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ASU SPA 201: Intermediate Spanish I

Faculty Information

Instructor: *<insert instructor name>*

Contact Info: *<insert email address>*

Office Location: *<insert office location>*

Office Hours: *<insert office hours>*

Link to Zoom: *<insert link to Zoom>*

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:

Welcome to Spanish 201: Intermediate Spanish I. This course will help you begin to bridge the gap between the novice level and the intermediate level according to [ACTFL](#). You will continue to develop your language skills and knowledge of the cultures of Spanish-speaking world through the exploration of new vocabulary and themes while also strengthening concepts covered in the elementary level. The development of your Spanish language proficiency will be centered around speaking, writing, reading, and listening and your intercultural communicative competence as it relates to Spanish-speaking cultures.

Credits: 4

Prerequisites:

SPA 102, 110, or 111 with C or better OR Spanish Placement Test score of 370-420; Students may not enroll in SPA 201 if credit with C or better earned in SPA 202, 203, 204, 210, 313, 314, 315, 316, 325, or 412. Alternatively, students may be placed in SPA 201 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 201 is for students to continue 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 201 will be able to communicate at the **intermediate-low** level according to the [ACTFL Guidelines](#). This means that students will be able to:

1. **Communicate** short messages on predictable, everyday and familiar topics.
2. **Use** learned words, phrases and simple sentences to carry out simple conversations.
3. Effectively **participate** in simple conversations with classmates and native speakers.
4. Begin to **monitor** their own language use
5. **Identify** the main ideas and some details on a number of familiar and personal topics in both oral and simple expository texts.
6. **Compare** some aspects of their own culture and Hispanic cultures as they relate to practices, values and perspectives.

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 Objectives

- CLO 1.1: Communicate (express, ask about, and react to) basic needs, preferences, feelings, and opinions using simple sentences and asking appropriate follow-up questions.
- CLO 1.2: Use non-verbal communication skills and the appropriate register of language in everyday contexts.

Presentational Objectives

- CLO 2.1: Provide information about personal activities, events, and everyday topics of interest in oral and written formats using simple sentences and expressions to connect ideas.
- CLO 2.2: Express preferences on familiar and everyday topics of interest and provide a justification using simple sentences.

Interpretative Objective

- CLO 3.1: Identify the topic and related information in informational and fictional texts in oral and written formats.

Intercultural Objective

- CLO 4.1: Describe the people, products, practices, and perspectives of Spanish-speaking countries in short fictional texts.

Textbook and Class materials

Required:

Blanco, J. (2017). *Portales 2 1e*. Boston, MA: Vista Higher Learning. (This text is used for **SPA 201, chapters 1-5** and SPA 202, chapters 6-10)

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 (**Option1, Option 2**), students must purchase a **6-month access code OR a 24 month access code**.

Recommended:

Spinelli, Emily. (2012). *English Grammar for Students of Spanish: A Study Guide for Those Learning Spanish* (7th ed.). 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 **VHL Central**:

- Windows 7, 8, 10; Mac OS X 1.6+
- Web browsers: MS Edge 15+ or higher, [Chrome](#) 58+ or higher, [Mozilla Firefox](#) 52+ or higher or Safari 11+ or higher. Cookies must be enabled. Adjust the settings in your browser and add plugins [here](#).

NOTE: Internet Explorer 11 and Safari 10+ (and lower) are no longer supported.

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)

Note: Vista Central technologies are iPad® AND CHROMEBOOK® FRIENDLY

- For information about iPad® friendly features, please visit <https://vistahigherlearning.com/ipad-friendly/>
- For information about Chromebook®-Accessible features, please review our [Chromebook®-Accessible Features article](#).

Online Exam Proctoring

This course uses online proctoring ([Respondus Lockdown Browser](#)). Online proctoring records both computer screen activity and physical room environment in order to mimic in-person proctoring conditions. The recordings are captured to help ensure academic integrity.

Before taking a test, the system will prompt you with acceptable and unacceptable behavior. If you need [help installing and troubleshooting Respondus lockdown browser](#), first check the link and then speak with your instructor. (Note, the browser may not work with iPads or Chromebooks.)

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, quizzes 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.

ASU Sync and In-class/remote learning

This course uses Sync. ASU Sync is a technology-enhanced approach designed to meet the dynamic needs of the class. During Sync classes, students learn remotely through live class lectures, discussions, study groups and/or tutoring. You can find out more information about ASU Sync for students here, <https://provost.asu.edu/sync/students> and <https://www.asu.edu/about/fall-2020>.

To access live sessions of this class go to myASU and click the Attend via Sync button next to this class on your schedule.

You may attend some class sessions on campus while other times, remotely via Zoom to ensure we keep the room occupancy below 50%.

While attending and completing coursework online please adhere to proper [Netiquette](#). Netiquette is defined as appropriate online behavior. For this course, netiquette includes keeping course discussion posts focused on the assigned topics, maintaining a positive and polite atmosphere, and using tact in expressing differences of opinion. Inappropriate discussion posts may be deleted by the instructor.

If you cannot physically be on campus due to travel restrictions or personal health concerns, you will be able to attend your classes via ASU Sync or through iCourses during the fall semester. If you will not be on-campus for the fall semester, you are expected to contact your professors to make accommodations.

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 an online dictionary (Suggested: www.wordreference.com or **WordReference app**) or to carry out a classroom activity. If you must take a call or text, do this in the hallway outside of the classroom or mute yourself on Zoom.
- Please bring a laptop or other mobile device and headphones to class to connect with your classmates in zoom when we do break out sessions. This will greatly enhance both you and your classmates' learning.

- Arrive on time for class and participate actively. If you arrive late, be respectful and join the class immediately without creating too much interruption.
- **Do your very best to participate and to be engaged in class, as this is quite important for your class participation grade.**
- Study the material outside of class and come prepared to interact with your classmates and instructor.
- Be courteous of students in the online space. These students will have the “right of way” when asking questions.
- Notes regarding COVID-19
 - Everyone will be required to wear a face cover while in ASU buildings. Face coverings will also be required in outdoor community spaces where social distancing isn’t possible. We advise you to obtain a face cover with a clear front to allow other students to see your mouth.
 - Please do your best to keep physical distance with your classmates

Concurrent Zoom Policies

- Arrive to your Zoom session 5 minutes before class, to test equipment and prepare for the session.
- If you take a call or have to attend to a home emergency, please mute yourself for a moment.
- Dress appropriately for a school setting.
- Try to find a quiet, well-lit area.
- Remember, attending a session on Zoom is just like attending a session in class.
- Have your camera turned on, and mute your microphone unless speaking.

Tips for Student Success

This is a hybrid course. To be successful, you must attend all face-to-face sessions (either on campus or on Zoom), **be engaged and 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
- 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 |
|-------------|------------|
|-------------|------------|

| | |
|---------------------------------------|-----|
| Attendance and Participation | 10% |
| VHL Homework (5) | 20% |
| Writing Assignments (4) | 10% |
| Chapter Quizzes (4) | 20% |
| Cultural Project (2) | 20% |
| Final Exams (Oral: 10%, Written: 10%) | 20% |

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% |

Students in this course may request the Y grade option. The Y grade is considered “satisfactory” and equivalent to a C or better. Only students who earn a final grade of C or better are eligible for the Y grade. If your final grade is below a C based on the grading requirements outlined by this course syllabus, then you are not eligible for the Y grade and the D or E grade will be posted.

The Y grade will fulfill prerequisite requirements of a C or better, but the grade is not used for computing the GPA.

Before requesting the Y grade, you should consider that this option may have implications for your degree program, financial aid, or scholarship requirements. You should review your major map for current and future course requirements prior to requesting the Y grade. Some classes require a grade higher than a C to count for the major or as a prerequisite for future required coursework.

If you are planning to apply to graduate or professional programs, the satisfactory Y grade in a core or prerequisite course may be less advantageous to your application than a letter grade.

Students who would like to request the Y grade option must send an email to the instructor no later than the end of the 11th week of instruction.

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**. 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

Attendance and Participation

Regular and consistent class attendance is expected and essential for the successful completion of the course. Class attendance is defined as on campus or zoom attendance for the duration of the class's regularly scheduled time. In a 16-week course, students are allowed to miss **two classes for MW/TTH classes or three for MWF classes** without penalty. Each class you miss beyond the aforementioned limits will automatically result in a grade of zero "0" in **participation** for that class period. Documentation for justified absences must be provided to your instructor immediately after the absence took place. **Tardiness:** Classes always start on time. Please talk to the instructor after class if you arrive late regarding your tardiness. **Remember: excessive late arrivals will count as a course absence.** Excessive absences (10) will result in a failure of the course.

If students are absent for any reason, **they are responsible for the material in class.** As this is a language class, the inclass time is almost irreplaceable for continuing your growth with the language. Call or e-mail a classmate for the information needed to perform adequately in the course. 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.

Active participation and attendance is a must for any successful language learner. Your oral performance and participation in class activities will constitute **10%** 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 paired and group activities.

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. **Please see the Participation rubric for more details.**

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/Final exams 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

Students will complete two (2) writing assignments during the semester that will contribute to the development of their written skills. Each written assignment will have two versions. 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.

Note: *For all writing assignments, whether they are part of the exam or independent 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 spell checkers, 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.

Portales Pre-classwork (aka: Homework)

These are activities that students must complete on *Vista Higher Learning* (VHL) prior to class. These assignments are worth 20% of the final grade 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 VHL calendar to anticipate when these exercises are due.

Chapter quizzes

Students will have four chapter quizzes, 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.

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.**

Cultural Projects

There will be two projects throughout the semester, one at midterm and one at final. Each project will be worth 10% of the final grade. The purpose of these projects is to heighten students' cultural awareness of the Hispanic world and to demonstrate mastery of course material. The specifics of the projects will be explained in class and appear on your Canvas course site. Do not forget to consult the **Canvas Calendar** for details on due dates.

Final Exams

The final exam consists of two evaluations: **oral exam (10%)** and **written exam (10%)**, each targeting specific skills and on specific dates that will be announced in the classroom and through Canvas. Below students will find a description of these two tasks:

Oral Exam

Situational dialogues in groups of 2-3 will be administered at the end of the course to assess oral proficiency. The instructor will provide each pair/group of students the topic to be discussed. The topics are similar in format and content to the paired and group exercises and activities practiced during class every day. Students will be given 5 minutes to **prepare** their 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). Check the **Canvas Calendar** for dates. The oral exam is worth 10% of the final grade. These Exams will take place via Zoom.

Written Exam

The final written exam is designed to assess all the areas covered in this class (Vocabulary, Grammar, Reading Comprehension, Culture, and Writing) and is cumulative (covering all chapters studied during the course). The exam date is listed on the **Canvas Calendar** and it is worth 10% of the final grade. **All students are required to take the final written exam.**

Following the University Calendar, there will be no alternate date for the final exam, so plan accordingly. The final written exam will be taken using Respondus lockdown Browser.

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](#).

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](#).

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 it's 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.

Students are not allowed to use online translators or ask tutors to copy-edit their written assignments. Students are encouraged to use good dictionaries, their textbooks, and other reference materials.

Accommodating Students with Disabilities

Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. The DRC Tempe office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at (480) 965-1234 (v) or (480) 965-9000 (TTY). For additional information visit: www.asu.edu/studentaffairs/ed/drc.

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 the Disability Resource Center.

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, then the program coordinator, Dr. Hope Anderson.