

Approval Chart for Curriculum Changes

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

Course Number GLST 217 or Degree Plan(s) _____

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

Application to Gen Ed menu: Cultural Literacy.

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

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

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)	
	09/16/2022
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

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:	GLST 217 South America South Cone: History and Culture
Terms offered:	Fall, Spring
Catalog description:	Includes an overview of Latin America and a more detailed examination of the history and culture of the Southern Cone of South America, especially Uruguay. Students look in depth at specific cultural components such as government, education, religion, business, family structures, cultural values and worldviews. Available only to students enrolled in ACU's Montevideo, Uruguay, Study Abroad program.

Course prerequisites:	None
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:	Arts and Humanities

Description of Menu Fit

Please describe how your class fits into the Cultural Literacy Menu (200 words or less). The course description, this statement, and the course syllabus together should demonstrate that a substantial portion of the course content (about half) is dedicated to issues involving the three relevant outcomes listed below.

This course is designed to ensure that ACU Study Abroad students acquire a deeper understanding, appreciation, and respect toward cultural practices, artifacts, perceptions, principles, and values of the host culture of South American, as well as their own. This is a discussion-based, analytical course that includes an overview of the history and culture of the Southern Cone of South America, with a particular focus on Uruguay. Students are challenged to look in depth at specific cultural components such as government, education, religion, business, family structures, cultural values and worldviews, and then to examine how the local people fit all of these components into a way of life. Course readings and presentations will provide students with a foundation to more fully experience and appreciate the cultures in which they find themselves. Students will seek to learn from local people and situations in which they find themselves. The course will be a collaborative endeavor taking advantage of its cultural immersion nature, as opposed to mostly classroom lecture.

Prerequisites

If the course has prerequisites, provide evidence that the course contributes to a student's breadth of knowledge. Also provide evidence that the course content is not specific to a particular occupation or profession (200 words or less).

None

Relevant Outcomes

At a minimum, a course applying to the Cultural Literacy menu must use at least one topic or activity listed below each of the mapped outcomes:

- B1: Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.
 - Account for and explain divergent perspectives on cultural phenomenon (e.g., female face-coverings in Islamic communities, "nepotism" in collectivistic contexts, aesthetic values in a certain historical period, etc.).

- Demonstrate how social and historical contexts shape a community's worldview or cultural commitments.
- Study or write a case study of inculturation, ritual, or morality that emerges from a specific cultural context.
- 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.
- 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: Understand the interconnectedness of human experience with a posture of humility while celebrating difference.
 - Reflect on a specific issue(s) considering the notion of cultural humility or ethnorelativity.
 - Evaluate appreciatively the music, ritual, art, theatre, or religious expression of a different culture.
 - Engage in and reflect upon a special event or celebration that highlights a different cultural background.
 - Requires students to attend and actively participate in an event honoring or presenting one or more aspects of a racial/cultural group that they do not identify with and respond to that event by a writing assignment or another medium.
 - Study and evaluate an accepted institutional or association statement on culture, race, or diversity (e.g., [UN Declaration on Cultural Diversity](#), [American Anthropological Association Declaration on Anthropology and Human Rights](#), etc.) and reflect upon it from a discipline-specific and/or faith perspective.
 - 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.).
 - 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.
 - Create a rationale (moral, ethical, religious) for maintaining an interpersonal stance that is other-oriented (open to the other) in relation to aspects of cultural identity that are most important to a person or persons of a different cultural perspective.
 - Reflect upon the cultural dimensions of complex challenges of human interconnections (e.g., changing relations within and between human communities, changing relations with ecological and climatic conditions,

shifts in technology, migration, environmental degradation, new technologies, etc.).

- B3: Interrogate one's internal and external views and values for greater self-awareness.
 - Reflect upon one's social location regarding race and at least two of the following: gender, class, sexuality, disability, age.
 - Create a framework to discuss and demonstrate critical reflection up cultural differences in the workplace
 - Feature personal reflections which involves diverse cultural perspectives not typical of mainstream North American culture.
 - Feature personal reflections on the intersection of biography (identifying the origins of the content of their reflections) and social inequality/injustice on race, gender, sexuality, social class, disability, and/or age
 - Require students to read/listen/view content created by one or more persons whose work connects social inequality with personal experience.
 - Examine systems of privilege and oppression that shape students' perspectives, values, and behavior, with a focus on race, gender, sexuality, social class, disability, and/or age.
 - Require students to examine critically their social location regarding race as a system of inequality and at least two of the following: gender, sexuality, disability, age as systems of inequality.
 - No less than 50% of course content focuses on one or more of the following: cultural difference, power, privilege, structural and institutional inequality.
 - No less than 40% of course content features diverse sources of knowledge integrated throughout the semester, including but not limited to indigenous, spiritual, community-centered, or otherwise marginalized knowledges.
 - No less than 40% of the course content focuses on structural and institutional social change in one or more of the following contexts: campus, community, state, nation, global region, or global system.
 - Provide an account of why it is important not be neutral regarding power relations and cultural hegemony, especially white supremacy, and all forms of racism.

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

Outcome	Topic or Activity
Outcome B1	Numerous cultural visits and activities in a variety of community and contextual settings in Uruguay, Argentina, and Peru.
Outcome B2	Assigned reading of David Livermore's book <i>Customs of the World: Using Cultural Intelligence to Adapt, Wherever You Are</i> , in the context of being an American university student abroad.
Outcome B3	Viewing films <i>The Mission</i> and <i>Evita</i> , with an emphasis on considering and wrestling with the themes presented from a South American perspective.

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.

Area to Be Assessed	Assessment Artifact
Outcome B1	1) Weekly journaling. 2) Presentations on topics of interest to the student, based upon cultural and site visits, interviews with locals, as well as reading required by the course.
Outcome B2	Weekly journaling assignment: reporting and reflecting on the places visited, what the student saw, heard, and experienced, their cultural/historical significance, and specifically how this experience has shaped and enriched the student's own cultural competence.
Outcome B3	Final oral presentation and reflection paper.

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.



ABILENE
CHRISTIAN
UNIVERSITY

Culture of Southern Cone

Cone

ACU Department of Language and Literature
Montevideo Study Abroad - Spring 2022

Overview

This course is designed to ensure that Study Abroad students acquire a deeper understanding, appreciation, and respect toward cultural practices, artifacts, perceptions, principles, and values of the host culture.



About the university

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.

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

Your instructor

Prof. Christina Chiusano

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Phone:

WhatsApp +598 99 181 730

Please, contact me quickly if you have any difficulty with this course or with a specific assignment. I will usually answer emails within 24 hours. Keep in mind that if you wait until the last minute, options for dealing with a problem will become progressively limited. Read this syllabus and familiarize yourself with the Canvas course before sending questions already answered here or in Canvas.

B.A TEFL: I.S.P Dr Joaquín V. González, Argentina

M.A. TEFL: Universidad de Jaén, Spain

M.A. Spanish Linguistics and Teaching: Universidad de León, Spain

PhD. (c): Spanish Linguistics: Universidad de la República, Uruguay

Areas of expertise: • Second Language Acquisition • Phonetics/Phonology • Discourse Analysis • Contrastive Linguistics

Teaching is my passion. I have worked to the best of my ability to find the most suitable foreign/second language teaching methodologies to provide my students with the most enriching learning experience.

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.



Overall course outcomes

2

This course is designed to ensure that you, as a Study Abroad student, acquire a deeper understanding, appreciation, and respect toward cultural practices, artifacts, perceptions, principles, and values of the host culture. It pursues the following goals through your active participation (*Teaching Culture*, H. Ned Seelye):

- 1. Understand the sense, or functionality, of culturally conditioned behavior:** *Demonstrate an understanding of the way people act based on options the society allows for satisfying basic needs.*
- 2. Understand the close interaction between language and social variables:** *Demonstrate and understanding that social variables as age, sex, social class, and place of residence affect the way people speak and behave.*
- 3. Identify and understand conventional behavior in common situations:** *Indicate an ability to demonstrate how people conventionally act in the most common mundane and crisis situations in the target culture.*
- 4. Become aware of cultural connotations of words and phrases:** *Indicate an awareness that culturally conditioned images are associated with even the most common target words and phrase.*
- 5. Evaluate statements about a society:** *Demonstrate the ability to evaluate the relative strength of a generality concerning the target culture in terms of the amount of evidence substantiating the statement.*
- 6. Research the target culture:** *Show that he/she has developed the skills needed to locate and organize information about the target culture from different sources (library, media, internet, people, personal observation).*
- 7. Auto analyze and reflect on own attitudes toward other cultures:** *Demonstrate intellectual curiosity about the target culture and empathy toward its people.*



Course Description

This is a discussion-based, analytical course that includes an overview of the history and culture of the Southern Cone of South America, with a particular focus on Uruguay. You will be challenged to look in depth at specific cultural components such as government, education, religion, business, family structures, cultural values and worldviews, and then to examine how the local people fit all of these components into a way of life. Course readings and presentations will provide you with a foundation to more fully experience and appreciate the cultures in which you find yourself. You should also seek to learn from local people and situations in which you find yourself. The course will be a collaborative endeavor taking advantage of its cultural immersion nature, as opposed to classroom lecture.

Required materials

You will be provided with the main source of reading in PDF format and other class materials will be extracted from internet sources as needed (readings, videos, audios, etc.).

Course assessment and grading details

- **Pre-departure Portfolio 20% • Presentation on selected topics 20%**

3

You and a partner will select a date from the calendar in the syllabus and be in charge of presenting your research on 2 topics to the class. Your sources will come from research as well as interviews with locals. Your presentation will be oral as well as written via a Word document that will later be shared with the rest of the class as material to be used in your final reflection. You are encouraged to write and present this paper in Spanish as much as your skills allow you at the moment.

and journal entry

- **Reports on visits/trips/activities 15%**

Most visits, trips, and activities in local or international sights will require a written report. A template with specific questions is provided in Canvas. You are expected to answer the questions as thoroughly and thoughtfully as possible in a double-spaced Word document reporting on the places we visited, what you saw, heard, and experienced, their cultural/historical significance, and specifically how this experience has shaped and enriched your own cultural competence. You are encouraged to write this paper in Spanish as much as your skills allow you at the moment.

- **Bi-weekly journal entry 15%**

You will keep a personal journal of your experiences while in Study Abroad. Ideally, you will have daily entries in this journal. While I will not ask you to share your original writing as it may contain elements that are too personal to you, every two weeks you will be asked to submit a single-spaced 1-2 page Word document with your main thoughts and reflections related to if and how you feel your perceptions and understandings of the culture are developing and changing, and the difference they might be making in your daily interactions with the culture and its people. You are expected to include aspects of the *Cultural Values Profile* test you took at the beginning of the semester, reflecting on if and how your cultural profile is being affected by the surrounding host culture. You are encouraged to write this paper in Spanish as much as your skills allow you at the moment.

- **Final oral presentation and reflection. 30%**

The final reflection will consist of an oral presentation on one local-culture related topic and a 3-page double-spaced, single-faced self-assessment report summarizing the topics we have talked about, the cultural learning process, how these have been experienced throughout the semester and life applications as you perceive them now going forward. It should be a well-thought out paper with citations and references where appropriate, clearly showing that you have put time and effort in composing and writing. More details will be provided toward the end of the semester. The completion of all assignments in a timely manner during the semester will be your

principal source for preparing for this final paper. You are encouraged to write this paper in Spanish as much as your skills allow you at the moment.

4

Policies

Departmental policy regarding attendance

The Department of Language and Literature considers that a student who has been absent more than 20% of the time during the term (9 unexcused absences) has not complied with attendance requirements and therefore has not taken the course. A student in this situation will be asked to drop the course or accept a failing grade. Excused absences are strictly limited to reasons beyond the student's control. While in Montevideo, your classes will be taught in the same house where you live. Excused absences will be limited to medical conditions that require that you.

Class policy regarding attendance:

Your success in this class is heavily dependent upon regular attendance, as your assignments will be based on the discussions that happen in class.

Cell phone / laptop policy:

Out of respect for your fellow classmates, your professor, and the educational process, please limit the use of all technology devices (smart phones, I-pads, laptops) to class activities relevant to what is being discussed at the moment. Texting, using social media, playing games, shopping, looking at pictures, and attending to tasks other than the class material is considered as a disregard for the technology policy of this class and **will result in a drop in your overall grade subject to the instructor's observations and judgment.** Please take off your earphones before class starts as well. In other words, be present in class in both mind and body.

Use of electronic translators

Because this is a Spanish class (SPAN) at advanced level, you will be required to do as much writing in Spanish as you are able to within your developing capabilities. Electronic translators have no place in a foreign language learning environment in which you are developing your own language skills. Using an electronic translator to construct sentences for assignments completely thwarts the development of your skills and robs you of your sense of personal accomplishment. In foreign language course, this is considered plagiarism as it is not your own work you are submitting. In this particular class, the focus is not on Spanish grammar, so your grade is **not** dependent on how well you handle the language but on the content of your writings and how you advance in expressing yourself in Spanish through writing. I may make comments about features you need to work on, but that will not affect your grade. An assigned activity that reflects the use of electronic online translators will be penalized based on the instructor's judgment.

University wide policies

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Please note that university-wide policies that apply to students while in the ACU campus also apply to you as students representing ACU in a Study Abroad setting. With a few minor modifications to adjust to the host culture, you are expected to display a Christ-like behavior toward your classmates, faculty members, and coordinators within the program, as well as toward the new friends and acquaintances you will interact with during your stay in Montevideo. You will be briefed upon arrival regarding what is expected of you as a student abroad representing the Christian values of ACU.

Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Violations of academic integrity and other forms of cheating involve the intention to deceive, mislead, or misrepresent and therefore, are a form of lying. Such actions are contrary to behavioral norms that flow from the nature of God. Academic misconduct includes, but is not limited to, the following: 1) Failure to give credit to sources used in a work in an attempt to present the work as one's own, 2) Submission of papers or projects obtained from another source (e.g., research service or club paper file) as one's own, and 3) Falsifying information orally or in writing. Academic misconduct may result in, but is not limited to, a zero on the assignment and/or an F in the course. Additionally, the department chair, Dean of the College of Arts and Sciences, and the Dean of Student Life will be notified. See the full university policy, including how to appeal a decision, by following this link:

<https://www.acu.edu/dean-of-students/student-handbook/academic-policies/>

Accommodations for Students with Special Needs. 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. 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.

Harassment policy. As a Christian community, Abilene Christian University has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected. Harassment is defined as unwelcome behavior or conduct based on sex, religion, race, age, color, national origin, veteran's status, disability, or any other characteristic protected by law when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, education, or participation in University programs or activities, (2) submission to, or rejection of, such conduct by an individual is used as the basis for a decision affecting an individual's employment, education, or participation in University programs or activities, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive environment for work, education, or participation in a University program or activity.

For full university policy, follow this link: <https://www.acu.edu/dean-of-students/student-handbook/>

6

Course dates

Month/Date		Time	Submissions
January	Monday 17	13:30-16:30	
	Tuesday 18	13:30-16:30	Journal entry 1
	Thursday 20	13:30-16:30	
	Friday 28	13:30-16:30	Report on trip #1
	Monday 31	13:30-16:30	Group oral presentations Journal entry 2
February	Tuesday 1	13:30-16:30	
	Wednesday 2	13:30-16:30	Journal entry 3
	Tuesday 8	13:30-16:30	Group oral presentations
	Tuesday 15	13:30-16:30	Journal entry 4
	Tuesday 22	13:30-16:30	
March	Friday 4	9:30-10:30	Report on trip #2
	Tuesday 8	16-18:30	Journal entry 5 Group oral presentations
	Friday 11	9:30-10:30	
	Tuesday 22	16-18:30	Report on trip #3
	Friday 25	9:30-10:30	Final assessment and submission of self-assessment report