

## SPANISH 3A

### COURSE DESCRIPTION

Spanish IIIA is an advanced intermediate-level Spanish course designed for independent learners. Through videos, audio clips and a variety of interactive activities and cultural interviews, students will see and hear native speakers around the Spanish-speaking world. Then students will themselves participate in both written and oral activities designed to incorporate the new vocabulary and grammar they have learned each unit.

Key components of this course are: unit assignments, virtual classroom participation, discussion board posting and a term project. Students are assessed unit by unit via vocabulary tests, completion of assignments, participation in virtual classroom discussions, timely postings to the discussion board, a final examination and successful completion of a Term Project. Suggestions will guide the student in how to best complete these tasks. Specific learning outcomes and reading assignments are provided on a unit by unit basis.

Spanish IIIA is intended to be the first half of a third year Spanish course, at the end of which the successful student will be able to participate in everyday conversations with considerable fluency in Spanish. Both Spanish IIIA and Spanish IIIB have been designed so that the student can proceed at an even pace throughout the semester. It is important that the student familiarize him/herself with the sign-in process and begin reading immediately.

### PREREQUISITES / COREQUISITES:

- Spanish I A/B
- Spanish II A/B
- English/Language Arts courses

### REQUIRED TEXT / SUPPLEMENTARY MATERIALS

**Publisher:** Pearson

**Title:** Realidades, Level 3

**Author(s):** Boyles, Met, and Sayers

**Year published:** 2011

**Student edition text:** 9780133691757

#### **Supplementary Texts (required):**

**Title:** La Casa en Mango Street

**Author:** Sandra Cisneros

**Publisher:** Aims International Books Corp

**Year:** 1995

**OBJECTIVES**

1. To increase oral proficiency in Spanish by using an inquiry based method. Emphasis is on expressing thoughts, feelings, doubt, opinions, needs, and ideals. The third year student is expected to explore the difference between concrete reality and what is hypothetical.
2. To increase writing ability. The student is expected to grow in their ability to express themselves through writing essays, projects, short answers, and filling out comprehension questions. There is emphasis on grammar and syntax.
3. To increase listening and comprehension competence. The student will listen to Spanish spoken by a diversity of speakers at different speeds.
4. To increase reading ability in Spanish. The student will increase their ability to comprehend text in different formats.
5. To gain an appreciation for Hispanic culture, and history. By integrating culture and language students will become more depth at understanding the sociology of the Spanish Speaking world.

**COURSE CONTENT / SKILLS**

1. Students will use vocabulary describing occupations, ecology, fashion, celebrations, patriotism, and to speak of human qualities.
2. Through writing and speaking, students will review use of reflexive verbs, impersonal constructions using *se*, and command forms.
3. Students will practice use of subjunctive expressing doubt, emotion, and wishes in writing and speaking.
4. Students will use subjunctive with the perfect tense in speaking and writing.
5. Students will write using imperfect subjunctive.
6. Students will gain improved ability to use the subjunctive in verbal interactions and when to use it as opposed to the present indicative.
7. Through projects students will show understanding of culture, literature, and folk lore.

**LEARNING OUTCOMES**

Upon successful completion of Spanish IIIA, students will be able to speak Spanish by/using:

- Discussing activities before and after school
- Present-tense irregular and stem-changing reflexive verbs
- Discussing weekend activities
- Discussing special events and celebrations
- Using verbs like *gustar*
- Using possessive adjectives
- *Al aire libre*



## COURSE SYLLABUS

Revised 2021

- The preterite of regular verbs
- Actividades al aire libre
- The preterite of verbs ir and ser
- The preterite of verbs ending in –car, –gar, and –zar
- Preterite of irregular, stem-changing, and spelling-changing verbs
- Imperfect tense
- El arte y los artistas, descripciones, comparaciones
- Adjective agreement
- El teatro y los conciertos
- Comparisons and superlatives
- The preterite vs. imperfect
- Estar + past participle
- The verbs ser and estar
- Preterite and imperfect—special meaning of verbs
- La comida
- Direct object pronouns
- El cuerpo y la salud
- Indirect object pronouns
- Affirmative and negative commands with tu, Ud., Uds.
- Present subjunctive of regular, irregular, and stem-changing verbs
- Actividades, descripciones, el tiempo
- Other uses of reflexive verbs
- Descripciones de personalidades
- Reflexive pronouns with reciprocal actions
- Present subjunctive with emotion
- The uses of por and para
- Commands with nosotros
- Possessive pronouns

**COURSE METHODOLOGY**

- This is an inquiry-based course. Students will generate knowledge through online readings, synchronous chats, asynchronous discussions with students and their instructor, interactions with online tutorials, and online and hands-on simulations.
- A semester project developed by each student will be used to demonstrate knowledge and understanding of the material in the course.
- The instructor will act as a guide, a facilitator, an events planner, and a resource advisor. He/she will always be available through e-mail.
- The student must actively construct and acquire knowledge by being intrinsically motivated to succeed. To succeed, students must participate and complete all readings and activities. This course requires the student's active participation.
- Both formal and informal assessment methods will be used in the course. Informal assessment will include an evaluation of the quality and timeliness of participation in class activities. Formal assessment may include multiple-choice quizzes, tests, discussion board participation, and written assignments. A final exam will be given at the end of the course.
- There is a speaking and listening piece to this course and it is critical for all students to participate in order to receive full credit towards course completion.

**SPEAKING AND LISTENING REQUIREMENTS**

Speaking and listening are key areas in all foreign language courses. It is essential for all students to practice listening and speaking skills in this Spanish course. There are two different communication requirements within this course and both must be met in order to successfully complete this course.

**Verbal Chats**

Every unit includes a Verbal Chat Assignment in which students will be given a prompt ahead of time, so that they can research and prepare oral responses to questions. Students will record themselves speaking and submit this assignment for grading. Alternately, the student can log into the instructor's office hours (see below) and complete this assignment live with their classmates and instructor in real time—using audio, video, and text chat.

**La Plaza (via Blackboard Collaborate)**

Every unit also includes a La Plaza requirement. Just as in Latin culture, La Plaza is a meeting place, a place for people to gather, to share ideas with the community. This is a virtual space open to Spanish students across classrooms. Students will be required to login at specific times and communicate with each other as well as the Spanish teacher in real time. Blackboard Collaborate includes features such as a virtual white board, ability to upload video, document collaboration and screen sharing. The instructor will establish live sessions at various times weekly for students to participate in.

**COURSE PARTICIPATION OBJECTIVES**

This course for which you are registered is a college preparatory, academically rigorous course that covers an entire semester's worth of material. As such, it is important that you adhere to the following guidelines as you manage your time and commit to successfully completing all required coursework:

1. The requirements for this course are equivalent to completion of minimum of 90+ hours of class instruction at a traditional on-site high school
2. Assignments must be submitted for each unit as they are completed so that the teacher may review and assess your performance. Do not hold your work, you must submit each unit's homework as it is completed, demonstrating weekly assignment completions
3. You must log in regularly to your course to demonstrate continued participation, and completion of all course requirements, including assignments, assessments and discussion forums
4. You must complete your individual work and any incident of suspected cheating, plagiarism or collaboration on assignments violates the academic integrity expectations outlined at the time of your enrollment and can result in failure of the course or further action as deemed appropriate

It is expected that students complete all required assignments, participate in all discussion boards and other discussion forums, complete all unit based examinations, including midterms and finals and complete all required projects.

Your regular participation and performance are a part of your permanent academic record and may be requested by your primary school, college or other institution to verify that you satisfactorily completed all course requirements, and your record should demonstrate evidence of the following:

- Continued and regular participation in the course
- Completion of all course requirements including assignments, assessments and discussions
- Completion of all unit assignment requirements

Adherence to the above guidelines will ensure you have maximum opportunity to learn the materials, and demonstrate successful completion of the coursework.

**COURSE OUTLINE**

<b>Unit</b>	<b>Theme</b>	<b>Activities</b>
<b>Course Home</b>	Course Deliverables	<ul style="list-style-type: none"> <li>• Online student orientation/tutorial on using the online course tools</li> <li>• Syllabus review</li> <li>• Academic Honesty Policy</li> <li>• Class Participation Requirements</li> <li>• Course Pacing</li> <li>• Listening and Speaking Requirements</li> <li>• Introduction to supplemental readings embedded: Multivista Cultural</li> <li>• Library orientation</li> <li>• Help Desk Services</li> <li>• Entering “La Plaza” (a place where students can communicate visually, orally and virtually in real time online through Adobe Connect)</li> </ul>
<b>Unit 1: Introduction to Spanish 3A</b>	<b>Para Empezar / Dias Inolvidables</b>  <b>National Standards for Foreign Language:</b> 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1	<b>Video Introduction:</b> Review, Empezar, Verbs, Grammar, Study Tips  <b>Lecture</b> —Getting started building a foundation for Spanish 3, present tense review, pronouns, possessive adjectives  <b>Read pages:</b> 2-29



		<p><b>Complete Exercises:</b> 1, 2, 5, 7, 8, 9, 11, 13, and 19</p> <p><b>Listen to vocabulario and complete the following listening activities:</b> 1, 3, 5, 9, 10, 13, 15, 16, 17</p> <p><b>Class Discussion:</b> Learning Modalities Survey Describe a past event using imperfect and preterite tenses</p> <p><b>Class Live! (Real-time class discussion)</b> Topics will center around student introductions, class tools functionality, question and answer</p> <p><b>Review</b></p> <p><b>Unit 1 Quiz:</b> 10 multiple choice and 3 short essay questions</p> <p><b>La Plaza:</b> This is a place where students from all Spanish classes will interact over a virtual space in real time</p>
<p><b>Unit 2</b></p>	<p><b>Dias Inolvidables</b></p> <p><b>National Standards for Foreign Language:</b> 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1</p> <ul style="list-style-type: none"> <li>• Review of vocabulary and grammar</li> <li>• Vocabulary practice</li> <li>• Practice with verbs in the preterite tense</li> <li>• Practice with imperfect</li> </ul>	<p><b>Video Introduction:</b> Practicing the Imperfect, Sports vocabulary</p> <p><b>Lecture—</b>Culture, Conquistadors and Hernan Cortez, Art--Diego Rivera murals, Preterite, and Practice!</p> <p><b>Read pages:</b> 29-57 Begin reading La Casa en Mango Street (Instructor will provide pacing and activities that coincide with text readings)</p> <p><b>Complete Exercises:</b> 14, 15, 16, 19, 25, 26, 32, 36, 39, 41, 42, and 49</p>



		<p><b>Listen to vocabulario and complete the following listening activities:</b> A primera vista and lectura</p> <p><b>Audio Activities:</b> Canciones de hip hop A primera vista 1 Manos a la obra 1 A primera vista 2 Manos a la obra 2 Adelante!</p> <p><b>Speaking and Listening:</b> Una Adventura Desastrosa And Vocabulario en context</p> <p><b>Video:</b> Los deportes en el mundo hispano Students Will make a list of outdoor activities from the film and Will discuss with a classmate</p> <p><b>Writing Assignment:</b> Students will write an email to a friend in Chile with a detailed description of weather, sports, outdoor activites and locations people visit</p> <p><b>Internet Scavenger Hunt:</b> Una Visita a Chile</p> <p><b>Class Discussion:</b> Students will discuss their favorite pastimes, sports and hobbies—indicating what they’d prefer, using ir, por and para, and verbs like gustar</p> <p><b>Class Live! (Real-time class discussion)</b> Grammar and vocabulary work. Students will</p>
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		<p>discuss their likes and dislikes when it comes to camping.</p> <p><b>Review</b></p> <p><b>Unit 2 Quiz:</b> Short essay questions</p> <p><b>La Plaza:</b> This is a place where students from all Spanish classes will interact over a virtual space in real time</p>
<p><b>Unit 3</b></p>	<p><b>Que haces para estar en forma?</b></p> <p><b>National Standards for Foreign Language:</b> 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2</p> <ul style="list-style-type: none"> <li>• Review vocabulary and grammar</li> <li>• Vocabulary practice</li> <li>• Practice with preterite and imperfect</li> <li>• Practice with past participles</li> <li>• Practice with Ser and Estar</li> </ul>	<p><b>Video Introduction:</b> Expressing yourself, preterite and perfect, Hispanic artists</p> <p><b>Lecture—</b>Contrasts, contrasts in Latin America, Ecology, ruins, animals, architecture, economic diversity, imperfect and preterite, 3 step system, literature, examples, and participles</p> <p><b>Read pages:</b> 62-81</p> <p><b>Complete Exercises:</b> 1, 3, 6, 11, 12, 14, 16, 19, and 21</p> <p><b>Listen to vocabulario and complete the following listening activities:</b> Vocabulario en contexto</p> <p><b>Audio Activities:</b> Canciones de hip hop A primera vista 1 Manos a la obra 1 A primera vista 2 Manos a lo obra 2 Adelante!</p> <p><b>Speaking and Listening:</b> Vocabulario</p>



		<p><b>Video:</b> El arte en el mundo hispano Students Will take notes on literature, painting, art, and dance.</p> <p><b>Writing Assignment:</b> Students will work with a partner with similar interest in the arts and discuss why the particular area chosen is the most interesting. Students will then research other artists in the same area and write a summary of their findings to present to class</p> <p><b>Celebrate Arts Activity:</b> Students will design a poster that will go along with their written arts report</p> <p><b>Internet Scavenger Hunt:</b> Tres Muralistas Mexicanos</p> <p><b>Class Discussion:</b> Students will discuss what they were like as children using the imperfect. They will also use the preterite to discuss where they went to kindergarten, middle school, and high school. They will be required to use Ser in the imperfect, Ir in the imperfect, and three additional verbs</p> <p><b>Class Live! (Real-time class discussion)</b> Students will discuss museums and various art pieces. They will research one great museum of the world and share what pieces they would like to see in person.</p> <p><b>Review</b></p>
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		<p><b>Unit 3 Quiz:</b> 10 fill-in the blank questions, matching, 6 true/false and one short essay</p> <p><b>La Plaza:</b> This is a place where students from all Spanish classes will interact over a virtual space in real time</p>
<p><b>Unit 4</b></p>	<p><b>Que haces para estar en forma?</b></p> <p><b>National Standards :</b> 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2</p> <ul style="list-style-type: none"> <li>• Review vocabulary and grammar</li> <li>• Vocabulary practice</li> <li>• Practice with preterite and imperfect</li> <li>• Practice with past participles</li> <li>• Practice with Ser and Estar</li> </ul>	<p><b>Video Introduction:</b> Ser and Estar, preterite and imperfect</p> <p><b>Lecture—</b>Como te expresas? Formalities in language, Ser and estar, TONIC / TLC, progressive tense, common differences between preterite and imperfect</p> <p><b>Read pages:</b> 82-103</p> <p><b>Complete Exercises:</b> 26, 27, 29, 32, 33, 36, 39 and 103</p> <p><b>Listen to vocabulario and complete the following listening activities:</b> Vocabulario en contexto</p> <p><b>Class Discussion:</b> Students will discuss a favorite vacation using the preterite and imperfect—they will describe the weather, age, year, etc.</p> <p><b>Class Live! (Real-time class discussion)</b> The discussion will center around entertainment—indoor and outdoor activities, performances, music, live and recorded, musicians, etc</p> <p><b>Review</b></p> <p><b>Unit 4 Quiz:</b> 6 multiple choice, 4 fill in the blank, 3 short essays</p>



		<p><b>Midterm Exam</b></p> <p><b>La Plaza:</b> This is a place where students from all Spanish classes will interact over a virtual space in real time</p>
<p><b>Unit 5</b></p>	<p><b>Como te expresas?</b></p> <p><b>National Standards:</b> 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 5.1</p> <ul style="list-style-type: none"> <li>• Review vocabulary and grammar</li> <li>• Vocabulary practice</li> <li>• Practice with affirmative commands with tu</li> <li>• Practice with affirmative and negative commands with Ud an Uds</li> <li>• Practice with subjunctive</li> </ul>	<p><b>Video Introduction:</b> Commands, two types, affirmative tu commands</p> <p><b>Lecture—</b>Commands, Subjunctive tense, Irregulars, Vin Diesel, Negative tu commands, 3 steps, and examples</p> <p><b>Read pages:</b> 113-125 Begin reading Leyendas Mexicanas (instructor will provide pacing and activities that coincide with the text)</p> <p><b>Complete Exercises:</b> 1, 3, 6, 11, 13, 15, 18, and 19</p> <p><b>Listen to vocabulario and complete the following listening activities:</b> Vocabulario en contexto</p> <p><b>Audio Activities:</b> Canciones de hip hop A primera vista 1 Manos a la obra 1 A primera vista 2 Manos a la obra 2 Adelante!</p> <p><b>Speaking and Listening:</b> Que haces para estar en forma?</p> <p><b>Video:</b> Que haces para estar saludable? Students Will take notes on stress and how to prevent it</p>



		<p><b>Writing Assignment:</b> The teacher will create a blog for students to post their opinions on called “Our Health” Students will write about stress and the impact of stress in their lives and the lives of family and friends. Students will then interview 7 of their classmates to see what causes stress in their lives and discuss how to prevent it.</p> <p><b>Internet Web Quest:</b> Resfriados</p> <p><b>Class Discussion:</b> Students will pretend they are attending a large benefit concert for a political or service goal. They will state the purpose, what their personal goals for attending will be and they will be sure to use command forms to share their points of view and ir as in the past</p> <p><b>Class Live! (Real-time class discussion)</b> Students will discuss the importance of nutrition for their generation, and personally. They will give each other advice on how to eat better, recommending specific foods.</p> <p><b>Review</b></p> <p><b>Unit 5 Quiz:</b> 7 short essay responses</p> <p><b>La Plaza:</b> This is a place where students from all Spanish classes will interact over a virtual space in real time</p>
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<p style="text-align: center;"><b>Unit 6</b></p>	<p><b>Como te expresas?</b></p> <p><b>National Standards:</b> 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 5.1</p> <ul style="list-style-type: none"> <li>• Review vocabulary and grammar</li> <li>• Vocabulary practice</li> <li>• Practice with affirmative commands with tu</li> <li>• Practice with affirmative and negative commands with Ud an Uds</li> <li>• Practice with subjunctive</li> </ul>	<p><b>Video Introduction:</b> Heart of Spanish language—using subjunctive mood</p> <p><b>Lecture</b>—Introduction to subjunctive, mood, indicative differences, world of what could be / should be, 2 verbs in a sentence, creating subjunctive verbs—3 rules, and irregulars</p> <p><b>Read pages:</b> 126-151</p> <p><b>Complete Exercises:</b> 21, 24, 27, 28, 30, 33, 38 and comprehdiste on page 141</p> <p><b>Listen to vocabulario and complete the following listening activities:</b> vocabulario en contexto</p> <p><b>Class Discussion:</b> Students will discuss ecological problems that threaten the environment as well as possible solutions using present subjunctive. Students will also discuss their opinion about animals being threatened by pollution being sure to incorporate emotion, doubt and uncertainty.</p> <p><b>Class Live! (Real-time class discussion)</b> The focus of the discussion will be on exercise—whether or not it is fun, important, elements like warming up and cooling down and encouragement of others to exercise</p> <p><b>Review</b></p>
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		<p><b>Unit 6 Quiz:</b> 10 fill in the blank exercises and 1 matching</p> <p><b>La Plaza:</b> This is a place where students from all Spanish classes will interact over a virtual space in real time</p>
<p><b>Unit 7</b></p>	<p><b>Como te llevas con los demas?</b></p> <p><b>National Standards:</b> 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1</p> <ul style="list-style-type: none"> <li>• Review vocabulary and grammar</li> <li>• Practice vocabulary</li> <li>• Practice the subjunctive</li> <li>• Practice with por and para</li> <li>• Practice with nosotros commands</li> <li>• Practice with possessive pronouns</li> </ul>	<p><b>Video Introduction:</b> Preterite, uses of emotion, por and para</p> <p><b>Lecture—</b>new beginnings, Argentina, Eva Peron, subjunctive to show emotion, express suggestions, desires and demands, main clause and subordinate clause, using que, por and para, showing gratitude</p> <p><b>Read pages:</b> 154-173</p> <p><b>Complete Exercises:</b> 1, 2, 5, 11, 12, 17, and 19</p> <p><b>Listen to vocabulario and complete the following listening activities:</b> vocabulario en contexto</p> <p><b>Audio Activities:</b> Canciones de hip hop A primera vista 1 Manos a la obra 1 A primera vista 2 Manos a la obra 2 Adelante!</p> <p><b>Speaking and Listening:</b> Como te llevas con los demas?</p> <p><b>Video:</b> Friends talking about Friends</p> <p><b>Writing Assignment:</b> Students will write a newspaper article recognizing someone they know</p>



		<p>for a good deed they have done. They will be asked to describe the special qualities and good deeds of someone they know. They will then share with a partner and share with the class</p> <p><b>Internet Survey:</b> Un test de la personalidad</p> <p><b>Class Discussion:</b> Students will pretend they are part of a graduation celebration. They will discuss what it is about , who attended the party, and what their wishes are for the graduate using the subjunctive</p> <p><b>Class Live! (Real-time class discussion)</b> Students will discuss what characteristics they value in friends and which they feel are most destructive. They will also discuss who they talk with when they have a bad day or when something is wrong. They will learn about the psychology profession and therapy, and whether or not they believe people in general are kind and accepting.</p> <p><b>Review</b></p> <p><b>Unit 7 Quiz:</b> 6 short essays, 4 multiple choice, and 1 essay</p> <p><b>La Plaza:</b> This is a place where students from all Spanish classes will interact over a virtual space in real time</p>
<p><b>Unit 8</b></p>	<p><b>Como te llevas con los demas?</b></p> <p><b>National Standards:</b> 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1</p>	<p><b>Video Introduction:</b> Nosotros commands and possessive pronouns</p>



		<p><b>Lecture</b>—Soccer in Mexico, Brazil, Ronaldo Luis Nazario de Lima, Advanced language techniques, possessive adjectives and examples</p> <p><b>Read pages:</b> 174-197</p> <p><b>Complete Exercises:</b> 22, 23, 25, 33, 34, 36, and comprendiste on page 193</p> <p><b>Listen to vocabulario and complete the following listening activities:</b> vocabulario en contexto</p> <p><b>Project:</b> Students will create a personal project the addresses appropriate vocabulary, grammar and cultural understanding. Students will research, write and speak using their Spanish language skills and will emphasize various learning modalities. Once their writing assignment is complete, students will prepare a presentation to share with their classmates and will incorporate both visual and audio elements. Project topics may include but are not limited to: Famous people, Arts, and Daily life.</p> <p><b>Class Discussion:</b> Students will discuss patriotic holidays across the world and compare and contrast them with holidays in other parts of the world. Students will also describe the cause and effect of a historical event and how patriotism allows us to express our hopes and dreams for the world</p>
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		<p><b>Class Live! (Real-time class discussion)</b> Students will describe a time when a good friend had a problem and how they tried to help. They will use adjectives and preterite.</p> <p><b>Review</b></p> <p><b>Unit 8 Quiz:</b> Essay questions</p> <p><b>Final Exam: Comprehensive</b></p> <p><b>La Plaza:</b> This is a place where students from all Spanish classes will interact over a virtual space in real time</p>
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**GRADE SCALE**

Letter Grade	Percentage Earned
A	95%+
A-	90% - 94.9%
B+	87% - 89.9%
B	84% - 86.9%
B-	80% - 83.9%
C+	77% - 79.9%
C	74% - 76.9%
C-	70% - 73.9%
D+	67% - 69.9%
D	64% - 66.9%
D -	60% - 63.9%
F	59% and lower

**STUDENT EXPECTATIONS**

Students are expected to conduct themselves in a responsible manner that reflects sound ethics, honor, and good citizenship. It is the student's responsibility to maintain academic honesty and integrity and to manifest their commitment to the goals of NUVHS through their conduct and behavior. Students are expected to abide by all NUVHS policies and regulations. Any form of academic dishonesty, or inappropriate conduct by students or applicants may result in penalties ranging from warning to dismissal, as deemed appropriate by NUVHS.

**Communication:**

Throughout this course students will need to be in close contact with their instructor and fellow students. Students are expected to communicate via email and electronic discussion boards. Therefore, students should plan on checking email at least three times a week and participate in the discussion boards during the weeks they are live.

Instructors strongly encourage and welcome open communication. Clear, consistent, and proactive communication will ensure a successful experience in this course. It is the student's responsibility to notify the instructor immediately if and when a personal situation occurs that affects his/her performance in this class. Being proactive with communication will result in a quick solution to any problems that may occur.

For help with login/password issues, or other technical issues specific to the Blackboard website, you can contact the team at [National University Blackboard Learn](#). They can also be reached by phone at (888) 892-9095. If a problem persists for more than 48 hours, the student must also notify his/her teacher(s) and NUVHS.

**Time Required For This Course:**

To finish this course in eight weeks, students should plan to allocate at least 12-15 hours a week on assigned readings, assignments, discussions (asynchronous and synchronous), quizzes, and exams. It is highly recommended that students organize themselves around the course schedule.

NUVHS wishes every student great success in their online class. Please contact us at 1.866.366.8847 if any questions arise