

Approval Chart for Curriculum Changes

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

Course Number SPAN 499 Senior Seminar or Degree Plan(s) _____

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

Change the pre-requirements from
 Senior standing and 24 hours in the subject field
 to
 Senior standing and OPI score of Advanced Low (2.1)
~~Intermediate High (2.3)~~ or above.

All majors and minors must take SPAN 301 prior to taking any other advanced course. Students in 301 are required to take the OPI. We have set Advanced Mid as the target proficiency for majors. If students in 301 do not demonstrate this level of proficiency, there are multiple avenues (study abroad, SPAN 290 and 390) for further practice. See syllabus for additional details.

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

		COUNCIL'								
	Change to a Course	Dept./School	College Academic	Deans	TEC	UGEC	UAC	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.	Content (substantive change)	A	A	A	I				A	A
4.	Number of hours (lecture, lab, contact)	A	A	A	A				A	A
5.	Course number within the hundred	A	A	I	I				I	I
6.	Course number beyond the hundred	A	A	A	A				A	A
	Prerequisites	A	A	A	I					
8.	Course fee(s)	A	--	A	--				A	I
9.	From U to G or G to U	A	A	A	A				A	A
10.	Cross list with another department: U or G level	A	A	A	A				A	A
11.	Department of record	A	A	A	A				A	A
12.	Open or close a course	A	A	A	A				A	A
13.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	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							Board of Trustees
Change to a Degree Plan		Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	
1.	University Requirements — Change in approved course content ⁶	A	A	A		A			--
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A		A			--
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	--	--		A			--
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A		A			--
5.	Major — Revision of major ^{4,5}	A	A	A		A			--
6.	Major — Adopt or change admission requirements	A	A	A		A			--
7.	Major — Add ^{4,5}	A	A	A		A			I
8.	Major — Discontinue (proposed by the department or college)	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			--
11.	Minor — Revise course selection	A	A	A		I			--
12.	Minor — Add	A	A	A		A			--
13.	Minor — Discontinue (proposed by the department or college)	A	A	A		A			--
14.	Minor — Discontinue (proposed by the Provost)	See below.							
15.	Degree — Add	A	A	A		A			I
16.	Degree — Discontinue (proposed by the department or college)	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			--

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

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COUNCIL ³										
	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
5.	Other academic policy changes	--	--	--	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 1-29-16

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
<u>Shelly Sanders</u>	<u>2/16/17</u>
Signature	Approval date
_____ Signature	_____ Approval date

College Academic Council(s)	
<u>Jean De</u>	<u>2.17.17</u>
Signature	Approval date
_____ Signature	_____ Approval date

Dean(s)	
<u>[Signature]</u>	<u>2/24/17</u>
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 499: SENIOR CAPSTONE

SYLLABUS, FALL 2017

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

From a Biblical perspective, the mere existence of different languages could be viewed as a curse from God. This is especially the view presented in the story of Babel (Genesis 11: 1-9): God created different languages to confuse the people as a punishment for their hubris. However, since the death and resurrection of Jesus Christ, what was once the result of sin was transformed into an instrument of redemption. On the day of Pentecost, through the Holy Spirit, the first apostles were able to bridge the curse of Babel –the curse of different languages– by preaching the Good News in the languages of the people assembled there (Acts 2: 1-11). Therefore, the study of another language –its syntax, grammar, punctuation, etc – is seen as participating in the redemptive work God initiated through His son Jesus Christ.

ABOUT THE COURSE

CATALOG DESCRIPTION

SPAN 499 **Advanced Capstone** (3-0-3), Spring. An overview of the major. An in-depth examination of an issue in Hispanic literature, language or culture based on student's career in the department. A writing-intensive course. Prerequisites: Senior standing and Intermediate High (2.3) on the Oral Proficiency Interview.

MEETING TIME AND PLACE

FLSP 499.01 Senior Capstone, 3 credits

Time: TR 9:30 – 10:50 am

ABOUT THE STUDENT

This class is intended as a final class for students pursuing a Spanish major.

ABOUT THE PROFESSOR

Instructor: Dr. Paul Roggendorff
Office: ADM 215B
Email: par08b@acu.edu

Class room: ADM 318
Phone: 674-2494
Office Hours: MWF 9-11 or by apt.

Please feel free to contact me if you have any difficulty with this course or with a specific assignment. I am in my office quite a bit more than what is posted, so feel free to drop by whenever you want. I also tend to wander off to other people's offices or the library, so you might want to text or call before making a special trip to the Admin Bldg to see me.

ABOUT THE COURSE CONTENT

ABOUT THE CLASS FORMAT

This is primarily a discussion-based course. In one set of discussions, students will examine their college careers as documented through the learning portfolio. Another set of interweaving discussions will focus on future plans. In another set of interweaved discussions, the class will engage in literary, cultural and linguistic discussions about two of the most important works in the Spanish language: Cervantes' *Don Quijote*, and García Márquez's *Cien años de soledad*. Significant time will also be spent on various assessment tools.

ABOUT THE TEACHING/LEARNING METHODS

The class discussion will help make consolidate the learning experience throughout the college career, and ways to make use of the gained knowledge and skills after college. Outside of class, students will polish up the

portfolio and write a senior thesis that will employ all the research skills acquired thus far as well as prepare students for graduate work.

ABOUT THE COURSE LEARNING MATERIALS

Cervantes Saavedra, Miguel de, Florencio Sevilla Arollo y Gustav Doré. *Don Quijote de la Mancha*. Madrid: Bolchiro, 2012. ePub.

García Márquez, Gabriel. *Cien años de soledad*. ePub.

Cervantes Saavedra, Miguel de, John J. Allen, and George Roux. *El Ingenioso Hidalgo Don Quijote De La Mancha*. Vol. I and II. Madrid: Ca tedra, 2005. Print.

García Ma rquez, Gabriel. *Cien An os De Soledad*. Madrid: Real Academia Española, 2007. Print.

ACTFL. *ACTFL Oral Proficiency Interview Familiarization Manual*. New York: ACTFL, 2012. Print. (PDF in Canvas).

ACTFL. *ACTFL Can-Do Statements: Performance Indicators for Language Learners*. New York: ACTFL, 2012. Print. (PDF in Canvas)

ABOUT OVERALL COURSE OUTCOME

Upon successful completion of this course, you will be able to demonstrate:

1. habits of mind that foster integrative thinking between the liberal arts core curriculum and Spanish language, culture and/or literature,
2. the ability to frame questions, carry out critical analysis, and produce works of substantial complexity and quality related to Spanish language, culture, and/or literature,
3. the ability to reflect and think critically, globally, and missionally about Spanish language, culture and literature.
4. the ability to communicate orally at the Advanced Mid level, per ACTFL standards.

GRADING

I believe that my role as teacher is not so much to impart information as to facilitate learning. And learning does not occur without effort and involvement on the part of the students.

EVALUATION METHODS

I hope that the variety of topics and assignment types will appeal to the diversity of interests and learning styles among class members. Every week, you should set aside three or four hours outside of class for completing the various learning activities.

- 1) **Annotated Bibliography and Research Paper.** You will choose, with the professor's guidance, a research project for a senior thesis. The purpose of this research is to exercise to the fullest your ability to frame questions, carry out critical analysis, and produce a work of substantial complexity and quality related to Spanish language, culture, and literature. You will produce an annotated bibliography in which

you will identify, access, and use at least five substantive sources for your research project. Based on the bibliography, you will write a 20-page research paper (standard MLA format) in which you will introduce and identify your main idea, develop it logically and sequentially, and support your ideas through the appropriate use of citations. In both the annotated bibliography and the research paper you will also practice the use of the Spanish language.

- 2) **Learning Portfolio.** You will finish assembling your student portfolio started in SPAN 301, which should reflect what you have done at ACU, catalogued in the following categories:
 - a) **Scholarship**
 - i) Assessment scores (WebCAPE, CLEP, AP, OPI, WPE, DELE, AAPPL, etc.)
 - ii) Research papers and presentations
 - iii) Study Abroad
 - iv) Other Scholarly samples
 - b) **Co-Curricular Activities**
 - i) Accomplishments
 - ii) Service
 - iii) Leadership development
 - iv) Other Co-Curricular Activities
- 3) **Reflective Essay.** You will write a reflective essay (in Spanish, approximately 5 pages long, MLA format) in which you consider the following:
 - a) You should reflect on how your life plans have evolved during your years at ACU, if at all. You should also demonstrate you have given some thought to what you will do after ACU by listing what things you have done (attended job fairs, visited the ACU career counseling office, built a LinkedIn profile, worked as an intern, etc.), and sources you have consulted (your parents, interviewed professionals in the field, a book on careers in language, etc.), and summarize your findings.
 - b) An overarching objective in the ACU community is to cultivate habits of mind that foster integrative thinking. This essay should summarize what habits of mind you have developed, and how they have helped you integrate the liberal arts core curriculum and Spanish language, and Hispanic culture and literature.
 - c) An overarching objective in the ACU community is to learn to think critically, globally and missionally. This essay should demonstrate how you have learned to think in these three ways vis-à-vis Spanish language, and Hispanic culture and literature.

If it helps, you can think of this essay as fitting the “This I believe” style. This essay should serve as an introduction to your Learning Portfolio.
- 4) **Exams.** You will take a series of comprehensive exams that will test your Spanish reading, listening, writing and speaking skills, in addition to the readings. One of these will be the Oral Proficiency Interview. If you have already shown proficiency at the Advanced Mid level, you do not have to take it again. If you have not yet attained this level of proficiency, it is strongly recommended you take SPAN 390 Advanced Conversation Lab during this semester. Regardless of whether you take the lab or not, you will be required to take the OPI for class credit.

About the Grading Criteria

ANNOTATED BIBLIOGRAPHY

	A	B	C	D
Identify Needed Information	Effectively defines and narrows the scope of the research topic. Types of sources selected directly answer the research question	Defines the scope of the research topic completely. Types of sources selected relate to concepts or answer the research question.	Defines the scope of the research topic incompletely (parts are missing, remains too broad or too narrow, etc.). Types of sources selected partially relate to concepts or answer the research question.	Has difficulty defining the scope of the research topic. Types of sources selected do not relate to concepts or answer the research question.
Access Needed Information	Citations represent various media (e.g., books, journals, websites). All cited resources come from reliable sources.	Citations represent various media (e.g. book, journals, websites). Most cited resources come from reliable sources.	Citations represent a limited range of media (e.g., books, journals, websites). some cited resources come from reliable sources.	Citations are from only one type of media. Few cited resources come from reliable sources.
Use Needed Information Ethically and Legally	Citations and references are correct MLA citation style. Paraphrase, summary, or quotes in ways that are true to original context.	Citations and references are MLA style with few errors. Paraphrase, summary, or quotes are close to the original context, but not rely too heavily on quoting or have too little summary.	Citations and references are consistent, but aren't MLA style. Paraphrase, summary, or quotes are too broad to reflect the original content.	Citations and references do not resemble a citation style. Annotations are absent or do not reflect content of the article.
Language	Language exhibits great vocabulary range; no spelling errors; simple and complex structures exhibit no errors.	Language exhibits good vocabulary range; very few spelling errors; simple structures exhibit no errors, but complex structures exhibit some errors.	Language exhibits adequate vocabulary range; a few spelling errors; simple and complex structures exhibit some errors.	Language exhibits deficient vocabulary range; several spelling errors; avoidance of complex structures and limited control of simple structures.

RESEARCH PAPER GRADING CRITERIA

	A	B	C	D
Purpose of Project	Clearly and concisely directs the project development; scope is suitable for assigned task and focuses all elements of work; firmly establishes significance of project.	Adequately directs the project development; generally focused and specific; reasonably addresses assigned task; demonstrates significance of project.	Purpose of project is present but vague and offers limited significance of the project.	Purpose of the project is not clear or appropriate and offers little to no explanation of the significance of the project.
Content	Superior and carefully organized response to the topic. Each paragraph has a focused idea an excellent supporting detail. Sources are critically synthesized to address chosen topic. Appropriate, logical conclusions are made and connected to the project purpose.	Effective response to the topic. Synthesis of information is coherent. Conclusions are appropriate and connected to the project purpose.	Adequate response to the topic: moderately sustained and developed ideas and acceptable analysis of topic ideas. Conclusions are made, but not entirely supported by presented information or do not attempt to fully address the purpose of the project.	Inadequate response to the topic; ideas are undeveloped, confused or disconnected. Conclusions are not present or are not connected to presented information or project purpose.
Integrative Learning	Relevant and critical connections exhibited from a variety of diverse learning and experiences. Demonstrates deep understanding of connections with past experiences and future trends.	Makes generally effective connections from a variety of diverse learning and experiences. Shows an understanding of connections with past experiences and future trends.	Makes few connections from a variety of diverse learning and experiences but with little understanding of past experiences and future trends.	Underdeveloped or missing connections to a variety of diverse learning experiences.
Technical and Ethical Use of Sources	Students correctly implement all of the following strategies: 1) selects critical sources; 2) adheres to MLA citation and reference style; 3) paraphrases, summarizes, or quotes in ways that are true to original content; 4) distinguishes	Students correctly use three of the information use strategies and practices ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students correctly use two of the information use strategies and practices ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use one of the information strategies and practices ethical and legal restrictions on the use of published, confidential, and/or proprietary information.

LEARNING PORTFOLIO

		A	B	C	D
Scholarship	Language Proficiency Assessment Results	Shows sustained and significant improvement. Final proficiency results are Advanced High or equivalent. Evidence of reflecting every semester on progress, drawing plans for improvement, and consistently carrying them out.	Shows significant improvement. Final proficiency results are Advanced Mid or equivalent. Evidence of reflecting yearly on progress and having drawn plans for improvement, and carrying them out.	Shows improvement. Final proficiency results are Advanced Low or equivalent. Evidence of having reflected a couple of times on progress, evidence of having planned for improvement and carrying it out.	Shows little improvement. Final proficiency results are Intermediate or equivalent. No evidence of having reflected on progress, or of making plans for improvement.
	Research Projects and Presentations	Evidence of having done top-notch work in almost all advanced Spanish classes. Sample works are polished. Evidence of consistently incorporating lessons from one semester into subsequent semesters.	Evidence of having done good work in most advanced Spanish classes. Sample works are well done. Evidence of usually incorporating lessons from one semester into subsequent semesters.	Evidence of having done acceptable work in most advanced classes. Sample works are acceptable and do not show further corrections after the class was over. Evidence of occasionally incorporating lessons from one semester into subsequent semesters.	Evidence of having done marginal work in most advanced classes. Sample works are marginal and do not show further corrections after the class was over. No evidence of incorporating lessons from one semester to the next.
	Study Abroad	Evidences of significant reflection on immersion study abroad experience which profoundly affected educational experience.	Evidence of significant reflection on study abroad experience which affected educational experience.	Evidence of reflection on study abroad experience which affected educational experience.	No reflection and/or no study abroad experience.
	Other Scholarly Samples	Evidence of scholarly presentations or publications in venues or media outside of ACU, including collaborations with professors.	Evidence of scholarly presentations or publications in venues or media within ACU, including collaborations with professors.	Evidence of submissions for presentations or publications, including collaborations with professors.	No scholarly work outside of the classroom.

	between common knowledge and ideas requiring attribution. Practices ethical and legal restrictions on the use of published, confidential, and/or proprietary information.			
Rhetorical Use of Sources	Information appropriately and fully answers the proposed question. Sources are appropriately synthesized in a way that addresses chosen topic. Appropriate, logical conclusions are made and connected to the research question.	Information is mostly linked to the proposed question. Synthesis of information is coherent. Conclusions are appropriate and mostly connected to the research question.	Attempts are made to relate information to proposed question. Information is connected, but not adequately synthesized. Conclusions are made, but not entirely supported by presented information or do not attempt to fully answer the question.	No link between information presented and original proposed question. Sources are not connected, with little to no synthesis. Conclusions are not present or are not connected to presented information or research question.
Language	Language exhibits great vocabulary range; no spelling errors; simple and complex structures exhibit no errors.	Language exhibits good vocabulary range; one to two spelling errors per page; simple structures exhibit no errors, but complex structures exhibit some errors.	Language exhibits adequate vocabulary range; three to four spelling errors per page; simple and complex structures exhibit some errors.	Language exhibits deficient vocabulary range; more than four spelling errors per page; avoidance of complex structures and limited control of simple structures.

Accomplishments	Awards, fellowships, scholarships, honors, mentions, prizes, etc. in several clubs, events and societies.	Awards, fellowships, honors, mentions, prizes, etc. in a few clubs, events and societies.	Awards, fellowships, honors, mentions, prizes, etc. in one or two clubs, events, or societies.	No awards, fellowships, honors, mentions, prizes, etc. in any club, event or society.
Service	Evidence of sustained church and community involvement.	Evidence of frequent church and community involvement.	Evidence of sporadic church and community involvement.	No evidence of church or community involvement.
Leadership Development	Evidence of sustained leadership in various clubs, events societies and other organizations.	Evidence of leadership in clubs, events, societies and other organizations.	Evidence of participation in clubs, events, societies, or other organizations.	Very little to no evidence of participation in clubs, events, societies, or other organizations.
Other Co-Curricular Activities	Evidence of sustained participation in co-curricular areas not listed above.	Evidence of participation in co-curricular areas not listed above.	Evidence of a little participation in clubs, events, societies or organizations	No evidence of participation in clubs, events, societies or organizations.

OPI GRADING CRITERIA

	A	B	C	D
OPI results	Advanced Mid or higher	Advanced Low	Intermediate High	Intermediate Mid or below

REFLECTIVE ESSAY

A	Excellent, Outstanding, Fluent, Thought-Provoking, Original This paper is a superior and carefully organized response to the assigned topics, each paragraph having a controlling idea and excellent supporting detail, the style fluent and the content thought-provoking. There are few, if any, mechanical errors. The presentation shows thought and original insights by the writer, independent of the teacher and/or context.
B	Good, Above Average, Clear, Well-Organized This paper is a good response to the assigned topic, in which each paragraph has a controlling idea that is adequately supported by detail. The sentences are clear and show some variety. Mechanical errors are not distracting to the reader. The writer has mastered the material presented by the text and the teacher.
C	Average, Adequate, Competent, Fair, Unoriginal This paper is an adequate, routine response to the assigned topic. A central idea is stated, perhaps too generally, but it is more or less held to and supported in token fashion. The style is moderately clear and the mechanics are reasonably competent. Errors in grammar, punctuation, usage, and organization do not seriously interfere with a reader's understanding of the paper.
D	Below Average, Inadequate, Ineffective, Unclear, Under-Developed This paper is an inadequate response to the assigned topic, by virtue of significant mechanical errors that make the communication ineffective, weakness of word choice, insufficient support or understanding of the topic. There may be a stated controlling idea, but the relation of details to that idea is unclear.
F	Failure, Blocked Communication, Plagiarism-Cheating, Major Errors, Illiteracy, Directions Not Followed, Badly Under-Developed This paper is an altogether unacceptable response to the assigned topic, whether by failure of the writing, the thought, or both. The voice of the writer fails to appear because someone else's language has been appropriated or because gross errors have blocked communication. A controlling idea is not stated or, if stated, is incoherent or underdeveloped. Errors in diction may suggest illiteracy.

In all cases, an A is 90-100%, a B is 80-89%, a C is 70-79%, a D is 60-69%, and an F is 59 and below. I always round decimal points to the nearest whole number.

About the Grade

"Teachers do not **give** grades; they record what the student has accomplished."

Annotated Bibliography	10 %
Research Paper	20 %
Reflective Essay	15 %
Student Learning Portfolio	20 %
Class participation	10 %
Exams	15 %

OPI

10 %

COURSE POLICIES

CLASS POLICIES

CLASS ATTENDANCE POLICY

You may have up to three un-excused absences for the term. Excused absences are limited to university functions and obligations wherein an official excuse letter is sent from the appropriate Dean. For every unexcused absence over the limit, your final grade for the course will decrease by 4%. Three tardies count as one unexcused absence.

THE USE OF TECHNOLOGY IN THE CLASSROOM POLICY

All use of computers and mobile devices not pertaining to class activities is not allowed. Cell phones will be kept silent, no texting, no checking Facebook or the stock market, no emailing, and no gaming. Although it may appear pertinent, you are not allowed to work on homework for this class or any other during class time. You are allowed to search the internet on subjects pertinent to class discussion in order to make substantive contributions in a timely manner. You may also use it to access an online version of the text, for writing assignments and for taking class notes. Your first warning will be to turn the device off. The next time I will confiscate the device(s) for the remainder of the class period.

USE OF ONLINE ELECTRONIC TRANSLATORS

Electronic and online translators have their use in a foreign language-learning environment, but should be treated as reference materials. It is appropriate to use electronic translators and dictionaries to look up words, for instance. But one should never write a term paper in English and translate it. The use of an electronic translator in this way completely defeats the purpose of advanced Spanish study and is considered plagiarism as it is not your own work you are submitting. The purpose of the assignments is to practice thinking, speaking, and writing in Spanish, with the occasional use of translators and dictionaries, as needed. An assigned activity that reflects having been translated from English will be treated as plagiarism.

OPEN COMMUNICATION POLICY

We wish to maintain a policy of open communication with you regarding what you are to do for the class and how to accomplish it. We request that you likewise inform us ahead of time of situations and conditions, whether related to work, school or health, which may interfere with class attendance and/or completion of any part of the class work so that we can make the appropriate and necessary accommodations for you to succeed. In the case of absences and/or inability to complete an assignment due to unforeseen circumstances, please notify us as soon as possible so that we can plan the appropriate "make up" material. Failure to communicate with us in a timely manner in the event of unforeseen absences or incompletes will be construed as disinterest in the assignment and/or class.

UNIVERSITY POLICIES

ACADEMIC INTEGRITY AND HONESTY

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) Failing to give credit to sources used in a work in an attempt to present the work as one's own, 2) Submitting papers or projects obtained from another source (e.g., research service or club paper file) as one's own, 3) Falsifying information orally or in writing, and 4) Receiving, giving, or using unauthorized aid on an examination or quiz. 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: <http://www.acu.edu/academics/provost/policies/index.html>.

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. 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.

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: <http://www.acu.edu/campusoffices/studentlife/student-handbook.html#6>

ABOUT THE COURSE SCHEDULE

Tentative schedule

Semana	martes	jueves
1	Introduction Discusión: ¿Qué has hecho en estos cuatro (o más) años de la carrera universitaria?	Don quijote I
2	Don Quijote I	Don Quijote I Discusión: ¿Qué expectativas tenías antes de empezar la carrera en español?
3	Don Quijote I	Don Quijote I Discusión: ¿Cómo has avanzado en el manejo de la lengua?
4	Don Quijote I: Repaso	Don Quijote I: Examen
5	Don Quijote II Bibliografía anotada (Preliminar 1)	Don Quijote II Presentación: Resumen de trabajos escritos y presentaciones hechas para otras clases.
6	Don Quijote II	Don Quijote II Ensayo de reflexión (Preliminar 1)
7	Don Quijote II	Examen I: Don Quijote II Discusión: ¿Cuáles han sido tus experiencias en el exterior?
8	Don Quijote II	Don Quijote II Discusión: ¿Cómo sintetizas los objetivos del Core Curriculum y la carrera de Español? Ensayo de reflexión (Preliminar 2)
9	Don Quijote II	Don Quijote II Discusión: ¿Qué experiencias has tenido en actividades sociales fuera de la clase?
10	Don Quijote II: Repaso Bibliografía anotada (Final)	Don Quijote II: Examen
11	Cien años de soledad, Capítulo 1	Cien años de soledad, Capítulos 2 – 3 Discusión: ¿Qué experiencias has tenido en trabajos de servicio a la comunidad? Trabajo de Investigación (Preliminar 1)
12	Cien años de soledad, Capítulos 4 – 6	Cien años de soledad, Capítulos 7 – 9
13	Cien años de soledad, Capítulos 10 – 12	Cien años de soledad, Capítulos 13 – 15 Trabajo de investigación (Preliminar 2)
14	Cien años de soledad, Capítulos 16 – 18	Cien años de soledad, Capítulos 19 – 20
15	Repaso: Cien años de soledad Comparación: Don Quijote y Cien años de soledad	Día de gracias. No hay clase.
16	Examen III: Cien años de soledad	Presentación de las carpetas de trabajo (Trabajo de investigación (Final))
17	Examen final.	

This schedule is tentative and subject to change.