

SPANISH 101 “ELEMENTARY SPANISH” COURSE SYLLABUS – FALL 2020

The B.A. in Foreign Language Mission: Through culturally enriched language curricula, the School of World Studies B.A. in Foreign Language methodically guides students to excel in proficient interpersonal & professional communication skills as well as analytical abilities. Students will develop knowledge & abilities in both the target language & cultural competency in creatively engaging with diverse international & multidisciplinary communities in the U.S. & abroad.

Spanish 101 - Section 001 / CRN 15963 Fall 2020

Professor Info: **Laura Middlebrooks, Ph.D.**
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Course Meetings: 9-9:50 MTWR <https://vcu.zoom.us/j/849954012>
in Zoom from August 17 to November 24, 2020

Office Hours: In Zoom <https://vcu.zoom.us/j/661086385>,
days & times to be announced, or by appointment



Introduction: Do you dream about traveling to a Spanish-speaking country or using Spanish in your future career? Did you know that Spanish is the one of the most commonly spoken languages in the world with an estimated 470 million native speakers and another 90 million people who have learned the language? Were you aware that Spanish is spoken in more than 20 countries (including Equatorial Guinea in Africa!) and will be the most spoken language in the United States by the year 2050? You'll learn all this and more in SPAN 101, a course designed to help you fulfill the current language requirement here at VCU *and* get you one step closer to achieving your communication goals. You will use vocabulary and grammar to negotiate meaning in a culturally appropriate way through the 5 Cs – Communication, Cultures, Connections, Comparisons, and Communities. You will soon be able to effectively communicate with the ever-growing Spanish-speaking population around you and, most importantly, become global citizens and informed leaders of the world. ¡BIENVENIDAS Y ¡BIENVENIDOS!

WELCOME TO SPANISH 101 AT VIRGINIA COMMONWEALTH UNIVERSITY!

(This syllabus has been adapted from that of our colleagues at UVA. ¡Muchas gracias, colegas!)

VCU's Learning Format: This is a flipped class, which means that you learn grammar and vocabulary at home, and class time is devoted to meaningful, authentic, and communicative practice. **Speaking only Spanish** in class will help foster a learning environment that contributes to the creation of a community of lifelong learners of Spanish . . . As a technology-enhanced 4-credit course, you will complete online activities in your textbook *Contraseña* on a regular basis, as well as possible assignments in Blackboard. You should expect an average of 1-2 hours of online homework to be completed at home.

SPAN 101 Course Objectives: By the end of the course, you will be able to ...

- Identify vocabulary about yourself, others, and familiar topics covered in Spanish 101
- Use different present verb conjugations in short (2-4 minute) Spanish conversations
- Follow your instructor's instructions in Spanish
- Read brief texts (1 page) about familiar topics from Spanish 101
- Write brief compositions (1 page) about Spanish 101 topics, with the help of a dictionary and/or glossary
- Develop digital literacy skills that effectively use different media forms
- Compare and contrast similarities and differences between cultural products and practices
- Identify, analyze and critique stereotypes about different cultures
- Develop self-directed strategies for learning through reflection

Required Text & Materials: [Contraseña by LingroLearning](#) code 303520 & [LinguaMeeting](#).

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VCU Undergraduate Bulletin Course Description of SPAN 101: Elementary Spanish. 4 Hours.

Continuous courses; 5 lecture/recitation hours. 4-4 credits. Prerequisite: completion of SPAN 101 to enroll in SPAN 102. Elementary grammar, reading and oral drills.

Inclusion Statement¹ by Professor Middlebrooks: I want you all to feel welcome and feel like you belong in my class! VCU is one of the most diverse institutions of higher education in Virginia, and I feel really lucky to be in this environment. The Spanish-speaking world includes people of every skin color, many religions, multiple ethnicities, including indigenous cultures and languages across three continents that have existed for a millennium or more. I invite you to begin your exploration and appreciation of this rich and multifaceted world with me and your classmates.

My personal teaching goals are informed by my pedagogical beliefs and personal experiences, including:

I want to let all my students know that you ALL BELONG in my class! Everyone enrolled in this class is able to master this material. This means **YOU!** Enrollment into VCU means that you have what it takes. No matter your social background, country of origin and/or citizenship, sex, race, age, ethnicity, sexual preference or orientation, gender, gender identity, culture, religious affiliation, abilities or disabilities, experiences, worldviews, your transfer, financial or immigration status, whether you're a first-generation college student, neurounique or neurotypical, an introvert, extrovert or anywhere in between, **YOU belong here!** To solve the diplomatic, environmental, income inequality & social justice issues facing our world, we need many different viewpoints & ideas, so we need many different types of people. I am grateful for your presence & input in person or online.

In this course, I am **not** testing how intelligent you are. **You are intelligent!** I am testing your fluency in the course material. How fluent you are in the course material on exam day depends on numerous complex factors, including health status, development of study technique, time available to study for this course, interpersonal relationships, monetary concerns, caretaker status, etc. Your grade does not reflect who you are or where you are going; we are just assessing your knowledge of this course material on one particular day.

At several stages of my life I had to adjust my study and/or work habits to accommodate different workloads and life situations. I was not a perfect student, and I do not expect you to be one either. I have bombed tests and earned both passing, excellent and failing grades, and I know that those grades often reflected more about what was going on in my life than my ability to do the coursework. I will not prejudge you based on your exam grades in this course.

Thank you for enriching our world, sharing your vital experience, and contributing to the diversity that makes our intellectual community vibrant and evermore creative. NOW LET'S LEARN SPANISH! *¡Vámonos!*

Have You Taken Spanish Before? If not, you are in the right course! If you have taken Spanish in high school or at another college, you must take the [Spanish Placement Test](#) in order to determine proper course selection.

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¹ Credit is due to Dr. Tricia Smith for sharing her inclusion statement, on which this one is based.

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Where To Find Course Information: The course syllabus, list of assignments or class calendar, announcements and other important information will be found in Blackboard. Check Blackboard & email between every class, as the current schedule/calendar is provisional only. Students will be informed of changes by announcements in class, Blackboard or by email.

SPAN 101 Attendance Policy: The more you attend and participate in class, the more successful you will be in this course. In addition to the section on “Attendance and consequences of poor attendance” included in the VCU Syllabus Statements below, the SPAN 101 instructors are adopting the following policy that relies on the honor and good faith of all university community members. To protect everyone’s health and safety and allow for proper physical distancing in classrooms and campus buildings, a mix of different types of course modalities are being offered this fall. These modalities include in-person classes; hybrid classes, which blend in-person and online learning; and fully online classes. Regardless of your course modality, instructors will record attendance for each in-person and synchronous remote (a course that requires students to participate at a scheduled time) class using their preferred attendance system. This will facilitate contact tracing if a student or instructor tests positive for COVID-19.

To protect the health and safety of their classmates, students who are exhibiting symptoms of COVID-19—such as cough, fever, shortness of breath, muscle pain, headache, chills, sore throat, or loss of taste or smell—should not attend in-person classes. The same holds true for those who have been in close contact with others who have symptoms, or who are engaging in self-quarantine at the direction of the Virginia Department of Public Health or their healthcare professional.

While students who miss a class or activity due to the above conditions will not be penalized for their absence and will not be asked to provide formal documentation from a healthcare provider, they won’t be able to earn any participation points for the days they are absent (see “Grading Criteria for Class Participation” below).

Our hope is that students who are feeling ill will feel comfortable staying home to protect others. We don’t want the need for documentation to become an extra burden or to discourage students from self-isolating when they are experiencing symptoms.

If a student is unable to attend a class or course activity as described above, the student should take the following steps:

- Notify instructors in advance of the absence or inability to participate, if possible.
- Call VCU’s Student Health Services (804-828-8828). Proof of evaluation will be provided to the student. Keep up with coursework, as much as possible.
- Participate in in-class activities and submit assignments electronically, to the extent possible, and as directed by the instructor.
- Reach out to the instructor if illness will require late submission or other modifications to deadlines or work requirements.
- Work with their instructors to reschedule exams, labs, and other critical academic activities, when it is necessary.

If remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID-related circumstances, students should discuss withdrawing from the course with their instructor by the deadline of Tuesday, November 24th, which is the last day of Fall classes.

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Grading Criteria for Class Participation: Given the flexible attendance policy above, students have the opportunity to earn between zero and three points during every synchronous class session their instructor hosts.

- Zero (0) points: Student did not attend, slept in class or was unresponsive online.
- One (1) point: Student was less than punctual, visible, active and/or engaged online.
- Two (2) points: Student was moderately punctual, prepared, visible, active and/or engaged online.
- Three (3) points: Student was fully punctual, prepared, visible, active and/or engaged online.

Based on the maximum of 57 possible synchronous or in-person class sessions, 171 participation points can be earned in the course in accordance with the following scale:

90-171 points (**A**): Student is well prepared & on time for class with the requisite class materials (textbook, notebook, writing implements, etc.) ready to use, participates actively in Spanish (including volunteering to answer questions & share ideas), shows a positive attitude toward learning, makes a clear effort to achieve the objectives of each lesson, uses practice time wisely, is always on task. **Always:** Used a webcam and left it on during class. Arrived on time and stayed for the duration. Made an effort to communicate only in Spanish. Made active & relevant individual contributions. Made active contributions to pair & small group activities. Asked & answered questions voluntarily. Came to class prepared (i.e. having completed the assigned homework) & alert & stayed on task for all activities/lectures.

69-89 points (**B**): Student is well prepared for class but perhaps arrives tardy & without class materials ready. Sometimes passively participates in Spanish, shows a positive attitude toward learning, makes an effort to achieve lesson objectives & stays on task. Uses practice time adequately or well. **Usually:** Used a webcam and left it on during class. Arrived on time and stayed for the duration. Made an effort to communicate only in Spanish. Made active & relevant individual contributions. Made active contributions to pair & small group activities. Asked & answered questions voluntarily. Came to class prepared (i.e. having completed the assigned homework) & alert & stayed on task for all activities/lectures.

46-68 points (**C**): Student is somewhat prepared for class, but shows more passive than active participation in class, has a less-than-positive attitude toward learning. Has to be prompted to bring out or use class materials. Makes a minimal effort toward achieving lesson objectives, tends to stray from the task at hand & could make better use of practice time. Arrives tardy more than a couple of times. There is significant room for improvement. **Sometimes:** Used a webcam and left it on during class. Arrived on time and stayed for the duration. Made an effort to communicate only in Spanish. Made active & relevant individual contributions. Made active contributions to pair & small group activities. Asked & answered questions voluntarily. Came to class prepared (i.e. having completed the assigned homework) & alert & stayed on task for all activities/lectures.

23-45 points (**D**): Student is not well prepared for class, is a passive or non-participant in class activities, shows a negative attitude toward learning, makes little to no effort toward achieving lesson objectives, is easily distracted off task & often wastes practice time. Consistently arrives tardy. Does not bring class materials or refuses to use them. Immediate improvement is necessary. **Never:** Used a webcam and left it on during class. Arrived on time and stayed for the duration. Made an effort to communicate only in Spanish. Made active & relevant individual contributions. Made active contributions to pair & small group activities. Asked & answered questions voluntarily. Came to class prepared (i.e. having completed the assigned homework) & alert & stayed on task for all activities/lectures.

0-22 points (**F**): Student is absent or unresponsive online, & thus participation is unratable; or student behaves in a disrespectful, distracting, or otherwise unacceptable manner (sleeping in class, reading the newspaper, leaving the room frequently or for lengthy periods of time, talking or texting on cell phone, etc.) and/or makes it difficult for others in the class to learn.

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Grading:

LinguaMeeting Conversation sessions (6 sessions x 3% = 18% - 3% lowest grade dropped)	= 15%
Written Tests (7 Units x 4% each = 28%, - 4% lowest grade dropped)	= 24%
LingroFolio Creative Projects (7 Units x 4% each = 28%, - 4% lowest grade dropped)	= 24%
Homework (7 Units x 3% each)	= 21%
Participation	= 10%
Final Oral Exam	= 6%
	= 100%

Final grades will be determined according to the following scale:

90 - 100 = A; 80 - 89 = B; 70 - 79 = C; 60 - 69 = D; 0 - 59 = F

An Important Note About The Honor Pledge And Academic Integrity: In this class, all work submitted is supposed to be your own work. The presentation of someone else's words or ideas as your own is plagiarism and is a serious violation of academic integrity. An "F" on an assignment or for the entire course are among the possible penalties for academic dishonesty. If you are not sure about what constitutes academic misconduct regarding these guidelines or the use of sources, please consult me.

- **Assistance:** It is all right for you to get help, i.e. to go to someone (native speaker/more advanced speaker) with questions. It is not acceptable to have someone else correct or re-write your work and hand it in as your own.
- **Collaboration:** It can be productive to work with another person as long you produce two individual pieces of work. It is never acceptable to copy someone else's work and present it as your own.
- **Translation Software:** It is fine to use electronic dictionaries like WordReference.com or other language learning software that help you practice your language skills. It is not permissible to use automatic translators and present these translations as your own work. Your instructor prohibits the use of any translation software like Google Translate, SpanishDict, etc., or Spanish language spellcheckers. Be assured that it will be transparent to your instructor if you use translation software to write your essays.
- **Sources:** It is often necessary to consult outside sources (e.g., books, magazines, the Web). However, the failure to provide proper acknowledgment of your use of them constitutes plagiarism. You must name **all** sources you are paraphrasing or quoting. You should consult with your instructor if you are confused about how to make a proper citation. You can also consult Dartmouth College's publication "[Sources and Citations at Dartmouth](#)," which offers a full explanation of what constitutes plagiarism and how to cite sources, including documenting sources taken from the Web.
- **Testing:** During a pen-and-paper exam held in a classroom, any communication on electronic devices could be understood as an attempt to send or receive information about the exam (see information about the VCU Honor System). Therefore, make sure to turn off automatic notifications of emails, texts, etc. on your laptop before using it for an online exam. During online exams in an on campus classroom or a remote location, no other tabs or windows should be open anywhere in your computer other than the one with the exam. It doesn't matter if that other window or tab you have open is in English or in another language, or if it's for another class. You will automatically receive an F for that exam if you violate any of these policies.

Email Communication: Always send your emails from your VCU email account. These accounts are safely connected to you, while non-VCU accounts can be created by anyone and thus offer opportunities for misuse, identity theft etc. Also, there is a higher chance that non-VCU emails will be filtered as SPAM by VCU accounts and thus won't be found and answered in time.

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Survey, Question & Read-Record-Recall-Recite-Review (The 5 R's = REPETITION⁵)

Step 1: **Survey** - Look over materials critically. Skim through the book and read topical and sub-topical headings and sentences. Read the summaries at the end of chapters and book. Try to anticipate what the author is going to say. Write/**Record** these notes on paper, in sequence; then look over the jottings to get an overall idea or picture. This will enable you to see where you are going.

Step 2: **Question** - Instead of reading a paragraph heading such as "Basic Concepts of Reading," change it to read, "What Are the Basic Concepts of Reading?" These questions will become "hooks" on which to hang the reading material. Write out/**Record** these questions. Look over the questions to see the emphasis and direction. Then, attempt to give plausible answers before further reading.

Step 3: **Read** - Read the chapter paragraph by paragraph. Read and re-read until you can answer the question: "What did the author say in this paragraph?" Read with smoothness and alertness to answer the questions. Use all the techniques and concepts demonstrated in class.

Step 4: **Record** - Once you are able to describe what is in the paragraph, you will want to retain that learning by underlining, making notes in the margin, or making notes in your notebook. Write/**Record** notes, in your own words, under each question. Take a minimum number of notes: use these notes as a skeleton.

Step 4: **Recall** - Without looking at your book or notes, mentally visualize and sketch, in your own words, the high points of the material immediately upon completing the reading. This step of recalling

- a) forces you to check understanding.
- b) channels the material into a natural and useable form.
- c) reveals what you do not understand.
- d) forces you to think.

Step 5: **Recite** - Cover up your notes or printed page and recite aloud. Remember! If you can't say it now, you won't be able to say it tomorrow in class, nor write it next week on an exam. So right now, while you still have the chance, try and try again, until you can say it.

Step 6: **Review** - Look at your questions, answers, notes, & book to see how well you did recall the information. Observe carefully the points stated incorrectly or omitted. Fix carefully in mind the logical sequence of the entire idea, concepts, or problem. Finish up with a mental picture of the whole. Take a break, come back later & often to repeat steps 4, 5 & 6 in order to move this information from short-term memory to long-term memory.

Note: More time should be spent on recall than on reading.

Adapted from: F.P. Robinson, *Effective Study*, (New York: Harper and Brothers, 1946), Chapter II.



SPAN 101 “Elementary Spanish” Final Oral Exam Rubric

Virginia Commonwealth University

4 CATEGORIES + Listening OR Preparation:	Unsatisfactory: 0-1 point (0-20%)	Subpar: 2-3 points (40-60%)	Fair: 3.5 – 3.75 points (70-75%)	Good to Very Good: 4 – 4.25 points (80-85%)	Excellent: 4.5 - 5 points (90-100%)
FLUENCY	Little or no response to any of the material. Student exhibited virtually no understanding of questions.	Student was able to respond to some of the questions, but answers appeared forced or memorized. Many long pauses / pace is extremely slow and /or halting.	Fairly competent conversation with perhaps a few pauses. Slow and/or halting pace. Fair attempt at answering a majority of the material presented.	Student showed good competence using Spanish. Answered many but not all of the questions with ease. Good pace with a few pauses, realistic intonation.	Student showed all the qualities of one who has great competence with appropriate Spanish. Student completed all aspects of the exam (and more?) with ease. Conversational pace & natural intonation.
GRAMMAR	Virtually no grammar skills displayed.	Could derive meaning from responses, but with several grammatical errors.	Used most of the grammar as taught in class, but consistently made some errors.	Some grammar errors. Showed good to very good knowledge of the grammar from class.	Very few to no grammar errors displayed. Showed practically perfect mastery of grammar covered in class (and perhaps beyond).
VOCABULARY	Little or none of the vocabulary covered in class was used.	Limited vocabulary hampered overall ability to answer some questions. Could however derive meaning from responses.	Used a fair range of the vocabulary taught in class with several errors.	Used a good range and variety of vocabulary. Some to only a few errors.	Perfect to almost perfect use of exhaustive vocabulary as studied in class. Perhaps used additional vocabulary.
VOICE: Pronunciation and clarity	Poor pronunciation, poor intonation, confused expression and/or difficult to hear.	Had difficulty with pronunciation, intonation and some confusion. Listener can derive meaning from responses. Perhaps a little difficult to hear.	Fair pronunciation and intonation with several errors in accentuation, vowel control or syllabification. Close to appropriate volume.	Good pronunciation and intonation. Some to only a few errors in accentuation, vowel control or syllabification. Appropriate volume.	Exhibited near-native to perfect native pronunciation, intonation and overall outstanding communication ability.
LISTENING OR	Student lacked understanding of what said or ignored some or all questions.	Some inappropriate answers or didn't acknowledge a few statements but made effort to respond to most questions even if rotely anticipating questions from checklist.	Student responded to all questions, perhaps slightly inappropriately at times but overall seemed to understand what was said.	Student answered virtually all of the questions appropriately and seemed to understand a vast majority of the content.	Student answered all of the material presented with ease and perhaps even built upon the conversation presented.
PREPARATION	Student did not prepare materials on time or at all. Presentation is meaningless with silence or gibberish. Utter dependence on memorized script.	Student prepared some materials on time. Lack of attention to detail results in incomplete/subpar work. Little preparation leads to inability to circumlocute or use varied vocabulary. 60%-90% dependent on script.	Student followed instructions and turned in materials on time. Student presents while making eye contact, but must frequently consult script, between 25%-50% of the time.	Student followed instructions & turned in materials on time. Maybe sought appropriate extra help. Presentation clearly shows material was conscientiously planned and practiced in advance. Only a little reliance on script.	Student followed instructions & turned in materials on time. The student's preparation enabled speaking with ease and with an excellent variety of vocabulary. Performed without needing a script. As is consistent with excellent fluency, rendering was naturally conversational and/or professional.



SPAN 101 "Elementary Spanish" Assignment Calendar

V i r g i n i a C o m m o n w e a l t h U n i v e r s i t y			
Wk 3 S E P T E M B E R	DAY 2 September Tue 1	<p>Conversar 2-3 Descripciones. Conversar 2-4 Muchas preguntas. Conversar 2-5 Adivina (<i>guess</i>). Conversar 2-6 Actualiza tu estado. Conversar 2-7 ¿Cómo es tu horario?</p>	<p>Gramática I: 'Ser' and 'estar': plural forms and uses. Preparar + Aplicar: Gramática 2-1 to 2-6A + Comprobar: Gramática 2-7</p>
	Wed 2 DAY 3	<p>Gramática I: 'Ser' and 'estar': plural forms and uses. Simple sentences about other people and things. Conversar 2-8 ¿Cómo es tu horario? Conversar 2-9 ¿Cómo son? Conversar 2-10 ¿Fácil o difícil?</p>	
	Thu 3	REPASO	
	Fri 4		
Wk 4 S E P T E M B E R	Sun 6	<p>LinguaMeeting Group A recorded by Sunday, Sept. 6th at the latest (Group A going last is dictated by LinguaMeeting if we select an A/B group schedule distribution; from here on out, starting with Unit 3 Group A goes first and then Group B)</p>	
	Mon 7	<p>Labor Day — University Closed</p>	
	Tue 8	REPASO	<p>Homework for Wednesday, DAY 4 Gramática II: Asking questions in Spanish. Preparar Aplicar: Gramática 2-8 to 2-11 + Comprobar: Gramática 2-13</p>
	Wed 9 DAY 4	<p>Gramática II: Asking questions in Spanish. Conversar 2-11 Conversación guiada. Conversar 2-12 Conversaciones. OR Conversar 2-13 Preguntas. Conversar 2-14 Encuentra a alguien. OR Conversar 2-15 Entrevista a tu profesor/a.</p>	<p>Homework for Thursday, DAY 5 -- Exploración cultural: El tuteo en el mundo hispano. Preparar Aplicar: Exploración 2-1 to 2-3 + Investigar: Exploración 2-4 -- Estrategia de producción: PRONUNCIACIÓN: El acento léxico Preparar + Aplicar: Hablar 2-1 -- DESTREZA: Hacerse entender. Preparar + Aplicar: Hablar 2-2</p>
	Thu 10 DAY 5	<p>Degrees of formality in Spanish • Syllable stress patterns • Verify you are understood in a conversation. • Begin to create the interview with a Spanish speaker. Conversar 2-16 El tuteo en el mundo hispano OR Conversar 2-17 ¿Tú o usted? Conversar 2-18 Situaciones. Conversar 2-19 Expresarse bien. OR Conversar 2-20 Tabú. Conversar 2-21 La entrevista.</p>	
	Fri 11		<p>Written Test via Respondus on Friday 11th</p>
Wk 5 S E P T E M B E R	Sun 13		<p>LingroFolio Project published by Sunday 13th at the latest Homework for Monday, DAY 1 Estrategia de comprensión: Leer - El uso efectivo del diccionario Preparar + Aplicar: Leer 3-1</p>
	Mon 14 DAY 1	<p>UNIDAD 3 LingroFolio Unit 2 project comments, reflections. Contraseña: Texto - Los planes de Ana y David Preparar + Aplicar: Texto 3-1 and 3-2 Conversar 3-1 ¿Qué significa? OR Conversar 3-2 Ana y David</p>	<p>Homework for Tuesday, DAY 2 Vocabulario I- Días de la semana, meses y estaciones. Preparar Vocabulario II- Las actividades diarias. Preparar Aplicar: 3-1 to 3-13 + Comprobar 3-15</p>



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V i r g i n i a C o m m o n w e a l t h U n i v e r s i t y			
S E P T E M B E R	Wk 5 Tue 15 DAY 2	Vocab on daily and weekly activities Conversar 3-3 Mímica Conversar 3-4 Preferencias Conversar 3-5 ¿Qué día? 3-6 Los meses y las estaciones en Sudamérica	Homework for Wednesday, DAY 3 Gramática I: Telling Time. Preparar Aplicar: Gramática 3-1 to 3-3 + Comprobar: Gramática 3-5
	Wed 16 DAY 3	Gramática I: Telling Time Conversar 3-7 Pictionary de la hora Conversar 3-8 ¿Qué hora es en el mundo? Conversar 3-9 Actualiza tu estado Conversar 3-10 ¿Buenos compañeros de cuarto?	
	Thu 17	REPASO	
	Fri 18		
S E P T E M B E R	Wk 6 Sun 20		Homework for Monday, DAY 4 Gramática II: Present tense of <i>ir</i> and <i>tener</i> . Preparar Aplicar: Gramática 3-6 to 3-10 + Comprobar: Gramática 3-12
	Mon 21 DAY 4	Gramática II: Present tense of <i>ir</i> and <i>tener</i> . Discuss plans and obligations. Conversar 3-11 ¿Qué tengo que hacer? OR Conversar 3-12 ¡Tirar los dados! Conversar 3-13 Las preguntas para él/la profesor/a Conversar 3-14 Dos verdades o una mentira OR Conversar 3-15 Encuentra a alguien Conversar 3-16 Planes para el fin de semana OR Conversar 3-17 Conversación guiada	
	Tue 22	REPASO	Homework for Wednesday, DAY 5 --Exploración cultural: ¿Adiós siesta? Preparar Aplicar: Exploración 3-1 to 3-3 + Investigar: Exploración 3-4 --Estrategia de producción: Escribir: La letra h Preparar + Aplicar: Escribir 3-1 --DESTREZA: El uso del diccionario Preparar + Aplicar: Escribir 3-2 --Contraseña: Proyecto Preparar
	Wed 23 DAY 5	Routines in the Spanish-speaking world • Spell with the letter h • Use of the dictionary • Begin to create your weekly calendar and summarize your schedule Conversar 3-18 ¿Adiós, siesta? Conversar 3-19 Rutinas en el mundo. Conversar 3-20 ¡A preparar!	
	Thu 24	REPASO	Written Test via Respondus by Thursday 24th at the latest
	Fri 25		LingroFolio Project published by Friday 25th at the latest
S E P T	Wk7 Sun 27		LinguaMeeting Group A recorded by Sun., Sept. 27th at the latest Homework for Monday, DAY 1 Estrategia de comprensión: Comunicación sin palabras: los gestos (<i>gestures</i>). Preparar + Aplicar: Escuchar 4-1 and 4-2
	Mon 28 DAY 1	UNIDAD 4 LingroFolio Unit 3 project comments, reflections. CONTINUED BELOW	Homework for Tuesday, DAY 2 CONTINUED BELOW Vocabulario I- La vida en el campus. Preparar Vocabulario II- Me gusta y no me gusta. Preparar



SPAN 101 "Elementary Spanish" Assignment Calendar

V i r g i n i a C o m m o n w e a l t h U n i v e r s i t y			
S E P T E M B E R	Wk 7 Mon 28 DAY 1	CONTINUED FROM ABOVE Contraseña: Texto - Mi universidad: un "selfrecorrido" Preparar + Aplicar: Texto 4-1 and 4-2 Conversar 4-1. ¿Qué significan los gestos? Conversar 4-2. Caminar por el campus.	CONTINUED FROM ABOVE Aplicar: 4-1 to 4-11 + Comprobar 4-14
	Tue 29 DAY 2	Vocab on campus life, likes and dislikes Conversar 4-3 Mímica. Conversar 4-4 ¿Dónde hago esto? Conversar 4-5 Me gusta... Conversar 4-6 Actualiza tu estado Conversar 4-7 Dos verdades y una mentira. OR Conversar 4-8 ¿Cuántos lugares?	Homework for Wednesday, DAY 3 Gramática I: The verb 'haber' in contrast with 'ser' and 'estar' Preparar + Aplicar 4-1 to 4-3 + Comprobar 4-5
	Wed 30 DAY 3	Gramática I: 'haber' in contrast with 'ser' and 'estar' Describe a place and identify objects in it. Conversar 4-9 ¿Cuánto recuerdas? Conversar 4-10 El mapa del campus. Conversar 4-11 ¡El campus ideal!	
	October Thu 1	REPASO	
	Fri 2		
O C T O B E R	Wk 8 Sun 4		LinguaMeeting Group B recorded by Sun., Oct. 4th at the latest Homework for Monday, DAY 4 Gramática II: The present tense of '-ar' verbs Preparar + Aplicar 4-6 to 4-12 + Comprobar 4-14
	Mon 5 DAY 4	Gramática II: The present tense of '-ar' verbs Describe school-related activities. Conversar 4-12 ¡Tirar los dados! OR Conversar 4-13 La vida estudiantil Conversar 4-14 Encuentra a alguien Conversar 4-15 ¿Y los profesores? Conversar 4-16 Conversación guiada.	
	Tue 6	REPASO	Homework for Wednesday, DAY 5 --Exploración: La vida universitaria en los países hispanos Preparar + Aplicar 4-1 to 4-3 + Investigar 4-4 --Estrategia de PRONUNCIACIÓN: Las vocales a, e, o Preparar + Aplicar: Hablar 4-1 --DESTREZA: El uso de gestos (<i>gestures</i>) Preparar + Aplicar: Hablar 4-2 --Contraseña: Proyecto Preparar
	Wed 7 DAY 5	Compare campus life in the Spanish-speaking world and the US • The vowels a, e, o • Nonverbal cues when speaking • Creating a video about your favorite place on campus... town? neighborhood? Conversar 4-17 Vida universitaria en países hispanos Conversar 4-18 Explorando la vida universitaria. Conversar 4-19 ¡A preparar!	
	Thu 8	REPASO	Written Test via Respondus by Thursday at the latest
	Fri 9		LingroFolio Project published by Friday at the latest



SPAN 101 "Elementary Spanish" Assignment Calendar

V i r g i n i a C o m m o n w e a l t h U n i v e r s i t y			
Wk 9 O C T O B E R	Sun 11		LinguaMeeting Group A recorded by Sun., Oct. 11th at the latest Homework for Monday, DAY 1 Estrategia de comprensión: Leer, inferir y comprender lo esencial Preparar + Aplicar: Leer 5-1
	Mon 12 DAY 1	UNIDAD 5 LingroFolio Unit 4 project comments, reflections. Contraseña: Texto - Una nominación Preparar + Aplicar: Texto 5-1 and 5-2 Conversar 5-1 Estrategias. Conversar 5-2 Un maestro admirable.	Homework for Wednesday, DAY 2 Vocabulario I- Las cualidades personales Preparar Vocabulario II- ¿Qué hacen las personas admiradas? Preparar Aplicar: 5-1 to 5-10 + Comprobar 5-13
	Tue 13 DAY 2	Vocab on personality traits + what people think and do. Conversar 5-3 La pareja ideal. Conversar 5-4 Personas no admiradas. Conversar 5-5 Hispanos admirados.	Homework for Friday, DAY 3 Gramática I: Present Tense of -er and -ir Verbs Preparar + Aplicar 5-1 to 5-7 + Comprobar: Gramática 5-9
	Wed 14 DAY 3	Gramática I: Present Tense of -er and -ir Verbs. Actions associated with personal traits. Conversar 5-6 ¡Tirar los dados! Conversar 5-7 Actualiza tu estado Conversar 5-8 Dos verdades y una mentira. Conversar 5-9 Conversación guiada.	
	Thu 15	REPASO	
	Fri 16		
Wk 10 O C T O B E R	Sun 18		LinguaMeeting Group B recorded by Sun., Oct. 18th at the latest Homework for Monday, DAY 4 Gramática II: Saber and conocer. Preparar + Aplicar 5-10 to 5-12 + Comprobar 5-13
	Mon 19 DAY 4	Gramática II: Saber and conocer. To know vs. to be familiar with. Conversar 5-10 ¡Tirar los dados! OR Conversar 5-11 ¿Qué sabe y qué conoce la clase? Conversar 5-12 Encuentra a alguien. Conversar 5-13 ¿A quién admiramos? OR Conversar 5-14 ¡Y el premio es para...!	
	Tue 20	REPASO	Homework for Wednesday, DAY 5 --Exploración cultural: Personas admiradas del mundo hispano Preparar + Aplicar 5-1 to 5-3 + Investigar 5-4 --Estrategia de producción: ORTOGRAFÍA: Las letras x y j Preparar + Aplicar: Escribir 5-1
	Wed 21 DAY 5	What makes someone popular and worth admiring • Spell with the letters x and j • Compare formal and informal correspondence • Begin to write a nomination letter Conversar 5-15 Personas hispanas admiradas Conversar 5-16 Conocer a algunos hispanos. Conversar 5-17 ¡A practicar! AND/OR Conversar 5-18 Lluvia de ideas. AND/OR Conversar 5-19 Mi carta de nominación.	



SPAN 101 "Elementary Spanish" Assignment Calendar

V i r g i n i a C o m m o n w e a l t h U n i v e r s i t y			
	Thu 22	REPASO	Written Test via Respondus by Thursday at the latest
	Fri 23	Midterm grades due	LingroFolio Project published by Friday at the latest
Wk 11 O C T O B E R	Sun 25		LinguaMeeting Group A recorded by Sun., Oct. 25th at the latest Homework for Monday, DAY 1 Estrategia de comprensión: Predecir e identificar palabras conocidas. Preparar + Aplicar: Escuchar 6-1
	Mon 26 DAY 1	UNIDAD 6 LingroFolio Unit 5 project comments, reflections. Contraseña: Texto - La familia de Teresa Preparar + Aplicar: Texto 6-1 and 6-2 Conversar 6-1 Teresa y su familia. OR Conversar 6-2 ¿Cómo es/son...?	Homework for Wednesday, DAY 2 Vocabulario I- La familia. Preparar Vocabulario II- Las características físicas. Preparar Aplicar: 6-1 to 6-10 + Comprobar 6-12
	Tue 27 DAY 2	Discuss family members and physical appearances. Conversar 6-3 ¿Cierto o falso? Conversar 6-4 ¡A describir! Conversar 6-5 La familia de Guadalupe. Conversar 6-6 Los parientes son... Spring semester advance registration begins	Homework for Friday, DAY 3 Gramática I: Possessive Adjectives. Preparar Aplicar 6-1 to 6-4 + Comprobar 6-6
	Wed 28 DAY 3	Express possession and personal relationships. Conversar 6-7 Actualiza tu estado. Conversar 6-8 ¿Nos parecemos o no? Conversar 6-9 Mi familia, tu familia. Conversar 6-10 ¿Quién es su pariente favorito?	
	Thu 29	REPASO	
	Fri 30		
Wk12 N O V E M B E R	November Sun 1		LinguaMeeting Group B recorded by Sun., Nov. 1st Homework for Monday, DAY 4 Gramática II: Stem-changing Present Tense Verbs. Preparar + Aplicar: Gramática 6-7 to 6-13 + Comprobar 6-15
	Mon 2 DAY 4	Discuss things you and others do. Conversar 6-11 ¿Conocemos bien a la clase? Conversar 6-12 Dictogloss. OR Conversar 6-13 Dos verdades y una mentira. Conversar 6-14 Encuentra a alguien. Conversar 6-15 Conversación guiada.	
	Tue 3	ELECTION DAY – NO CLASSES HELD	Homework for Wednesday, DAY 5 --Exploración cultural: El matrimonio igualitario en el mundo hispano. Preparar + Aplicar: 6-1 to 6-3 + Investigar 6-4 --Estrategia de PRONUNCIACIÓN: Las vocales i, u, y los diptongos. Preparar + Aplicar: Hablar 6-1 to 6-2
	Wed 4 DAY 5	Explore LGBT rights in the Spanish-speaking world • Pronounce vowel sounds i and u, alone and in diphthongs • Plan a presentation using graphics • Begin to create a description of your own family. Conversar 6-16 El matrimonio igualitario. Conversar 6-17 Las familias hispanas. Conversar 6-18 Las vocales y los diptongos. Conversar 6-19 Organizadores gráficos. Conversar 6-20 Mi familia.	



SPAN 101 "Elementary Spanish" Assignment Calendar

V i r g i n i a C o m m o n w e a l t h U n i v e r s i t y			
N O V E M B E R	Thu 5	REPASO	Written Test via Respondus by Thursday at the latest
	Fri 6		LingroFolio Project published by Friday at the latest
	Wk 13 Sun 8		LinguaMeeting Group A recorded by Sun., Nov. 8th at the latest Homework for Monday, DAY 1 Estrategia de comprensión: Leer- Buscar información específica. Preparar + Aplicar 7-1, 7-2
	Mon 9 DAY 1	UNIDAD 7 LingroFolio Unit 6 project comments, reflections. Contraseña: Texto - Latin American Student Association Conversar 7-1 ¿Cierto o falso? and/or Conversar 7-2 ¿A conversar!	Homework for Wednesday, DAY 2 Vocab I: Los deportes y las actividades: Preparar Vocab II: ¿Por qué participar en los deportes? Preparar Aplicar 7-1 a 7-10 + Comprobar 7-12
	Tue 10 DAY 2	Vocab on sports, pastimes, related activities Conversar 7-3 Mímica. Conversar 7-4 Clasificar los deportes. Conversar 7-5 Recomendaciones. OR Conversar 7-6 Preguntas. Conversar 7-7 Las cábales.	Homework for Friday, DAY 3 Grammar I: Irregular Verbs in the Present Tense Preparar + Aplicar 7-1 a 7-5 + Comprobar 7-7
	Wed 11 DAY 3	Discuss sport-related actions in the present Conversar 7-8 ¿Tirar los dados! OR Conversar 7-9 Actualiza tu estado Conversar 7-10 Encuentra a alguien... Conversar 7-11 Describir la foto. Conversar 7-12 Actividad preferida.	
	Thu 12	REPASO	
	Fri 13		
	Wk14 Sun 15		LinguaMeeting Group B recorded by Sun., Nov. 15 at the latest Homework for Monday, DAY 4 Grammar II: Affirmative Informal Commands (tú) Preparar + Aplicar 7-8 a 7-11, Comprobar 7-13
	Mon 16 DAY 4	Encourage or command someone to do something. Conversar 7-13 ¿A practicar! Conversar 7-14 ¿Qué tienes? Conversar 7-15 Recomendaciones. OR Conversar 7-16 Conversación guiada.	
Tue 17	REPASO	Homework for Wednesday, DAY 5 --Exploración cultural: Los deportes y el género (i.e. <i>gender inequality</i>). Preparar + Aplicar 7-1 to 7-3 + Investigar 7-4 --Estrategia de producción: La puntuación (<i>punctuation</i>) Preparar + Aplicar: Escribir 7-1 and 7-2 --DESTREZA: El uso efectivo de los traductores en línea. Preparar + Aplicar: Escribir 7-3 and 7-4 --Contraseña: Proyecto -- How to create an ad. Preparar	
Wed 18 DAY 5	Explore gender inequality in sports in the Spanish-speaking world • Use punctuation in Spanish and evaluate electronic translators as a potential tool in writing • Begin to create an ad for a club dedicated to fitness and sports. Conversar 7-17 Los deportes y el género Conversar 7-18 Los deportes populares Conversar 7-19 La puntuación. OR see below		



SPAN 101 “Elementary Spanish” Assignment Calendar

V i r g i n i a C o m m o n w e a l t h U n i v e r s i t y			
		continued from above Conversar 7-20 El traductor en línea. Conversar 7-21 Anunciar un deporte.	
	Thu 19	REPASO	Written Test via Respondus by Thursday at the latest
	Fri 20		LingroFolio Project published by Friday at the latest
Wk15	Sun 22		LinguaMeeting Group A recorded by Sun., Nov. 22 at the latest
N O V	Mon 23	Review for Final Oral Exam	LinguaMeeting Group B recorded by Sun., Dec. 6 at the latest
	Tue 24	Last day to <u>withdraw</u> with a mark of “W”	
	Thu 26	THANKSGIVING	
		Final Exam Online — Friday, December 4th from 8:00-10:50 AM LinguaMeeting Group B recorded during Final Exam week, by Sun., Dec. 6th at the latest Monday, December 14th Final grades due	

VCU Syllabus Statements: The following statements are the [VCU Standard Syllabus guidelines](#) (further below and highlighted in grey), including the institution’s response to COVID-19, called [One VCU: Responsible Together](#) immediately below. Please read and familiarize yourself with them to be the best informed you can be for your own academic success.

One VCU: Responsible Together

Student responsibilities

(source: One VCU: Responsible Together available at: <https://together.vcu.edu/students/>). When we return, things will look and feel different as we take necessary steps to protect the well-being of our community. Here is what is expected of you:

1. **Monitor your health** daily. Testing will occur according to protocols.
2. **Wear a face covering or mask** in common areas, including class.
3. **Apply physical distance** guidelines to all settings.
4. **Clean and disinfect** personal and shared spaces before and after use.
Cleaning supplies will be available in numerous locations.
5. **Report symptoms** associated with COVID-19 to VCU Student Health Services. A call center hotline will be available later in the summer.
6. **Not sharing is caring during this unique pandemic. Please do not share calculators, tools, lab supplies, etc.**

Following rules regarding face coverings or masks, cleaning and disinfecting, and physical distancing is required. Students will receive reminders for daily health monitoring. Staff in the Dean of Students office will be notified after incidents of non-compliance. Refusal to comply with rules can include progressive disciplinary action up to and including suspension, based on the [VCU Student Code of Conduct](#).

Requesting accommodations (from One VCU: Responsible Together): The university recognizes that some students who previously did not need Section 504 Academic Accommodations, and who have a qualifying condition or disability, may need support or assistance during the return to campus process. A modified approach for the temporary and more permanent need for accommodation has been developed and implemented to provide students with full access to programs and activities related to their academic majors. Because every case is different, student requests are evaluated on a case-by-case basis. Please share your need for an accommodation with the [Student Accessibility and Education Office](#), or for MCV Campus students, the [Division for Academic Success](#), after you have worked directly with your faculty member.



SYLLABUS STATEMENTS FOR FALL 2020 (Spanish 101)

V i r g i n i a C o m m o n w e a l t h U n i v e r s i t y

Health and well-being (from [One VCU: Responsible Together](#)): Navigating the anticipated stressors of daily life can often be challenging enough. When unexpected stressors emerge or when we are faced with uncertainty, it can be tough to know how to cope. Try out some of these [tips and resources for health and wellness](#) to see if they are a right fit for you.

Symptoms or Diagnosis: If an on-campus student identifies symptoms, has tested positive for COVID-19 or has come into contact with someone diagnosed with COVID-19, that student should contact [University Student Health Services](#). At that point, isolation should begin and contact tracing will be performed by Student Health Services. Symptoms will be monitored and the student should refer to a medical provider if symptoms worsen or be released from isolation after 14 days, if symptom-free.

Nondiscrimination policy (from [One VCU: Responsible Together](#)): VCU is committed to providing a safe, equitable and inclusive environment for all its employees, patients and students. Discrimination or discriminatory harassment is not only unlawful, it is harmful to the well-being of our university community. Our university's core values, specifically those related to diversity and inclusion, have withstood many difficult situations and trying times, and they will not falter now.

Reports of discrimination, bullying, harassment and/or stereotyping of persons of color or those impacted by COVID-19 or otherwise, will not be tolerated. Be assured that VCU will make every effort to address and prevent the occurrence of unlawful discrimination and, if necessary, take prompt and appropriate action to remedy and prevent its reoccurrence. Every member of our community is asked to:

- Become familiar with the university's policies on [Preventing and Responding to Discrimination](#) and [Duty to Report and Protection from Retaliation](#) in the VCU Policy Library.
- Consult with [Equity and Access Services](#) or [VCU Human Resources](#) for additional guidance on how to file a report of discrimination.
- Contact the [Office of Institutional Equity, Effectiveness and Success](#) (IES) on how to address and maintain a culture of inclusion.
- Encourage individuals who may need an ADA accommodation for a known or newly acquired disability, to contact the ADA/504 Coordinator in [ADA Services](#).
- Bookmark and share information on university or community agencies that offer support or services, such as [VCU's Counseling Services](#) or [Ombudsperson](#).
- Explore training and educational opportunities on diversity and inclusion at [Excel Education](#) and through the [Office of Institutional Equity, Effectiveness and Success](#).
- Offer nonjudgmental support and empathy to those affected by current events and this health crisis.

Tips for Success for online and hybrid courses

- When taking online and hybrid courses, your self-motivation and self-pacing are absolutely critical. For this course, you should plan to work about 7-9 hours per course module as we move through the materials. Be sure to plan your time accordingly.
- Make yourself a calendar with all of your due dates across ALL of your courses. Plan for when you will work on each one for completion in advance of the due dates.



SYLLABUS STATEMENTS FOR FALL 2020 (Spanish 101)

V i r g i n i a C o m m o n w e a l t h U n i v e r s i t y

- Make sure you note any “online” courses that still have a required meeting time (such as a Google Meet or Zoom session).
- Avoid the common assumption that online courses are easier or should be easier. **That is a MYTH!!**
- Plan Ahead!! Study as you go instead of at the last minute!

Where to post questions: Questions of general interest should first be posted to the discussion board (only if they have not already been answered) so that other students can benefit from the response or have an opportunity to respond to your question. Only questions of a private nature should be communicated to me through email. When sending a message to me, please *allow a minimum of 24 hours for a response*. Most of the time I will respond much faster, but sometimes meetings and other courses take over my schedule.

Netiquette Guidelines ([adapted from the University of Wisconsin Steven's Point](#)): Netiquette is a set of rules for behaving properly online. Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Working as a community of learners, we can build a polite and respectful course community. The following netiquette tips will enhance the learning experience for everyone in the course:

- Do not dominate any discussion.
- Give other students the opportunity to join in the discussion.
- Do not use offensive language. Present ideas appropriately.
- Be cautious in using Internet language. For example, don't capitalize all letters since it suggests shouting.
- Popular emoticons such as ☺ can be helpful to convey your tone but do not overdo or overuse them.
- Never make fun of someone's ability to read or write.
- Share tips with other students.
- Keep an “open-mind” and be willing to express even your academically informed opinion.
- Think and edit before you push the “Send” button.
- Do not hesitate to ask for feedback.
- Using humor is acceptable

Be Proactive in Communication with Instructor: If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution. ([Adapted from UWSP.](#))

VCU Honor System: VCU recognizes that honesty, truth, and integrity are values central to its mission to advance knowledge and student success both in the world VCU students will enter, or return to, once they have graduated and in the university community as a microcosm of that world. In a community devoted to learning, a foundation of honor must exist if that community is to thrive with respect and harmony. Therefore, all members of the university community must conduct themselves in accordance with the highest standards of academic honesty, ethics, and integrity at all times. (From <https://conduct.students.vcu.edu/vcu-honor-system/>)



VCU syllabus statements

Campus emergency information

Sign up to receive at alert.vcu.edu/signup/. It is essential to keep your information up-to-date within VCU Alert and to keep your permanent address and emergency contact information current in eServices.

VCU uses a variety of communication methods to alert the campus community about emergency situations and safety threats. Learn more about types of alerts at alert.vcu.edu/know/typesofalerts.php

Know the emergency phone number for the VCU Police (828-1234), and report suspicious activities and objects.

Class registration required for attendance

Students may attend only those classes for which they have registered. Faculty may not add students to class rosters or Blackboard. If students are attending a class for which they have not registered, they must stop attending.

Honor System: upholding academic integrity

The VCU Honor System policy describes the responsibilities of students, faculty and administration in upholding academic integrity. According to this policy, "Members of the academic community are required to conduct themselves in accordance with the highest standards of academic honesty, ethics and integrity at all times." Students are expected to read the policy in full and learn about requirements here:

<https://conduct.students.vcu.edu/vcu-honor-system/>

Computer and network use

All students are expected to know and comply with VCU's Computer and Network Use policy, which can be reviewed at policy.vcu.edu/universitywide-policies/policies/computer-and-network-resources-use.html.

Important dates

Important dates for the semester are listed in the VCU Academic Calendar:

<https://academiccalendars.vcu.edu/>



We care about your success!

Virginia Commonwealth University has launched an Early Alert initiative to support student success. As your professor, if I am concerned about your academic performance in the first few weeks of this class, you and your academic advisor may receive a Progress Report email with links to appropriate academic support resources. You are encouraged to reach out to me after class or during my office hours for additional support. Your academic advisor, the Writing Center, and the Campus Learning Center may also follow up to provide additional layers of support to you.

Attendance and consequences of poor attendance

The instructional programs at VCU are based upon a series of class meetings involving lectures, discussions, field experiences, special readings and reporting assignments. Therefore it is important for each student to be in attendance on a regular basis. A student who misses a class session is responsible for completing all material covered or assignments made during the absence.

Students having attendance problems should contact their instructor to explain the reasons for nonattendance and to discuss the feasibility of continuing in the course. If the student has fallen so far behind that the successful completion of the course is impossible, the student should withdraw from the course before the end of the first 10 weeks of classes.

If the student continues to miss class and does not officially withdraw from the course, the instructor may withdraw the student for nonattendance with a mark of W before the end of the first 10 weeks of classes or may assign an academic grade at the end. Withdrawals are not permitted after the end of the first 10 weeks of classes. For classes that do not conform to the semester calendar, the final withdrawal date occurs when half of the course has been completed. Withdrawal dates for summer session classes are provided on the **Summer Studies calendar**.

Career Services

Looking for ways to tie what you are learning in your class to your future career or professional goals? VCU Career Services provides career planning services for all current VCU students and alumni. Career Services can help students with finding a work-study job on/off campus, resume writing, internship development, interviewing, preparing for graduate school, networking, or job searching. Students are invited to attend career



events and workshops, and schedule individualized career advising appointments. Career Services is located on the ground floor of University Commons, in room 143. For more information and to make a career advising appointment, [visit the VCU Career Services website](#).

Managing stress

Students may experience situations or challenges that can interfere with learning and interpersonal functioning including stress, anxiety, depression, alcohol and/or other drug use, concern for a friend or family member, loss, sleep difficulties, feeling hopeless or relationship problems. There are numerous campus resources available to students including University Counseling Services (804-828-6200 MPC Campus, 804-828-3964 MCV Campus) which provides brief therapy treatment, University Student Health Services (MPC 804 828-8828, MCV Campus 804 828-9220) and the Health Promotion and Well-Being Center [The Well] (804-828-9355). 24 hour emergency mental health support is available by calling (804) 828-6200 or utilizing the National Suicide Prevention Lifeline (1-800-784-2433).

Mandatory responsibility of faculty members to report incidents of sexual misconduct

All employees, including faculty, department chairs and deans, are required to report any incidents of sexual assault, sexual exploitation and partner or relationship violence to the university's Title IX Coordinator.

Confidential offices which can provide support at VCU are: University Counseling Services (804) 828-6200

For more information about Title IX, please visit <https://equity.vcu.edu/>.

Military short-term training or deployment

If military students receive orders for short-term training or for deployment/mobilization, they should inform and present their orders to Military Student Services and to their professor(s). For further information on policies and procedures contact Military Student Services at 828-5993 or access the corresponding policies.

Student email standard

Email is considered an official method for communication at VCU. Students are expected to check their official VCU email on a frequent and consistent basis (the university recommends daily) in order to remain informed of university-related communications.



Students are responsible for the consequences of not reading, in a timely fashion, university-related communications sent to their official VCU student email account. Mail sent to the VCU email address may include notification of university-related actions, including disciplinary action. Students must read this standard in its entirety at <https://ts.vcu.edu/media/technology-services/content-assets/university-resources/ts-groups/information-security/StudentEmailStandard.pdf>

Student financial responsibility

Students assume the responsibility of full payment of tuition and fees generated from their registration, all charges for housing and dining services and other applicable miscellaneous charges. Students are ultimately responsible for any unpaid balance on their account as a result of the University Financial Aid Office or their third party sponsor canceling or reducing their award(s).

Students representing the university – excused absences

Students who represent the university (athletes and others) do not choose their schedules. All student athletes should provide their schedules to their instructors at the beginning of the semester. The Intercollegiate Athletic Council strongly encourages faculty to treat missed classes or exams (because of a scheduling conflict) as excused absences and urges faculty to work with the students to make up the work or exam.

Students with disabilities

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, as amended, require that VCU provide "academic adjustments" or "reasonable accommodations" to any student who has a physical or mental impairment that substantially limits a major life activity. To receive accommodations, students must register with the Office of Student Accessibility and Educational Opportunity on the Monroe Park Campus (828-2253) or the Division for Academic Success on the MCV campus (828-9782). Please also visit the Student Accessibility and Educational Opportunity website via <https://saeo.vcu.edu/> and/or the Division for Academic Success website via <https://das.vcu.edu/> for additional information.

Once students have completed the registration process, they should schedule a meeting with their instructor (s) and provide their instructor (s) with an official accommodation letter. Students should follow this procedure for all courses in the academic semester.



Withdrawal from classes

Before withdrawing from classes, students should consult their instructor as well as other appropriate university offices. Withdrawing from classes may negatively impact a student's financial aid award and his or her semester charges. To discuss financial aid and the student bill, visit the Student Services Center at 1015 Floyd Avenue (Harris Hall) and/or contact your financial aid counselor regarding the impact on your financial aid.

Faculty communication about students

VCU instructional faculty, administrators and staff maintain confidentiality of student records and disclose information in accordance with the Family Educational Rights and Privacy Act (FERPA). This means that VCU officials may disclose student record information without the consent of the student in certain situations. To support university operations, for example, VCU officials share information about students with other educational officials as necessary to perform their job duties. FERPA permits this disclosure to school officials who have a legitimate educational interest in the student information. In addition, VCU officials have obligations to report information shared by a student depending on the content of that information, for example, in compliance with VCU's policy on the duty to report. Unless FERPA permits a certain disclosure, VCU generally requires consent from a student to disclose information from their education record to another individual. You may find additional information on the VCU FERPA website:

<http://rar.vcu.edu/records/family-educational-rights-and-privacy-act/>.

¡BUENA SUERTE! = GOOD LUCK!

¡SÍ SE PUEDE = WE CAN DO IT!

¡ÁNIMO! = CHIN UP!