote. Activity 11.</li> </ol> </li> </ul> <p>Oral quiz: <i>Resulta que...</i> (Portfolio)</p>

Session 19 - Unidad 9	1. Expressing interest and feelings 2. Talking about personal relationships	<ul style="list-style-type: none"> <li>Verbs to express feelings and emotions: <i>encantar, odiar, fascinar</i>, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Reading comprehension: <ol style="list-style-type: none"> <li>Talking about adolescence. Activity 2.</li> <li>Talking about things that make me feel... Activity 3.</li> </ol> </li> <li>Oral expression: <ol style="list-style-type: none"> <li>Expressing our opinion about what we just read. Activities 2 &amp; 3.</li> </ol> </li> <li>Oral comprehension: <ol style="list-style-type: none"> <li>People with peculiar habits. Activity 3. Part B. Tracks 42-44.</li> </ol> </li> </ul>
Session 20 - Unidad 9	1. Expressing interest and feelings 2. Expressing disagreement	<ul style="list-style-type: none"> <li>Verbs to express feelings and emotions with infinitive or subjunctive: <i>me encanta (que), no soporto (que)</i> etc.</li> <li>Disagreement expressions (with different levels of formality): <i>¿Cómo? ¿Qué? ¡Qué va! ¡Qué dices!</i> etc.</li> <li>Present Subjunctive</li> </ul>	<ul style="list-style-type: none"> <li>Reading comprehension: <ol style="list-style-type: none"> <li>Expressing how we feel when... Activity 4.</li> <li>Showing disagreement. Activity 5.</li> </ol> </li> <li>Written expression: <ol style="list-style-type: none"> <li>Expressing how we feel when... Activity 4. Part D</li> </ol> </li> <li>Oral expression <ol style="list-style-type: none"> <li>Showing disagreement (emphasis on the pronunciation). Activities 5 &amp; 6.</li> </ol> </li> </ul>
Session 21 - Unidad 9	1. Expressing interest and feelings 2. Expressing disagreement (using different levels of formality) 3. Arguing in Spanish	<ul style="list-style-type: none"> <li>Disagreement expressions (with different levels of formality): <i>¿Cómo? ¿Qué? ¡Qué va! ¡Qué dices!</i> etc.</li> <li>Expressions used for counterargument: <i>Pero si / Pues</i></li> </ul>	<ul style="list-style-type: none"> <li>Reading expression: <ol style="list-style-type: none"> <li>Counterargument in Spanish. Activity 7.</li> </ol> </li> <li>Oral comprehension: <ol style="list-style-type: none"> <li>Discussing positive or negative aspects about people. Activity 8. Tracks 49-50.</li> </ol> </li> <li>Oral expression: <ol style="list-style-type: none"> <li>Being in a relationship. Activity 9. Parts A &amp; B.</li> </ol> </li> <li>Written expression: <ol style="list-style-type: none"> <li>Things that I dislike about other people. Activity 10. Parts A, B, &amp; C (Portfolio).</li> </ol> </li> </ul>
Session 22 - Unidad 9	1. Expressing interest and feelings 2. Expressing disagreement (using different levels of formality) 3. Arguing in Spanish	<ul style="list-style-type: none"> <li>Disagreement expressions (with different levels of formality): <i>¿Cómo? ¿Qué? ¡Qué va! ¡Qué dices!</i> etc.</li> <li>Expressions used for counterargument: <i>Pero si / Pues</i></li> </ul>	<ul style="list-style-type: none"> <li>Written expression: <ol style="list-style-type: none"> <li>Preparing a script for a soap scene. Activity 11. Part A.</li> </ol> </li> <li>Oral expression: <ol style="list-style-type: none"> <li>Performing a scene. Activity 11. Part B &amp; C (Portfolio)</li> </ol> </li> </ul>
Session 23	<b>ORAL PRESENTATION</b>		
Session 24	<b>FINAL EXAM</b>		

## 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](mailto: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](mailto: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 "0" 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.