

**College of Charleston**  
**Department of Hispanic Studies**  
**Basic Spanish Language Program Teaching Guide**

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## **I. BASIC SPANISH LANGUAGE PROGRAM DATA**

### **A. Mission and Vision Statement of the Department of Hispanic Studies**

The Department of Hispanic Studies offers students and the community a broad range of courses and programs to develop language competence, a global perspective, and an understanding of the Spanish language, literatures and cultures of the Hispanic world. In addition, the Department seeks to promote the study of Portuguese at the college. Specifically, the Department aims to:

- Ensure that College of Charleston students acquire sufficient knowledge of the language to build proficiency in the language when future personal or professional needs require it.
- Prepare majors and minors for success as professionals in career fields related to Spanish.
- Teach understanding and appreciation of Hispanic and Luso-Brazilian cultures, and provide knowledge about the literary and intellectual achievements of these worlds.
- Provide opportunities for study abroad in areas where Spanish and Portuguese are spoken.
- Enhance the education of students who are not Spanish majors by providing language skills that complement their chosen major.
- Lead with internationalizing the College of Charleston curriculum.
- Work with the School of Education to prepare Spanish language teachers both substantively and pedagogically for the South Carolina school system.
- Provide opportunities for continuing study of Spanish at the graduate level for language teachers and other professionals in the Charleston area.
- Promote articulation between secondary schools and the College in the teaching of Spanish and Portuguese.
- Provide service learning and internship opportunities for students of Spanish to use their skills in the community.

### **B. Scope and Placement.**

The BSLP includes 6 courses with overlapping scope: SPAN 101, 102, 201, 190, 200, and 202. Students at the College of Charleston must complete through SPAN 202. In Hispanic Studies, incoming students are placed as follows:

True beginners:	101-102-201-202
Students with two or three years of Spanish:	190-200-202
Students with four years of Spanish:	202
Students with five years of Spanish:	275

The courses cover the following chapters of *Aventuras* and *Facetas*:

101- <i>Aventuras</i> Chapters 1-4*		190- <i>Aventuras</i> Chapters 1-6*
102- <i>Aventuras</i> Chapters 6-10		200- <i>Aventuras</i> Chapters 8-14
201- <i>Aventuras</i> Chapters 11-14	↓	
	↓	
	202- <i>Facetas</i> Chapters 1-5	

\*First semester phase in of one textbook plan

If you notice that a student in your course seems to be at the wrong level or if a student complains that he/she has been misplaced, email your recommendation for placement to [Spanish@cofc.edu](mailto:Spanish@cofc.edu) and tell the student to meet with a departmental administrator or the department chair as soon as possible. Changes cannot be made once the course drop/add deadline has passed (**Thursday, August 24<sup>th</sup>** ).

### C. BSLP Faculty by Course for Fall 2017

<b>Spanish 101</b>	<b>Spanish 102</b>	<b>Spanish 201</b>
Fenner Hoell Danny Jones Carola Ramírez Marianne Verlinden Allison Zaubi	Devon Hanahan Eileen Shields Donna Widener	Martha Maus Claudia Moran Matthew Pettway Eileen Shields Allison Zaubi
<b>Spanish 190</b>	<b>Spanish 200</b>	<b>Spanish 202</b>
Mary Ann Blitt Lola Colomina Emily Dahl Mark Del Mastro Stephanie Forgash Victoria Garrett Lauren Hetrovicz Fenner Hoell Berenice Marquina Martha Maus Sarah Owens Carola Ramírez Gustavo Urdaneta	Maria Andrews Marisol Castro Mike Gómez José Moreira Matthew Pettway Gustavo Urdaneta	Emily Beck Karen Berg Mary Ann Blitt Marisol Castro Sam Cogdell Emily Dahl Dani Delgado Stephanie Forgash Vicki Garrett Carmen Grace Devon Hanahan Danny Jones Berenice Marquina Claudia Moran Marta Ramírez Martínez Georgia Schlau

## II. TEXTBOOKS

### A. ISBNs for students purchasing online at [www.vistahigherlearning.com](http://www.vistahigherlearning.com)

Prices as of 8/8/2017	<b>Hardcover Textbook Supersite Plus Code (w/WebSAM + vText + Practice App)</b>	<b>Looseleaf Textbook and Supersite Plus Code (w/WebSAM + vText + Practice App)</b>	<b>Supersite Plus Code (w/WebSAM + vText + Practice App) ONLY</b>
<i>Aventuras, 4e</i>	ISBN 978-1-61857-639-2 \$291.60	ISBN 978-1-61857-660-6 \$243.60	ISBN 978-1-61857-066-6 \$170.00
<i>Facetas, 4e</i>	ISBN 978-1-62680-982-6 \$198.00	ISBN 978-1-68004-206-1 \$164.40	ISBN 978-1-62680-968-0 \$125.00

### B. Textbook Help for Faculty/ Google Drive

On Google Drive you will find a PDF of the Instructor's Guide to the Supersite. At the bottom of each page of the site you will see a link: [support.vhlcentral.com](http://support.vhlcentral.com) that you can click to submit a help request. The tech reps at Vista are very helpful and are accessible without going through a phone menu: **800-922-6003**. Our sales representative is Mary Albertson, and she can be reached at [malbertson@vistahigherlearning.com](mailto:malbertson@vistahigherlearning.com). The official campus support person is Devon Hanahan, at [hanahand@cofc.edu](mailto:hanahand@cofc.edu).

Click on these links for documents explaining to students how to get books/online accounts for our texts: [VISTA\Getting an account for Aventuras.docx](#) and [VISTA\Getting an account for Facetas.docx](#).

All syllabi and any other shared materials can be found on Google Drive. If you do not have an account on Google Drive, please see the BSLP coordinator or Laura Plotts in IT to set one up.

### C. Using the Textbooks in the Classroom


**Syllabus-** All BSLP instructors are required to keep up with the syllabus and cover the chapters and prescribed material assigned to each level. The department serves more than 5,000 students a year, and it is important that all students are prepared with the same content as their peers from other classes.

**vText vs. Book-**It is up to the individual instructor whether or not to allow the students to use only the vText on their laptops. If students choose this option they must be held accountable for not accessing other websites during class.

**vText in Class**-It is a good idea for the instructor to start up the Supersite and have the vText on the screen before class starts every day. This will provide quick access to text pages, links to videos and listening sections, and homework activities about which the students might have questions.

**Presenting Vocabulary**- Each time they are about to start a new chapter, students have an assignment the prior night to open their vTexts to the first two pages of the chapter, click on the new vocabulary (which is live), and repeat it out loud before doing one homework assignment using that new vocabulary. Please encourage students not to skip this important step. Although Preparación is listed only on the first day of each lesson, it is understood that you will include vocabulary activities or incorporate new vocabulary into your lessons each day. The students have at least one vocabulary homework assignment each night.

**Presenting Grammar**-Although the grammar is presented deductively, it may also be presented inductively and in the target language during class. Remember also that the students have been assigned a grammar tutorial with one practice activity the prior night, so they should at least be familiar with the concept you are covering. If you choose to start a grammar topic on the first day of class (usually dedicated to vocabulary), you may of course do so. Another option is to present a vocabulary-based communicative activity outside of the text.

**Presenting Culture**-Feel free to expand on cultural topics offered via the links provided (for example, on the *Cultura* reading pages in *Aventuras*) or through your own resources. The *Apuntes culturales* that follow the telenovela in *Facetas* are short, but they provide good points of departure for expanding the lesson. Remember that each cultural reading section of *Aventuras* has a supplementary reading selection accessible only online by clicking on  .

**Videos**-The videos assigned in *Aventuras* are an important part of each chapter because they give the student an opportunity to see all of the elements of the lesson combined in real world situations. The *resumen* at the end of each one is equally important. The videos also appeal to the students because they are used to multimedia and because students gain a sense of accomplishment by watching and understanding the episodes. It is up to you to determine whether the students watch the videos at home or during class, and this may vary by chapter depending on how you plan to incorporate the videos into your lesson. If the students are to watch the videos at home, you can assign homework activities to ensure that the students actually see them. On your homepage go to Content → Activities → *Aventuras*. The same is true for *Flash Cultura* and even the very short realia bits in *Videoclip*. On Google Drive there is a document that lists the running time for every video in the book. If you want to assign the whole video to watch at home, be sure to select the very first activity under the *Aventuras* list of activities (or the Fotonovela list for *Facetas*). This is the only activity that shows the whole video and not just an excerpt.

All of the above information applies to *Facetas*, but the syllabus already includes brief homework related to the Fotonovela. *Facetas* also includes a *cortometraje* that is in some way related to the lesson. To assign homework activities for the videos in *Facetas*, go to Content → Activities → Fotonovela/ Cinemateca. Running times are as follows:

	Fotonovela	Flash cultura	Cortometraje
<b>Lección 1</b>	5:59	7:45	14:44
<b>Lección 2</b>	5:44	8:48	16:32
<b>Lección 3</b>	6:58	7:30	7:33
<b>Lección 4</b>	6:49	6:34	16:07
<b>Lección 5</b>	6:29	6:59	18:08

#### D. Supersite

**Registering-** Students do not need a course code to register in your class, as they will find you by state, institution, and professor name. Once they buy their code they may use it at any level for 36 months. Make sure your students know that they need to register on the Supersite right away and that they need to take the time to look carefully at all of the sections and choose the right one. Contact the BSLP Coordinator if any students end up in the wrong section so the students can be transferred.

**Homework-** Each class will have its homework assignments uploaded before the semester starts. Homework is 90% of the grade, Tutorials are 5%, and Practice Tests are 5%. You can make some changes in your own sections if you need to modify a due date, add activities, and delete or change activities. Students are automatically assessed a 10% late penalty each day for late homework and a 25% late penalty each day for late tutorials. The Practice Tests are graded on a Credit/No credit basis, but they do show the students an actual grade out of 100%. It is important to be familiar with your students' forthcoming activities and the results. You can add instructor notes to any activity by opening the activity and clicking on *Instructor's Note*. This can save a lot of questions and headaches if the activity has any tricky parts. If you want to review a student's individual work or change the grade of an activity, click on the grade itself. If you want to accept late work from the whole class or give the whole class a 100% on an activity, click on the name of the activity at the top of the column of grades. The Instructor's Guide to the Supersite explains these and all other options thoroughly.

**Instructor Graded Homework-** Each chapter has been assigned at least one instructor graded activity in an effort to improve students' writing skills. You may grade each student individually or you may choose the QuickGrade option, where the computer randomly selects several students to grade and assigns 100% to all other students who did the work.

**Number of Attempts for HW Activities-** The default setting for the homework assignments gives the students as many attempts as they prefer; however, for assignments asking the student

to choose one of two options and for open ended writing assignments, the students receive only one chance. They should plan accordingly.

**Order of Homework Assignments-** It is important for the students to do their homework in the order found on their syllabus, because just as in the classroom, the homework follows a pattern of Review- Learn- Practice. Students will review and practice what they worked on in class that day, then they will watch a tutorial on the next day's topic, and finally they will do one very simple homework assignment based on that tutorial to hold them accountable.

**Extra Practice for Students-** Due to the volume of activities on the Supersite, not all are assigned. Students wanting extra practice can go to Content → Activities and select what they prefer. Under Content → Vocabulario they will find electronic flashcards, and with Content → Repaso they will find practice tests and activities that review several chapters at a time. They may also resubmit activities on a practice basis by clicking the Practice button at the bottom of each activity.

**Supersite Grades-** It is important for students to track their progress and for instructors to be aware of their students' progress with the homework. Your OAKS gradebook should include a homework grade for each chapter to be entered when chapter test grades are entered. To ensure that the grade includes the tutorials and practice test results, go to Grades → Reports, and with approximately 5 clicks you will have a report for the whole chapter.

### **III. ASSESSMENT**

#### **A. Test Security**

Once you review tests and exams with your students, you must collect and keep them in your office. Do NOT allow students to take home tests or have unsupervised access to them. Tests and final exams must be stored for TWO years before disposing of them.

#### **B. Lesson Tests**

The Supersite offers several versions of tests for each chapter that you can adapt as you like. Be sure that every test includes:

- Listening.
- Writing.
- Contextualized vocabulary sections.
- Contextualized grammar sections.
- Culture questions.
- Reading, especially in 202.

If the Supersite offers a testing section that is NOT contextualized, please adapt it before administering it. For example:

**Section offered by Supersite:**

**Adaptation:**

<p><del>El verbo ser: Fill in the blanks with the appropriate present tense forms of the verb SER.</del></p> <p>-</p> <p>1. Emilio y yo _____</p> <p>-</p> <p>2. yo _____</p> <p>-</p> <p>3. tú _____</p> <p>-</p> <p>4. mi profesor _____</p> <p>-</p> <p>5. ustedes _____</p>	<p><b>La clase de español.</b> Complete the paragraph with the appropriate present tense forms of SER to tell about Ana's Spanish class. (5)</p> <p>Me llamo Ana, y yo _____ estudiante en la clase de la Sra. Ruiz. Ella _____ mi profesora favorita. Los otros estudiantes _____ inteligentes, y nosotros _____ los estudiantes favoritos de la profesora. Y tú, ¿_____ estudiante de español también?</p>
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On Google Drive you can find at least two tests for each level (101-202) posted. You can use these or adapt them as you prefer. Faculty members are encouraged to collaborate on tests and share their materials, which is easy to do on Google Drive. You may also see the BSLP Coordinator for help or feedback writing tests.

**C. Final Exams**

We do not have departmental final exams, but all BSLP faculty are required to administer cumulative final exams on the day and time that has been assigned to each class. Faculty may share their exams with each other. Exams must follow the same guidelines as lesson tests. 102 and 202 exams must incorporate the GenEd Assessment into their exams without altering it in any way. The GenEd Assessment Instrument includes reading, writing, and listening activities. A practice instrument will be sent out for 202 instructors to use before the final exam day, and the instrument itself along with detailed instructions will be distributed well before exam week.

**D. Ampliación**

Each chapter in *Aventuras* includes a day to administer the *Ampliación* assessment

- The *Ampliación* grades will go under the Speaking/writing grade category.



- These rubrics are fairly general and may be edited as you prefer. In one chapter you might want to do all three elements (**Escuchar, Conversar, Escribir**) and in another you may want to do only one or two and add **Un paso más** or **Lectura**. Just be sure to include some listening and writing throughout the semester.
- You can also edit the writing page to your preference. You may want students to write in or out of class, depending on class time constraints. Although a pre-writing prompt has been included for each assessment, there is no space for a revised paragraph. You are welcome to implement the peer-revision element and request multiple copies. Again, each chapter does not have to be approached in exactly the same way.
- You will notice that the **Conversar** rubric relies heavily on self-grading. Naturally you will circulate while students are speaking and you will note lapses into English, etc., and you will have the option of altering their grades. But research shows that students tend to be brutally honest when self-grading. The point of this *Ampliación* section is to have students speak with confidence, some sense of control, and a willingness to explore their language capabilities.

Each chapter of *Aventuras* includes several Partner Chat and Virtual Chat assignments that can be used in place of the **Conversar** section of *Ampliación*. Instructors may also choose to create and upload their own Partner Chat assignments. These may all be graded individually or via the QuickGrade system. Consult the Supersite Instructors' Guide or the BSLP Coordinator for help with this option.

- The **Escuchar** sections have the script in blue on the right side of the page, but you can also click on the emblem right on the page on the v-text to have them listen to a tape.
- If there is a section of *Ampliación* that you would like to replace with something of your own, go ahead! Often instructors implement an unassigned listening activity from the homework or testing sections or a different writing prompt.

## **E. Participation**

As a communicative based program, it is important to assess and reward participation, remembering that meaningful production is more important than accuracy. There are several faculty produced participation rubrics available on Google Drive or you may use one of your own, as long as you are consistent with your approach. Spanish 202 students also have the opportunity to participate in a cultural discussion board outside of class. You may choose to set this up for other levels as well.

## **F. Oral Exams**

Spanish 202 students will have two oral exams each semester. Instructors may choose between a group speaking format or an individual interview format. All guidelines, assignments, and rubrics are on Google Drive.

## **G. Compositions**

Spanish 202 students will have two compositions each semester. All guidelines, assignments, and rubrics are on Google Drive. It is important to emphasize the honor code and to repeat that no outside help is allowed on compositions. Starting in spring 2016, Spanish 201 students will also have compositions. The Honor Code can be seen at: <http://studentaffairs.cofc.edu/honor-system/studenthandbook/documents-pdfs/2014-2015-student-handbook.pdf>

## **IV. TEACHING**

### **A. Classroom Attendance and Policies**

Instructors may not cancel class except in cases of emergency, at which time the Department Chair, BSLP Coordinator, and both departmental administrative assistants should be notified immediately via email. If you know that you are going to miss a class well in advance, please clear this with the Department Chair or BSLP Coordinator and find someone to cover your classes.

All instructors are expected to start class on time, teach the full time, and end on time so that students are not late to their next classes.

Students are expected to arrive on time and stay the whole period without leaving class. Please enforce this policy.

**B. Communicative Approach-** Our department is dedicated to the ideals behind the communicative approach to language learning, which can be summarized as including:

- An emphasis on learning to communicate through interaction in the target language.
- The introduction of authentic texts into the learning situation.
- The provision of opportunities for learners to focus, not only on language but also on the learning process itself.
- An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.
- An attempt to link classroom language learning with language activities outside the classroom.
- 

**An emphasis on learning to communicate through interaction in the target language:**

Even in Spanish 101, the class can be entirely conducted in the target language. The instructor must speak more slowly and clearly, must use simple expressions and as many cognates as possible, must repeat often, act out or circumlocute unfamiliar words, and focus on active vocabulary. It is much more difficult to conduct the class entirely in Spanish, and it eliminates

some interesting anecdotes and areas of study that might be beyond the students' comprehension, but it is worth the effort.

### **The introduction of authentic texts into the learning situation:**

Both textbooks in the BSL Program include realia in the form of literature, videos, ads, and art work. Instructors are encouraged to enhance their own lessons with their own input of authentic texts and work.

### **The provision of opportunities for learners to focus, not only on language but also on the learning process itself:**

Students need to know that they are at a level in which they are expected to make frequent errors, especially in speaking, and that the path to improving their skills lies in overcoming their fear of making these mistakes. By focusing on meaningful production and encouraging communication, no matter how faulty, we can remove that fear. Also, the more that students understand why we do what we do (i.e., repeating vocabulary aloud, demanding complete sentence answers, etc.), the more engaged and interested they will be in their own success. Instructors can post the NSSFL- ACTFL Can Do Statements on their OAKS pages and can encourage students to be familiar with them and plot their progress on the scale.

### **An enhancement of the learner's own personal experiences as important contributing elements to classroom learning:**

Meaningful communication means that the information exchanged is about the students, as opposed to information exchanged only to manipulate new grammar forms or vocabulary. The more we can relate our lessons to students' personal lives, the more engaged and successful they will be. The learning brain does not separate emotion from cognition, and when there is a personal relationship between the instructor and the students, learning is optimized.

### **An attempt to link classroom language learning with language activities outside the classroom:**

Students need to be reminded constantly what the real prize is at the end of the semester: not the grade or the credit, but the ability to communicate with others in Spanish. With the global economy and with 1 in 6 residents of the US being Hispanic, the need for Hispanic Language and cultural proficiency is greater than ever. (See <http://scspanishteacheroftheyear.org/about/>) Part of our responsibility is to keep that prize clearly in their sights by reminding them of study abroad opportunities and extracurricular activities, some of which can be seen here:

- Spanish Club (<http://spanish.cofc.edu/student-ops/extracurricular/spanish-club.php>)
- Hispanic Latino Club (<http://spanish.cofc.edu/student-ops/extracurricular/hispanic-latino-club.php>)
- Portuguese Club (<http://blogs.cofc.edu/moreiral/portuguese-club-activities/>)
- Casa Hispana (<http://casa.cofc.edu/>)

- Sigma Delta Pi (National Collegiate Hispanic Honor Society) (<http://spanish.cofc.edu/student-ops/extracurricular/sigma-delta-pi.php>)
- Tertulia (<https://www.facebook.com/groups/125344019206/>)
- Global Scholars (<http://globalscholars.cofc.edu/index.php>)
- Distinguished Speaker Series (<http://spanish.cofc.edu/>)
- -Study Abroad (<http://www.cofc.edu/academics/specialopportunities/studyabroad.php>)

### C. Daily Lessons

**Lesson plans-** Although the syllabus provides information on the material to be covered, it does not offer an actual lesson plan. If you are new to teaching and would like help composing lesson plans, please consult with the BSLP Coordinator. As a rule, you should have a meaningful, observable communicative goal for each class:

*Today in class my students will learn the regular preterit and will practice their new vocabulary.*  
(Not observable and too general.)

vs.

*Today in class my students will orally describe their leisure activities from last weekend to a partner using their new vocabulary and the regular preterit tense. They will write a summary of their partner's activities to be submitted to the instructor.* (Observable, meaningful, and specific.)

**Daily pattern-** In general a class should follow the pattern of Review, Learn, Practice: Students should review previous information, learn new information that relates to and builds on the reviewed material, and then practice the new material. Every effort should be made to transition logically between each segment of the lesson so students do not feel like they are just rolling through a random list of information.

**Balance-** It is important to engage all four modalities of learning--reading, writing, listening, speaking-- each day. It is also important to balance time spent working individually, with partners, and as a group.

### D. Observations

New professors will be observed by the BSLP Coordinator, the Department Chair, and the Associate Chair throughout the year. Returning adjuncts and instructors will be observed periodically or by request. Those professors scheduled for observation will be contacted accordingly during the semester in question, but the specific days of observation will not be announced.

## V. ADMINISTRATIVE INFORMATION

### A. Classrooms

Most classrooms controlled via access codes, keys, and swipe cards. In order to find out whether entrance to your classrooms is restricted, follow the steps below:

- Logon to “My Charleston”
- Click the “Faculty” tab
- At the bottom of the page, in the center column, there is a box titled “Faculty Quick Links”...click on “Classroom Access Codes”.
- If a classroom requires an access code, it will be listed here (**Codes change from semester to semester**). If a classroom requires a key or a swipe card, and it is in LONG, ECTR, or TATE, check with Laura Moses to see if the department has a key or swipe card that you can sign out for the semester. If not, call Classroom Support (The Helpdesk) for help navigating the next step: 953-3375.

### B. OAKS

OAKS is our course management system and is essentially a form of D2L (Desire 2 Learn). The LCWA Liaison to Information Technology is Laura Plotts ([plottsl@cofc.edu](mailto:plottsl@cofc.edu)), and she offers many OAKS training sessions in person and online.

#### Uploading your syllabus-

- To upload your syllabus to OAKS, please follow the steps below:
- Click on “Content” (at top)
- Click on “Add a Module”
- Create name (e.g., Syllabus, Programa del curso, etc.), and click.
- You can drag the document itself onto the module page or...
- Click on “New”
- Click on “Upload files”

#### Communicating with your class-

- Click on Communication.
- Go to Classlist.
- On the upper left, click the empty box to the left of the email icon and then click the email icon.
- If you would like to communicate with your students before the official start date of the semester, go to My Home → OAKS Requests (upper right) → Request to Change Course Start or End Dates.

## Setting up a grade book-

This is required for each course...

- Go to Grades → Grades → Setup Wizard. Click Start at the bottom.
- Choose a Weighted Grading System. Click Continue.
- Choose Calculated Final Grade. Click Continue.
- If you choose *Drop ungraded items*, you can set up your whole gradebook for the semester in advance and your students will still get an idea of their average. The advantage to this is that all of your columns are created at the beginning of the semester. The disadvantage is that you will need to enter zeroes yourself for the work students leave undone. If you choose *Treat ungraded items as zero*, you will create a graded column only when you're about to enter grades in it. The advantage of this second option is that the students immediately see their zeroes and how these affect their overall grade. Either way, select *Automatically keep final grade updated*.
- You will see Choose Default Grade Scheme. Click Continue.
- You will see Managing View Display Options. Click Continue.
- You will see Student View Display Options. Choose Points grade, Weighted Grade, and Grade Scheme Color. Leave the numbers as 2 and 15. Select Display final grade calculation to users. Click Continue.
- Click Finish.
- Now you will create grade categories according to your syllabus. Be sure that your category weights are the same as listed on your syllabus.

## Setting up Attendance on line:

- On OAKS page, go to Management button.
- Scroll down and click on Attendance.
- Click on Attendance Schemes, and then the New Schemes button.
- Your scheme name can be your own last name. I use three symbols: \* for present, A for absent, and T for late. You can use these or make up your own. Click SAVE and then CLOSE.
- Now click on Attendance Registers on the top right.
- Click on New Register. Call it Fall 2017 or whatever you like. Skip the description, but under Attendance Scheme, scroll down to your own scheme that you just created.
- To me the value of online attendance is the fact that the students can see it, so I always click, "Allow users to view this attendance register." I never have disputes over attendance any more.
- Now to the sessions: Each session name is a single date. I enter them as W 8/22 F 8/24 etc. Once you enter the first three dates, click Save and then click Add Sessions. Keep adding them until all dates are entered. Remember to save.

- Each day during or after class, go to Management → Attendance → and click on the date you want to enter. There is an option for entering the same symbol for everyone at once. Choose that and enter the Present symbol, then go down and substitute the Absent or Tardy symbol for the few to whom that applies.

### C. SNAP Program

SNAP (Students Needing Access Parity) is also known as the Center for Disability Services (CDS). Each semester, sections of Spanish basic language courses are offered that are available only to SNAP students with issues that interfere specifically with the learning of a foreign language. Spanish 101 and 201 are offered in the fall, and Spanish 102 and 202 are offered in the spring.

Students with disabilities not determined to interfere with the learning of a foreign language are free to enroll in any non-SNAP Spanish basic language course. If a student has a disability that has been approved by SNAP /CDS, he/she may give you a Professor Notification Letter (PNL). The PNL states that the student has been approved to receive specific accommodations and lists said accommodations. The PNL does not state the nature of the disability (see the FERPA Act of 1974 <http://registrar.cofc.edu/ferpa/index.php>). It is the student's decision whether to disclose the disability. You are required to provide the accommodations indicated in the PNL. Although you are not required to provide any additional accommodations, you are free to contact SNAP /CDS if you are interested in learning about further accommodations that may enhance your student's learning (953.1431 / [snap@cofc.edu](mailto:snap@cofc.edu))

You may encounter a non-SNAP student that you suspect has a learning disability. Should such a situation arise, you may choose to do one or more of the following:

- Schedule a meeting with the student to review his/her work or discuss difficulties with the material.
- Fill out a FAST (Faculty/Staff Assisting Students in Trouble) form on MyCharleston. Here, you can report anonymously and confidentially the suspected learning disability.
- Contact SNAP /CDS (953.1431 / [snap@cofc.edu](mailto:snap@cofc.edu)) to discuss your concerns.

When students suspect that a learning disability is interfering with foreign language learning, they can request to take the Modern Language Aptitude Test (MLAT) at the CDS. The MLAT is free, and helps to identify a person's foreign language learning potential by administering a written and auditory test of an imaginary language. Their score helps identify whether further testing is recommended. Although further testing is not free, there are possibilities for reducing the cost of this process.

#### Contact information

SNAP /Center for Disability Services  
Lightsey Center, Suite 104, 160 Calhoun Street  
[snap@cofc.edu](mailto:snap@cofc.edu)

#### **D. College of Charleston's Attendance Policy**

Since class attendance is a crucial part of any course, students are expected to attend all classes and laboratory meetings of each course in which they enroll. During the first week of classes, instructors will announce and distribute their attendance policies, including criteria to be used in determining excused absences. The professor determines whether absences are excused or unexcused, whether make-up work will be permitted, and whether both excused and unexcused absences count in determining the basis for a grade of "WA." If attendance is used for grading purposes, the professor is responsible for keeping accurate attendance records. Each student, whether absent or not, is responsible for all information disseminated in the course. If a student has more than the maximum allowed absences, as defined in the course syllabus, the professor may assign a grade of "WA" for the student. The grade of "WA" is a failing grade. The procedure for assignment of this grade requires that the professor submit the WA grade form after the withdrawal deadline. A last date of attendance must be entered for all assigned WA grades.

If students who participate in athletic competitions or other College-sponsored events want to be assured that they are in compliance with the faculty members attendance policy, they must provide written notification to all course instructors of dates and times when regularly scheduled classes and labs will be missed. (Source <http://catalogs.cofc.edu/undergraduate/attendance.htm>)

There are times when a student cannot avoid missing class for an illness, a death in the family, an accident or other unplanned events. It is always imperative for students to follow up with professors when class is missed. In the event that a student misses a class for a legitimate, documentable reason, that student may bring this documentation to Office of the Associate Dean of Students at 67 George Street where the student may fill out a brief form with a schedule of missed class (es), dates missed and the names of the appropriate professors and advisor. After clearance from the dean, the office will notify the appropriate faculty by e-mail. (Source: <http://blogs.cofc.edu/parents/2011/02/04/missing-classes-excused-absences-policy/>)

**Please note that any excused absences and make-up work are to be arranged between the professor and the student.** In the case of extended absences, the office will generally ask the student to come in for a conference to ensure that all academic matters are in order, despite the absences. If you have further questions please contact [absencememo@cofc.edu](mailto:absencememo@cofc.edu) directly with your inquiry.

#### **Contact Information:**

Student Affairs  
66 George Street  
Charleston, South Carolina 29424-0001  
(843) 953-3390



FAX (843) 953-2290

E-Mail: [absencememo@cofc.edu](mailto:absencememo@cofc.edu) – Questions

## **E. College of Charleston Honor Code**

The Honor Code is extensive and specific and can be seen here:

<http://studentaffairs.cofc.edu/honor-system/studenthandbook/documents-pdfs/2014-2015-student-handbook.pdf>

Honor offenses are categorized into three classes:

**Class 1-** This act involves significant premeditation, conspiracy, and/or intent to deceive; e.g., purchasing a research paper.

**Class 2-** This act involves deliberate failure to comply with assignment directions, and some conspiracy and/or intent to deceive; e.g., camouflaged use of the Internet or outside sources when it has been prohibited.

**Class 3-** This act is mostly due to ignorance, confusion, and/or poor communication between the instructor and the class; e.g., unintentional violation of the class rules on collaboration.

All three violations have specific reporting processes that can be found in the Faculty Handbook.