

## Spanish 202 Section 003 Syllabus and Calendar

<b><u>Instructor:</u></b> Piedad Corredor-Sánchez Email: <a href="mailto:corredor@purdue.edu">corredor@purdue.edu</a> Virtual Office on Zoom: M 5:30-6:20 PM, F 6:00-6:50 PM or <b>by appointment</b>	<b>Course meeting time:</b> Classroom: SC 108 M W F Exams in Labs: check the location with your instructor.
<b>Spanish 100-200 Program Director</b> Lourdes Barranco Cortes <a href="mailto:lbarranc@purdue.edu">lbarranc@purdue.edu</a> SC G078	

### Course Information

**Spanish 202** is an intermediate course (second year university course) designed for students who have already attained a working knowledge of the language. Students will practice and develop increased oral (speaking and listening) and literacy (reading and writing) skills and learn more about Hispanic cultures. We also hope that during the semester, you will have fun with the language and improve your language-learning strategies. **This course is taught entirely in Spanish.** We use the language to teach it, because research has consistently shown that it's the best way to learn a language.

Achieving the goals of the course requires regular practice with the language, both in class and individually, and a willingness to experiment with new structures, patterns of sounds, and phrases. In other words, you are responsible for much of your own learning; your continuous **participation, attention** to the assignments, and regular **attendance** are vital parts of your learning and progress. The quality of your language learning will depend largely on the amount and quality of your efforts.

**Please read through the syllabus carefully.** Your instructor will provide you with an e-mail address where s/he can be reached, as well as virtual office hours when s/he will be available to answer any questions you may have. Also, you can communicate with your instructor by email. Your instructor will respond to communication **within 24 hours Monday-Friday**, under normal circumstances. If you contact your instructor between Friday 5pm and Sunday, expect a response on Monday.

You are responsible for much of your own learning: your continuous participation, attention to the assignments, and regular attendance are vital parts of your learning and progress. The quality of your language learning will depend largely on the amount and quality of your efforts. It is crucial that you **read the syllabus, check the calendar below, and log in to Brightspace** (<https://purdue.brightspace.com>) and **VHL** ([www.vhlcentral.com](http://www.vhlcentral.com)) regularly so that you are aware of upcoming **assignments and deadlines**.

*Contact your instructor for additional support in learning as soon as you realize that you need it!*

**¡Bienvenidos a Spanish 202!**

### Course Goals

By the end of the course, the students should develop:

1. Ability to speak the language well enough to converse about a variety of topics.
2. Intermediate proficiency in reading and writing the language.
3. Comprehend the spoken language well enough to get the main ideas and a few details from conversations with native speakers and from audio and video materials.

4. Ability to exchange opinions on and compare products, practices, and perspectives in their own and other cultures.
5. Ability to recognize and respect the different cultural norms and traditions that exist among cultures.
6. Knowledge of significant cultural and historical events.
7. Read and get the general idea of authentic, short texts such as news and magazine articles, poems, stories, etc.
8. Write compositions (descriptive and narrative) a few paragraphs in length on a variety of topics.
9. Ability to use technology and research select topics in Spanish.
10. Ability to use the Supersite for oral and written practice of Spanish

### Digital Tools Required for Class Activities and Assignments

- A reliable computer that is sufficiently updated to run the websites, programs, and applications listed above and complete all work associated with the course.
- A webcam, sound card, headset with speakers, and a headset with a microphone.
- A hi-speed modem and a dependable Internet Service Provider.

This means that excuses relating to the use of different technology (e.g. "I couldn't complete the activity on the phone.") will not be accepted.

### Textbook: Supersite Plus Code with WebSAM and vText

Blanco, José A. and Heston, Dawn M., PERSPECTIVAS: Intermediate Spanish, a Cultural Approach, Vista Higher Learning, © 2022.

Required course materials include: PERSPECTIVAS Supersite platform access code: redeemable at [www.vhlcentral.com](http://www.vhlcentral.com) Find the required materials at the best price here: <https://vistahigherlearning.com/school/purdue>

\*It is NOT recommended that you buy your book from other sources, since you will still need an access code that is quite costly. That access code may be purchased at the Vista Higher Learning store under "Codes & other materials", and you must choose the "Supersite Plus Code".

**To register on your teacher's class and access your materials click in the following link and see instructions below:**

[https://www.vhlcentral.com/section/4437ae2a-b86d-40b8-8f5e-2dbfbb77cc8f/student\\_instructions](https://www.vhlcentral.com/section/4437ae2a-b86d-40b8-8f5e-2dbfbb77cc8f/student_instructions)

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ENROLLMENT INFORMATION			
INSTRUCTOR	COURSE	SECTION	MORE INFO
Corredor Sánchez, Piedad	SPAN 202 Fall 2021	Sec 03 Corredor	

### RETURNING STUDENT

If you have an existing vhlcentral account, complete these steps:

- Log-in at [www.vhlcentral.com](http://www.vhlcentral.com)
- Select "Enroll in a Course" from the Home page and move on to Step 3 below

### NEW STUDENT

1. Create Account  
Navigate to [www.vhlcentral.com](http://www.vhlcentral.com) and create an account.
2. Select School  
Search for, and join, your school: Purdue University-W Lafayette West Lafayette, IN .
3. Enroll  
Refer to the information at the top of this page to locate and enroll in the correct course and section.
4. Access  
Redeem a code *only* if prompted to do so, to gain access to your course materials.

Spanish 202 content and activities make use of four different platforms. Below is a summary:

Name	What it is	Why to go there	How to access it
Brightspace	Purdue's course management system	<ul style="list-style-type: none"> <li>• Documents and instructions, like the syllabus</li> <li>• The official gradebook</li> <li>• Submit projects</li> </ul>	Your Purdue email and password  <a href="https://purdue.brightspace.com/d2l/login">https://purdue.brightspace.com/d2l/login</a>
VHL	The textbook's online system	<ul style="list-style-type: none"> <li>• Electronic version of the textbook</li> <li>• Homework assignments</li> <li>• Tests</li> </ul>	Create your account using the code you have purchased.  <a href="https://www.vhlcentral.com">https://www.vhlcentral.com</a>
Zoom	A website that allows you to meet with your instructor and classmates	Virtual meetings with classmates and office hours	Create your own account using Purdue e-mail  <a href="https://zoom.us/">https://zoom.us/</a>

### *Assignments and Grading*

- See calendar below on the syllabus for due dates.
- You may work ahead to some degree on all assignments, except exams and participation.

**VHL Homework and Pronunciation:** Your homework for SPAN 202 will be done through online activities that accompany the textbook (VHL). You will need to check the calendar below for the specific assignments and dates and times that they are due. All activities will be **due the night before** they are covered in class so that you will be prepared and have a better understanding of the material addressed in class the following day. You have 5 chances for each activity (Except for true/false activities, multiple choice activities with only 2 choices, open ended activities, recording activities, and assessments, for which you have 1 attempt).

You must complete all online activities by their due dates in order to receive credit for them. Online activities consist of both *homework* (20% of your total grade) and *pronunciation* activities (10% of your total grade).

Online activities will be penalized 10% for each day they are late; thus, if you earn 100% on an assignment but submit it 3 days late, your maximum possible grade on that task will be 70%.

If you have a problem with the content of an online activity, please email your instructor and include the name and number of the activity.

### **Technical Assistance:**

It is your responsibility to contact the appropriate tech support professionals.

For questions related to the use of the PERSPECTIVAS Supersite platform, contact the publisher technical support team:

- From your account Help menu (while completing assignments in your Supersite course):
  - ✓ Report a technical problem.
  - ✓ Report a content problem.
  - ✓ Chat with an agent
- Submit a request for help 24/7.

- Go to [support.vhlcentral.com](http://support.vhlcentral.com) for technical requirements and more.

**Trabajos en grupo:** See the activity description in Brightspace for grading details. It is your responsibility to choose and coordinate with your partner to register in the appropriate group on Brightspace. It is also your responsibility to contact your partner and arrange to work together. For the 3 Trabajos en grupo, you will prepare a 4-5-minute conversatin with your classmate. It is okay to create a script for this activity, but do not read it during the presentation, try to act it out and be spontaneous. Also make sure that the script is generated by you and not by an automatic translator or you will receive a 0. Your grammar and vocabulary must be appropriate for your level.

Only 2 of the 3 count towards the final grade, so 1 can be dropped in case you have difficulty coordinating with your partner. Make-up are not accepted, and in case of individual presentations, you'll only get 50% of the total grade as it is a collaborative class group work.

**Escritura:** You will have the entire class period to write each of the two essays on a topic based on the content covered in class. You must use complete/complex sentences, grammar and vocabulary according to the level of the class. This first draft should be hand written and turned in at the end of the class for your instructor to review with the proper feedback and recommendations to write the final project (25 pts). Please print the rubric at the end of the syllabus and attach it to your first draft for full grade. The final draft will be graded based on the previous drafts, your demonstrated written skills, use of grammar, and use of vocabulary, and other suggestions made by the instructor and must be turned in on the due date established in the class calendar (25 pts). IMPORTANT: A score will be assigned according to the rubric and previous drafts. The total possible points earned will be: 50 pts. You also need to attach your previous draft and the rubric to the final typed essay. If the student can't attend the class to turn in the final essay, it's their responsibility to bring documentation to excuse their absence. Final drafts must be turned in early or emailed to the instructor by the beginning of class on the due date. Late final drafts will only be accepted with documentation verifying that you did not have internet access due to emergency.

**Formatting requirements** for final copies are as follows: The writing should contain at least 200 words. Write the number of words in your composition close to your name (e.g. Nombre, Número de palabras = 218). Formatting requirements for final copies are typed, 1-inch margins, 12 pt. Times New Roman font, double-spaced, written number of words by name. Points will be deducted if requirements are not met and a grade will be assigned in the final composition.

***Find the writing rubric at the end of the syllabus: print and bring a copy the day assign in the calendar.***

**Exams:** The exams will take place in the assigned laboratory during class hours on the day indicated in the class calendar. It is your responsibility to make sure you know where the lab is and arrive on time. If you are late, you will only have the remaining class time. If you do not show up, you will receive a 0.

Exam 1 (Chapters 1)- Exam 2 (Chapters 2)- Exam 3 (cumulative exam during finals exams week) Under no circumstances will any test be given early and there are **no make up test**. Please, note that the last exam will be given during **Finals Week**.

***Do not make plans to leave until the university's final exam schedule is posted.***

**Attendance & Participation:** You will actively contribute to class and group discussions both by asking and by answering questions; it also means that you will willingly engage in class activities and that you will **always use Spanish**. All students are expected to attend every day and arrive on time. Absence from class will affect

your grade, as well tardiness, early departures, and regularly entering and leaving the room while class is in session.

Note: **attendance/participation** is calculated based on the number of times you were in class, in other words, every unexcused absence in class counts against your overall semester grade.

However, because inevitably you may need to miss class, you are allowed 3 absences without losing any points. If in addition to those 3 absences you have 9 unexcused absences (12 total), you will automatically FAIL this course.

In the case of a personal or family emergency, the student should contact the **Dean of Students Office** that will inform the class instructor of the reason for the absence. The instructor will consider whether the absence can be excused. However, excusing absences remains the prerogative of the instructor and the program director: **no absences are excused automatically.** Student-athletes, band members, and other affiliates of similar university organizations might miss class to attend official events. In that case students must, at the beginning of the semester, give their instructors a letter from their supervisor or department indicating the days they will be absent from class during the semester.

**Please keep in mind that if you miss class, participation points cannot be made-up.**

**NOTE:** 12 or more absences means an automatic FAIL this course—no matter the reasons for the absences.

During the semester there will be several dates of Spanish movie nights. You can get one participation & attendance point for each movie you watch. In order to get them, you must watch the movie, complete, and return the worksheet to your instructor. You can get up to 4 participation/attendance points for the movies shown during the semester.

### Grading Scale

98-100	A+	88-89	B+	78-79	C+	68-69	D+
93-97	A	83-87	B	73-77	C	63-67	D
90-92	A-	80-82	B-	70-72	C-	60-62	D-
59 and below = F							

\*Normal rounding procedures will be applied (e.g., 97.5 rounds to 98; 97.4 rounds to 97).

A minimum grade of a D- is required to take SPAN 102.

For Pass/No Pass, a C- is the minimum passing grade.

### Grading Distribution

Assignment	% of grade	Purpose
<b>VHL Homework and Pronunciation</b>	30% (including 10% for pronunciation practice)	Vocabulary/grammar learning; Listening/speaking/reading/writing practice in Spanish
<b>3 Exams</b> (8% each)	24%	Assessment of Spanish learned (Vocabulary, Grammar, and Culture assessment using listening, reading, and writing skills in Spanish)
<b>2 Trabajos en grupo</b> (2 of 3 - drop lowest one: 9% each)	18%	Collaborative tasks to practice listening/speaking/reading/writing in Spanish
<b>2 Escritura</b> (9% each)	18%	Listening and speaking in Spanish, Presentational/ Learning about the culture through videos, reading and processing the information to present to the class
<b>2 Participation &amp; Attendance</b> (5% each)	10%	Collaborative learning to practice the language in a supportive environment through: listening/speaking/reading/writing
<b>TOTAL</b>	<b>100%</b>	

## ***Academic Guidance in the Event a Student is Quarantined/Isolated***

In the current time of Covid-19 pandemic, if you become quarantined or isolated at any point in time during the semester, in addition to support from the Protect Purdue Health Center, you will also have access to an Academic Case Manager who can provide you academic support during this time. Your Academic Case Manager can be reached at [acmq@purdue.edu](mailto:acmq@purdue.edu) and will provide you with general guidelines/resources around communicating with your instructors, be available for academic support, and offer suggestions for how to be successful when learning remotely. Importantly, if you find yourself too sick to progress in the course, notify your academic case manager and notify me via email or Brightspace. We will make arrangements based on your particular situation. The Office of the Dean of Students ([odos@purdue.edu](mailto:odos@purdue.edu)) is also available to support you should this situation occur.

## ***Course Policies***

### **Make-ups**

No make-ups of exams or assignments will be allowed, except in the case of a verifiable serious illness, the grief policy, or participation in a Purdue University sponsored event. More information here:

<https://www.purdue.edu/advocacy/students/absences.html>

*No incompletes will be given in this course.*

### **Academic Honesty**

According to Purdue University regulations: "Dishonesty in connection with any university activity constitutes misconduct for which students may be subject to administrative action or disciplinary penalties. Cheating, plagiarism, or knowingly furnishing false information to the university are examples of dishonesty." In the case of a language class, dishonesty includes using online translation software to write essays; getting help from others on homework; copying and pasting from websites (in Spanish or in English and then translated into Spanish) without proper citation in papers; etc. So, with that in mind, students have come up with the following pledge that all students are expected to follow:

***"As a Boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do. Accountable together—We are Purdue."***

### **Use of Google translator or any other type of translator**

You may use an online dictionary (e.g. [wordreference.com](http://wordreference.com)) when completing assignments, but you may not use an online translator that translates whole sentences (e.g. Google Translate). Using an online translator is considered cheating and violates the policy on academic honesty. *If the instructor determines that you have used an online translator, you will receive a zero for the assignment (including oral assignments).*

### **Changing Levels**

If you feel that you have been placed in the wrong level, **it is your responsibility to contact your instructor as soon as possible**. Before requesting a level change, keep in mind the following points that your instructor or coordinator will verify: The grade of your placement exam (in case you took it); that the last Spanish class you took was more than three years ago (this information is on your transcript).

### **Phones and Other Electronic Devices**

The use of phones or other electronic devices is strictly limited to instructional purposes. Any student seen using an electronic device for other purposes is prohibited and may receive a zero for participation.

### **Campus emergency and University Policies**

In the event of a major campus emergency, course requirements, deadlines, and grading percentages will be



subject to changes that may be necessitated by a revised semester calendar or other circumstances. If and when this occurs, your instructor will tell you how to proceed with your class. For more on emergency, go to Emergency Procedures Guide (EPO) at [www.purdue.edu/chps/emergency\\_preparedness/flipchart/](http://www.purdue.edu/chps/emergency_preparedness/flipchart/) The SLC Emergency Plan is located at <https://www.cla.purdue.edu/slc/documents/SC-BEP.pdf>

### **Nondiscrimination Policy**

Purdue University is committed to fostering diversity and inclusion and welcomes individuals of all ages, religions, sex, sexual orientations, races, nationalities, languages, military experience, disabilities, family statuses, gender identities and expressions, political views, and socioeconomic statuses. Please, respect the different experiences, beliefs, and values expressed by everyone in this course. Behaviors that threaten, harass, discriminate, or that are disrespectful of others will not be tolerated. Inappropriate behaviors will be addressed with disciplinary action, which may include being referred to the Office of the Dean of Students. Please, visit Purdue's Nondiscrimination policy for more information:

[https://www.purdue.edu/purdue/ea\\_eou\\_statement.php](https://www.purdue.edu/purdue/ea_eou_statement.php)

### **Students with special needs**

If you have special needs related to a disability, please, speak with your instructor privately in order to discuss your needs! You must be registered with the Disability Resource Center and deliver a copy of your Accommodation Letter to your instructor *before* accommodations can be made. If you need to register with the [Disability Resource Center](#), please, visit YONG 830 or call 765-494-1247 to schedule an appointment.

**CAPS Information!** Purdue University is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. Such individuals should contact Counseling and Psychological Services (CAPS) at (765)494-6995 and <https://www.purdue.edu/caps/> during and after hours, on weekends and holidays, or through its counselors physically located in the Purdue University Student Health Center (PUSH) during business hours.

**Course Concerns, Questions, or Suggestions:** First contact your instructor explaining the concerns or issues you are experiencing. Your instructors are available to help and listen to you and they know your needs better than anyone. If for any reason you are unable to speak with your instructor regarding a specific issue, please contact the Program Director: Lourdes Barranco Cortés [lbarranc@purdue.edu](mailto:lbarranc@purdue.edu). In this case, please clearly indicate in which class and section you are enrolled.

**Calendar SPAN 202**

<b>Monday</b>	<b>Wednesday</b>	<b>Friday</b>
<b>Semana 1 (August 23-27)</b>		
<b>Before the first day of class: Read the Syllabus carefully before the class.</b> Introduce yourself to the class. Introduction and Syllabus	Review basic structures for conversational Spanish.	<b>Lección 5:</b> Perspectivas profesionales Práctica y Preparación del documental <b>VHL Due the night before</b>
<b>Semana 2 (August 30-September 3)</b>		
En casa: Ver documental En clase: Análisis del documental <b>VHL Due the night before</b> <b>First VHL Due on Sunday by 11:59</b>	En casa: El futuro En clase: Práctica y comunicación <b>VHL Due the night before</b>	En casa: El condicional En clase: Práctica <b>VHL Due the night before</b>
<b>Semana 3 (September 6-10)</b>		
<b>Labor Day (no class)</b>	En casa: El condicional En clase: comunicación <b>VHL Due the night before</b>	En casa: Pronombres relativos En clase: Práctica y comunicación <b>VHL Due the night before</b>
<b>Semana 4 (September 13-17)</b>		
En casa: Leer artículo "El balance entre la vida laboral y la vida personal en Colombia" y hacer preparación 1 En clase: Preparación y Análisis del artículo <b>VHL Due the night before</b>	En casa: Manual de gramática <i>Qué vs. Cuál</i> (pag. 420) En clase: Práctica <b>VHL Due the night before</b>	En casa: Leer Enfoque: <i>Colombia y Venezuela</i> En clase: Perspectiva y Escuchar <b>VHL Due the night before</b>
<b>Semana 5 (September 20-24)</b>		
En casa: Manual de gramática <i>The neutral lo</i> (pag. 422) En clase: Práctica <b>VHL Due the night before</b>	En casa: <b>Escribir 1:</b> Carta de solicitud de empleo puntos 1 y 2 (pag. 208) En clase: Escribir tu carta <b>Bring your notes and a printed copy of the Rubric at the end of the Syllabus</b>	<b>Review for the exam</b> <b>VHL Due the night before</b> <b>Trabajo en grupo 1 Due today:</b> upload the document to Brightspace (instructions How to)
<b>Semana 6 (September 27- October 1)</b>		
<b>Exam 1: Chapters 5 (Computer Lab: SC G73)</b>	<b>Lección 6:</b> En comunidad Práctica y Preparación del documental <b>VHL Due the night before</b>	En casa: Ver documental En clase: Análisis del documental <b>VHL Due the night before</b>
<b>Semana 7 (October 4-8)</b>		
En casa: El subjuntivo en cláusulas adverbiales En clase: Práctica <b>VHL Due the night before</b> <b>Entregar Escribir 1 final draft</b>	En casa: El subjuntivo en cláusulas adverbiales En clase: Comunicación <b>VHL Due the night before</b>	En casa: Comparativos y Superlativos En clase: Práctica <b>VHL Due the night before</b>
<b>Semana 8 (October 11-15)</b>		
<b>Fall Break (no class)</b>	En casa: Comparativos y Superlativos En clase: Comunicación <b>VHL Due the night before</b>	En casa: Leer Enfoque: <i>Nicaragua, Costa Rica y Panamá</i> En clase: Perspectiva y Escuchar <b>VHL Due the night before</b>
<b>Semana 9 (October 18-22)</b>		
En casa: Manual de gramática <i>Adverbs</i> (pag. 424) En clase: Práctica <b>VHL Due the night before</b> Participación y asistencia 1 (for instructors only)	En casa: Leer artículo "¿Cómo vive un país sin ejército?" y hacer preparación 1 En clase: Preparación y Análisis del artículo <b>VHL Due the night before</b>	<b>Review for the exam</b> <b>VHL Due the night before</b>
<b>Semana 10 (October 25-29)</b>		
<b>Exam 2: Chapters 6 (Computer Lab: SC 189)</b>	<b>Lección 7:</b> Tesoros visuales: Práctica Práctica y Preparación del documental <b>VHL Due the night before</b>	En casa: Ver documental En clase: Análisis del documental <b>VHL Due the night before</b>
<b>Semana 11 (November 1-5)</b>		
En casa: El uso de Se En clase: Práctica <b>VHL Due the night before</b>	En casa: El uso de Se En clase: Comunicación <b>VHL Due the night before</b>	En casa: Leer Enfoque: <i>España</i> En clase: Perspectiva y Escuchar <b>VHL Due the night before</b> <b>Trabajo en grupo 2 Due today</b>
<b>Semana 12 (November 8-12)</b>		
En casa: Manual de gramática <i>Past participle use as adjective</i> (pag. 428) En clase: Práctica <b>VHL Due the night before</b>	En casa: Leer artículo "Barcelona la ciudad modernista" y hacer preparación 1 En clase: Preparación y Análisis del artículo <b>VHL Due the night before</b>	En casa: Manual de gramática <i>Time expresión with hacer</i> (pag. 430) En clase: Práctica <b>VHL Due the night before</b>



Semana 13 (November 15-19)		
Lección 8: En escena: Práctica Práctica y Preparación del documental VHL Due the <i>night before</i>	En casa: Ver documental En clase: Análisis del documental VHL Due the <i>night before</i>	En casa: <b>Escribir 2:</b> Análisis de un espectáculo puntos 1 y 2 (pag. 324) En clase: Escribir tu narración <b>Bring your notes and a printed copy of the Rubric at the end of the Syllabus</b>
Semana 14 (November 22-26)		
En casa: El uso del infinitivo En clase: Práctica VHL Due the <i>night before</i>	<i>Thanksgiving Vacation (no class)</i>	<i>Thanksgiving Vacation (no class)</i>
Semana 15 (November 29 - December 3)		
En casa: Leer Enfoque: <i>Paraguay y Uruguay</i> En clase: Perspectiva y Escuchar VHL Due the <i>night before</i>	En casa: Manual de gramática Transsitional expressions (pag. 436) En clase: Práctica VHL Due the <i>night before</i>	En casa: Leer artículo “ <i>Las artes escénicas toman Uruguay</i> ” y hacer preparación 1 En clase: Preparación y Análisis del artículo VHL Due the <i>night before</i> <b>Entregar Escribir 2 final draft</b> <b>Trabajo en grupo 3 Due today</b>
Semana 16 (December 6-10)		
En casa: Expresiones afirmativas y negativas (pag. 379) En clase: Práctica VHL Due the <i>night before</i>	En casa: Expresiones afirmativas y negativas (pag. 379) En clase: Comunicación VHL Due the <i>night before</i>	<b>Review for the exam</b> VHL Due the <i>night before</i> Participación y asistencia 2 ( <i>for instructors only</i> )







**Exam 3 is a cumulative exam**  
**and will be given at the scheduled Final Exam time during the week of December 13-18.**  
**Bring your headphones.**

### SECRETS TO YOUR SUCCESS IN THIS ONLINE COURSE

- \*Schedule 6 hours (literally put them on your calendar) per week, complete your homework, and study.
- \*Find a place to do your study that is conducive to focused, meaningful study. In other words, pick a location that will allow you to make the most of your study time.
- \*Ask for help as soon as you think you need it. Don't wait! (Instructors will respond emails within 24 hours M-F.)
- \*Get in the habit of studying your Spanish almost every day. Even though you can work ahead on many assignments, you will learn best if you do practice every day.
- \*Use active study strategies whenever possible, such as writing things out, saying them as you write them, quizzing yourself, practicing your Spanish in context, etc. Contact your instructor for more active study tips!
- \*Find something you enjoy about Spanish! You are less likely to suffer "burn-out" if you find some way to have fun with your Spanish. Watch movies or listen to music in Spanish! Talk with others who know Spanish! Teach some Spanish to a sibling, a parent, a child or a friend! Have practice conversations in Spanish with your classmates! Think about how speaking Spanish could help you in your life for personal or professional purposes.

# VHL Technical Support Resources for Students



-  From within any activity, go to the upper right hand corner and locate the **Help** link and select "**Chat with an agent**" from the drop down menu.
-  Go to: <https://vistahigherlearning.com/contact/faq/>
-  **Want to write to Tech Support?** Go to: <https://support.vhlcentral.com/hc/en-us/requests/new>
-  **How to videos:** <https://www.vhlcentral.com/screencasts/student?source=m3>
-  **Support Center:** LOGIN to VhlCentral required. Go to: <https://support.vhlcentral.com/hc/en-us/categories/201891218-Student>, or access the support center from within your language program (Book) on the upper right hand corner in the **Help** section and from the drop menu select **Main help page option**. You can browse articles as a Student.
-  **Call: (800) 248-2813** for Tech Support assistance or **800.269.6311** for Customer Service (for questions related to package purchases only).

TECHNICAL SUPPORT		
Hours of Operation (Easter Time)		
	TS Phone	TS Chat
<b>Mon-Thur</b>	8am - 9pm	8am - 12 midnight
<b>Fri</b>	8am - 9pm	8am - 10pm
<b>Sun</b>	11:30am - 9pm	11:30am - 11pm
<b>Sat (Rush)</b>	11:30am - 8pm	11:30am - 8pm

CUSTOMER SERVICE		
Hours of Operation (Easter Time)		
	TS Phone	TS Chat
<b>Mon-Thur</b>	9am - 9pm	8am - 12 midnight
<b>Fri</b>	9am - 9pm	9am - 10pm
<b>Sun</b>	11:30am - 9pm	11:30am - 11pm
<b>Sat (Rush)</b>	11:30am - 8pm	11:30am - 8pm

# EMERGENCY PREPAREDNESS LECTURE

As we begin this semester, I want to discuss emergency preparedness. Purdue University is a very safe campus and there is a low probability that a serious incident will occur here at Purdue. However, just as we receive a “safety briefing” each time we get on an aircraft, we want to emphasize our emergency procedures for evacuation and shelter in place incidents. Our preparedness will be critical IF an unexpected event occurs. Emergency preparedness is your personal responsibility. Purdue University is actively preparing for natural disasters or human-caused incidents with the ultimate goal of maintaining a safe and secure campus. Let’s review the following procedures:

- For any emergency call 911.
- There are nearly 300 Emergency Telephone Systems throughout campus that connect directly to the Purdue Police Department (PUPD). If you feel threatened or need help, push the button and you will be connected to the PUPD.
- If we hear a fire alarm, we will immediately evacuate the building and gather on the Memorial Mall, south of the main doors, and try to account for anyone who might be missing.
  - Do not use the elevator.
  - Our full plan is at <http://www.cla.purdue.edu/slc/main/documents/SC-BEP.pdf>.
- If we are notified of a Shelter in Place requirement for a tornado warning, we will move to the ground floor hallway away from the stairwells and the glass doors near the candy machines.
- If we are notified of a Shelter in Place requirement for a hazardous materials release, we will shelter in our classroom shutting any open doors and windows.
- If we are notified of a Shelter in Place requirement for a civil disturbance such as a shooting, we will lock the door and dim the lights. If we are in a computer lab that doesn’t lock, we will barricade the door with available furniture or, if time permits, consider moving to a classroom or office that does lock.

## EMERGENCY PREPAREDNESS PROCEDURES

EMERGENCY NOTIFICATION PROCEDURES are based on a simple concept – if you hear a fire alarm inside, proceed outside. If you hear a siren outside, proceed inside.

- Indoor Fire Alarms mean to stop class or research and immediately evacuate the building. Proceed to your Emergency Assembly Area away from building doors. Remain outside until police, fire, or other emergency response personnel provide additional guidance, or tell you it is safe to leave.
- All Hazards Outdoor Emergency Warning Sirens mean to immediately seek shelter (in place.) “Shelter in place” means seeking immediate shelter inside a building or University residence during a tornado, a civil disturbance including a shooting, or release of hazardous materials in the outside air. Remain in place until police, fire, or other emergency response personnel provide additional guidance or tell you it is safe to leave.

### MORE INFORMATION

[https://www.purdue.edu/ehps/emergency\\_preparedness/](https://www.purdue.edu/ehps/emergency_preparedness/)  
[https://www.purdue.edu/ehps/emergency\\_preparedness/warning-system.html](https://www.purdue.edu/ehps/emergency_preparedness/warning-system.html)

## WRITING RUBRIC

**Print this document and staple it to your typed essay.**

Students are expected to write a well-organized essay in which they support their opinion about the value of having an imagination.

Think about these aspects when you are writing your essay:

1. I use complete/complex sentences according to the class level.
2. I can defend my opinion with appropriate arguments.
3. I use appropriate vocabulary.
4. My essay is well organized and has an effective thesis statement.
5. I use appropriate verb constructions and tenses.

I use conventions (spelling, accents, agreement, and punctuation) correctly

**NAME:** \_\_\_\_\_

<b>TOTAL: / 50</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Language and Vocabulary Usage</b>  <b>Draft: /5</b> <b>Final: /5</b>	I incorporate new vocabulary fluidly and naturally. I include expressions covered in past chapters and use a wide variety of level appropriate words.	I incorporate new vocabulary, although it may not flow naturally. I try to include expressions and use a variety of level appropriate words.	I incorporate new vocabulary but may make some mistakes and my text does not always flow naturally. I do not include idiomatic expressions and although my choices are level appropriate, there isn't much variety.	I do not include new vocabulary or idiomatic expressions and/or my vocabulary choices are not always level appropriate and lack variety.	<b>No evidence</b>
<b>Comprehensibility</b> <b>Draft: /5</b> <b>Final: /5</b>	The reader understands <u>all</u> of what I am trying to communicate.	The reader understands <u>most</u> of what I am trying to communicate.	The reader understands <u>some</u> of what I am trying to communicate.	The reader understands <u>very little</u> that I am trying to communicate.	<b>No evidence</b>
<b>Organization</b>  <b>Draft: /5</b> <b>Final: /5</b>	The presentation makes sense and is well organized; the thesis is effective and defensible. The conclusion is an effective summary of the thesis statement. Supporting details are specific and effective.	The presentation generally makes sense and is mostly organized; the thesis and conclusion are included, but not necessarily effective. Supporting details are included.	The presentation is somewhat confusing and lacks some organization; thesis and conclusion may be missing or ineffective. Supporting details may be missing or ineffective.	The presentation is really confusing and lacks any organization. Key elements of thesis, conclusion and supporting details may be missing.	<b>No evidence</b>
<b>Accuracy-Grammatical structures (i.e., conjugation, use of prepositions)</b> <b>Draft: /5</b> <b>Final: /5</b>	I have control of level appropriate grammatical structures, but I may make one or two isolated errors which do not affect comprehension.	I show evidence of control however I may make some errors; however, they do not affect comprehension.	I show evidence of control; however, I make many errors in a variety of structures, and they may affect comprehension.	I show minimal evidence of control and I make frequent errors, which affect comprehension.	<b>No evidence</b>
<b>Accuracy – Conventions:</b> 1. Accents, 2. Spelling, 3. Capitalization, 4. Punctuation <b>Draft: /5</b> <b>Final: /5</b>	I have control of the conventions but may make a few isolated errors.	I show evidence of control; however, I may make some errors.	I show evidence of control; however, I may make many errors in a variety of structures.	I show minimal evidence of control and make frequent errors.	<b>No evidence</b>

**Important:** If you don't add the printed rubric to the essay (both the draft and the final version), or if you don't follow the formatting requirements, a total of 5 points will be taken from the final grade.