

SPANISH 3B

COURSE DESCRIPTION

Spanish IIIB 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 IIIB is intended to be the second 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. However, both courses require that the student do additional reading the first unit of the course and, the case of Spanish IIIA, fifth unit of the course. Therefore, it is important that the student familiarize him/herself with the E-Classroom sign-in process and begin reading immediately.

PREREQUISITES / COREQUISITES:

- Spanish III A
- 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 still on expressing thoughts, feelings, doubt, opinions, needs, and ideals. We also focus on making plans, hypothesizing, and confirming/ denying and invitation.
2. Continuing with the first semester the student will continue 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. Continuing with the first semester it is expected that the student gain 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. As in Spanish 3A there is a focus in literature.
5. To gain an appreciation for Hispanic culture, and history. By integrating culture and language students will become more a depth at understanding the sociology of the Spanish Speaking world.

COURSE CONTENT / SKILLS

1. Students will use vocabulary describing economics, probability, art, traditions, crafts, pre-Colombian civilizations, and literature/film.
2. Through writing and speaking, students will review use of direct object pronouns, indirect object pronouns, and double object pronouns.
3. Students will practice use of tenses such as the present progressive and the past progressive.
4. Students will use the past perfect and the past perfect subjunctive in speaking and writing. The future and conditional perfect will also be taught.
5. Students will continue to practice the use of the subjunctive vs. the indicative in verbal interactions.
6. As in Spanish 3A, through projects students will show understanding of culture, literature, and folk lore.

LEARNING OUTCOMES

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

- Trabajos y lugares en la comunidad
- The present progressive
- Desastres, lugares en la comunidad, actividades en la comunidad
- Placement of direct indirect and reflexive pronouns
- Present perfect tense
- Past perfect tense
- Present perfect subjunctive
- Demonstrative adjectives and pronouns
- El mundo del trabajo
- The verbs saber and conocer
- El medio ambiente y la tecnología
- The impersonal se

COURSE SYLLABUS

Revised 2021

- The future tense
- The future of probability
- The future perfect
- The use of direct and indirect object pronouns
- Arqueología
- Affirmative and negative words
- La naturaleza
- Using adjectives as nouns
- Present and present perfect subjunctive with doubt
- Pero and sino
- The subjunctive in adjective clauses
- Construcciones, descripciones
- Interrogative words
- De compras, relaciones interpersonales
- Verbs that change in the preterite
- The conditional tense
- The imperfect subjunctive
- The imperfect subjunctive with si
- El medio ambiente, en la comunidad
- Verbs like gustar
- Los animales y los fenómenos naturales
- Uses of the definite article
- Conjunctions that use the subjunctive and the indicative
- The relative pronouns que, quien, and lo que
- More conjunctions that use the subjunctive and the indicative
- La sociedad, obligaciones
- The preterite vs. the imperfect; verbs with different meanings
- Conflictos y soluciones
- The passive voice: ser and the past participle
- The present and imperfect subjunctive
- The pluperfect subjunctive
- The conditional perfect

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.

Blackboard Collaborate

Every unit includes a Blackboard Collaborate session in which students will be given a prompt ahead of time, so that they can research and prepare oral responses to questions. Students will login to the software embedded within the course and interact with their classmates and instructor in real time—using audio, video, and text chat. Blackboard Collaborate includes features such as a virtual white board, ability to upload video, and other presentations. The instructor will establish Collaborate sessions at various times weekly for students to participate in.

La Plaza (via Adobe Connect)

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. La Plaza includes various multimedia tools as well including audio, video and presentation capabilities in addition to document sharing.

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. Students must log in regularly to your course to demonstrate continued participation, and completion of all course requirements, including assignments, assessments and discussion forums
4. Students 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.

Student’s regular participation and performance are a part of your permanent academic record and may be requested by primary schools, 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

<u>Unit</u>	<u>Theme</u>	<u>Activities</u>
Course Home	Course Deliverables	<ul style="list-style-type: none"> • Online student orientation/tutorial on using the online course tools • Syllabus review • Academic Honesty Policy • Class Participation Requirements • Course Pacing • Listening and Speaking Requirements • Introduction to supplemental readings embedded: Multivista Cultural • Library orientation • Help Desk Services • Entering “La Plaza” (a place where students can communicate visually, orally and virtually in real



		time online through Adobe Connect)
<p>Unit 1: Introduction to Spanish 3B</p>	<p>Trabajo y comunidad</p> <p>National Standards for Foreign Language: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2</p> <ul style="list-style-type: none"> • Review vocabulary and grammar • Vocabulary practice • Practice with the present perfect • Practice with the pluperfect • Practice with the present perfect subjunctive • Practice with demonstrative adjectives and pronouns 	<p>Video Introduction: Review, Carlos Fuentes</p> <p>Lecture—Getting started continuing building a foundation for Spanish 3, repasos, pronouns before conjugated verbs, exceptions, affirmative commands, perfect tenses: present perfect and pluscuamperfecto, haber, -ar, ir, verbs, irregulars,</p> <p>Read pages: 204-219</p> <p>Complete Exercises: 2, 4, 5, 6, 7, 11, 13, 14, 18, 19, and 22, en voz alta</p> <p>Listen to vocabulario and complete the following listening activities: Animated verbs</p> <p>Speaking and listening: 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>Class Discussion: Learning Modalities Survey, student introductions, students will discuss careers they are interested in, skills and abilities necessary to be successful in school, courses they need to take in order to go to college using the present progressive tense as if they have the skills now</p> <p>Class Live! (Real-time class discussion) Students are discussing their abilities for employment this activity. Students will read the poll on page 208 and speak about their conocimientos and habilidades. On the next page they will find</p>



		<p>classified adds. Students will talk about which of these jobs they would like now as a teen. In unit 3 they will speak about future employment.</p> <p>Video: Students will watch and listen to a recorded radio station announcer as he describes 4 possible opportunities for volunteer work. Students will write down the site of each job and a few words describing the qualities needed for each occupation.</p> <p>Activity: Students will select the job they would enjoy most and pair up with another student who has selected the same job. The students will then discuss why each want this job and why they think it would be a good job for others—what qualities, special abilities, or talents could they bring to the job—the goal is to convince the other classmate why the job is for them.</p> <p>Class Presentation: Students will present their findings to the class orally explaining their decision and try to convince the class to agree.</p> <p>Internet activity: Un hogar de niños</p> <p>Review</p> <p>Unit 1 Quiz: 18 questions: 12 fill in the blank, 4 multiple choice, and 2 short essay</p> <p>La Plaza: This is a place where students from all Spanish classes will interact over a virtual space in real time</p>
<p>Unit 2</p>	<p>Trabajo y comunidad</p> <p>National Standards for Foreign Language: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2</p>	<p>Video Introduction: The importance of being bilingual</p> <p>Lecture—Subjunctive clause, indicative mood, perfect tense, pluperfect, subjunctive perfect,</p>



	<ul style="list-style-type: none"> • Review vocabulary and grammar • Vocabulary practice • Practice with the present perfect • Practice with the pluperfect • Practice with the present perfect subjunctive • Practice with demonstrative adjectives and pronouns 	<p>gender and number, and plurals</p> <p>Read pages: 220-245, La Pobreza and Vuelta de Hoja</p> <p>Complete Exercises: 23, 24, 25, 27, 28, 34, 37, compredidste and activity 3, summarize Vuelta de Hoja</p> <p>Listen to vocabulario and complete the listening activities</p> <p>Class Discussion: Students will address each other in Spanish based on their class introductions from unit 1. Students will also imagine they are in a major industrial port city—discuss what they would see there, resources, professions associated with business and busy industrial ports. Students will pretend they are interested in these professions using possessive pronouns and/or possessive adjectives in their discussions.</p> <p>Class Live! (Real-time class discussion) Students will talk about volunteering in the past. What experiences they have with helping- - If they did not grow up volunteering, they will discuss who they know that inspires them in this way. On page 220 they will find five places to visit in their community, discuss what place is most interesting to them and why they are interested in it?</p> <p>Review</p> <p>Unit 2 Quiz: 18 questions: 15 fill in the blank and 3 short essays</p> <p>La Plaza: This is a place where students from all Spanish classes will interact over a virtual space in real time</p>
<p>Unit 3</p>	<p>Que nos traerá el futuro?</p>	<p>Video Introduction: Foreign</p>



	<p>National Standards for Foreign Language: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1</p> <ul style="list-style-type: none"> • Review vocabulary and grammar • Vocabulary practice • Practice with the Future • Practice with the future of probability • Practice with future perfect • Practice with direct and indirect objects 	<p>languages in the work world</p> <p>Lecture—The future, future tense, conjugations, accent marks, irregulars, and probability / doubt using future</p> <p>Read pages: 252-265</p> <p>Complete Exercises: 1, 2, 4, 16, 18 and Fondo Cultural, Animated Verbs</p> <p>Listen to vocabulario and complete the listening activities</p> <p>Audio Activities: 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>Speaking and Listening: Que nos traerá el futuro?</p> <p>Video: Students Will watch and listen to 6 students discuss their plans for the future. As they listen, they will think about their plans for the future and write down ideas that interest them. They will then pretend they are addressing younger students and give them advice about their futures.</p> <p>Writing Assignment: Students will work in pairs and discuss their future plans with each other. They will share the advice they plan on giving to each other during their presentations. Each will ask questions about the others plans and give appropriate advice.</p> <p>Presentations: Students will present their future plans to a panel of classmates.</p> <p>Class Discussion: Students will</p>
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		<p>describe a celebration, what it commemorates, how to participate using demonstrative adjectives and pronouns such as este, ese, and aquel. Students will also give opinions on each other's descriptions of celebrations using que? And cual?</p> <p>Class Live! (Real-time class discussion) Students will discuss different career paths with their classmates. Using the vocabulary words on page 252 and page 253, hypothesize about their own future career based on their interests and abilities. Note <i>otras palabras y expresiones</i>, page 288 should provide them with helpful expressions that are used in the workplace</p> <p>Internet Activity: Ofertas de trabajo</p> <p>Review</p> <p>Unit 3 Quiz: 15 questions: 1 matching, 4 fill in the blank and 10 short response</p> <p>La Plaza: This is a place where students from all Spanish classes will interact over a virtual space in real time</p>
<p>Unit 4</p>	<p>Que nos traerá el futuro?</p> <p>National Standards : 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1</p> <ul style="list-style-type: none"> • Review vocabulary and grammar • Vocabulary practice • Practice with the Future • Practice with the future of probability • Practice with future perfect • Practice with direct and indirect objects 	<p>Video Introduction: Future tense, Review, indirect object pronouns, gustar, direct object pronouns,</p> <p>Lecture—The future, the future perfect, conjugations, using pronouns together, haber, accent marks, direct object pronouns, indirect object pronouns, study tips,</p> <p>Read pages: 266-290</p> <p>Complete Exercises: 20, 21, 22, 23, 24, 25, 30, 33, and comprendiste</p>



		<p>Listen to vocabulario and complete the listening activities</p> <p>Class Discussion: Students will discuss past, present and future, their expectations for the future and challenges for their generation</p> <p>Class Live! (Real-time class discussion) Students will discuss the future and some advances. On pages 266 and 267 students will see different categories for the future. The categories go from number one (advances científicos y tecnológicos) to number seven (medicina). Students will decide what is exciting to them personally. For me I think of having an electric car that I can afford. I also look forward to someone curing cancer. I have two family members, one with multiple myeloma, and the other with breast cancer. Para ustedes que van a hacer doctores ayudennos a curar cancer por favor.</p> <p>Review</p> <p>Unit 4 Quiz: 18 questions: fill in the blank</p> <p>Midterm Exam: This exam covers units 1-4</p> <p>La Plaza: This is a place where students from all Spanish classes will interact over a virtual space in real time</p>
<p>Unit 5</p>	<p>Mito o Realidad?</p> <p>National Standards: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1</p> <ul style="list-style-type: none"> • Review of vocabulary and grammar • Vocabulary practice • Practice with subjunctive with expressions of doubt 	<p>Video Introduction: Myth and reality, Pyramids, Mayans, Spanish conquest, Archaeology, Mirador in Guatemala, and mystery</p> <p>Lecture—Expressions using present perfect of the subjunctive, grammar, repaso, negative constructions and positive constructions, adjectives to nouns,</p>



	<ul style="list-style-type: none">• Practice with pero and sino• Practice with the subjunctive with adjective clauses	<p>Read pages: 292-311 Begin reading Leyendas Mexicanas (instructor will provide pacing and activities that coincide with the text) Read Legends as well</p> <p>Complete Exercises: 1, 3, 4, 5, 8, 11, and 13</p> <p>Listen to vocabulario and complete the listening activities</p> <p>Audio Activities: 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>Speaking and Listening: Mito o realidad?</p> <p>Video: Videodocumentario: Como se explican los misterios del mundo?</p> <p>Writing Assignment: Students will take notes on the sites mentioned in the video, discuss why they are important and details about each. Students will also write down what they know about Mayan and Aztec civilizations. Students will pretend they have just returned from spending 3 weeks in Mexico as exchange students. Students will write an article for the local paper on different aspects of their trip—topic will be on the ruins of ancient civilizations they saw in Mexico</p> <p>Internet Web Quest: Students will research Mayan and Aztec cultures</p> <p>Internet Activity 2: Mexico: pasado y presente</p> <p>Presentations: Students will present their findings to their classmates</p>
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<p>Unit 6</p>	<p>Mito o realidad?</p> <p>National Standards: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1</p> <ul style="list-style-type: none"> • Review of vocabulary and grammar • Vocabulary practice • Practice with subjunctive with expressions of doubt • Practice with pero and sino • Practice with the subjunctive with adjective clauses 	<p>Video Introduction: Quetzals of Guatemala and how people are like these birds</p> <p>Lecture—Pero and sino, subjunctive with adjective clauses</p> <p>Read pages: 316-336 Begin reading Don Quijote de la Mancha Instructor Will provide guidance and comprehension questions</p> <p>Complete Exercises: 20, 21, 22, 28, 30, comprendiste</p> <p>Listen to vocabulario and complete the listening activities</p> <p>Class Discussion: Students will review their use of preterite and imperfect tenses, discuss their views on technology and television, what they watch, etc. Students will also discuss Don Quijote</p>



		<p>Class Live! (Real-time class discussion) Students will discuss Don Quijote</p> <p>Review</p> <p>Unit 6 Quiz: 21 questions 5 matching, 10 fill in the blank, 6 short essay</p> <p>La Plaza: This is a place where students from all Spanish classes will interact over a virtual space in real time</p>
<p>Unit 7</p>	<p>Encuentro entre culturas</p> <p>National Standards: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1</p> <ul style="list-style-type: none"> • Review vocabulary and grammar • Vocabulary practice • Practice with the conditional • Practice with imperfect subjunctive • Practice with imperfect subjunctive after si 	<p>Video Introduction: Encuentro entre culturas, heroes, courage, and a thousand years of history since the Roman occupation</p> <p>Lecture—Conditional tense, conjugations, irregular stems, review of the preterite</p> <p>Read pages: 338-355</p> <p>Complete Exercises: 2, 4, 5, 6, 9, 11, and Fondo Cultural</p> <p>Listen to vocabulario and complete the listening activities</p> <p>Audio Activities: 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>Speaking and Listening: Animated Verbs, Encuentro entre culturas</p> <p>Video: Students will view and listen to other students describe what they would like to know and do with regards to their family history. They will write down ideas that are interesting to them.</p> <p>Writing Assignment: Students will</p>



		<p>write down what they know about their ancestors, where they came from, where they settled, why they left their countries, and what they would like to know more about. Students will blog about their heritage.</p> <p>Partner work: students will work in pairs researching places they would like to visit and why. They will share their findings with the class.</p> <p>Internet Activity: Toledo: Ciudad de diversidad</p> <p>Class Discussion: Students will discuss technology, electronic equipment they have, what they find useful, advantages and disadvantages, whether technology has improved our standard of living or not—using <i>pero</i> and <i>sino</i></p> <p>Class Live! (Real-time class discussion) Students will look at the photos on page 346-347 of <i>Unidad 8</i>. Here, they will see some great cities in Spain. They will also learn about the conditional tense and how to talk about what one would do. Let's personalize this lesson and talk about four cities that they would like to visit some day and why. For me I would choose Barcelona, Buenos Aires, La Paz Mexico, and the Galapagos Islands (Ecuador). Have fun with this and dream. By the way, please make sure these cities and the reasons are school appropriate.</p> <p>Review</p> <p>Unit 7 Quiz: 20 Questions</p> <p>La Plaza: 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>Unit 8</p>	<p>Encuentro entre culturas</p> <p>National Standards: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1</p> <ul style="list-style-type: none">• Review vocabulary and grammar• Vocabulary practice• Practice with the conditional• Practice with imperfect subjunctive• Practice with imperfect subjunctive after si	<p>Video Introduction: An introduction to Old Mexico, Hernan Cortez, Aztecs, Diego Rivera’s interpretations through art, and Ballet Foklorico</p> <p>Lecture—Past subjunctive/ Imperfect of the subjunctive, conjugations, si clause,</p> <p>Read pages: 356-383</p> <p>Complete Exercises: 17, 18, 19, 20, 21, 26, 27, 28, 31, 32 and comprendiste</p> <p>Listen to vocabulario and complete the listening activities</p> <p>Project: Students will complete a project that demonstrates their vocabulary, grammar and cultural understanding. They will have to complete outside research and use their Spanish speaking skills as well as present their project to their classmates. The can choose from: The Nation Project, Making Costumes in Hispanic culture, Writing a play about Hispanic culture based on cultural traditions and historical time periods.</p> <p>Class Discussion: Students will discuss and review the various grammatical structures they have learned, use comparatives such as mas and menos and major and peor. Students will also discuss technology services, email, travel reservations through the internet and internet access at cybercafés common in Spain</p> <p>Class Live! (Real-time class discussion) Students will look at the dialogue box on page 367. These are si clauses. Students will speak about</p>
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		<p>5 things they would do if they were rich, very rich. The sentences should start out, si fuera rico yo..... Also speak about why these value statements are important to them.</p> <p>Review</p> <p>Unit 8 Quiz: 20 questions—using the correct form of the words with the correct article, fill in the blanks</p> <p>Final Exam: Comprehensive</p> <p>La Plaza: 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%
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.

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