

Approval Chart for Curriculum Changes

A = Approve I= Information Item¹ R= Advise & Respond²

Course Number SPAN 112 or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

Request to include SPAN 112 in Cultural Literacy Menu.

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

		COUNCIL ³							President
		Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost
Change to a Course									
1.	Title (description unchanged)	A	A	A		I			I
2.	Description (not affecting content)	A	A	A		I			I
3.	Course term(s)	A	I	A		I			I
4.	Content (substantive change)	A	A	A		I			A
5.	Number of hours (lecture, lab, contact)	A	A	A		A			A
6.	Course number within the hundred	A	A	I		I			I
7.	Course number beyond the hundred	A	A	A		A			A
8.	Prerequisites	A	A	A		I			I
9.	Course fee(s)	A	--	A		--			A
10.	From U to G <i>or</i> G to U	A	A	A		A			A
11.	Cross list with another department: U or G level	A	A	A		A			A
12.	Department of record	A	A	A		A			A
13.	Open or close a course	A	A	A		A			A
14.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A		A			A

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

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COUNCIL ³												
	Change to a Degree Plan	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	Faculty	President	Board of Trustees
1.	University Requirements — Change in approved course content ⁶	A	A	A	A				A	--	A	--
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A	A				A	A	A	--
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	--	--	A				A	--	A	--
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A	A				A	A	A	--
5.	Major — Revision of major ^{4,5}	A	A	A	A				A	--	A	--
6.	Major — Adopt or change admission requirements	A	A	A	A				A	--	A	--
7.	Major — Add ^{4,5}	A	A	A	A				A	A	A	I
8.	Major – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
9.	Major – Discontinue (proposed by the Provost)	See below.										
10.	GPA — Revise major or cumulative requirement	A	A	A	A				A	A	A	--
11.	Minor — Revise course selection	A	A	A	I				I	--	I	--
12.	Minor — Add	A	A	A	A				A	--	A	--
13.	Minor – Discontinue (proposed by the department or college)	A	A	A	A				A	--	A	--
14.	Minor – Discontinue (proposed by the Provost)	See below.										
15.	Degree — Add	A	A	A	A				A	A	A	I
16.	Degree – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
17.	Degree – Discontinue (proposed by the Provost)	See below.										
18.	Any change to a graduate degree program	A	A	A	A				A	--	A	--

COUNCIL ³										
	Provost-Proposed Change	Provost	Department	Dean	TEC	UUAC	Graduate	Faculty	President	Board of Trustees
1.	Major/Graduate Program – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I
2.	Minor – Discontinue (proposed by the Provost)	A	R	R	A			--	A	--
3.	Degree – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I

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COUNCIL³

	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--		A		A	A	A
2.	Admission requirements	--	--	--		A		A	A	A
3.	Policies governing academic probation and suspension	--	--	--		A		A	A	A
4.	Requirements for graduating with honors	--	--	--		A		A	A	A

¹ Councils may request additional information about “Information” items. These items are approved as “Consent Agenda.”

² The Dean and Department should respond to the Provost’s recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

⁶ Courses that satisfy ACU’s University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and “not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession” (SACS 2.7.3). Departments may request exceptions to the first three criteria.

⁷ The UUAC approved the clarification that “general requirements for graduation” means the enumerated items in the “General Requirements for Bachelor’s Degrees” section of the catalog.

Revised 8-26-19

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
<u>Steven Moore</u>	<u>9-16-22</u>
Signature	Approval date
Signature	Approval date

College Academic Council(s)	
Signature	Approval date
Signature	Approval date

Dean(s)	
Signature	Approval date
Signature	Approval date

Teacher Education Council	
Chair's signature	Approval date

General Education Council	
Chair's signature	Approval date

Undergraduate Academic Council	
Chair's signature	Approval date

Graduate Council	
Chair's signature	Approval date

Provost	
Signature	Approval date

Faculty	
Chair of faculty senate	Approval date

President	
Signature	Approval date

SPAN 112

Application for Cultural Literacy Menu

Guidelines For All General Education Courses

1. All general education courses must be 100-level or above.
2. General education courses should present a breadth of knowledge, not focusing on skills, techniques, and procedures specific to a particular occupation or profession.
3. Individual courses will fulfill only a single general education requirement.
4. Courses free of prerequisites are preferred. Applications to add courses with prerequisites must provide additional evidence that the course contributes to a student's breadth of knowledge and is not specific to a particular occupation or profession.
5. Each course may appear on a maximum of two menus that accept applications (arts and humanities, cultural literacy, life and physical sciences, and social and behavioral sciences).

Cultural Literacy Description

Courses within this domain provide students opportunity to develop informed discourse and understand the interconnectedness of diverse peoples. Additionally, students will courageously interrogate their own internal processes about diversity and equity. Courses satisfying this menu will assist students to 1) explore global, historical, and cultural experiences of diverse populations, and 2) interrogate one's internal and external views and values for greater self-awareness.

Instructions

Complete this form and submit it with a course syllabus and approval chart to the University General Education Council. Faculty submitting an application should be prepared to perform annual assessment for their course. The assessment will be conducted with the rubric included in this course application.

Subject code, course number, and title of course:	SPAN 112 – Elementary Spanish II
Terms offered:	Fall, Spring, Summer
Catalog description:	<i>A Continuation of SPAN 111</i>
Course prerequisites:	SPAN 111 or equivalent through testing or placement exam results
Cross-listed courses: *Note: Many gen ed courses are cross-listed between the Abilene and Dallas campuses.	None
Other general education menus on which the course appears or you are applying for:	Language requirement for B.A. degree programs.

Description of Menu Fit

Language in SPAN 112 is taught in intimate connection with culture, as the two are inseparable. Thus, SPAN 112 aligns with the majority of topics/activities under B1, B2, B3 of the Cultural Literacy menu. The course's objectives are based on national language-teaching standards (ACTFL) approaching culture as an intrinsic combination among products, practices, and—most importantly—perspectives (known as the 3 Ps of Culture) with the goal for students to achieve a level of *Novice High*. Along with the structural characteristics of the language, students learn: how language is used in social, historical, and cultural contexts and how it impacts the perspectives, beliefs, and values of its speakers and their communities (B1); and, they engage in reflective activities that shape their understanding and empathetic and open-minded attitudes toward those who think and act differently from themselves (B1, B2, B3). SPAN 111 uses an up-to-date, regularly updated, and culture-centered curriculum designed with the needs of 21st century professionals. This includes weekly 30-minute conversation sessions with native speakers in any of the 22 Spanish-speaking countries, using the language in culturally appropriate ways and being exposed to cultural insights only native speakers can provide. Students engage in written and oral reflections on the significance of understanding the values and perspectives behind behaviors and artifacts.

Prerequisites

SPAN 111 or equivalent through testing or placement exam results.

Relevant Outcomes

- B1
 - A) Account for and explain divergent perspectives on cultural phenomenon;
 - B) Identify underlying values, ideologies, perspectives, and attitudes that account for external cultural practices and products of a specific culture, particularly as these are expressed through its language.
 - C) Through measurable assessments, compare the cultural perspectives of another culture with those of a student's own culture and reflect through adequate speech (oral or written) on how this knowledge prepares them to be culturally sensitive professionals.
- B2
 - A) Require students to both recognize and demonstrate their respect for differences along at least two of the following axes of difference: gender, class, religion, sexuality, disability, age, or a major cultural difference (e.g., race, ethnicity, individualism-collectivism, high-low power distance orientation, high-low uncertainty avoidance, etc.).
 - B) Analyze attitudes and practices of working with those of differing cultural perspectives (at the micro, mezzo, and macro levels) with a

presence of humility while learning, communicating, offering help, and making decisions in professional practice and settings.

- B3
 - A) Feature personal reflections which involves diverse cultural perspectives not typical of mainstream North American culture.
 - B) No less than 50% of course content focuses on one or more of the following: cultural difference, power, privilege, structural and institutional inequality.

From the lists above, indicate which topic or activity fulfills this course's connection to each learning outcome.

Activities and Assessment

Ideally, assessment will occur within one or two exams/assignments. Please indicate which exams or assignments will be used for each outcome. These artifacts may be the same as the activities listed in the Relevant Outcomes section. Provide assignment prompts if available.

Relevant Areas	Connection to Learning Outcomes and Assessment Artifacts
B1A, B1B, B2A, B2B, B3B	1, 2, and 3 are daily/weekly classroom activities to challenge students' current cultural understandings and prepare them for the graded reflective assessments (4, 5, and 6).
B1A, B1B, B3B, B2A, B2B	1. Daily emphasis on language structure from the point of view of how language impacts cultural thought and behavior, and how these perspectives change as languages and evolve as societies' characteristics and needs shift. Example: the varying nature of the second-person forms of address in Spanish and the regional differences on their usage based on the region's history and both external and local influences.
B1A, B1B, B2A, B2B, B3B	2. Weekly conversations with trained native speakers in any of the 22 Spanish-speaking countries (trained conversation coaches). Students engage in a ' <i>Before the Session</i> ' activity each week with the instructor to prepare to engage in culturally appropriate use of the language being learned in class and through daily assignments online. Students are exposed to at least one cultural difference or similarity between their culture and that of their conversation coach and report to the class orally and in written form (4, 5, 6)
	3. Weekly spotlights on culture focusing on understanding the <i>why</i> (perspectives, values, etc.) of the <i>what</i> (artifacts and products) and the <i>how</i> (external practices). This is achieved through a solid section on culture provided by the curriculum, which is regularly updated with the help of cultural

B1C, B3A	collaborators in the Spanish-speaking world. In-class discussions to guide students to identify differences and similarities in the framework of developing empathy and understanding toward what or who is different.
B1C, B3A	4. ‘ <i>After the session</i> ’ questions to guide students to reflect on the experience and information gained by this interaction, both linguistically and culturally (in both Spanish and English).
B1C, B3A	5. Essay section in 2 exams dedicated specifically for students’ reflection on the cultural aspects discussed in class and learned with conversation coaches up to that point (reflection written in English).
B1C, B3A	6. End-of-the-semester oral project <u>in Spanish</u> featuring knowledge gained about the conversation coach and his/her culture. A reflection <u>in English</u> on the value of the exposure to the conversation coach’s language and cultural values and perspectives, and how this experience has contributed to shaping or re-shaping the student’s multicultural understanding and empathy, and how they envision this understanding being an asset in their future professional and personal lives.

Please use the following rubric to perform assessment each year.

Student Learning Outcome B1

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.	Shows little to no understanding of two or more of the areas of different experiences of diverse populations.	Conversant in experiences of diverse populations.	Demonstrates exceptional depth of understanding in discourse in all three areas of different experiences of diverse populations.

Student Learning Outcome B2

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Understand the interconnectedness of the human experience with a posture of humility.	Shows little to no understanding about connections among people and/or expresses cultural superiority.	Able to express understanding about connections among people and express that one's own culture or experiences are not superior to others.	Clearly expresses understanding about a connected, shared human experience and clearly expresses humility of perspective on human experiences.
Celebrate difference among people.	Unable to express value in the differences among individuals and/or cultures.	Able to express value in the differences among individuals and/or cultures.	Expresses persuasive advocacy for valuing human difference.

Student Learning Outcome B3

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Interrogate one's internal and external views and values for greater self-awareness.	Unable to acknowledge having a unique cultural viewpoint and/or unable to analyze the factors that contribute to it.	Expresses self-examination of a cultural viewpoint and expresses a conclusion about any potential individual blind spots due to that perspective.	Clearly expresses a thorough self-examination of one or more cultural viewpoints, expresses a conclusion about any potential individual blind spots due to that perspective, and expresses a plan for growth.

SPAN 112

Elementary Spanish 2

Your instructor

(Semester specific)

Mail:

Phone:

Office:

Hours:

Education

Areas of expertise



Overview

A continuation of SPAN 111. Our aim is to continue to develop linguistic skills and explore cultural values at a more deeper level through language; create a desire for the study of language and culture, help you connect the skills gained through language study to your career, and articulate the value of language study in your future endeavors.

This class assumes previous knowledge of Spanish and picks up where SPAN 111 left off. If you already have a functional knowledge of Spanish, you may opt to take [a placement test](#) and advance to a higher level (221 or higher). If you choose to stay in this class, please be aware that all requirements (attendance, assignments, deadlines, participation, etc.) apply to you in the same way that they apply to everyone else.

Course format and design

This course is completely synchronic and **in person** with **required regular attendance**. You should plan to dedicate a minimum of 2 hours of homework per course credit hour per week (6 hours a week) Besides the in-person interactions with your professor and classmates, you will also participate in one synchronous meeting a week through LinguaMeeting that you will schedule according to your own availability.

The class is divided in modules that correspond to the units of the virtual materials. Each unit will take approximately 6-7 class periods to cover. Different types of before-class activities will be assigned throughout each chapter. These activities are designed to be completed regularly and on time.



ACU's Mission

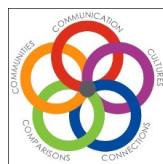
The mission of **Abilene Christian University** is to educate students for Christian service and leadership throughout the world.

The mission of the **College of Arts and Sciences** is to educate students for worldwide Christian service and leadership through programs of study and other learning experiences that blend a liberal arts education with professional and career education. The college offers a broad spectrum of programs in the arts, humanities, mathematics and social behavioral and natural sciences as well as professional and pre-professional programs. Every student at ACU regardless of major passes through the College of Arts and Sciences because most of the university's core curriculum is housed in the college.

The mission of the **Department of Language and Literature** is to empower students to fulfill the "throughout the world" element of the university's mission, preparing them to connect with the languages, cultures, and peoples of other nations.

Course goals

Our language goal for you: know how, when, and why, to say what, to whom using Spanish. By the end of the course, you will be able to use practiced words and phrases to talk about familiar topics related to school, home and the community (ACTFL proficiency level: Novice High).



You will also communicate and interact with cultural understanding, using Spanish to function appropriately in basic personal, academic, and career-related situations in multilingual communities at home and around the world. In this course, we will target the 5 interconnected areas of language learning, known as the 5 Cs: Communication, Cultures, Connections,

Comparisons, and Communities. (ACTFL - American Council on the Teaching of Foreign Languages)

Course outcomes

Linguistic

- Understand spoken Spanish in simple conversations directed to you;
- Speak Spanish well enough to communicate simple ideas in culturally appropriate ways;
- Handle the basic language functions and forms (tenses and other grammatical forms) in simple sentences in speaking and writing;
- Understand the main ideas and some details of short, printed texts such as announcements, advertisements, brochures within the context of Hispanic culture values;
- Write short texts;
- Understand some of the cultural values, products, and practices of the Hispanic world.

Cultural

Demonstrate factual knowledge of cultural topics introduced in class, including aspects of history, geography, literature, and popular culture and its underlying values beyond outward cultural manifestations; identify relationships between aspects of Spanish-speaking cultures and your own.

Transferable Skills

You will develop transferable skills that will translate to a wide variety of careers and settings. These skills are in very high demand in any employment description and include, but are not limited to, the ability to:

- Listen carefully to evaluate another speaker's central message and use of supportive materials;
- Read and carefully evaluate another writer's central message and use of supportive materials;
- Communicate in more than one language;
- Develop proficiency in basic mechanics of writing (grammar, spelling, punctuation, organization) and be able to proofread for error-free writing;
- Demonstrate knowledge of and empathy for the diversity of values, beliefs, ideas, and practices embodied in the human experience;
- Demonstrate understanding, respect, sensitivity, and empathy when interacting with differences in one's own or others' cultures
- Take risks and demonstrate tolerance of uncertainty, ambiguity, and difference, exhibit flexibility and persistence in learning from mistakes.

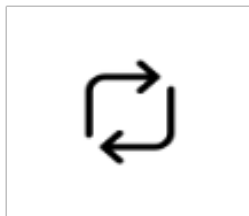
Our Christian perspective



As recipients of the gift of salvation through faith in Christ, Christians are to be ambassadors of the Good News into a world that doesn't know Him. Learning to communicate in a foreign language and understanding different cultural perspectives opens many doors of opportunity to reach and touch the lives of people who otherwise may remain untouched. The Christian mission is carried out more efficiently with open-mindedness, sensitivity, and understanding of cultural differences as well as similarities among human beings. Students will be encouraged to take their practical knowledge of the language and culture into the real world to share their faith with Spanish-speakers around them as they master their communicative skills. The instructor will direct their attention toward various ways in which they can serve the Spanish-speaking community, whether it be at home or overseas.

Methodology of teaching

Flipped method. The theoretical part of the material will be delivered via online videos and texts for the student to complete before class. Class time will be devoted to the practical use of the material learned at home with strong emphasis on developing communicative competence, both oral and written. Each student is responsible for viewing and completing the before-class assignments in a timely manner and come prepared to use the material in functional conversations and interactions with classmates and the instructor. The instructor serves as a facilitator of language exchange and clarification of concepts (lexical, grammatical, cultural, etc.)



Backward design. It is the process to design a lesson, unit, or course by first determining what the final outcomes are, then planning assessment strategies, and finally determining methods of instruction and assignments. It allows instructors to plan lessons and courses with a focus on student learning. We will begin each unit addressing the goals we wish to achieve at the end, and we will work our way toward that end in the form of different types of activities and assignments.



Experiential learning. Successful language learning is experiential by nature. The different areas of communicative and multi-cultural competence needed in today's global society are learned through social interaction with others. Experiential learning in this course brings students into an immersive experience into the language and its culture by means of weekly interactions with native Spanish speakers. These native speakers are trained conversation partners who will engage students in conversations using the material being learned in the different units. Conversations will be conducted through LinguaMeeting, a service integrated in the material used in this course: *Contraseña*.



Required Textbook, materials, digital tools and course platform

You are **required** to **purchase 2 materials** for this course:



Purchase 1: Our textbook, Contraseña, is required for all students. It is a fully online interactive e-text (with printable pages and resources). *Your code is valid for one semester.* Plan to purchase on day 1 of the course. You have homework for Day 2 already.

Follow [this link](#) or instructions in Canvas to purchase. No excuses for incomplete homework will be accepted, as you have free and immediate access for the first 14 days before you need to make a payment. If you need a reasonable extension for the payment, please speak with me promptly. **Course ID: fe4417**



Purchase 2: LinguaMeeting online Spanish coaching sessions. Register and pay in Week 2 of the course.

1. Follow [this link](#) or instructions in Canvas and purchase access for 10 sessions: \$60.
2. Select the sessions that best fit your schedule (write them down in your personal calendar since each student has different sessions). You will have 10 total sessions (one a week for 10 weeks, beginning on Week 3 of school). Schedule ALL 10 sessions when you sign up. It is recommended to sign up with the same coach for most of your sessions. **Class ID: 979221**

Required digital tools

Please have these tools available and running when the semester starts. Have a Plan B should your own computer not cooperate at some point.

Reliable computer, either a PC running Windows 2000 or later, or a Mac running OS X or later.

2. **Webcam.**
3. **Headset with a microphone.**
4. **Hi-speed internet connection**

Do not wait until the last minute to complete assignments. Issues with technology are easily manageable when you have time to address them. If you are having trouble with your own device, use your Plan B and find another computer in the library or any of the many labs on campus, or a generous friend or roommate.

Other required materials

Notebook & Writing materials. Please come to class equipped with pen/pencil/highlighter/etc. You will need them for handwritten in-class assignments. A notebook with loose leaf paper is the most efficient material for this purpose, so you don't lose your papers when I return them to you.

Canvas @ MyACU

Please access information (general announcements, syllabi, course calendar, information, grades, etc.) for this course through Canvas. The course calendar contains ALL due dates for the course.

Other additional items through the semester will also be posted in Canvas, such as changes in deadlines, supplemental videos, instructions on assignments, study guides, etc).

Quick list of course Websites

Canvas – <https://acu.instructure.com>

Contraseña – <https://hub.lingrolearning.com/#/login>

LinguaMeeting – access via <https://hub.lingrolearning.com/#/login>

ACU Team55 – [Technical help](#)

Course assignments

Homework: Pre-class online activities (30%): You will be assigned a variety of homework assignments from Contraseña, consisting of tutorials, contextualized grammar exercises, listening and writing practice, etc. You are responsible for completing all the assigned activities before you come to class. You are encouraged to use all the useful resources Contraseña offers (study guides, vocabulary and grammar tutorials, downloadable media, etc) every week.

LinguaMeeting sessions (30%): LinguaMeeting Conversation Sessions are an integral and mandatory part of the class. You will sign up for ten (10) small-group coaching sessions with a trained language coach from around the world. You will meet virtually using the LinguaMeeting platform through Contraseña. Headphones, a microphone, and a webcam are the tools needed. These sessions are conversational in nature and an opportunity to practice what you are learning in class. They are not a “test” or a tutorial of grammar, but rather a time to practice your listening and speaking skills. The sessions are recorded and will be viewed by your instructor. You should keep your notes because the final oral presentation will be based on the knowledge gained about your coach and their country during these sessions. Grades for the live coaching sessions are assigned according to a rubric based on attendance and degree of participation (not accuracy or fluency). All “*Antes de la sesión, Durante la sesión, and Después de la sesión*” activities are assigned in Contraseña. The lowest grade of the live sessions will be dropped.

In-class active engagement (10%): Your active participation in class is crucial for success. We will be doing practical activities in the classroom to use the information you have gained on your own through Contraseña. You will not have opportunities to be distracted working on something else. If you choose to be distracted with social media, other classes' assignments (or even this class' future assignments) or any other type of distraction, this choice will negatively impact your overall grade.

In-class writing (5%): At least once each week, you will participate in a short and simple handwritten activity in class. You will need to bring paper and pen/pencil every class to complete these assignments. I will collect your writing to grade and return to you the next class period. The grade will not be based on how perfect your writing is (you are learning!) But on how you demonstrate that proper effort was put in completing the assignment.

Exams (10%): You will complete two exams in class to assess your listening, reading, grammar, and vocabulary skills. A brief study guide will be provided in Canvas. Please consult the course schedule/calendar in Canvas to know the exact dates of these exams.

Final Oral Presentation (15%): You will create a final presentation that summarizes your experience with your language coach. To do this, you will use the notes you took throughout your sessions (*Durante la Sesión*). You will use multimedia (photos, videos, etc.) to enhance and personalize the presentation. This project will assess your ability to spontaneously talk about a familiar topic and to discuss different cultural contexts. Complete details and grading rubric will be available in Canvas.

Grading scale

A = 100-90 B = 89-80 C = 79-70 D = 69-60 F = 59 or less

Presence and engagement in class

Presence in the course means that you are physically and mentally engaged and invested in what is happening in the classroom. Your success in this class is heavily dependent upon this type of attendance/attention, not to mention you are greatly helping others around you focus better as well.

Course attendance policy: maximum of 4 unexcused absences allowed. Beginning with the 5th absence, your overall average will suffer a deduction of 2% per subsequent absence. Excused absences limited to: university-sponsored activities, illness with Dr's or nurse's note, unforeseen family emergencies.

Departmental attendance policy: After 9 unexcused absences, a student is no longer considered a regular student and may be dropped from the course.

“I need a (A, B, etc.) in this class”

Every semester I hear this from at least one student who has neglected course work all semester and waited until the end to express concern. Finishing up with your desired grade is directly related to your compliance with all course requirements. **Today** is the day when you decide what you will need to do to get your desired grade. E-mail me early on if you are having trouble with any aspect of this course. My highest desire is that you will succeed in this class. The last week of school is not the time to show concern for your grades or let me know about the challenges you’ve had, personal or otherwise. Please keep the lines of communication open throughout the semester so I am able to help you as much as I can.

Final Grade

Your final grade is a percentage calculated based on your compliance to all required assignments. Because it is a percentage, not points, I will not “bump up” your grade to the next letter grade, unless:

- a) it is very close to it, namely .5 or less away. For example, I will bump up your grade of 69.5, 69.6, 69.7, 69.8, or 69.9 to a 70; OR
- b) you are 1% or 2% away AND you have done exceptionally well in participation and attendance. This decision is subject to my judgment on your performance.

No exceptions will be considered, as this can get out of control very quickly.

Communicating with your professors via e-mail

Sending a polite and respectful email is an important part of your professional career as it can demonstrate respect and professionalism, or the lack thereof, to your professors and future supervisors/colleagues. I prepare for each class with a high level of professionalism and always write polite, educated, and respectful emails to you. I would greatly appreciate if you did the same. Please follow these guidelines when sending me an email:

- 1) Before sending an email ask yourself if it is a question that can be answered by looking at the syllabus.
- 2) Include a subject line to give your professor an idea of what your email is about. Never send an email without a subject line or text; this is unprofessional.
- 3) Include the following sections within the email. The email shouldn’t be long, but having the sections below makes it professional:
 - *Greeting*: “Good morning/afternoon/evening/etc. Dr./Prof. Archer”. Never begin an email with “Hey” (To me or any other professor or supervisor).
 - *Identify yourself*: Do not assume I know who you are and what class you are in without you stating this information. All of us teach at least 4 different classes. It’s aggravating to have to spend time trying to figure out who you are and what class we have you in.
 - *First sentence pleasantries*, something such as “I hope you are doing well”
 - *Message*: Whatever the message might be [short and to the point].
 - *Respectful closing statement*, something such as “Thank you for your time.”
 - *Leave-taking*: something such as “Cordially, (your name)”
- 4) If it’s a complicated question/idea that requires in person discussion, don’t write a lengthy email, but rather indicate the general point of inquiry and ask to set up an office hours appointment in order to discuss the topic in depth.

Tentative Course Schedule

A detailed, day-to-day schedule is available in each Module in Canvas under "Unit Objectives and Schedule." Please log in and check our Canvas course daily for possible changes.

(Semester specific)

Semester Holidays

(Semester specific)

University Policies

Academic Integrity

Violations of academic integrity and other forms of cheating, as defined in ACU's Academic Integrity Policy, involve the intention to deceive or mislead or misrepresent, and therefore are a form of lying and represent actions contrary to the behavioral norms that flow from the nature of God. Violations will be addressed as described in the Policy. While the university enforces the Policy, the most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature in our lives. Every member of the faculty, staff and student body is responsible for protecting the integrity of learning, scholarship, and research.

The full Policy is available for review at the [Provost's office web site](#) and the following offices: provost, college deans, dean of campus life, director of student judicial affairs, director of residential life education, and academic departments.

Definition of Academic Integrity

Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Academic work includes, but is not limited to, reading assignments, homework assignments, assessments, examinations and tests, attendance at required out-of-class activities, and laboratory experiments and research.

In our class, violations of academic integrity and other forms of cheating involve the intention to deceive or mislead or misrepresent and therefore are a form of lying. Specific examples in this course include, but are not limited to, the following:

- Submitting for credit, in whole or in part, the work of others.
- Receiving, giving, or using unauthorized aid on an examination.
- Failure to give credit to sources used in a work in an attempt to present the work as one's own.
- Submission of paper(s) or project(s) obtained from any source such as a friend, research service, or club paper file, as one's own.

Consequences of a Breach

Academic dishonesty may result in, but is not limited to, the following:

- A first offense will result in a grade reduction (from lowering the grade on the assignment in which academic dishonesty occurred up to assigning an F for the final course grade).
- Should you be permitted to remain in the class after being found in violation of the academic integrity policy, you may also be required to retake the exam or an alternate exam, resubmit the coursework, or complete an alternate assignment. Any such makeup work may be graded independently or averaged with the penalized grade for the original dishonest work. Failure to comply with such requirements constitutes a second violation.
- A second violation in a class will result in an automatic F in the course.
- All instances of academic dishonesty will be reported to the Dean of the College of Arts and Sciences and the Dean of Students in the Student Life Office.

The Appeal Process

A student who wishes to appeal a decision would follow [this link](#) for the process.

Open Access

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call our office directly at (325) 674-2667.