



BALL STATE UNIVERSITY

Course Syllabus – Full Year 2023-2024

BSU SP 101: Beginning Spanish 1 (Academy: Accelerated Spanish 1)



BSU Credits	4 credit hours	College of Science and Humanities	Department of Modern Languages
Instructor	Jason Fetters	Office Location	B0027E
Email	jason.fetters@bsu.edu	Office Hours	MTWF 10-11; 1-2 Th virtual by appt.
Meeting Times	4:00-4:50 MTWF	Meeting Location	BU204
Prerequisite(s)	None		
Course Description	A course designed to develop elementary interpersonal, interpretive, and presentational communication skills in the Spanish language in cultural contexts. Taught in Spanish.		
Core Transfer Library Course	Spanish Level 1		
Textbook and/or Course Materials	<i>Tu mundo: español sin fronteras</i> . Third edition. Magdalena Andrade, et al. (McGraw Hill, 2023); <i>Workbook</i>		
Course Learning Outcomes	1) Memorize and utilize appropriate vocabulary to describe their lives and surroundings. 2) Recognize verbs and reproduce their various tenses and moods in appropriate, practical contexts. 3) Express opinions, obligations, recommendations, and needs. 4) Fulfill a variety of short practical written tasks that utilize correct Spanish language conventions. 4) Communicate orally with other Spanish speakers in basic but sustained conversation. 5) Read selected texts in Spanish and comprehend main ideas. 6) Recognize several cultural facts related to Spanish-speaking people around the world.		
Important Deadlines	<p>If you wish to drop your class(es), you must do so by the first Friday of the starting week of the official Ball State term.</p> <p>If for any reason you need to leave a class you registered for, you can withdraw. However, there are certain deadlines that need to be met in order to receive a refund for the withdrawn class or classes. Withdrawal deadlines are determined by the Registrar's office and are published each school semester.</p> <p>Dropping/Withdrawing from a class at your high school does not drop/withdraw you from your BSU Dual Credit class. You must email dualcredit@bsu.edu to request a drop or withdrawal from a course(s).</p>		

How BSU Grade will be Calculated	<p>Chapter Exams 200 (8 Chapters x 25 pts)</p> <p>Homework 200 (8 Chapters x 25 pts)</p> <p>Participation & Collaboration 200 (8 Chapters x 25 pts)</p> <p>Formal Oral Assessment 150 (6 Assessments x 25 pts)</p> <p>Compositions 150 (6 Compositions x 25 pts)</p> <p>Comprehensive Final Exams 100 (2 Exams [Terms 1 & 2] x 50 pts)</p> <p style="text-align: center;">Total 1000</p> <p>A 940-1000 (94-100%)</p> <p>A- 900-930 (90-93%)</p> <p>B+ 870-890 (87-89%)</p> <p>B 840-860 (84-86%)</p> <p>B- 800-830 (80-83%)</p> <p>C+ 770-790 (77-79%)</p> <p>C 740-760 (74-76%)</p> <p>C- 700-730 (70-73%)</p> <p>D+ 670-690 (67-69%)</p> <p>D 640-660 (64-66%)</p> <p>D- 600-630 (60-63%)</p> <p>F 590 or lower (59% or lower)</p>													
How High School Grade will be Calculated (if different from BSU)	N/A													
BSU Grading Scale	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">A: 94-100%</td> <td style="width: 50%;">C: 74-76%</td> </tr> <tr> <td>A-: 90-93%</td> <td>C-: 70-73%</td> </tr> <tr> <td>B+: 87-89%</td> <td>D+: 67-69%</td> </tr> <tr> <td>B: 84-86%</td> <td>D: 64-66%</td> </tr> <tr> <td>B-: 80-83%</td> <td>D-: 60-63%</td> </tr> <tr> <td>C+: 77-79%</td> <td>F: 59% or lower</td> </tr> </table>		A: 94-100%	C: 74-76%	A-: 90-93%	C-: 70-73%	B+: 87-89%	D+: 67-69%	B: 84-86%	D: 64-66%	B-: 80-83%	D-: 60-63%	C+: 77-79%	F: 59% or lower
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High School Grading Scale (if different from BSU)	<p>Grading Scale will be the same as Ball State's grading scale above.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Enter grading scale if different from BSU</td> <td style="width: 50%;">Enter grading scale if different from BSU</td> </tr> <tr> <td>Enter grading scale if different from BSU</td> <td>Enter grading scale if different from BSU</td> </tr> <tr> <td>Enter grading scale if different from BSU</td> <td>Enter grading scale if different from BSU</td> </tr> <tr> <td>Enter grading scale if different from BSU</td> <td>Enter grading scale if different from BSU</td> </tr> <tr> <td>Enter grading scale if different from BSU</td> <td>Enter grading scale if different from BSU</td> </tr> <tr> <td>Enter grading scale if different from BSU</td> <td>Enter grading scale if different from BSU</td> </tr> </table>		Enter grading scale if different from BSU	Enter grading scale if different from BSU	Enter grading scale if different from BSU	Enter grading scale if different from BSU	Enter grading scale if different from BSU	Enter grading scale if different from BSU	Enter grading scale if different from BSU	Enter grading scale if different from BSU	Enter grading scale if different from BSU	Enter grading scale if different from BSU	Enter grading scale if different from BSU	Enter grading scale if different from BSU
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Schedule of Assignments	Course Calendar – FALL 2023 (NOTE: Syllabus and calendar are subject to change)	
SEMANA 1	AGOSTO 14 LUNES	INTRODUCCIÓN AL CURSO <i>Antes de clase (Before class):</i> Download and read the syllabus carefully. <i>En clase (In class):</i> Spanish conversation (greeting one another, introductions, etc.); Syllabus review
	15 MARTES	CAPÍTULO INTRODUCTORIO: ¡BIENVENIDOS! <i>Antes de clase:</i> Revisar las primeras páginas del libro (<i>Review the first pages of the book</i>) (pp 2-7) <i>En clase:</i> pp 2-7
	16 MIÉRCOLES	<i>Antes de clase:</i> Revisar las primeras páginas del libro (pp 8-11) <i>En clase:</i> pp 8-11
	18 VIERNES	<i>Antes de clase:</i> Revisar las primeras páginas del libro (pp 12-13) <i>En clase:</i> pp 12-13
SEMANA 2	21 LUNES	CAPÍTULO 1: ¡A CONVERSAR! (ESTADOS UNIDOS) <i>Antes de clase:</i> Estudiar pp 34-36 (1.1 Subject Pronouns & the Verb ser); Complete Exercises A and B from Workbook* (pp 5-6) <i>En clase:</i> pp 14-19 <small>*Write all activities for class on a separate sheet of paper and bring to class. Activities must be complete before arriving to class or are considered late.</small>
	22 MARTES	<i>Antes de clase:</i> Estudiar pp 34-36 (1.1 Subject Pronouns & the Verb ser); Complete Exercises C and D from Workbook* (pp 6-7) <i>En clase:</i> pp 14-19 <small>*Write all activities for class on a separate sheet of paper and bring to class. Activities must be complete before arriving to class or are considered late.</small>
	23 MIÉRCOLES	<i>Antes de clase:</i> Estudiar pp 37-43 (1.2 Gender & Number of Nouns; 1.3 Adjective-Noun Agreement; 1.4 Negation) Complete Exercises 4, 6 and 8 from the Textbook* (pp 39-43) <i>Always check answers for textbook activities and correct errors with different color using answers in Appendix 1 of the textbook.</i> <i>En clase:</i> pp 20-23 <small>*Write all activities for class on a separate sheet of paper and bring to class. Activities must be complete before arriving to class or are considered late.</small>
	25 VIERNES	<i>Antes de clase:</i> Estudiar pp 37-43 (1.2 Gender & Number of Nouns; 1.3 Adjective-Noun Agreement; 1.4 Negation) Complete Exercises E and F from Workbook* (pp 8-9) <i>En clase:</i> pp 20-23 <small>*Write all activities for class on a separate sheet of paper and bring to class. Activities must be complete before arriving to class or are considered late. No further reminders will be given.</small>
SEMANA 3	28 LUNES	<i>Antes de clase:</i> Estudiar pp 37-43 (1.2 Gender & Number of Nouns; 1.3 Adjective-Noun Agreement; 1.4 Negation) Complete Exercises G and H from Workbook* (p 10) <i>En clase:</i> pp 24-28
	29 MARTES	<i>Antes de clase:</i> Estudiar pp 37-43 (1.2 Gender & Number of Nouns; 1.3 Adjective-Noun Agreement; 1.4 Negation) Complete Exercises G and H from Workbook* (p 11) <i>En clase:</i> pp 24-28
	30 MIÉRCOLES	<i>Antes de clase:</i> Investigar uno de estos temas sobre los hispanos en Estados Unidos y preséntalo* en clase (<i>choose one</i>): <i>la distribución de población de latinos en Indiana, la Placita Olvera, el Festival de la Calle Ocho, el Cinco de Mayo</i> <i>En clase:</i> pp 29-33 <small>*These informal "presentations" will take place in small groups over casual conversation about culture. The first few of these during the semester will be in English.</small>
	SEPTIEMBRE 01 VIERNES	<i>Antes de clase:</i> Complete ¡A leer! from Workbook (pp 25-27) Complete "Comprensión" Exercises from Workbook (p 25, p 27) <i>En clase:</i> pp 44-45
Continued...		

SEMANA 4	04 LUNES	EL DÍA DEL TRABAJO - NO HAY CLASE
	05 MARTES	EL DÍA DEL TRABAJO - NO HAY CLASE
	06 MIÉRCOLES	REPASO: CAPÍTULO INTRODUCTORIO y CAPÍTULO 1
	08 VIERNES	EVALUACIÓN ORAL 1 <i>(Arrive at the instructor's office at assigned time. Topics are provided in Canvas. See syllabus for grading rubric.)</i>
SEMANA 5	11 LUNES	EVALUACIÓN ORAL 1 <i>(Arrive at the instructor's office at assigned time. Topics are provided in Canvas. See syllabus for grading rubric.)</i>
	12 MARTES	EXAMEN 1: CAPÍTULO INTRODUCTORIO y CAPÍTULO 1 <i>Antes de clase:</i> Estudiar "Exam Instructions Study Guide" en Canvas
	13 MIÉRCOLES	CAPÍTULO 2: AMIGOS y COMPAÑEROS (PARAGUAY) <i>Antes de clase:</i> Estudiar p 66 (2.1 Expressing Location: The Verb <i>estar</i>); Completar Ejercicio 1 del LIBRO (Textbook) (p 6) <i>En clase:</i> pp 46-50
	15 VIERNES	<i>Antes de clase:</i> Estudiar p 66 (2.1 Expressing Location: The Verb <i>estar</i>); Completar Ejercicios A, B y C del CUADERNO (Workbook) (pp 29-30) <i>En clase:</i> pp 46-50
SEMANA 6	18 LUNES	<i>Antes de clase:</i> Estudiar pp 67-68 (2.2 Expressing Age: The Verb <i>tener</i>); Completar Ejercicios D y E del CUADERNO (pp 30-31) <i>En clase:</i> pp 51-54
	19 MARTES	<i>Antes de clase:</i> Estudiar pp 68-71 (2.3 Using <i>gustar</i> to Express Likes & Dislikes); Completar Ejercicios 4 y 5 del LIBRO (pp 70-71) <i>En clase:</i> pp 55-57
	20 MIÉRCOLES	<i>Antes de clase:</i> Estudiar pp 68-71 (2.3 Using <i>gustar</i> to Express Likes & Dislikes); Completar Ejercicios F y G del CUADERNO (pp 31-33) <i>En clase:</i> pp 55-57
	22 VIERNES	<i>Antes de clase:</i> Estudiar p 72 (2.4 Origin: <i>ser de</i>); Completar Ejercicio 6 del LIBRO (p 72) <i>En clase:</i> 58-60
SEMANA 7	25 LUNES	<i>Antes de clase:</i> Estudiar p 72 (2.4 Origin: <i>ser de</i>); Completar Ejercicios H y I del CUADERNO (pp 33-34) <i>En clase:</i> 58-60
	26 MARTES	<i>Antes de clase:</i> Investigar uno de estos temas sobre Paraguay y preséntalo en inglés en clase (<i>choose one</i>): <i>el Gran Chaco, la Santísima Trinidad del Paraná, los guaraníes, la represa de Itaipú</i> <i>En clase:</i> pp 61-65 <small>*These informal "presentations" will take place in small groups over casual conversation about culture. The first few of these during the semester will be in English.</small>
	27 MIÉRCOLES	<i>Antes de clase:</i> Completar ¡A leer! del CUADERNO (pp 44-45) Completare Ejercicios de Comprensión del CUADERNO (p 44, p 45) <i>En clase:</i> pp 73-75
	29 VIERNES	REPASO: CAPÍTULO 2
Continued...		

SEMANA 8	OCTUBRE 02 LUNES	COMPOSICIÓN 1: EN CLASE
	03 MARTES	EXAMEN 2: CAPÍTULO 2 <i>Antes de clase:</i> Estudiar “Exam Instructions Study Guide” en Canvas
	04 MIÉRCOLES	TALLER DE ESCRITURA 1 <i>(Students receive composition rough drafts, complete peer editing, and write final drafts.)</i>
	06 VIERNES	CAPÍTULO 3: LAS ACTIVIDADES EN FAMILIA (ARGENTINA y URUGUAY) <i>Antes de clase:</i> Estudiar pp 98-100 (3.1 Possession); Completar Ejercicios 1, 2, 3 y 4 del LIBRO (pp 99-100) <i>En clase:</i> pp 76-80
SEMANA 9	09 LUNES	LAS VACACIONES DE OTOÑO - NO HAY CLASE
	10 MARTES	LAS VACACIONES DE OTOÑO - NO HAY CLASE
	11 MIÉRCOLES	<i>Antes de clase:</i> Estudiar pp 98-100 (3.1 Possession); Completar Ejercicios A y B del CUADERNO (p 47-48) <i>En clase:</i> pp 76-80
	13 VIERNES	<i>Antes de clase:</i> Estudiar pp 101-103 (3.2 Telling Time: ¿Qué hora es? ¿A qué hora?); Completar Ejercicios 5, 6 y 7 del LIBRO (pp 102-103) <i>En clase:</i> pp 81-84
SEMANA 10	16 LUNES	<i>Antes de clase:</i> Estudiar pp 101-103 (3.2 Telling Time: ¿Qué hora es? ¿A qué hora?); Completar Ejercicios C y D del CUADERNO (pp 49-51) <i>En clase:</i> pp 81-84
	17 MARTES	<i>Antes de clase:</i> Estudiar pp 103-108 (3.3 Present Tense of Regular -ar, -er, & -ir Verbs; 3.4 Demonstratives); Completar Ejercicios 8, 9, 10 y 11 del LIBRO (pp 105-107) <i>En clase:</i> pp 85-89
	18 MIÉRCOLES	<i>Antes de clase:</i> Estudiar pp 103-108 (3.3 Present Tense of Regular -ar, -er, & -ir Verbs; 3.4 Demonstratives); Completar Ejercicios E y F del CUADERNO (pp 51-52) <i>En clase:</i> pp 85-89
	20 VIERNES	<i>Antes de clase:</i> Estudiar pp 90-91; Completar Ejercicios G y H del CUADERNO (pp 53-54) <i>En clase:</i> pp 90-91
SEMANA 11	23 LUNES	<i>Antes de clase:</i> Investigar uno de los temas sobre Argentina y Uruguay y preséntalo en inglés en clase: <i>el mate, los gauchos, los choripanes, la parrillada argentina, el Barrio Reus de Montevideo, las Cataratas del Iguazú</i> <i>En clase:</i> pp 93-97
	24 MARTES	<i>Antes de clase:</i> Completar ¡A leer! del CUADERNO (pp 66-67) Completar Ejercicios de Comprensión del CUADERNO (p 66, p 67) <i>En clase:</i> pp 109-111
	25 MIÉRCOLES	<i>Antes de clase:</i> Estudiar pp 109-111 (Vocabulario); <i>En clase:</i> pp 109-111
	27 VIERNES	REPASO: CAPÍTULO 3
SEMANA 12	30 LUNES	COMPOSICIÓN 2: EN CLASE <i>(Writing topic will be revealed in class. Bring paper and pen/pencil. Grading rubric is provided in Canvas.)</i>
	31 MARTES	EXAMEN 3: CAPÍTULO 3 <i>Antes de clase:</i> Estudiar “Exam Instructions Study Guide” en Canvas
	NOVIEMBRE 01 MIÉRCOLES	TALLER DE ESCRITURA 2 <i>(Students receive composition rough drafts, complete peer editing, and write final drafts.)</i>
	03 VIERNES	EVALUACIÓN ORAL 2 <i>(Arrive at the instructor’s office at assigned time. Topics are provided in Canvas. See syllabus for grading rubric.)</i>

SEMANA 13	06 LUNES	EVALUACIÓN ORAL 2 <i>(Arrive at the instructor's office at assigned time. Topics are provided in Canvas. See syllabus for grading rubric.)</i>
	07 MARTES	CAPÍTULO 4: LA RUTINA Y LOS PLANES (ECUADOR) <i>Antes de clase:</i> Estudiar pp 134-140 (4.1 Present Tense of Reflexive Verbs; 4.2 Question formation) Completar Ejercicios 1, 2 y 3 del LIBRO (pp 136-137) <i>En clase:</i> pp 112-118
	08 MIÉRCOLES	<i>Antes de clase:</i> Estudiar pp 134-140 (4.1 Present Tense of Reflexive Verbs; 4.2 Question formation) Completar Ejercicios A y B del CUADERNO (pp 69-71) <i>En clase:</i> pp 112-118
	10 VIERNES	<i>Antes de clase:</i> Estudiar pp 138-140 (4.2 Question Formation); Completar Ejercicios 4, 5 y 6 del LIBRO (p 140) <i>En clase:</i> pp 119-121
SEMANA 14	13 LUNES	<i>Antes de clase:</i> Estudiar pp 138-140 (4.2 Question Formation); Completar Ejercicios C y D del CUADERNO (pp 72-73) <i>En clase:</i> pp 119-121
	14 MARTES	<i>Antes de clase:</i> Estudiar pp 141-142 (4.3 The Verbs <i>preferir</i> and <i>querer</i> + inf.); Completar Ejercicios 7 y 8 del LIBRO (pp 141-142) <i>En clase:</i> pp 122-125
	15 MIÉRCOLES	<i>Antes de clase:</i> Estudiar pp 141-142 (4.3 The Verbs <i>preferir</i> and <i>querer</i> + inf.); Completar Ejercicios E y F del CUADERNO (pp 74-75) <i>En clase:</i> pp 122-125
	17 VIERNES	<i>Antes de clase:</i> Estudiar pp 142-145 (4.4 Making Plans); Completar Ejercicios G y H del CUADERNO (pp 76-78) <i>En clase:</i> pp 126-128
SEMANA 15 – PAUSA PARA LA ACCIÓN DE GRACIAS (NO HAY CLASES)		
SEMANA 16	27 LUNES	<i>Antes de clase:</i> Investigar un tema sobre Ecuador y preséntalo en clase en español (choose one): <i>los volcanes de Ecuador, la ciudad Mitad del Mundo, las islas Galápagos, el TelefériQo, los grupos indígenas de Ecuador, el mercado de Otavalo</i> <i>En clase:</i> pp 129-133
	28 MARTES	<i>Antes de clase:</i> Completar ¡A leer! del CUADERNO (pp 90-91) Completare Ejercicios de Comprensión del CUADERNO (p 90, p 91) <i>En clase:</i> pp 146-147
	29 MIÉRCOLES	REPASO: CAPÍTULO 4
	DICIEMBRE 01 VIERNES	COMPOSICIÓN 3: EN CLASE <i>(Writing topic will be revealed in class. Bring paper and pen/pencil. Grading rubric is provided in Canvas.)</i>
SEMANA 17	04 LUNES	EXAMEN 4: CAPÍTULO 4 <i>Antes de clase:</i> Estudiar “Exam Instructions Study Guide” en Canvas
	05 MARTES	TALLER DE ESCRITURA 3 <i>(Students receive composition rough drafts, complete peer editing, and write final drafts.)</i>
	06 MIÉRCOLES	EVALUACIÓN ORAL 3 <i>(Arrive at the instructor's office at assigned time. Topics are provided in Canvas. See syllabus for grading rubric.)</i>
	08 VIERNES	EVALUACIÓN ORAL 3 <i>(Arrive at the instructor's office at assigned time. Topics are provided in Canvas. See syllabus for grading rubric.)</i>
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SEMANA 18	11 LUNES	REPASO: EXAMEN FINAL
	12 MARTES	REPASO: EXAMEN FINAL
	13 MIÉRCOLES	REPASO: EXAMEN FINAL
<p>FINAL EXAMS – DECEMBER 15-20</p> <p><i>SPRING 2024 CALENDAR BEGINS BELOW</i></p> <p>Course Calendar – SPRING 2024</p> <p><i>NOTE: Syllabus and calendar are subject to change</i></p>		
SEMANA 1	01 LUNES	LAS VACACIONES DE INVIERNO – NO HAY CLASES
	02 MARTES	LAS VACACIONES DE INVIERNO – NO HAY CLASES
	03 MIÉRCOLES	LAS VACACIONES DE INVIERNO – NO HAY CLASES
	05 VIERNES	<p>CAPÍTULO 5: LAS CELEBRACIONES y LAS COMIDAS (EL SALVADOR, NICARAGUA y HONDURAS)</p> <p><i>Antes de clase:</i> Estudiar pp 168-171; 175-177 (5.1 Verbs with Stem Vowel Changes; 5.4 Review of Present Tense)</p> <p>Completar Ejercicios 1,2, 8 y 9 del LIBRO (pp 170-171, 175)</p> <p><i>En clase:</i> pp 148-152</p>
SEMANA 2	08 LUNES	<p><i>Antes de clase:</i> Estudiar pp 168-171; 175-177 (5.1 Verbs with Stem Vowel Changes; 5.4 Review of Present Tense)</p> <p>Completar Ejercicios A y B del CUADERNO (pp 93-94)</p> <p><i>En clase:</i> pp 148-152</p>
	09 MARTES	<p><i>Antes de clase:</i> Estudiar pp 172-173 (5.2 Impersonal D.O. Pronouns);</p> <p>Completar Ejercicios 4 y 5 del LIBRO (pp 172-173)</p> <p><i>En clase:</i> pp 153-155</p>
	10 MIÉRCOLES	<p><i>Antes de clase:</i> Estudiar pp 172-173 (5.2 Impersonal D.O. Pronouns);</p> <p>Completar Ejercicios C y D del CUADERNO (pp 95-96)</p> <p><i>En clase:</i> pp 153-155</p>
	12 VIERNES	<p><i>Antes de clase:</i> Estudiar pp 173-174 (5.3 Using <i>estar</i> & <i>tener</i> to Describe States);</p> <p>Completar Ejercicios E y F del CUADERNO (pp 97-98)</p> <p><i>En clase:</i> pp 156-159</p>
SEMANA 3	15 LUNES	EL DÍA DE MARTIN LUTHER KING, JR. – NO HAY CLASES
	16 MARTES	<p><i>Antes de clase:</i> Estudiar pp 175-177 (5.4 Review of Present Tense);</p> <p>Completar Ejercicios 10, 11 y 12 del LIBRO (pp 176-177)</p> <p><i>En clase:</i> pp 160-162</p>
	17 MIÉRCOLES	<p><i>Antes de clase:</i> Investigar un tema sobre El Salvador, Honduras o Nicaragua y preséntalo en español en clase: <i>el Día del Niño de El Salvador, las pupusas, el Carnaval de La Ceiba de Honduras, el Festival Internacional de Poesía de Nicaragua, el lago Nicaragua, Copán</i></p> <p><i>En clase:</i> pp 163-167</p>
	19 VIERNES	<p><i>Antes de clase:</i> Completar ¡A leer! del CUADERNO (pp 112-113)</p> <p>Completare Ejercicios de Comprensión del CUADERNO (p 112, p 113)</p> <p><i>En clase:</i> pp 178-179</p>
Continued...		

SEMANA 4	22 LUNES	REPASO: CAPÍTULO 5
	23 MARTES	COMPOSICIÓN 4: EN CLASE <i>(Writing topic will be revealed in class. Bring paper and pen/pencil. Grading rubric is provided in Canvas.)</i>
	24 MIÉRCOLES	EXAMEN 5: CAPÍTULO 5 <i>Antes de clase:</i> Estudiar “Exam Instructions Study Guide” en Canvas
	26 VIERNES	TALLER DE ESCRITURA 4 <i>(Students receive composition rough drafts, complete peer editing, and write final drafts.)</i>
SEMANA 5	29 LUNES	EVALUACIÓN ORAL 4 <i>(Arrive at the instructor’s office at assigned time. Topics are provided in Canvas. See syllabus for grading rubric.)</i>
	30 MARTES	EVALUACIÓN ORAL 4 <i>(Arrive at the instructor’s office at assigned time. Topics are provided in Canvas. See syllabus for grading rubric.)</i>
	31 MIÉRCOLES	CAPÍTULO 6: LAS CARRERAS y LOS OFICIOS (CHILE) <i>Antes de clase:</i> Estudiar pp 180-185 Completar Ejercicios A del CUADERNO (p 115) <i>En clase:</i> pp 180-185
	FEBRERO 02 VIERNES	<i>Antes de clase:</i> Estudiar pp 200-204 (6.1 I.O. Pronouns; 6.2 Present Progressive); Completar Ejercicios 1, 2, 3 y 4 del LIBRO (pp 201-202) <i>En clase:</i> pp 186-189
SEMANA 6	05 LUNES	FIN DE SEMANA LARGO – NO HAY CLASES
	06 MARTES	<i>Antes de clase:</i> Estudiar pp 200-204 (6.1 I.O. Pronouns; 6.2 Present Progressive); Completar Ejercicios B, C y D del CUADERNO (pp 116-117) <i>En clase:</i> pp 186-189
	07 MIÉRCOLES	<i>Antes de clase:</i> Estudiar pp 205-206 (6.3 Saber & poder + Infinitive); Completar Ejercicios E y F del CUADERNO (pp 118-119) <i>En clase:</i> pp 190-191
	09 VIERNES	<i>Antes de clase:</i> Estudiar pp 206-207 (6.4 Obligations: tener que, deber, etc.); Completar Ejercicios 7 y 8 del LIBRO (pp 206-207) <i>En clase:</i> pp 192-195
SEMANA 7	FEBRERO 12 LUNES	<i>Antes de clase:</i> Estudiar pp 206-207 (6.4 Obligations: tener que, deber, etc.); Completar Ejercicios G y H del CUADERNO (pp 120-122) <i>En clase:</i> pp 192-195
	13 MARTES	<i>Antes de clase:</i> Investigar un tema sobre Chile y preséntalo en español en clase: <i>los libros de Isabel Allende, las peñas chilenas, San Pedro de Atacama, el Valle de la Luna, la cueca, los moais de la Isla de Pascua, la Patagonia</i> <i>En clase:</i> pp 195-199
	14 MIÉRCOLES	<i>Antes de clase:</i> Completar ¡A leer! del CUADERNO (pp 132-133) Completare Ejercicios de Comprensión del CUADERNO (p 132, p 133) <i>En clase:</i> pp 208-209
	16 VIERNES	<i>Antes de clase:</i> Estudiar pp 208-209 (Vocabulario) <i>En clase:</i> pp 208-209
Continued...		

SEMANA 8	19 LUNES	REPASO: CAPÍTULO 6
	20 MARTES	EXAMEN 6: CAPÍTULO 6 <i>Antes de clase:</i> Estudiar “Exam Instructions Study Guide” en Canvas
	21 MIÉRCOLES	CAPÍTULO 7: LOS LUGARES y LA RESIDENCIA (COLOMBIA y PANAMÁ) <i>Antes de clase:</i> Estudiar pp 233-236 (7.1 Comparisons of Inequality & 7.2 Equality); Completar Ejercicios 1, 2, 3 y 4 del LIBRO (pp 234-236). <i>En clase:</i> pp 210-216
	23 VIERNES	<i>Antes de clase:</i> Estudiar pp 233-236 (7.1 Comparisons of Inequality & 7.2 Equality); Completar Ejercicios A y B del CUADERNO (pp 135-137) <i>En clase:</i> pp 210-216
SEMANA 9	26 LUNES	<i>Antes de clase:</i> Estudiar pp 237-238 (7.3 Knowing People, Places, & Facts); Completar Ejercicio 5 del LIBRO (p 238). <i>En clase:</i> pp 217-220
	27 MARTES	<i>Antes de clase:</i> Estudiar pp 237-238 (7.3 Knowing People, Places, & Facts); Completar Ejercicios C, D y E del CUADERNO (pp 137-139) <i>En clase:</i> pp 217-220
	28 MIÉRCOLES	<i>Antes de clase:</i> Colocar las “actividades posibles” de la página 222 en estas tres categorías y presenta tu lista en español en clase: A) <i>No me molesta hacerlo</i> ; B) <i>Me molesta un poco hacerlo</i> ; C) <i>No me gusta hacerlo para nada</i> . <i>En clase:</i> pp 221-223
	MARZO 01 VIERNES	<i>Antes de clase:</i> Estudiar pp 238-241 (7.4 The Preterite Tense of Regular Verbs); Completar Ejercicios 6, 7, 8 y 9 del LIBRO (pp 240-241) <i>En clase:</i> pp 224-228
SEMANA 10 – LAS VACACIONES DE PRIMAVERA (NO HAY CLASES)		
SEMANA 11	11 LUNES	<i>Antes de clase:</i> Estudiar pp 238-241 (7.4 The Preterite Tense of Regular Verbs); Completar Ejercicios F, G y H del CUADERNO (pp 140-141) <i>En clase:</i> pp 224-228
	12 MARTES	<i>Antes de clase:</i> Investigar un tema sobre Colombia y preséntalo en español en clase: <i>el Carnaval de Barranquilla, el Museo de Oro, el Museo Botero, la Plaza Bolívar, el sombrero vueltiao</i> <i>En clase:</i> pp 228-232
	13 MIÉRCOLES	<i>Antes de clase:</i> Investigar un tema sobre Panamá y preséntalo en español en clase: <i>los kuna (guna), la Ciudad de Panamá, el Parque Darién, las molas</i> <i>En clase:</i> pp 228-232
	15 VIERNES	<i>Antes de clase:</i> Completar ¡A leer! del CUADERNO (pp 155-157) Completare Ejercicios de Comprensión del CUADERNO (p 156, p 157) <i>En clase:</i> pp 242-243
SEMANA 12	18 LUNES	<i>Antes de clase:</i> Estudiar pp 242-243 (Vocabulario) <i>En clase:</i> pp 242-243
	19 MARTES	REPASO: CAPÍTULO 7
	20 MIÉRCOLES	COMPOSICIÓN 5: EN CLASE <i>(Writing topic will be revealed in class. Bring paper and pen/pencil. Grading rubric is provided in Canvas.)</i>
	22 VIERNES	EXAMEN 7: CAPÍTULO 7 <i>Antes de clase:</i> Estudiar “Exam Instructions Study Guide” en Canvas
Continued...		

SEMANA 13	25 LUNES	TALLER DE ESCRITURA 5 <i>(Students receive composition rough drafts, complete peer editing, and write final drafts.)</i>
	26 MARTES	EVALUACIÓN ORAL 5 <i>(Arrive at the instructor's office at assigned time. Topics are provided in Canvas. See syllabus for grading rubric.)</i>
	27 MIÉRCOLES	EVALUACIÓN ORAL 5 <i>(Arrive at the instructor's office at assigned time. Topics are provided in Canvas. See syllabus for grading rubric.)</i>
	29 VIERNES	CAPÍTULO 8: HABLANDO DEL PASADO (MÉXICO) <i>Antes de clase: Estudiar pp 264-267 (8.1 Verbs with Irregular Preterite Forms); Completar Ejercicios 1, 2 y 3 del LIBRO (pp 266-267)</i> <i>En clase: pp 244-249</i>
SEMANA 14	ABRIL 01 LUNES	FIN DE SEMANA LARGO – NO HAY CLASES
	02 MARTES	<i>Antes de clase: Estudiar pp 264-267 (8.1 Verbs with Irregular Preterite Forms); Completar Ejercicios A y C del CUADERNO (pp 159-161)</i> <i>En clase: pp 244-249</i>
	03 MIÉRCOLES	<i>Antes de clase: Estudiar pp 267-270 (8.2 Stem-Changing Verbs in the Preterite; 8.3 Verbs with Special Meaning)</i> Completar Ejercicios 4, 5 y 6 del LIBRO (p 268) <i>En clase: pp 250-255</i>
	05 VIERNES	<i>Antes de clase: Estudiar pp 267-270 (8.2 Stem-Changing Verbs in the Preterite; 8.3 Verbs with Special Meaning)</i> Completar Ejercicios D, E y F del CUADERNO (pp 162-164) <i>En clase: pp 250-255</i>
SEMANA 15	08 LUNES	<i>Antes de clase: Estudiar pp 270-271 (8.4 Expressing “ago”: <i>hace</i> + Time); Completar Ejercicios 7 y 8 del LIBRO (pp 270-271)</i> <i>En clase: pp 256-259</i>
	09 MARTES	<i>Antes de clase: Estudiar pp 270-271 (8.4 Expressing “ago”: <i>hace</i> + Time); Completar Ejercicios G y H del CUADERNO (pp 165-166)</i> <i>En clase: pp 256-259</i>
	10 MIÉRCOLES	<i>Antes de clase: Investigar un tema sobre México y preséntalo en español en clase: <i>el Cinco de Mayo, Benito Juárez, Maximiliano de Habsburgo, Barrancas del Cobre, el Paseo de la Reforma, el Parque de Chapultepec, la Piedra del Sol, Chichén Itzá</i></i> <i>En clase: pp 259-263</i>
	12 VIERNES	<i>Antes de clase: Completar ¡A leer! del CUADERNO (pp 179-181)</i> Completare Ejercicios de Comprensión del CUADERNO (p 180, p 181) <i>En clase: pp 272-273</i>
SEMANA 16	15 LUNES	<i>Antes de clase: Estudiar pp 258-259 (Vocabulario)</i> <i>En clase: pp 272-273</i>
	16 MARTES	REPASO: CAPÍTULO 8
	17 MIÉRCOLES	COMPOSICIÓN 6: EN CLASE <i>(Writing topic will be revealed in class. Bring paper and pen/pencil. Grading rubric is provided in Canvas.)</i>
	19 VIERNES	EXAMEN 8: CAPÍTULO 8 <i>Antes de clase: Estudiar “Exam Instructions Study Guide” en Canvas</i>
Continued...		

	SEMANA 17	22 LUNES	TALLER DE ESCRITURA 6 <i>(Students receive composition rough drafts, complete peer editing, and write final drafts.)</i>	
		23 MARTES	EVALUACIÓN ORAL 6 <i>(Arrive at the instructor's office at assigned time. Topics are provided in Canvas. See syllabus for grading rubric.)</i>	
		24 MIÉRCOLES	EVALUACIÓN ORAL 6 <i>(Arrive at the instructor's office at assigned time. Topics are provided in Canvas. See syllabus for grading rubric.)</i>	
		26 VIERNES	FIN DE SEMANA LARGO – NO HAY CLASES	
	SEMANA 18	29 LUNES	REPASO: EXAMEN FINAL	
		30 MARTES	REPASO: EXAMEN FINAL	
		01 MIÉRCOLES	REPASO: EXAMEN FINAL	
		03 VIERNES	REPASO: EXAMEN FINAL	
	FINAL EXAMS – MAY 6-10 / MAY TERM – MAY 13-24			
	Classroom Policies & Information	<p>METHODOLOGY</p> <p>This is a student-centered course that utilizes language immersion through classroom instruction and student participation in the target language (Spanish). Communicative language learning occurs primarily through paired and group work and meaningful communicative tasks during class. Students are expected to prepare diligently prior to each class period, where they will primarily put into practice what they have learned.</p> <p>STUDENT RESPONSIBILITIES</p> <ul style="list-style-type: none"> ▪ Bring textbook to class every day, unless otherwise instructed. ▪ Silence and put away all devices (cell phones, smart watches, laptops, etc.), unless otherwise instructed. ▪ Attend every class. See course policy regarding absences. ▪ Participate and engage actively in classroom activities, discussions, and presentations. ▪ Read and engage with assigned pages prior to arriving in class. ▪ Complete all assignments on time. The instructor will not accept late work in this course. ▪ Always speak Spanish during class with instructor and classmates <p>CHAPTER EXAMS</p> <p>At the end of each chapter, students will take an exam to formally assess their understanding and retention of material presented during that chapter. Students should review the “Exam Instructions Study Guide” for each chapter posted in Canvas, which includes exact content coverage, format information, and point value allocations. In general, each in-class exam will include listening comprehension, vocabulary, grammar, writing (either implicit in nature or designated short essays) and culture sections.</p>		

	<p>HOMEWORK</p> <p>Daily homework assignments for this class include, but are not limited to, reading and studying assigned textbook pages and completing online and/or written work. Each assignment to prepare for each day is listed in the syllabus course calendar in the “Before Class (Antes de clase)” section. Online homework assignments are always due 8:30 am the day of class (e.g. An assignment that is due for class on Tuesday should be turned in by 8:30 am Tuesday morning). This allows students enough time to communicate with the instructor regarding any difficulties they may be having with a particular activity before class begins. Please refer to “Attendance Policy” for further information on homework and absences. PLEASE NOTE: While many activities in SuperSitePlus do allow for unlimited attempts, some activities like True/False, Yes/No, and 50/50 only allow one attempt. Always check the indicator for the number of attempts allowed at the top of the activity before starting.</p> <p>PARTICIPATION AND COLLABORATION</p> <p>Students are expected to utilize the help provided to always attempt to speak Spanish during class. Expectations for class participation are as follows: a) <i>Interaction</i> – Positive and productive communication with others; b) <i>Preparation</i> – On-time completion of assigned homework and readings; c) <i>Attentiveness</i> – Active and engaged mental and physical posture; d) <i>Initiative</i> – Regular volunteering to answer or ask a question; e) <i>Production</i> – Concerted effort to express oneself in Spanish. Evaluation rubric is included below:</p> <p>Excellent (25): <i>Always interacts in a positive and productive way with others; demonstrates preparedness for every class; mentally engages in classroom activities and maintains physical attentiveness in body posture; Volunteers answers or questions without dominating participation; attempts to speak only in Spanish in all classroom contexts</i></p> <p>Continued...</p> <p>Great (22.5-24.5): <i>Regularly demonstrates the qualities for Excellent participation but only occasionally volunteers answers or questions</i></p> <p>Appropriate (20-22): <i>Interacts in a positive and productive way with others in general; demonstrates preparedness for most or all classes; usually mentally engages in classroom activities and maintains physical attentiveness in body posture; Occasionally volunteers answers or questions; attempts to speak only in Spanish in most classroom contexts but occasionally uses English words or phrases</i></p> <p>Continued...</p>
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	<p>Mediocre (17.5-19.5): <i>Interacts mostly out of necessity to complete a task; may demonstrate regular lack of preparation for class; somewhat disengaged in classroom activities and may maintain a disengaged body posture or demonstrate excessive tiredness; Avoids volunteering in class; Utilizes Spanish to complete tasks but may use English frequently when tasks are complete</i></p> <p>Improvement Needed (17 and below): <i>Students receiving a grade in this category should consult the instructor for ways to improve</i></p> <p>¡ATENCIÓN! Many circumstances may lower a student's participation grade. Some examples: a) arriving late and/or leaving early; b) having excessive tiredness; c) demonstrating a poor attitude and/or lack of interest; d) not speaking in both larger and smaller group settings; e) packing up to leave before class finishes; e) speaking English; etc.</p> <p>ORAL ASSESSMENT</p> <p>Although general oral assessment naturally takes place during class as part of participation and collaboration during activities, there are four formal oral assessments in this course (two per semester). Students will be assessed individually, utilizing the following rubric:</p> <p>Excellent (25): <i>Clearly demonstrates preparation of possible topics; incorporates a wide variety of vocabulary, grammar, and expressions from relevant material; expands beyond basic responses and develops the conversation; speaks with clarity, proper pronunciation, and few or no grammatical errors; avoids expressions borrowed from other languages</i></p> <p>Great (22.5-24.5): <i>Clearly demonstrates preparation of possible topics; incorporates appropriate vocabulary, grammar, and expressions from relevant material; expands beyond basic responses and develops the conversation; speaks with clarity, but may have occasional pronunciation or grammatical errors or expressions borrowed from other languages</i></p> <p>Continued...</p> <p>Appropriate (20-22): <i>Demonstrates preparation of possible topics but may have neglected a few topics to focus on others; incorporates some appropriate vocabulary, grammar, and expressions from relevant material; offers more basic responses without further development of the conversation; may exhibit a variety of pronunciation and grammatical errors and include expressions borrowed from other languages</i></p> <p>Continued...</p>
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	<p>Mediocre (17.5-19.5): <i>Demonstrates a lack of necessary preparation of possible topics; incorporates some appropriate vocabulary, grammar, and expressions from relevant material but only in a basic sense; offers responses to minimally meet the requirements of the topic; exhibits a variety of pronunciation and grammatical errors and expressions borrowed from other languages</i></p> <p>Improvement Needed (17 and below): <i>Students receiving a grade in this category should consult the instructor for help to improve</i></p> <p>COMPOSITIONS</p> <p>There are several in-class compositions for this course that are designed to help students improve their writing skills. Composition topics will be revealed during class on the composition days, and students will write their essays in class during the allotted time. Focus will be on relevant vocabulary and grammar topics. Once the rough drafts have been graded, students will be required to make improvements to their essays and submit final drafts. Grading rubrics for rough drafts and final drafts can be found in Canvas.</p> <p>COMPREHENSIVE FINAL EXAMS</p> <p>At the end of each term (Fall, Spring), students will take comprehensive final exam to formally assess their understanding and retention of material presented during that term. Students should review the “Exam Instructions Study Guide” for each exam posted in Canvas, which includes exact content coverage, format information, and point value allocations.</p>
<p>Attendance Policy</p>	<p>The attendance guidelines at the Indiana Academy are strictly enforced. Students arriving 5-10 minutes late to class will be counted as “tardy”, and those arriving after 10 minutes will be counted “late”. Sleeping in class will be counted as an unexcused absence. Learning a language is a cumulative process that cannot be “crammed”. Regular attendance is crucial to your success in this course. It is the policy of the Indiana Academy that any absence from class is unexcused, except for illness, death in the family, university or school-related activities, and extenuating circumstances.</p> <p>Continued...</p> <p>When a student is absent from a class, the instructor reports the student absence to the Faculty Attendance Coordinator in the Office of Academic Affairs. Unless the absence is excused by a school official, it is considered unexcused. The decision as to whether an absence is excused is NOT determined by the instructor.</p> <p>Continued...</p>

	<p>Although all absences, both excused and unexcused, are tracked within the Office of Academic Affairs, instructors of each class are free to use discretion with a student’s first three unexcused absences. Four or more unexcused absences in any class a student takes will lead to academic and residential consequences to be determined by the Office of Academic Affairs and the Office of Residential Life that may include detention, residential groundings, parent/principal conference, among others.</p> <p>Excused Absences: Such absences include illness, death in the family, university or school-related activities, and extenuating circumstances. Some excused absences are unanticipated. Students should address unanticipated absences with the instructor as soon as is possible to determine the proper course of action. Some excused absences are anticipated. Students should always address <i>anticipated absences</i> with the instructor in advance and follow the protocol below.</p> <p>Protocol:</p> <p><i>Anticipated excused absences on <u>instructional days</u>:</i> Students are expected to proactively submit any assigned work prior to normal class time of the due date (in person or electronically).</p> <p><i>Anticipated excused absences on <u>assessment days</u> (e.g. exams, oral assessment, in-class compositions):</i> <u>Students must provide official documentation/verification of the reason for absence</u> and are expected to proactively work with the instructor to determine the proper course of action to make up the missed assessment within five school days of the absence.</p> <p>Unexcused Absences: Unexcused absences are, by nature, considered anticipated absences since the student has chosen not to attend class for a reason other than extenuating circumstances. <u>Students who are absent for an unexcused reason are still expected to submit their homework on time as usual.</u> Late work is not accepted for unexcused absences. IMPORTANT: Students who are absent for an unexcused reason on an assessment day (e.g. exams, oral assessment, in-class compositions) may <u>not</u> make up the assessment.</p>
Late Work Policy	Late work is not accepted for credit. For extenuating circumstances associated with unanticipated absences, please see “Attendance Policy”.
Make-up/Re-take Exam Policy	Missed assessments associated with excused and/or anticipated absences should be addressed with the instructor as soon as possible to determine a proper course of action for making up the assessment. Missed assessments associated with unexcused absences may not be made up. Please refer to “Attendance Policy” for further information.

<p>Dual Credit-High School Credit Policy Statement</p>	<p>Students may choose to enroll in Ball State’s Dual Credit Program to earn college credit for SP 101, Beginning Spanish 1, from Ball State at a reduced rate of tuition (\$25 per credit hour or \$100 total). Students who are eligible for free or reduced lunch this academic year may enroll at no charge if verified by the school. Free and reduced lunch students will still be responsible for any textbook costs associated with the dual credit course.</p> <p>To enroll in Ball State’s Dual Credit Program, students should have a 3.0 GPA on a 4.0 scale and complete the application & registration process <u>before the given deadline</u>. Ball State will bill students via postal mail; no money should be submitted to the high school. College credit can only be earned during the semester (or, in the case of year-long classes, during the academic year) in which the student is enrolled. Late enrollments are <u>not</u> permitted.</p> <p>Whether college credit earned through dual credit courses will be accepted by another institution of higher education is determined by the college or university to which a student is seeking admission. Before enrolling through Ball State’s Dual Credit Program, students should check directly with that institution to determine if a course will be accepted and how it will be counted toward graduation requirements. <i>Refunds will not be issued if Ball State credits are not able to be transferred.</i> In most cases, students will need to earn a C or better to transfer credit from Ball State to another institution. Grades of D or lower earned in Ball State Dual Credit courses are recorded on a student’s Ball State transcript but may not be able to transfer.</p> <p>The rigor of this course will be periodically reviewed by Ball State University faculty in an effort to maintain the high quality of education that each student receives. To learn more about Ball State’s Dual Credit Program, visit bsu.edu/dualcredit, call 765-285-1581 or email dualcredit@bsu.edu.</p>
<p>BSU Student Rights and Responsibilities</p>	<p>While enrolled in Ball State’s Dual Credit Program, you are expected to abide by the academic rules of behavior befitting a university student. You should read the <i>Dual Credit Student and Parent Handbook</i>, located at bsu.edu/dualcredit. In particular, review the Code of Student Rights and Responsibilities, focusing on the policies regarding student rights and responsibilities, behavior, academic integrity, and related procedures.</p> <p>The <i>Dual Credit Student and Parent Handbook</i> includes information regarding student qualifications, prerequisites, available courses, responsibilities, financial aid stipulations, transferability, withdrawal, refund and billing policies and more. It is important that you review the information contained in it.</p>
<p>Student Academic Ethics Policy</p>	<p>Actions which include but are not limited to cheating, plagiarism, falsely claiming to have completed work, cooperating with another person in academic dishonesty, knowingly destroying or altering another student's work, or attempting to commit an act of academic dishonesty that violates</p>

	<p>the Student Academic Ethics Policy (http://www.bsu.edu/associateprovost/academicethics).</p> <p>The consequences of academic dishonesty are determined on a case-by-case basis by each instructor and may include but are not limited to one or more of the following academic sanctions: informal meeting, removal from dual credit course, dismissal from the university, or other appropriate consequence.</p>
Policy on the Americans with Disabilities Act (ADA)	<p>If you need course adaptations or accommodations because of a disability, please contact the Office of Disability Services. The Office of Disability Services coordinates services for students with disabilities; documentation of a disability needs to be on file in that office before any accommodations can be provided. Disability services can be contacted at 765-285-5293 or dsd@bsu.edu.</p>
Title IX – Sexual Misconduct	<p>Ball State University is committed to establishing and maintaining an effective, safe, and nondiscriminatory educational environment in which all individuals are treated with respect and dignity. For information about Ball State University’s Interim Title IX Policy and Procedures, please visit our website. Please note that the University’s policy and procedures have undergone significant revisions starting with the 2020-21 school year and ongoing.</p> <p>Consistent with the University’s Notice of Nondiscrimination and in accordance with the U.S. Department of Education’s implementing regulations for Title IX of the Education Amendments of 1972 (“Title IX”), Ball State University prohibits sexual harassment that occurs within its education programs and activities. This prohibition extends to all applicants for admission or employment and to all students (any status) and all employees (any status). An individual who is found to have committed sexual harassment in violation of this policy is subject to the full range of University discipline, up to and including termination of employment or expulsion. The University will provide persons who have experienced sexual harassment with ongoing remedies as reasonably necessary to restore or preserve access to the University’s education program and activities. Inquiries concerning the specific application of Title IX at Ball State should be directed to Ms. Katie Slabaugh, Associate Dean of Students/Title IX Coordinator in the Frank A. Bracken Administration Building, room 238, 765-285-1545, kslabaugh@bsu.edu. Persons can also contact the U.S. Department of Education Office for Civil Rights, Washington, D.C. 20202-1328, 1-800-421-3481, ocr@ed.gov.</p>
Diversity Statement	<p>Ball State University aspires to be a university that attracts and retains a diverse faculty, staff, and student body. We are committed to ensuring that all members of the community are welcome, through valuing the various experiences and worldviews represented at Ball State and among those we serve. We promote a culture of respect and civil discourse as expressed in our Beneficence Pledge and through university resources found at http://cms.bsu.edu/campuslife/multiculturalcenter.</p>

The Learning Center	<p>The Learning Center offers free Tutoring and Academic Coaching for many courses at Ball State. Students can make appointments for online (Zoom) or in-person (NQ 350) appointments. Unvaccinated students are required to wear masks and practice physical distancing in the Learning Center.</p> <p>To make an appointment, visit my.bsu.edu and click on "Navigate." You can also download the "Navigate Student" app for Apple or Android, or visit https://bsu.navigate.eab.com.</p> <p>Testing accommodations for students with disabilities are available for students who have received the appropriate documentation from Disability Services. Tests may be administered in the Learning Center.</p> <p>Supplemental Instruction is available in select courses. If you have an SI leader for your course, that person will provide students with information the first week of school regarding weekly study sessions.</p> <p>For more information about all of our programming, visit bsu.edu/learningcenter or call 765-285-1006.</p>
The Writing Center	<p>All writers improve with practice and feedback, so as a student in this course, you are encouraged to use the Writing Center (in Robert Bell 295, Bracken Library, or online) to get additional feedback on your writing. To schedule a free appointment to discuss your writing, go to www.bsu.edu/writingcenter. Online and in-person appointments are available seven days a week; however, plan ahead because appointments book quickly!</p>
Syllabus Change Policy	<p>This syllabus is a guide to the course and may be subject to change with reasonable advanced notice as course needs arise.</p>