



## **BSAS SPAN 2233** **Spanish 3**

### **CAPA BUENOS AIRES PROGRAM**

Faculty name	:	TBD
E-mail	:	TBD
Class times	:	TBD
Classroom location	:	TBD
Office Hours	:	TBD

#### **Course Description**

¡Bienvenidos to Spanish 3! This is the third course of the Spanish Language Program and it has been designed for students of Spanish as a Second Language. This course is intended for students who have been placed into Spanish 3 and is designed to develop communicative proficiency. This course is taught entirely in Spanish.

#### **Requirements and Prerequisites**

Much of the responsibility for learning a language falls on you, the student. To derive the utmost benefit from this class, daily attendance is essential. We invite you to take advantage of the possibility of practicing the language in class. Attendance to each session is required. You are expected to come to class well prepared and ready to participate. This means to study the “temario del día” before each class and to hand in on time what is indicated in the section “para entregar” (third column of the calendar), in addition to any assignment that your instructor might require you to complete.

#### **Learning Outcomes**

1. Students who enter Spanish 3 will be able to sustain concrete exchanges on predictable topics necessary for surviving in the target culture. In addition, they will be able to express personal meaning and discuss information related to self and family, daily activity, and immediate needs, but also personal preferences. During the course of the semester, they will improve the four skills (reading, writing, speaking, and listening) through reading activities, compositions assignments, and short films. Students will expand their knowledge of cultures of the Spanish-speaking world and its people.
2. By the end of the semester, students in Spanish 3 will be able to handle a substantial number of communicative tasks most of the time. They will develop the ability to narrate and describe in all major frames using connecting discourse of paragraph length. They will have learned to sustain successfully social interaction requiring a basic exchange of information related to their work, school, recreation, particular interests and areas of competence.

#### **Developmental Outcomes**

Students should demonstrate: responsibility & accountability, independence & interdependence, goal orientation, self-confidence, resilience, appreciation of differences.

#### **Class methodology**

##### **Participation and classwork (10%):**

This course requires active classroom participation as well as out-of-class preparation. Participation takes into account your willingness to participate in class, your cooperation and positive impact in your group and pair work, your respect and attitude toward your peers and instructor, your use of Spanish, and your ability to complete activities and tasks in class. To be successful, your instructor expects that you come to class prepared in order to be able to complete different types of learning activities. Note that your instructor may assign extra homework or give you unannounced short quizzes on the assigned material for the day to assess your preparation for class.

In order to reflect on your own participation in class, you will be asked to complete a Self-Evaluation Form for Class Participation (included in this syllabus). At the same time, your instructor will assign you a participation grade based on the criteria on the Self-Evaluation Form. He/she might add comments and suggestions on how to improve your participation in class. Remember that your active involvement is essential to your success this class. **Simply coming to class is not enough.**

### **Online Homework (10%):**

Throughout the course, there will be on-line daily homework assigned by your instructor. Homework is a great opportunity to prepare for class and to reinforce the learning of the content studied in class. It also helps you to monitor your own progress in learning Spanish. There will be several homework grades, one for each chapter. The final due date for all the activities assigned in a chapter is in the calendar. Your instructor might ask you to do the activities before class as class preparation.

*Please note that the instructor may or may not accept late assignments. Your instructor will explain his/her specific expectations regarding homework. Doing the homework in the correct manner and on time does make a big difference in your grade.*

### **Speaking Tests (10%):**

There will be two speaking tests: an interview/role-play and an oral presentation.

#### **1. Speaking Test 1: Interview/role-play. (5%):**

You will take the oral exam together with a partner and it will last around 5 minutes. The exams will be administered during regular class time on the dates noted in the calendar. Your instructor will assign a slot for you and your partner. Please be there at least ten minutes before your assigned time.

During the exam, your instructor will first ask each of you a number of individual questions, and then he or she will ask you to complete a role-play situation with your partner. Each student will be graded individually according to the Grading Criteria to Evaluate Speaking Tests (included in this syllabus).

You will not be allowed to use any books or notes during the exam. Please speak with your instructor before the day of the exam for further clarification, if needed. To prepare for the speaking test, you will be given in advance a list of possible interview questions and role-play situations.

#### **2. Speaking Test 2: Oral presentation (5%):**

In groups of three or four students, you will give an oral presentation in Spanish in class. The presentation will have an emphasis on a cultural topic. Your instructor will provide you with specific instructions regarding topics and possible formats for the presentation. The presentation must be given on the assigned day on the calendar and you will not be permitted to read. Each student will be graded individually according to the Grading Criteria to Evaluate Speaking Tests (included in this syllabus).

### **Compositions (20%):**

You will write four (4) compositions of 125-150 words each. The topic of each composition will reflect the topics, the vocabulary and the grammar covered in this class. Your instructor will provide you with topics and specific requirements for each composition.

The first composition will be done in class. The other three will be home assignments. For each of those compositions you will write two drafts. In the first draft, your instructor will give comments and suggestion on how to improve the content and organization of your first draft. Your instructor will also point out grammar and vocabulary errors using ***Symbols to correct the first draft of the composition*** (included at the end of this syllabus). The second draft focuses on the process of rewriting and correcting the previous draft by following the feedback provided by your instructor in the first draft. If you don't know how to proceed about a specific portion of the rewriting, instead of eliminating it, you should ask your instructor.

Refer to the section of Academic Integrity Policy on Cheating and Plagiarism when writing your compositions. Also note that students must not receive help from native or advanced Spanish speakers to edit your work, use online translators, download texts from Internet, or get assistance from tutors except from your instructor or instructors from the Writing Center. If you don't comply with these rules, you will receive an F for the writing assignment in question.

The compositions must be typed in Times New Roman, double spaced, 12 pt. font; in addition, they must have typed accents (á, é, í, ó, ú, ü, ñ), and symbols (¡, ¿?). As reference on how to type Spanish accents and symbols, you can use the document ***How to Type Spanish Accents and Symbols on your Keyboard*** (included at the end of this syllabus). All compositions must be submitted through **turnitin.com**, an anti-plagiarism website. The Class ID as well as the enrollment password to log into this website will be given to you in class. Your instructor may decide to grade your composition online or he/she may request that, in addition to submitting the composition to the website, you turn in a hard copy as well.

The first draft will be worth 70% of the grade assigned for the composition; revisions/improvements shown in the second draft are worth 30%. Compositions will be evaluated following the ***Grading Criteria to Evaluate Compositions*** (included at the end of this syllabus). No late compositions will be accepted without appropriate written documentation.

### **Chapter Exams (20%):**

There will be four chapter tests during the course of this semester. Each exam will cover material from the textbook, the homework, class activities and discussions. Each exam will also include a reading portion, a listening portion, and a written composition of 125-150 words.

### **Midterm (10%):**

The midterm exam is cumulative and it will evaluate the knowledge of the vocabulary and grammar covered during the first half of the semester (Chapters: 1, 2 and 3). This exam will cover material from the textbook, the homework, class activities and discussions. It will also include a reading portion, a listening portion, and a written composition of 125-150 words.

### **Final exam (20%):**

The final exam is cumulative and it will evaluate the knowledge of the vocabulary and grammar covered during the entire semester (Chapters: 1, 2, 3, 4, 5, and 6). This exam will cover material from the textbook, the homework, class activities and discussions. It will also include a reading portion, a listening portion, and a written composition of 125-150 words. The reading part of the final exam will be about the culture portion of the chapters. Make-ups will only be granted to students who have a direct conflict or who have more than two exams in a day (so Spanish is their third exam of the day). If you belong to one of these two categories and you wish to request a make-up, you must present to your instructor a copy of the people soft print out of your final exam schedule as proof of conflict. No make-ups will be granted without proof of conflict. Early departures or previous travel arrangements will not be accepted as valid cause to grant a make-up.

## **Assessment/Grading Policy**

Testing procedures will be representative of the type of instruction, content and practice offered in this course. The assessment components for this course are:

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Participation and classwork	10%
Homework	10%
Speaking Tests (2)	10%
Compositions (4)	20%
Chapter Exams (4)	20%
Midterm Exam	10%
Final Exam	20%

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Overall grade **100%**

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DESCRIPTOR	ALPHA	NUMERIC	GPA	REQUIREMENT/EXPECTATION
Outstanding (High Distinction)	A	93+	4.0	Maximum grade: In addition to description for grade "A-", the student shows detailed understanding of materials about which he or she can show independent analytical ability. This means the ability to question an issue from different perspectives and evaluate responses in an objective manner.
Excellent (Distinction)	A-	90 - 92	3.7	Student shows understanding of literature beyond the textbook/class hand-outs/class notes, and the work shows a high level of independent thought, presents informed and insightful discussion and demonstrates a well-developed capacity for evaluation.
Very good (High Credit)	B+	87 - 89	3.3	Shows evidence of a capacity to generalise from the taught content, or the material in literature, or from class lectures in an informed manner. Also, the work demonstrates a capacity to integrate personal reflection into the discussion and an appreciation of a range of different perspectives.
Good (Credit)	B	83 - 86	3.0	The work is well organised and contains coherent or logical argumentation and presentation.
Good (Credit)	B-	80 - 82	2.7	Student shows understanding of literature beyond the textbook and/or notes, and, there is evidence of additional reading.
Average (Good Pass)	C+	77-79	2.3	The work demonstrates a capacity to integrate research into the discussion and a critical appreciation of a range of theoretical perspectives. Also, the work demonstrates a clear understanding of the question and its theoretical implications and demonstrates evidence of additional reading.

Adequate (Pass)	C	73 - 76	2.0	Shows clear understanding and some insight into the material in the textbook and notes, but not beyond. A deficiency in understanding the material may be compensated by evidence of independent thought and effort related to the subject matter.
Below Average (Borderline Pass)	C-	70-72	1.7	Shows some understanding of the material in the textbook and notes. A deficiency in any of the above may be compensated by evidence of independent thought related to the subject matter.
Inadequate (Borderline Fail)	D+	67 - 69	1.3	Fails to show a clear understanding or much insight into the material in the textbook and notes
Poor (Fail)	D	60 - 66	0.7 - 1.0	Besides the above for D+, student has not shown interest or engagement in the class work or study.
Poor (Fail)	F	<60	0	Shows little or no understanding of any of the material
Incomplete	I			Please see CAPA policy in the Faculty Handbook.

### **Dress Code**

No requirements.

### **Course Materials**

#### **Required Readings:**

Blanco, J. *Enfoques: Curso intermedio de lengua española*. 4<sup>th</sup> ed. Boston: Vista Higher Learning, 2016.

[The book comes in a package with a Supersite Plus Code (Supersite & WebSAM & vText)]

Students can decide whether to buy the package in a bookstore, which comes with a physical copy of the textbook and the code with the access to “Supersite and WebSAM” or to buy the book online using this link

<http://vistahigherlearning.com/students/store/spanish-programs/enfoques-4th-edition.html>

Students are responsible to bring their textbook to class every day, either as a hard copy or with the adequate technology to read an ebook.

To sum up, there are three options:

1. Book in hardcopy version with Supersite Plus Code (Supersite & WebSAM & vText)]. ISBN 978-1-62680-718-1

2. Book in loose-leaf edition version with Supersite Plus Code (Supersite & WebSAM & vText)] ISBN

978-1-62680-725-9

3. Supersite Plus Code (Supersite & WebSAM & vText)] ISBN 978-1-62680-697-9

The text covers 12 chapters that will be used during the course of two semesters of Spanish (Span 3 and Span 4).

Your instructor is available to answer questions or doubts that may arise from the online exercises. However, it is your responsibility to set up the online companion portion of the textbook. Remember that your instructor does not have control, administrative access, or ability to set up the website for you. If you have questions or doubts about the technology, the fastest and more efficient way to receive help is to contact tech support.

### **Recommended Reading(s):**

- *Enfoques, Fourth Edition, Website: www.vhlcentral.com.*

### **Weekly Course Schedule**

This schedule is written for meeting three times per week.

FECHA	TEMARIO DEL DÍA (REVISAR EN CASA ANTES DE CLASE)	PARA ENTREGAR
<b>Semana 1</b>		
	Introducción al curso. <i>Diagnostic Questionnaire.</i> <b>Capítulo 1: Las relaciones personales.</b> Contextos, págs. 2-5.	
	<i>Parejas sin fronteras</i> , págs. 10-13	

	<u>Estructura</u> : The present tense, págs. 14-17.	
	<u>Estructura</u> : Ser and Estar, págs. 18-21. <u>Lectura</u> : Poema 20, págs. 31-35.	
<b>Semana 2</b>		
	<b>NO HAY CLASES. Holiday</b>	
	<u>Estructura</u> : Progressive forms, págs. 22-25. <u>Cinemateca</u> : <i>Di algo</i> , págs. 26-29.	
	<b>Taller de escritura 1: ¿Cómo se escribe una composición? El primer borrador.</b> <b>Composición 1, primer borrador.</b> <b>En un laboratorio. You must submit this draft to turnitin.com.</b>	
<b>Semana 3</b>		
	Atando Cabos, pág. 39 (solo a conversar) Vocabulario, pág. 40. Repaso para el Examen 1.	
	<b>Examen 1: Capítulo 1.</b>	<i>Tarea Capítulo 1.</i>
	<b>Capítulo 2: Las diversiones.</b> Contextos, págs. 42-45.	
<b>Semana 4</b>		
	<b>Taller de escritura 2: ¿Cómo se corrige una composición? El segundo borrador.</b> <u>Estructura</u> : Object pronouns, págs. 54-57	
	<u>Estructura</u> : Gustar and similar verbs, págs. 58-61. <u>Lectura</u> : <i>Idilio</i> , págs. 71-75.	
	<u>Estructura</u> : Reflexive verbs, págs. 62-65. <u>Cinemateca</u> : <i>El Tiple</i> , págs. 66-69.	<i>Participación 1.</i>
<b>Semana 5</b>		
	Vocabulario, pág. 80. Repaso para el Examen 2.	<i>Composición 1, segundo borrador.</i>
	<b>Examen 2: Capítulo 2.</b>	<i>Tarea Capítulo 2</i>
	<b>Capítulo 3: La vida diaria.</b> Contextos, págs. 82-85. <u>Lectura</u> : <i>La familia real</i> , págs. 90-93.	
<b>Semana 6</b>		
	<u>Estructura</u> : The preterite, págs. 94-97.	
	<u>Estructura</u> : The imperfect, págs. 98-101. <u>Estructura</u> : The preterite vs imperfect, págs. 102-105.	
	<b>Taller de Producción Oral 1: Práctica y preparación Speaking Test 1.</b>	<i>Composición 2, primer borrador.</i>
<b>Semana 7</b>		
	<u>Cinemateca</u> : <i>Adiós mamá</i> , págs. 106-109.	
	<b>Speaking Test #1 in class</b>	
	<b>Speaking Test #1 in class</b>	<i>Tarea Capítulo 3.</i>
<b>Semana 8</b>		
	Atando Cabos, pág. 119 Repaso para el Midterm.	
	<b>Midterm: Capítulo 1, Capítulo 2, Capítulo 3.</b>	
	<b>Capítulo 4: La salud y el bienestar.</b> Contextos, págs. 122-125. <u>Lectura</u> : <i>De abuelos y chamanes</i> , págs. 130-133.	
<b>Semana 9</b>		
	<u>Estructura</u> : The subjunctive in noun clauses, págs. 134-139. <u>Cinemateca</u> : <i>Éramos pocos</i> , págs. 148-151.	<i>Composición 2, segundo borrador.</i>
	<u>Estructura</u> : Commands, págs. 140-143.	
	<u>Estructura</u> : <i>por</i> and <i>para</i> , págs. 144-147. <u>Lectura</u> : <i>Colombia gana la guerra a una vieja enfermedad</i> , págs. 157-160.	
<b>Semana 10</b>		
	Vocabulario, pág. 162.	

	Repaso para el Examen 3.	
	<b>Examen 3: Capítulo 4.</b>	<i>Tarea Capítulo 4.</i>
	<b>Capítulo 5: Los viajes.</b> Contextos, págs. 164-167. <u>Lectura:</u> <i>La ruta del café</i> , págs. 172-175.	<i>Composición 3, primer borrador.</i>
<b>Semana 11</b>		
	<u>Estructura:</u> Comparatives and superlatives, págs. 176-179. <u>Lectura:</u> <i>La ruta maya</i> , págs. 197-200.	<i>Participación 2.</i>
	<u>Estructura:</u> Negative, affirmative, and indefinite expressions, págs. 180-183.	
	<u>Estructura:</u> The subjunctive in adjective clauses, págs. 184-187.	
<b>Semana 12</b>		
	<u>Cinemateca:</u> <i>Volamos hacia Miami</i> págs. 188-191. Vocabulario, pág. 202. Repaso para el Examen 4.	<i>Composición 3, segundo borrador.</i>
	<b>Examen 4: Capítulo 5.</b>	<i>Tarea Capítulo 5,</i>
	<b>Taller de Producción Oral 2: Preparación para Speaking Test 2.</b> <b>Capítulo 6: La naturaleza.</b> Contextos, págs. 204-207.	
<b>Semana 13</b>		
	<i>Los bosques del mar</i> , págs. 212-215. <u>Estructura:</u> The future, págs. 216-219	<i>Composición 4, primer borrador.</i>
<b>Semana 14</b>		
	<u>Estructura:</u> The subjunctive in adverbial clauses, págs. 220-223. <u>Cinemateca:</u> <i>El día menos pensado</i> , págs. 228-231.	
	<b>Speaking Test # 2 – in class.</b>	<i>Composición 4, segundo borrador.</i>
	<b>Speaking Test # 2 – in class.</b>	<i>Participación 3.</i>
<b>Semana 15</b>		
	<u>Lectura:</u> <i>El eclipse</i> , págs. 232-237.	
	<u>Estructura:</u> Prepositions: <i>a, hacia</i> and <i>con</i> , págs. 224-227. Repaso para el Examen Final. (Parte 1)	
	<b>Final exam- Listening Comprehension Section.</b> Repaso para el Examen Final. (Parte 2)	<i>Tarea Capítulo 6</i>
<b>Final Exam</b> Make up exams will have to be personally arranged with instructor upon showing adequate proof of conflicts.		

### CLASS PARTICIPATION

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**I. Self-Evaluation form for class participation.** Read the following questions and circle the number of points that best describe your performance in class:

CRITERIA FOR CLASS PARTICIPATION	Always or almost always:	Often:	Some times:	Rarely:	Never or almost never:
<b>#1.</b> Do you participate actively in all (individual, pair, and group) activities and discussions?	10 9	8 7	6 5	4 3	2 0
<b>#2.</b> Does your participation make a positive impact on getting tasks done and contribute positively to class discussions and activities?	10 9	8 7	6 5	4 3	2 0
<b>#3.</b> Do you come on time and prepared to class? (Have you completed readings and/or activities assigned for	10 9	8 7	6 5	4 3	2 0

each class, and studied for class?)					
#4. Do you have a good and respectful attitude toward your instructor and classmates? Do you listen attentively to others? <sup>1</sup>	10 9	8 7	6 5	4 3	2 0
#5. Do you attempt to express yourself in Spanish at all times?	10 9	8 7	6 5	4 3	2 0

***II. Instructor's evaluation for class participation*** (This section is to be completed by the instructor)

Your instructor will evaluate your participation according to the criteria for class participation above and, if necessary, will give you suggestions on how to improve your participation. Remember: You will be evaluated three times during the semester.

<b>Instructor's Evaluation:</b>											
<b>Criteria:</b>	<b>Possible Points:</b>										
#1	10	9	8	7	6	5	4	3	2	1	0
#2	10	9	8	7	6	5	4	3	2	1	0
#3	10	9	8	7	6	5	4	3	2	1	0
#4	10	9	8	7	6	5	4	3	2	1	0
#5	10	9	8	7	6	5	4	3	2	1	0
Participation Grade: Total points _____ x 2 = _____ /100											
Comments: _____											
_____											
_____											

***Grading Criteria to Evaluate Speaking Tests***

***Spanish 0001***

Name: \_\_\_\_\_

***Final Grade:***  
*Multiply total points by 2: \_\_\_\_\_ = \_\_\_\_\_ /100*

**Task Completion (10 possible points):**

- \_\_0\_\_: Minimal completion of the task; content is frequently undeveloped and/or somewhat repetitive.
- \_\_4\_\_: Partial completion of the task; content is somewhat adequate and mostly appropriate; basic ideas expressed but very little elaboration or detail.
- \_\_8\_\_: Completion of the task; content is appropriate; ideas adequately developed with some elaboration and detail.
- \_\_10\_\_: Superior completion of the task; content is rich; ideas developed with elaboration and detail.

**Comprehensibility of Message (8 possible points):**

- \_\_0\_\_: Content barely comprehensible, requiring frequent interpretation; pronunciation may frequently interfere with communication.
- \_\_2\_\_: Content mostly comprehensible, requiring interpretation; pronunciation may occasionally interfere with communication.
- \_\_4\_\_: Content comprehensible, requiring minimal interpretation; pronunciation does not interfere with communication.
- \_\_8\_\_: Content readily comprehensible, requiring no interpretation; pronunciation enhances communication.

**Level of Discourse (8 possible points):**

- \_\_2\_\_: Some use of complete sentences. Tendency to use incomplete sentences.
- \_\_4\_\_: Use of complete sentences, some repetitive; few cohesive devices.
- \_\_6\_\_: Emerging variety of complete sentences; some cohesive devices.
- \_\_8\_\_: Variety of complete sentences and of cohesive devices.

**Fluency (8 possible points):**

- \_\_2\_\_: Speech halting and uneven with long pauses or incomplete thoughts; little sustained speech.
- \_\_4\_\_: Speech choppy and/or slow with frequent pauses; few or no incomplete thoughts; some sustained speech.

<sup>1</sup> Some examples of disrespectful and/or distracted behavior are: using electronic devices during class time, engaging in side conversation with your classmates, speaking in English, sleeping or participating in any non-pertinent-to-the class activity, etc.

\_\_6\_\_: Speech sustained most of the time; some hesitation but manages to continue and complete thoughts.

\_\_8\_\_: Speech sustained throughout with few pauses or stumbling.

### **Vocabulary (8 possible points):**

\_\_2\_\_: Inadequate and/or inaccurate use of vocabulary.

\_\_4\_\_: Limited range of vocabulary; use sometimes inaccurate and/or inappropriate.

\_\_6\_\_: Varied range of vocabulary; use generally accurate and appropriate; a few idiomatic expressions.

\_\_8\_\_: Wide range of vocabulary; use generally accurate and appropriate, including some idiomatic expressions.

### **Language Control (8 possible points):**

\_\_2\_\_: Emerging use of basic language structures. Word order, use of gender, direct, indirect and reflexive object pronouns is frequently incorrect.

\_\_4\_\_: Emerging control of basic language structures. Word order is occasionally incorrect. Use of gender, direct, indirect, reflexive objects is sometimes incorrect.

\_\_6\_\_: Control of basic language structures (present simple, *ser/estar, gustar*, etc.). Word order is frequently correct. Mostly good use of gender, direct/indirect, reflexive object pronouns.

\_\_8\_\_: Control of basic language structures (present simple, *ser/estar, gustar*, etc.). Word order is mostly correct. Good use of gender, direct/indirect and reflexive objects pronouns.

### **Symbols to Correct the First Draft of the Compositions**

#### **GRAMMAR**

AA Adjective/noun agreement (includes gender and number).

AC Accent wrong or missing.

ADV Adverb wrong or needed.

AGR Subject/verb agreement problem

ATM Check aspect, tense, and mood.

AP Personal 'a' required.

ART Article wrong or missing.

CC Copula choice (confusion of *ser* and *estar*)

IMP Impersonal form required: includes passive or impersonal 'se'.

INF Infinitive needed.

OP Object Pronoun wrong or missing.

POS Possessive adjective wrong or missing.

PREP Preposition wrong or missing.

REL Relative Pronoun wrong; 'que' is missing.

REF Reflexive Pronoun wrong or missing.

SP Spelling error.

SPN Subject Pronoun problem.

VF Wrong conjugation

WW Wrong word choice, vocabulary error.

WO Word order is incorrect.

#### **STYLE**

ID Appropriate idiomatic expression required. (This is an error that is often the result of a literal translation from English.)

INC Incomprehensible due to structure or vocabulary choice that makes it difficult to identify error – needs to be rewritten (sometimes the meaning is confused due to literal translation).

NC Not clear.

NL Not logical.

PUNT Punctuation wrong or missing.

REP Use pronoun to avoid repetition.

RS Repetitive word or structure; the sentence should be reviewed and corrected by using synonyms or rewording/rephrasing.

TR Transition is required to link ideas.

CAP Lower (LC) or upper (UC) case needed.

## How to type Spanish accents and symbols on your keyboard.

When using Windows you MUST use the numeric keypad:

(The NUMLOCK key must be turned on or the codes won't work)

á	Hold down ALT and type	160	or	0225
é	Hold down ALT and type	130	or	0233
í	Hold down ALT and type	161	or	0237
ó	Hold down ALT and type	162	or	0243
ú	Hold down ALT and type	163	or	0250
Á	Hold down ALT and type	0193		
É	Hold down ALT and type	0201		
Í	Hold down ALT and type	0205		
Ó	Hold down ALT and type	0211		
Ú	Hold down ALT and type	0218		
ü	Hold down ALT and type	129	or	0252
Ü	Hold down ALT and type	154	or	0220
ñ	Hold down ALT and type	164	or	0241
Ñ	Hold down ALT and type	165	or	0209
¿	Hold down ALT and type	168	or	0191
¡	Hold down ALT and type	173	or	0161

### Macintosh

á	Hold down Option and e	and type	a
é	Hold down Option and e	and type	e
í	Hold down Option and e	and type	i
ó	Hold down Option and e	and type	o
ú	Hold down Option and e	and type	u
Á	Hold down Option, e and Shift	and type	a
É	Hold down Option, e and Shift	and type	e
Í	Hold down Option, e and Shift	and type	i
Ó	Hold down Option, e and Shift	and type	o
Ú	Hold down Option, e and Shift	and type	u
ü	Hold down Option and u	and type	u
Ü	Hold down Option and u, release and then hold down Shift	and type	u
ñ	Hold down Option and n	and type	n
Ñ	Hold down Option, n and Shift	and type	n
¿	Hold down Option and Shift	and type	/
¡	Hold down Option	and type	1

## **Attendance, Participation & Student Responsibilities**

**Attendance:** CAPA has a mandatory attendance policy. Attendance is taken at the beginning of every class. Unauthorized absence from class will result in a reduction of the final grade and potentially a failure for the course.

**Missing classes for medical reasons:** If you need to miss a class for medical reasons or for a family emergency, you must send an e-mail to let the Director of Academic Affairs (DAA) or Resident Director know at least one hour in advance of your class or meeting at the following e-mail:\_\_\_\_\_. Note that calling the CAPA Center (\_\_\_\_\_) is acceptable only if you do not temporarily have access to the internet. An e-mail is still required as quickly as you can get access to the internet again. You will need to provide evidence of the reason for your absence. Unexcused absences will result in a grade reduction. In the event of a missed class or field trip, it is your responsibility to contact your 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.

**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 and cheating will result in dismissal from the program. See the Handbook of CAPA Academic Policies for more information and resources on plagiarism.

**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 Director of Academic Affairs or the Resident Director 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.

**Behavior 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.