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ASU SPA 101: Elementary Spanish I

Faculty Information

Instructor: Hannah Jesberger

Contact Info: CANVAS INBOX

Office Location: DH 406-8 (Contact me to organize another location)

Office Hours: Mondays 10:30am - 11:30am

Link to Zoom: <https://asu.zoom.us/j/3619804992>

If my regular office hours are not convenient for you, we can set up an appointment outside those times. You can contact me via email for an appointment or for other questions and problems. I will try to get back to you within 24 hours.

Course Description:

SPA 101 is the first of a four-semester sequence in Spanish as a second language at ASU designed for students who have **never** taken Spanish or who were placed into this course through the **placement test**. Heritage learners who have been exposed to Spanish at home or in a Spanish-speaking community must contact their instructor immediately.

Credits: 4

Prerequisites:

No experience or previous instruction in Spanish is a condition for enrollment in this class. Alternatively, students may be placed in SPA 101 through the [ASU Undergraduate Placement Test \(Spanish\)](#).

Course Overview

This course is designed as a "flipped class", which alternates in-person (F2F) interactions and online learning. The purpose of SPA 101 is for students to develop their language proficiency in

Spanish along with the four language skills (listening, speaking, reading and writing) and across the four modes of communication outlined by [ACTFL](#): interpretive, interpersonal, presentational, and intercultural. As learning a language is more than memorizing vocabulary and grammatical rules, classes will be taught mostly in Spanish using the communicative approach. Students' ability to understand and communicate in written and oral Spanish will be expanded and their intercultural competence will also grow by being exposed to the rich cultures of the Spanish-speaking world and the United States.

This flipped model offers the following advantages to students as they learn Spanish:

- **Self-pacing:** Students can take the time they need to complete their homework online
- **Immediate feedback:** Students will receive instant feedback and immediate results, which will allow them to learn from their work.
- **Easy access:** Students can complete online activities from any computer with reliable Internet access.

Course Time Commitment

Learning in this flipped environment means that students will split their facilitated learning time between the classroom and the online environment. At times, it may feel like there is more homework in this type of course, but in actuality, it's the same amount of homework as any other class. Students in this course are expected to participate in learning activities in the classroom for 3 hours a week, as well as participate in independent homework. In total, students should expect to spend around 9-12 hours each week preparing for and actively participating in this 4-credit course. (Remember, the standard at ASU is you should be completing three hours of work for every credit hour per week.)

ACTFL Guidelines

Students who successfully complete SPA 101 will be able to communicate at the novice-mid level according to the [ACTFL Guidelines](#). This means that students will be able to:

1. **Communicate** short messages on predictable, everyday topics.
2. **Use** learned words and phrases to carry out simple conversations.
3. Successfully **participate** in simple conversations with native speakers and **be aware** of cultural differences.
4. **Explain** and draw comparisons of some cultural differences between their own culture and Hispanic cultures.

Modes of Communication

The content of this class has been designed to develop your ability to communicate in four different modes:

- **Interpersonal Communication:** Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

- **Interpretive Communication:** Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- **Presentational Communication:** Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
- **Intercultural Communication:** Learners have the ability to interact with people from another country and culture in a world language.

Source: ACTFL (2017). NCSSFL-ACTFL Can-Do Statements: 2017 Edition. Alexandria, VA: ACTFL

Course Learning Objectives

At the completion of this course, students will be able to:

Interpersonal (IP)

- IP 1.1: Communicate and exchange information about familiar topics using phrases and simple sentences.
- IP 1.2: Use non-verbal communication skills and the appropriate register of language in everyday contexts.

Presentational (P)

- P 2.1: Provide basic information on familiar topics using memorized words and phrases, simple sentences, and already practiced language in oral and written formats.

Interpretive (IT)

- IT 3.1: Identify the main idea and some details from authentic materials (oral and written format) about familiar topics related to everyday life.

Intercultural (IC)

- IC 4.1: Describe the people, products, practices, and perspectives of Spanish-speaking countries.

Please pay close attention to the objectives inside each learning module and make sure you are confident in accomplishing them as you move through the course, because they will help you achieve the course objectives by each checkpoint (midterm and final exams) and by the end of the course.

What kind of Spanish will I be learning?

Students often ask what kind of Spanish they'll be learning. In reality, our learning materials are international, with audio and videos demonstrating accents, vocabulary, and cultural content from all over the Spanish speaking world, including from Spanish speakers in the United States. Although the specific variety of Spanish that you'll be hearing in class will depend on where your instructor is from/has lived/has studied or worked, you will be well prepared to use Spanish at home in the United States or anywhere that you go. It's also important to note that no one variety of Spanish is "better" or "worse" than another--although you'll be learning a more academic variety, varieties that Spanish speakers use at home or in informal settings are equally valid. A lot can be gained, both linguistically and culturally, from interacting with your peers, friends, family members, and other speakers of Spanish, regardless of where they're from or how "formal" or academic their Spanish is.

Textbook and Class materials

Required:

Blanco, J. (2023). *Portales 2.0*. Boston, MA: Vista Higher Learning.

Students may purchase their text/online materials in the Bookstore or at the [VHL Central bookstore](#) (their direct link is cheaper!). When you visit the site, there are two options for this course:

Option 1: Students can choose between purchasing only the online component (which will include an online version of the text)

OR

Option 2: Students can purchase the online component **WITH** a loose-leaf printed text, which will cost more.

With either choice (**Option 1, Option 2**), students must purchase a **5-month, 12-month or 24-month access code**. Please note that **Portales 2.0** is used for two semesters (**SPA 101 and SPA 102**).

NOTE: Please purchase the **new** version of Portales - Portales 2.0 for your introductory Spanish course. Check the photo above or speak with your course instructor to confirm.

Recommended:

Spinelli, Emily. (2012). *English Grammar for Students of Spanish: A Study Guide for Those Learning Spanish* (7th edition). Olivia Hill Press.

Computer Requirements

Your ASU courses can be accessed by both my.asu.edu and canvas.asu.edu; bookmark both in the event that one site is down.

As students you are required to complete different tasks online, and therefore, the right hardware/software technologies are crucial in this class. For this purpose, the following materials are required:

- A reliable computer with internet access (DSL or cable at 350 Kbps)
- A webcam is needed to record video when using partner chat or live chat and for taking quizzes.
- Headset with microphone OR speakers and mic are required for audio/video viewing, recording audio, as well as completing audio-enabled Chat, audio-enabled Forums, and any speech recognition features.

In addition, the following [technologies](#) are recommended for **VHLCentral**.

Finally, the following tools are also recommended:

- [Adobe Acrobat Reader](#) (free) and [Adobe Flash Player](#) (free). Install the latest available versions [here](#).
- A media player is required to listen to any downloaded audio files from the Content>Resources area. For Windows users, the default Windows Media Player or QuickTime with iTunes are recommended. For Mac users, QuickTime with iTunes is recommended. Access and [install latest available version](#).
- Microsoft Office ([Microsoft 365 is free](#) for all currently-enrolled ASU students)

Course Topics, Grading & Class Policies

Activities used for instruction and assessment of learning include written assignments, homework exercises delivered online, readings from the textbook, interactive class sessions, oral exams, online quizzes and written exams, and class projects.

Note: There are no make-ups for missed assignments. Special arrangements can only be made under exceptional circumstances provided that the student has **previously notified the instructor** of any emergencies or personal situations.

In-Class Policies

- BE RESPECTFUL of the teacher and other classmates. Do not use electronic devices for personal reasons during class time in which you are graded for participation.
- Use your cellphone/computer only to access the following resources: Your instructor's slides or handouts, an online dictionary (Suggested: <http://www.WordReference.com/> or **WordReference app**), or another classroom activity. If you must take a call or text, please do this outside of the classroom/away from your computer.
- Your instructor may request that you bring a laptop to class to participate in some activities.
- Arrive on time for class and participate actively. If you arrive late, be respectful and join the class immediately without creating too much interruption.
- Notes regarding COVID-19:
 - This course will follow current ASU policies and state regulations in regard to COVID-19. These policies **may** include face coverings, social distancing, Daily Health Checks, and uploading of vaccination records. Please see <https://eoss.asu.edu/health/announcements/coronavirus> for more information.

Tips for Student Success

This is a hybrid course, which requires a substantial amount of online coursework as well as in-person attendance. To be successful, you must attend all face-to-face sessions, **be engaged, and be proactive.**

- Be active/**engaged** and participate in class activities
- Check the course in Canvas daily to look for important **announcements**
- Read announcements posted in Canvas (make sure notifications are activated)
- Study the material outside of class and come prepared to interact with your classmates and instructor.
- Read and respond to course email messages as needed
- Complete assignments by the due dates specified in the Canvas Calendar
- Communicate regularly with your instructor and peers
- Create a study and/or assignment schedule to stay on track and do not fall behind

Grading Criteria

Assessments	Percentage
Course Readiness	1%
Attendance and Participation	15%

VHL Homework (5)	20%
Cerego (5)	4%
Writing Assignments (2)	10%
Chapter Quizzes (4)	20%
Final Project	10%
Oral Exams (2)	10%
Final Written Exam	10%

Grading

Grade	Percentage
A+	97 - 100%
A	93 - <97%
A-	90 - <93%
B+	87 - <90%
B	83 - <87%
B-	80 - <83%
C+	77 - <80%
C	70 - <77%
D	60 - <70%

E	<60%
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Submitting Assignments

All assignments, unless otherwise announced, **MUST** be submitted to the designated area of Canvas as indicated by your instructor. **Never submit assignments via email.**

If emergencies or unexpected events prevent you from completing your assignments on time, you must contact your instructor **BEFORE** such assignment is due. This way appropriate arrangements can be made without students falling behind in class.

Assignment due dates follow Arizona Standard time, **typically at 11:59PM or 15 minutes before class time**. Click the following link to access the [Time Converter](#) to ensure you account for the difference in Time Zones. **Note:** Arizona does not observe Daylight Savings time.

Grading Procedure

Grades reflect your performance on assignments and adherence to deadlines. Grades on assignments will be available within one week of the due date in the Gradebook. Check the rubrics for grading guidelines in *Course Information*.

Description of class activities

Course Readiness (1% of final grade)

This category helps you prepare for your course, including a syllabus quiz, student introductions, and other important materials that are designed to prepare you for the course and give you a brief introduction to course content and structure.

Attendance and Participation (15% of final grade)

Active participation and attendance are a must for any successful language learner. Your oral performance and participation in class activities will constitute **15%** of your final grade. This grade is determined by the quality and quantity of your participation in class/group discussions and your preparedness and willingness to participate in pair and group activities. You will receive one holistic participation grade for every unit. **Please see the Participation rubric for more details about how your grade is computed.**

Regular and consistent class attendance is mandatory and essential for the successful completion of the course. Class attendance is defined as on-campus attendance for the duration of the class's regularly scheduled time. In a 16-week course, students are allowed two unexcused absences

without penalty. Each unexcused absence beyond the aforementioned limits will **automatically result in a deduction of 1% in your overall course grade** (e.g., 5 unexcused absences = -3%, 8 unexcused absences = -6%). **Ten (10) absences will result in an automatic failure of the course, per program policy, as course objectives will not have been achieved.**

Absences can be excused if the student is sick, or if an emergency occurs. In cases of illness, you must email your instructor before class to be eligible for an excused absence; for emergencies, please email your instructor when you are able to ask for the absence to be excused.

Note about COVID-19: Please continue to follow ASU policies with regard to COVID-19 exposure.

Tardiness: Classes always start on time. Please talk to the instructor after class regarding your tardiness if you arrive late. **Remember: Excessive late arrivals will count as a course absence (3 late arrivals = 1 absence).**

If students are absent for any reason, **they are responsible for the material in class**. As this is a language class, the in-class time is almost irreplaceable for continuing your growth with the language. Contact a classmate for the information needed to perform adequately in the course and set up a time to practice for the time missed. If you are absent you may not use your absence as an excuse for not being prepared or not turning in your homework or assignments on the due date designated in the course calendar.

Questions regarding your participation grades and attendance should be addressed to your instructor during office hours, where more detailed feedback and suggestions can be offered.

Classes/exams are **NOT CANCELED** before/after any holidays. If you do not want to affect your grade or miss your quiz/exam dates, make sure you **make travel arrangements accordingly. Chapter quizzes, exams, and other timed assessments may not be taken early or otherwise rescheduled to accommodate travel plans.**

Please follow appropriate guidelines for requesting accommodations due to [religious practices](#) or [university sponsored/sanctioned events](#).

Student-athletes, band members, and members of other such university organizations must bring an *original* letter from the supervisor of their specific department by the fifth day of instruction indicating the dates they will miss class.

Writing Assignments (10% of final grade)

Students will complete two (2) writing assignments during the semester (**5% each**) that will contribute to the development of their written skills. The topics of these writing assignments will be based on what students are able to express in Spanish at the given time in the semester. Each will have two drafts and may be preceded by one or more pre-writing assignments using the same genre as the writing assignment to allow students to become familiar with the genre and expectations of the writing assignment.

***Note:** For all writing assignments, you may not use your textbook to copy phrases or sentences or any electronic device with the exception of a dictionary. Please be aware that we encourage the use of dictionaries such as <http://www.wordreference.com/>, and spell checking tools built into Microsoft Word or Google Docs, but the use of online translation tools, copying information from websites or consulting a Spanish-speaking person while completing assignments is not allowed. All work that you submit must be your own and must be written in your own words. Translating or having a tutor or native speaker alter your work will be treated as violations of the **Academic Integrity Policy**.*

NO LATE WRITING ASSIGNMENTS WILL BE ACCEPTED.

VHLCentral Pre-classwork (a.k.a.: Homework) (20% of final grade)

These are activities that students must complete on VHLCentral (VHL) prior to class. These assignments are worth 20% of the final grade (4% per unit) and must be submitted by the posted due dates. You will be expected to complete several homework assignments a week, but only one grade will be given per chapter. Consult the calendar on the VHLCentral website to anticipate when these exercises are due.

Vocabulary - Cerego (4% of final grade)

Estimated time required: 0.5-1 hour per week (5-10 minutes a day)

Description: Cerego is a memory-management tool that will help you learn vocabulary items more quickly and remember them longer, thanks to scheduled reviews personalized to your own progress.

In each module, you will work with the vocabulary of the associated chapter. In the review modules, you will work with the vocabulary covered until that point in the semester. You will receive credit for your performance in each set when you reach a 1.5 level. For good performance, you should study **5-10 minutes per day**. You will receive emails from Cerego reminding you to interact with the material and refresh your memories. We recommend that you use the **mobile app**. Download the Cerego app on the App Store or on Google Play. This type of application will allow you to use it on your way to work, while waiting in line for coffee or whenever you have a few free minutes.

Chapter Quizzes (20% of final grade)

Students will have four chapter tests, one after each lesson studied, excluding the last lesson, which will be included in the comprehensive final exam. These quizzes will use Respondus Lockdown Browser and Monitor as part of the online quiz protocol **and will be taken outside of class**.

Please remember that when using the Respondus Lockdown Browser, you must be in as quiet of a place as possible. From time to time, some operating systems update their software which may cause problems with your ability to take the exam via Lockdown Browser. Please take note of

any system messages regarding these changes and in the event you are unable to take an exam using your own equipment, there are computing stations available on campus where you can take an exam. Please take note of these areas and plan accordingly for your exam:

<https://tech.asu.edu/services/campus-it-sites/tempe>

We understand that you may have to take these exams in public computing spaces or in shared living spaces, so please try your best to create an appropriate test-taking environment. It will be essential that you clear your room of any materials and complete an accurate environment check of your workspace **before** taking the exam. **This includes leaving your cellular or mobile devices in view of the camera and following Respondus directions as well as being alone in the test-taking environment.** Quiz videos are reviewed after each exam and if there is any doubt as to the authenticity of your exam, your instructor will contact you.

NOTE: There are **NO MAKE-UPS** for chapter quizzes. If a test is missed due to a **documented police, court, or medical emergency, students must provide appropriate, verifiable documentation in order for accommodation to be granted.**

Final Cultural Project (10% of final grade)

There will be one cultural project, due near the end of the semester, worth 10% of the final grade. The purpose of this project is to heighten students' cultural awareness of the Hispanic world and to demonstrate mastery of course material. Do not forget to consult the **Canvas Calendar** for details on due dates.

Oral Exams (10% of final grade)

The **midterm and final oral exams (midterm: 5%; final: 5%)** target specific skills and will be carried out during class time on specific dates that will be announced in class and through Canvas. The exam will take the following format:

The instructor will carry out a dialogue with 2-3 students at a time, two times during the course, to assess oral proficiency. The instructor will provide students with possible topics to be discussed, drawn from topics throughout the course. The topics are similar in format and content to the paired and group activities carried out during class every day. The dialogue will consist of a series of spontaneous questions that students ask each other and a brief situational role-play. The role-play itself is to be presented as a natural conversation. In other words, no one will be allowed to read anything or recite rehearsed or memorized sentences that sound unnatural and not spontaneous. All points for content and interaction will be deducted if the conversation is not spontaneous (impromptu). For this purpose, in class participation is essential to practice the necessary skills for these examinations.

Final Written Exam (10% of final grade)

The **final written exam** will be taken on Canvas using Respondus Lockdown Browser with Monitor. The exam date is listed on the **Canvas Calendar**, and it is worth 10% of the final grade.

The exam is designed to assess all the areas covered in this class (Vocabulary, Grammar, Listening Comprehension, Speaking, Reading, Writing, and Culture) and are cumulative (covering all chapters studied thus far during the course). Following the University Calendar, there will be no alternate date for the final exam, so plan accordingly. **Remember: Final exams may not be taken early or otherwise rescheduled to accommodate travel plans.**

Late or Missed Assignments

Notify the instructor **before** an assignment is due if an urgent situation arises and you are unable to submit the assignment on time. Follow the appropriate University policies to request an [accommodation for religious practices](#) or to accommodate a missed assignment [due to University-sanctioned activities](#).

Remember that participation and submission of required assignments begin from your first day of enrollment in the course. If you added late, please contact your instructor immediately to make a plan and get in writing the dates by which you are able to submit any assignments already missed.

Drop/Add and Withdrawal Dates

Be aware of course [drop/add deadlines](#). Include all of the rest: Consult with your academic advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies: [Withdrawal from Classes](#), [Medical/Compassionate Withdrawal](#), and a [Grade of Incomplete](#).

Extra Credit

Limited opportunities to receive extra credit may be offered by your instructor. This extra credit will be worth no more than 2% added to your final grade.

Communicating with the Instructor

Community Forum

This course uses a discussion topic called "**Community Forum**" for general questions and comments about the course. Prior to posting a question or comment, check the syllabus, announcements, and existing posts to ensure that it is not redundant. Students are encouraged to respond to the questions of their own classmates.

Email questions of a personal nature to your instructor. You can expect a response within 24 hours.

Email and Canvas Inbox

ASU email is an [official means of communication](#) among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly. Use **email** to communicate issues of personal nature, emergencies, short requests or short questions that require short answers. In Canvas, email is integrated through the **Inbox** option on the **Navigation** panel. **Note: You must activate your Canvas notifications to receive emails about announcements sent through Canvas.**

Language Tutoring and Other Campus Resources

SILC Learning Support Services offers free language tutoring services. They provide online tutoring for Spanish. To check their schedule and sign-up for a tutoring session, go to <https://silc.asu.edu/learning-support-services/tutoring> (scroll down to find the schedule for tutors in your target language).

Please refer to the following additional resources available to ASU students:

- [ASU Academic Success Program](#) (tutoring)
- [Counseling Services](#)
- [Financial Aid](#)
- [Disability Resource Center](#)
- [Major & Career Exploration](#)
- [Career Services](#)
- [Student Organizations](#)

Course Policies

Academic Integrity

Academic honesty is expected of all students in all examinations, papers, and laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal from ASU. For more information, see <http://provost.asu.edu/academicintegrity>.

A student may be found to have engaged in academic dishonesty if, in connection with any academic evaluation or academic or research assignment (including a paid research position), he or she engages in any form of academic deceit, refers to materials/sources or uses devices (e.g., computer disks, audio recorders, camera phones, text messages) not authorized by the instructor for use during the evaluation or assignment; possesses, reviews, buys, sells, obtains, or uses, without appropriate authorization, any materials intended to be used for an evaluation or assignment in advance of its administration; acts as a substitute for another person in any academic evaluation or assignment; uses a substitute in any academic evaluation or assignment; depends on the aid of others, including other students or tutors, in connection with any evaluation or assignment to the extent that the work is not representative of the student's abilities;

engages in plagiarism; uses materials from the Internet or any other source without full and appropriate attribution; permits his or her work to be submitted by another person in connection with any academic evaluation or assignment, without authorization; claims credit for or submits work done by another; signs an attendance sheet for another student, allows another student to sign on the student's behalf, or otherwise participates in gaining credit for attendance for oneself or another without actually attending.

With regard to language courses specifically, students:

- Are **not allowed to use online translators** (such as GoogleTranslate, SpanishDictionary, translator tool in Microsoft Word)
- **Must not ask tutors/other individuals to copy-edit their written/oral assignments.**
- Are encouraged to use good dictionaries (such as WordReference.com), their textbooks, and other approved reference materials.
- Should remember that proficiency takes time to build and turning in work not representative of their current ability level in the language **may be a strong indicator of an academic integrity violation.**

When in doubt, do what you **can do**. Language is about growth and we want to see how you grow! Mistakes are ok and encouraged in many aspects of language learning.

Accommodating Students with Disabilities

Students who feel they will need disability accommodations in this class but have not registered with Student Accessibility and Inclusive Learning Services (SAILS) should contact SAILS immediately. The SAILS Tempe office is located on the first floor of the Matthews Center Building. SAILS staff can also be reached at (480) 965-1234.. For additional information visit: <https://eoss.asu.edu/accessibility> or email Student.Accessibility@asu.edu

Policy Against Threatening Behavior

All incidents and allegations of violent or threatening conduct by an ASU student (whether on or off campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

Reporting Title IX Violations

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to

sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish to discuss any concerns confidentially and privately.

Policy on Sexual Discrimination

Arizona State University is committed to providing an environment free of discrimination, harassment, or retaliation for the entire university community, including all students, faculty members, staff employees, and guests. ASU expressly prohibits [discrimination](#), [harassment](#), and [retaliation](#) by employees, students, contractors, or agents of the university based on any protected status: race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information.

Copyrighted Materials

All content in this course, including video lectures/meetings, presentations, assignments, discussions, quizzes, and exams is protected by copyright and may not be shared, uploaded, sold, or distributed.

Students must refrain from uploading or submitting material that is not the student's original work to any website, course shell, or discussion used in this course or any other course unless the students first comply with all applicable copyright laws. Instructors reserve the right to delete materials on the grounds of suspected copyright infringement. Any recording of class sessions by students is prohibited, except as part of an accommodation approved by Student Accessibility and Inclusive Learning Services.

ASU Course Evaluation

Students are expected to complete the ASU course evaluation towards the end of the course. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available.

Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule, but the possibility exists that unforeseen events will make syllabus changes necessary. Remember to check your ASU email and the course site often. If you have any questions, please contact your

course instructor first. If you still need more help, please feel free to reach out to the Lower-Division Spanish program coordinator Dr. Sean McKinnon at sean.mckinnon@asu.edu.