

SPN 1180: Elementary Spanish – Progress and Review

Fall 2009

Instructor: _____ Section: _____
Office: _____ Office hours: _____
Telephone: _____ Email: _____
Spanish & Portuguese Studies Department: <http://www.spanishandportuguese.ufl.edu>

REQUIRED MATERIALS

¡Anda! Elemental package

This package includes everything you need for the course and can be purchased at any local bookstore. It is available in a white 3-ring binder. No used copies are available. (ISBN: 0558251587)

PREREQUISITES

The official guidelines and prerequisites for the Beginning Spanish courses are as follows:

- Students who are native or heritage speakers of Spanish or grew up speaking Spanish with family and friends must consult with the director of the Bilingual Program, Susana Braylan (sbraylan@ufl.edu) in order to remain in any SPN 1000-level course.
- Students who took Spanish 2 in grades 9-12 MUST have a test score to enroll in any SPN course.
- Students who took Spanish 3 in grades 9-12 CANNOT take SPN 1130.
- Students who took Spanish 4 in grades 9-12 CANNOT take SPN 1130, 1131 or SPN 1180.

Use the table below as a general guideline for placement:

If you...	You should be in ...
Scored 0-340 on the SAT II	SPN 1130
Scored 350-360 on the SAT II	SPN 1180
Scored 370-400 on the SAT II	SPN 1131
Scored 410-420 on the SAT II	SPN 1182
Received a 1 on the AP test	SPN 1180 or SPN 1182

If you do not meet any of these prerequisites, you most likely are not eligible for these courses. Please complete the placement form and/or speak with your instructor immediately to ensure your proper placement.

GOALS

The primary goal of the Beginning Spanish courses is to offer students an introduction to basic communicative skills in Spanish while developing an awareness and appreciation of Hispanic/Latino cultures. The courses take their goals from the *Standards for Foreign Language Learning in the 21st Century*, also known as the 5 Cs, which focus on five general areas:

- Communicating in Spanish
- Gaining knowledge and understanding of cultures of the Hispanic world
- Connecting with other disciplines and acquiring new information
- Developing awareness of similarities and differences (comparisons) among language and culture systems around the world
- Using Spanish to participate in communities at home and around the world

METHODOLOGY AND ACTIVITIES

This course stresses *communication skills* in Spanish. Every effort will be made to make this class student-centered. To help students succeed in these courses, the class will engage in a variety of activities and assignments, including but not limited to activities such as the following:

- Practice and communication using vocabulary and grammar learned in oral and written modes
- Sociolinguistic practice and functions through communicative activities (pair and group work)
- Reading activities and exercises, such as pre- and post-reading, intensive and extensive reading
- Writing activities ranging from short paragraphs to developed compositions
- Integration of skills in projects and tasks, in small groups or as a class
- Video/audio/computer exercises, presentations, and discussions

ASSESSMENT

The final grade scale is as follows:

A = 100-93	C(S) = 76-73
A- = 92-90	C-(U) = 72-70
B+ = 89-87	D+ = 69-67
B = 86-83	D = 66-63
B- = 82-80	D- = 62-60
C+ = 79-77	E = 59-0

For further information regarding passing grades and grade point equivalents, please refer to the Undergraduate Catalog (<http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>).

The assessment categories below will be measured according to three major criteria of language performance: accuracy, fluency, and complexity. Testing procedures will be representative of the type of language instruction offered through classroom practice. You will be evaluated based on your achievement of the course goals (above) and the following criteria:

• Class Participation and Preparation	10%
• Tests (3)	25%
• Final Exam	20%
• Homework	15%
• Compositions (2)	10%
• Writing activities (2)	5%
• Oral exams (2)	15%

COMPONENTS

Attendance policy

You must be exposed to Spanish and use Spanish in order to learn Spanish, i.e., you must be in class. For that reason, attendance is required and will be taken on a daily basis. **THERE ARE NO EXCUSED ABSENCES. FIVE ABSENCES** will be allowed for any reason. Do not bring written excuses to your instructor. After the fifth absence **TWO POINTS** per absence will be deducted from your CLASS PARTICIPATION grade. If you are absent the day of a test, quiz, oral exam or composition, you will receive a 0 on that assignment. There are no make-ups and no exceptions. Late arrivals and/or early departures will count as absences. Assignments are due on the day indicated, regardless of whether or not you are in class that day. If you miss class, arrange for your assignment to get to your instructor's box before your scheduled class time. There are no make-ups and no late work will be accepted. Make

sure to get the name and phone number of a classmate, as you are responsible for finding out about any changes in the syllabus or any additional assignments announced in your absence.

Class Participation and Preparation (10%)

Participation in class involves a number of variables, including but not limited to:

- Your use of Spanish in the classroom
- Your willingness to participate actively in *all* class activities
- Your cooperation during group and pair work
- Your respect and attitude toward the class and your peers
- Your daily preparation for each class.
- Your instructor reserves the right to administer pop quizzes on grammar, vocabulary etc. in order to assess students' preparation. These grades also form part of your participation grade.
- The use of cell phones, pagers, iPods or mp3 players and all other electronic equipment during class is prohibited unless otherwise indicated by your instructor. All equipment must be turned off in the classroom. Any evidence of cell phones (use, ringing, buzzing, etc.) and similar equipment use will result in an automatic zero in participation for that day. Using a cell phone during a composition or test will result in a zero on that assignment.

Participation grades will be assessed approximately every two weeks for a total of eight (8) grades throughout the semester, and you may ask your instructor for your participation grades at any time.

Tests (25%)

There will be three in-class written tests (see Calendar for specific dates). The goal of the tests is to assess your ability to assimilate what you have learned about Spanish grammar, vocabulary, language, and culture in each unit. You are also expected to critically respond to and analyze the topics covered in class and in the texts. Tests will consist of listening, reading and writing sections in which your overall knowledge of the course material is evaluated. Note that language learning is cumulative, and all tests may include material from previous chapters. Tests are not curved and no make-up tests will be given. ***NO DEVIATION OF THE TEST SCHEDULE WILL BE ALLOWED, UNDER ANY CIRCUMSTANCES.*** This means ***NO*** early or late exams.

Final exam (20%)

It is your responsibility to ensure that you will be present for your final exam. If you miss your final exam time FOR ANY REASON you will receive a 0 on the exam. There are no make-up final exams and no alternate exam times except in the case of students whom the registrar has indicated have a conflict. The Final Exam will be cumulative in nature and will be administered during Final Exam Week according to the schedule provided at <http://www.registrar.ufl.edu/soc/>.

Homework (including Workbook and Lab Manual Activities) (15%)

Your instructor will assign you a variety of homework assignments, both from the textbook and from the Student Activities Manual (S.A.M., i.e. the activities in MySpanishLab), as well as outside sources. You are responsible for completing all the assigned activities. The exercises in the S.A.M. that are assigned will appear in the MySpanishLab for the dates assigned. Although you will not have to do all activities in every chapter, you are encouraged to do additional exercises when you want the practice. Most of these exercises are computer-graded and your instructor will receive notification of your work. On open-ended exercises your instructor will access your work online and grade it there. Note, however, that we do not expect you to get all the exercises right, which is why your grade is based on completion rather than accuracy. Nonetheless, you are expected to do the assignments and try your best. Blank answers

and obvious lack of effort will result in an automatic 0 grade for that assignment.

Compositions (10%)

You will write two (2) compositions of about 150-200 words each on topics selected by the instructor. The first draft of each composition will be written in class (see dates indicated in the Calendar) through a guided process and will account for 70% of the composition grade. Your instructor will make comments and mark errors (with the symbols indicated in the "Correction Code") on the first draft. You will then revise the composition and turn in the second version, worth 30%, along with the first version for the final grade on the date specified by your instructor. The second version will not be accepted without the first. All second drafts must be typed and double spaced. The specific rubric used to grade your compositions is included in this packet. What you turn in for grading must be **your own original work**. You may **NOT** collaborate with anyone when writing your composition. **NO ONE, STUDENT OR NOT** should *LOOK* at your composition, suggest changes, or make corrections. The use of computer- or internet-based translation programs is not allowed. Individuals who misrepresent work done by another will be dealt with in accordance with the student judicial process.

Writing Activities (5%)

Twice during the semester (week of September 21st and week of October 26th) you will be assigned short writing activities to do at home. The purpose of these essays is to develop writing fluency, and accuracy is not assessed. You will receive credit for these activities if you address the topic properly and do your best to incorporate the vocabulary, structures and cultural information you have learned.

Oral Exams (15%)

For the midterm and final oral exams you will converse with a fellow classmate. General topics will be provided prior to these oral exams to help you prepare. You will be assigned a time (during class time) to come to your classroom and perform your oral exam; you are not required to come to class on the other days designated in the calendar for oral exams. Grades will be assigned according to the grading criteria in the syllabus.

GENERAL ADMINISTRATIVE ISSUES

Expected Time Required (Approximate): A general guideline for the amount of time you should plan to dedicate to this and any other University course is 2-3 hours of homework per hour spent in class.

Extra Credit: No extra credit will be given under any circumstances. There are NO EXCEPTIONS.

Late and Make-up Work: Tests, compositions or writing activities will not be administered EARLY UNDER ANY CIRCUMSTANCES. If you cannot take an announced test due to an emergency, OFFICIAL WRITTEN proof of the circumstances must be presented to your instructor no later than the day after you return to class. Medical excuses must be in writing on physician's letterhead, and must have a statement "could not attend class", as well as the inclusive dates in which the student could not attend. A receipt from a physician or ER is not acceptable. Acceptable funeral excuses are a letter from a funeral home, or clergy person, on letterhead, indicating attendance at the funeral or service. At the Administrative Coordinator's discretion, an average of two tests may substitute for a make-up.

Incompletes: A grade of I or INCOMPLETE will not be given under any circumstances. There are NO EXCEPTIONS.

S/U Option: You are free to take this course S/U if you desire (even if you are a major or minor, the first course that counts towards the degree and that therefore must be taken for a grade is 2240). Please see your instructor for the necessary form.

CLASSROOM DISPUTES

Any classroom issues, disagreements or grade disputes should be discussed first between the instructor and the student. If the problem cannot be resolved contact the Administrative Coordinator for the Lower Division Spanish Program, Prof. Antonio Gil (agil@ufl.edu, 160 Dauer Hall). He will require documentation of the problem as well as all graded assignments for the semester. If the Administrative Coordinator is unable to resolve the issue, he will refer it to the Program Coordinator, Dr. Gillian Lord. Final grades cannot be changed unless there is an error. Students must present the **graded** materials as evidence that a mistake was made.

UF HONOR CODE

Academic Integrity: Academic honesty and integrity are fundamental values of the University community. An academic honesty offense is defined as the act of lying, cheating, or stealing academic information so that one gains academic advantage. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action.

Violations of the Academic Honesty Guidelines include but are not limited to:

- * Cheating. The improper taking or tendering of any information or material which shall be used to determine academic credit. Taking of information includes copying graded homework assignments from another student; working with another individual(s) on graded assignments or homework; looking or attempting to look at notes, a text, or another student's paper during an exam.
- * Plagiarism. The attempt to represent the work of another as the product of one's own thought, whether the other's work is oral or written (including electronic), published or unpublished. Plagiarism includes, but is not limited to, quoting oral or written materials without citation on written materials or in oral presentations; submitting work produced by an on-line translation service or the translation feature of an on-line dictionary as your own.
- * Misrepresentation. Any act or omission with intent to deceive a teacher for academic advantage. Misrepresentation includes lying to a teacher to increase your grade; lying or misrepresenting facts when confronted with an allegation of academic honesty.
- * Bribery, Conspiracy, Fabrication. For details see below.

On all work submitted for credit the following pledge is either required or implied: "On my honor I have neither given nor received unauthorized aid in doing this assignment." Violations of this policy will result in disciplinary action according to the judicial process.

ACCOMMODATIONS FOR STUDENTS WITH SPECIAL NEEDS

Students requesting classroom accommodation must first register with the Dean of Students Office, who will provide documentation to the student. This documentation must be given to the Instructor when requesting accommodation. It is the student's responsibility to take the appropriate steps in informing the instructor of any special needs and for arranging any accommodations with ample time to administer them.

CALENDAR

DATE		PREPARE FOR CLASS		RELATED ACTIVITIES IN S.A.M. ¹
Month	Day	Chapter	Pages in text	
AUGUST	24	Introduction to course, syllabus, policies		
	26	Preliminar A: Para empezar	4 – 12	A-1 – A-18
	28	<i>MySpanishLab introduction and registration – *meet in Little 215*</i>		
	31	Preliminar A: Para empezar	13 – 20	A-19 – A-36
SEPTEMBER	2	Preliminar A: Para empezar	20 – 26	A37 – A-49
	4	Capítulo 1: ¿Quiénes somos?	32 – 37	1-1 – 1-16
	7	LABOR DAY – NO CLASS		
	9	Capítulo 1: ¿Quiénes somos?	38 – 43	1-17 – 1-29
	11	Capítulo 1: ¿Quiénes somos?	44 – 51	1-30 – 1-46
	14	Capítulo 1: ¿Quiénes somos?	52 – 56, AS ² 1	1-47 – 1-54
	16	Review		
	18	Test 1		
	21	Capítulo 2: La vida universitaria	62 – 71	2-1 – 2-15
	23	Capítulo 2: La vida universitaria	71 – 80	2-16 – 2-30
	25	Capítulo 2: La vida universitaria	81 – 86	2-31 – 2-43
	28	Capítulo 2: La vida universitaria	87 – 94, AS 2	2-44 – 2-59
	30	Composition 1		
	OCTOBER	2	Capítulo 3: Estamos en casa	100 – 108
5		Capítulo 3: Estamos en casa	108 – 116	3-16 – 3-29
7		Capítulo 3: Estamos en casa	117 – 123	3-30 – 3-41
9		Capítulo 3: Estamos en casa	124 – 130, AS 3	3-42 – 3-54
12		Review		
14		Test 2		
16		HOMECOMING – NO CLASS		
19		Oral exam 1		
21		Oral exam 1		
23		Oral exam 1		
26		Capítulo 4: Nuestra comunidad	136 – 142	4-1 – 4-16
28		Capítulo 4: Nuestra comunidad	144 – 150	4-17 – 4-31
30		Capítulo 4: Nuestra comunidad	151 – 160	4-32 – 4-46
NOVEMBER		2	Capítulo 4: Nuestra comunidad	161 – 166, AS 4
	4	Composition 2		
	6	Capítulo 5: ¡A divertirse!	172 – 181	5-1 – 5-24
	9	Capítulo 5: ¡A divertirse!	182 – 187	5-25 – 5-32
	11	VETERAN'S DAY – NO CLASS		
	13	Capítulo 5: ¡A divertirse!	188 – 193	5-33 – 5-40
	16	Capítulo 5: ¡A divertirse!	193 – 200	5-41 – 5-50
	18	Review		
	20	Test 3		

¹ S.A.M. = Student Activities Manual, the Workbook and Lab Manual activities included in MySpanishLab. You are not required to do all the activities in the S.A.M., only those that appear as assigned when you log in MySpanishLab. Activities are due on the dates indicated on the MySpanishLab calendar.

² AS = "Ambiciones siniestras" DVD

DATE		PREPARE FOR CLASS		RELATED ACTIVITIES IN S.A.M. ¹
Month	Day	Chapter	Pages in text	
	23	Capítulo 6: ¡Sí, lo sé!	206 – 213	6-1 – 6-16
	25	Capítulo 6: ¡Sí, lo sé!	214 – 220	6-17 – 6-26
	27	THANKSGIVING – NO CLASS		
	30	Capítulo 6: ¡Sí, lo sé!	214 – 220	6-27 – 6-29
DECEMBER	2	Oral exam 2		
	4	Oral exam 2		
	7	Oral exam 2		
	9	General review		

CLASS PARTICIPATION GRADING SCHEME

- Participation in class involves a number of variables, listed in the rubric below.
- Participation grades will be assessed approximately every two weeks for a total of eight (8) grades throughout the semester, and you may ask your instructor for your participation grades at any time.
- Your instructor may assign written homework that will be collected and graded; these assignments form part of your participation grade.
- Your instructor reserves the right to administer pop quizzes on grammar, vocabulary etc. in order to assess students' preparation. These grades also form part of your participation grade.
- The use of cell phones, pagers, iPods or mp3 players and all other electronic equipment during class is prohibited. All equipment must be turned off in the classroom. Any evidence of cell phones (use, ringing, buzzing, etc.) and similar equipment use will result in an automatic zero in participation for that day. Using a cell phone during a composition or test will result in a zero on that assignment.

-
- A (25 pts):**
- always greeted people and took leave using Spanish
 - always used Spanish in class (i.e., with instructor and in small groups)
 - always listened attentively when others spoke and showed respect for her/his peers
 - always came prepared to class
 - always actively participated in all classroom activities
 - always made a positive impact on the class with her/his presence and positive attitude
 - helped peers with in-class activities

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- A- (23 pts):**
- sometimes greeted people and took leave using Spanish
 - mostly used Spanish in class, but sometimes used English in group work
 - usually listened and showed respect for her/his peers
 - occasionally came unprepared to class, but usually came prepared
 - participated in all classroom activities

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- B (21 pts):**
- did not greet people and take leave in Spanish
 - frequently used English, especially during group and pair work
 - at times got distracted and was occasionally disrespectful to her/his peers
 - showed some preparation for class, but needed more preparation
 - participated in classroom activities but was more passively attentive than active

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- C (19 pts):**
- used more English than Spanish during class
 - paid little attention during class (e.g., sometimes slept, read the newspaper, did other homework. etc.) and was disrespectful to her/his peers
 - showed little preparation for class
 - participated minimally in classroom activities

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- D (17 pts):**
- used only English during class
 - paid no attention during class and was disrespectful to her/his peers
 - showed no preparation for class
 - failed to contribute to the class with her/his presence and/or detracted from the class with her/his negative attitude

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- F (0 pts):**
- did not attend enough classes or did not demonstrate sufficient participation for evaluation
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ERROR CORRECTION CODE FOR COMPOSITIONS

Símbolo	Tipo de error	Ejemplo
a	Acento (missing or misplaced accent mark)	<u>dia</u> (día)
c	Concordancia (agreement)	María <u>estudian</u> . (estudia) El libro es <u>blanca</u> . (blanco) <u>La</u> coche es azul. (El)
fv	Forma verbal (wrong verb form)	Me gusta <u>nadando</u> . (nadar) Yo <u>sabo</u> hablar español. (sé)
g	Gramática (wrong grammatical element)	Juan está <u>a</u> la universidad. (en)
i/s	Confusión indicativo / subjuntivo	La madre de María quiere que ella <u>estudia</u> más. (estudie)
o	Ortografía (spelling)	<u>responsibilidad</u> (responsabilidad) <u>espanol</u> (español),
p/i	Confusión pretérito / imperfecto	
s/e	Confusión SER / ESTAR	Ana <u>es</u> muy cansada. (está)
t	Tiempo del verbo	Ayer Pedro <u>estudia</u> mucho. (estudió)
v	Vocabulario	En la sala hay una <u>tabla</u> y dos sillas. (mesa)
[...]	Reescribir completamente todo lo que está entre paréntesis porque no se entiende (re-write the material in brackets, not comprehensible)	
X	Omitir (delete)	
☐	Insertar (insert), something is missing	

COMPOSITION GRADING SCHEME

First Draft (70%)			
Organization			
-Composition lacks structural coherence; ideas not well connected	2	3	4
-Composition has some transitions and a coherent structure; main ideas somewhat developed	5	6	7
-Composition has good transitions and a very coherent structure: flows smoothly, main ideas well stated, well organized	8	9	10
Vocabulary			
-Inadequate / limited range for this level; frequent spelling/accent errors	7	8	9
-Adequate range; occasional spelling/accent errors	10	11	12
-Broad range; impressive for this level, no spelling errors	13	14	15
Content			
-Minimal information provided; repetitive; inadequate development of topic	7	8	9
-Information provided is pertinent to topic; adequate development of topic	10	11	12
-Information is very complete and relevant to topic; detail provided to enhance main ideas; thorough development of topic	13	14	15
Grammar			
-Lack of attention to grammatical points covered up to this point; frequent errors	15	17	20
-Adequate accuracy in basic grammatical points recently covered; adequate range of grammatical structures covered up to this point; occasional errors	24	26	27
-Wide range of grammatical structures covered up to this point with few errors	28	29	30
FIRST DRAFT GRADE _____ / 70			
Re-write (30%)			
-No evidence of revisions			0
-Minor changes made, many uncorrected errors remain	9	11	13
-Some improvement, but problems with erroneous corrections and/or added content	15	17	20
-Notable improvement, but a few problems with erroneous corrections and/or added content	22	24	26
-Great improvement, remaining problems, if any, are minimal	28	29	30
RE-WRITE GRADE _____ / 30			
FINAL GRADE _____ / 100			

ORAL EXAM GRADING SCHEME

Nombre _____

Tema _____

VOCABULARY (20%)			
- Inadequate, inaccurate for this level	6	8	10
- Barely adequate for the situation and level, repetitive	12	14	
- Adequate for the situation and level	17	18	
- Broad, precise, impressive for this level	19	20	
FLUENCY (20%)			
- Halting, fragmented, unnatural pauses	8	10	12
- Generally natural and continuous	14	15	16
- Very natural, with no unnecessary pauses	18	19	20
INFORMATION PROVIDED (25%)			
- Little information is provided; ideas not well developed	13	15	17
- Only basic information is provided; ideas fairly well developed	19	21	23
- Most necessary information is provided; ideas very well developed	24	25	
GRAMMAR (25%)			
- Almost inaccurate except for stock phrases	14	15	16
- Uncertain control of the language; frequent errors	17	18	19
- Fair control of the language; some errors	20	21	22
- Very good control of the language; very few errors	23	24	25
PRONUNCIATION (10%)			
- Pronunciation is frequently unintelligible	3	4	
- Heavy English influence requires concentrated listening	5	6	
- Occasional mispronunciations	7	8	
- Very few mispronunciations	9	10	
TOTAL		/	100 points
Comments:			

Enrolling in a New Semester

STEP 1: Before you register

1. Visit www.myspanishlab.com and click **Browser Tune-up** to confirm that you have met the System Requirements and have the *necessary free plug-ins* on your computer.

Operating Systems		Browsers
PC	Windows XP	Internet Explorer 6.0 and 7.0*
	Windows Vista	Internet Explorer 6.0 and 7.0
Macintosh	OSX 10.5	Safari 3.1.2

*Note that you must use Internet Explorer or Safari; MSL is not compatible with the Mozilla or Chrome browsers at this point.

2. Disable Pop-Up Blockers

Some browsers will block all pop-ups—even those you want! To allow pop-ups in your *MySpanishLab* course, open your browser and do the following (there may be some variations with each browser):

- A. Click **Tools** → **Pop-up Blocker** → **Pop-up Blocker Settings**.
- B. When prompted for “Address of Website to allow”, enter: ***.pegasus2.pearsoned.com**
 (If you have downloaded a **third-party (Google, Yahoo, AOL, etc.) pop-up blocker/toolbar** make sure you turn the pop-up blocker off on that toolbar in addition to your browser pop-up blocker.)

3. Confirm that you have the following needed to register:

- Valid Email Address**
- Student Access Code** - packaged with your text
- Your Instructor’s Section/Course ID** _____ - instructor will provide

STEP 2: Register for your course

1. Click **Students** under **Register or Buy Access** at (www.myspanishlab.com).
2. Choose one of the following: **I already have an access code**. (Your access code comes packaged with your text so you should never need to use the **I need to buy access** option unless some other circumstances have come up.)
3. Follow the registration instructions.
4. Click the **Student Registration Tutorial** before you start in order to view a step-by-step tutorial on how to register and sign-in to your course. (*Highly-recommended*)



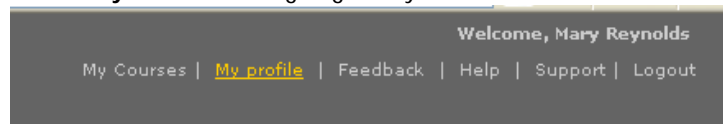
STEP 3: Login to your course

Go to www.myspanishlab.com. Click **Login** under “Returning Users” and enter the Login Name and Password you created in STEP 2.



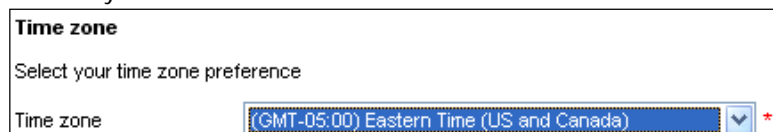
STEP 4: Set your time zone

1. Click **My Profile** after signing in to your course.



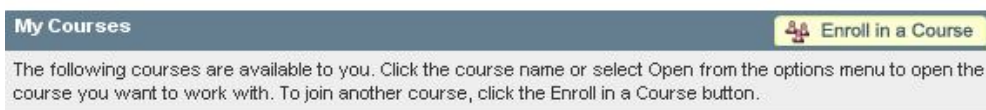
This is an important step as the work you complete online will be due by the hour your instructor indicates. If your time zone is set incorrectly you could be penalized for late work!

2. Select your Time zone from the menu.



STEP 5: Enroll in your course

1. On the **My Courses** page, click **Enroll in a Course**.



2. Type the **Course ID** provided by your instructor. (You probably noted it on the first page of this document.)



3. On the **Confirm Course** screen, verify that the Course ID you entered matches your instructor's course. Click **Next**.
4. On the **Summary** screen, confirm the information is correct and then click **Enter Course Now** to enter your instructor's course. You now have access to your resources!

Pearson Technical Support

Need help enrolling in your course?

If you have any questions or issues registering for your course, please go to:

<http://247pearsoned.custhelp.com>.

Click **CHAT** on the top toolbar. Fill in the form and click, **SUBMIT**. An IM box will open and a technical support assistant will be able to help you with your specific issue.

Need help once you are enrolled in your instructor's course?

Once you are you logged into your **MySpanishLab** course and have any questions or issues, please click on the **SUPPORT** link in the upper right hand corner of your course:

