

Spring 2024

Saint Louis University [Department of Languages, Literatures & Cultures](#)

SPAN 2010-Connecting with the Hispanic World: Intermediate Spanish I

3 credits – Lecture/Discussion



EXTENDED SYLLABUS AND COURSE ORIENTATION

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[SEE FULL COURSE SCHEDULE HERE](#)

WHEN/WHERE IS MY CLASS? - COURSE INFORMATION



Section: SPAN 2010-xx

Location:

Time: M/W/F

WHO IS MY PROFESSOR? - INSTRUCTOR INFORMATION

INSERT PICTURE/VIDEO LINK/LINK TO WEBSITE ETC.

Instructor:

Email:

Office:

Office Hours:

WHO CAN HELP ME? - CONTACT INFORMATION



IF I HAVE QUESTIONS ABOUT...

I CAN CONTACT...

Course level placement, Scheduling, Technical platform issues, Course support	Dr. Sheri Anderson-Gutierrez , (she/her/hers) Curriculum Specialist
Spanish B.A. Major & Spanish Minor Requirements, courses, mentoring	Dr. Ana Montero , (she/her/hers) Undergraduate Coordinator
Spanish B.A./M.A. Accelerated Program Spanish M.A. & M.A. in Spanish Education	Dr. Amy Wright , (she/her/hers) Graduate Coordinator
Language Resource Center (LRC)	Dr. Dan Nickolai , (he/him/his) LRC Director

Service learning and volunteer opportunities related to Spanish and Hispanic community in Saint Louis	Sarah Bauer , (she/her/hers) Outreach & Service Learning Coordinator
Exceptions to department procedures, grade appeals, issues with an instructor or degree requirements etc.	Dr. André Zampaulo , (he/him/his) Department Chair, Languages, Literatures and Cultures
Study Abroad and international language learning experiences	Office of International Services

WHAT CLASS IS THIS? - COURSE DESCRIPTION

[Catalog](#): This course invites you to collaborate in Spanish to connect with Hispanic communities. Prepares you to communicate in Spanish through writing, speech and visual media. This is the first course in the major/minor sequence.



This course is carefully designed to help you achieve the [World-Readiness standards](#) for learning languages as outlined by the American Council of Teachers of Foreign Languages (ACTFL).



Watch this [World-Readiness Video](#) for more information. This course will help you improve from the novice to intermediate level in your Spanish skills.

AM I IN THE RIGHT CLASS? - PREREQUISITES

You should enroll in this course if you have 3 years of prior Spanish coursework, placed into this course or received a D or better in SPAN 1020/SPAN 1200.

WHY TAKE THIS CLASS? - COURSE GOALS

If you are in this class, you have already taken some previous Spanish courses and know a bit about learning another language. In this class I hope to help you get to the next level, grow in your Spanish language skills, and in intercultural competence.

Course Goals

Through this course I invite you to:

1. **Develop Spanish language skills** that will enable you to listen, speak, read,

and write in Spanish at the ACTFL Intermediate Proficiency level.

2. **Gain knowledge** of Spanish, Spanish speaking cultures, and work to develop your analytical thinking skills.
3. **Practice cross-cultural competency** through an appreciation and acceptance of the similarities and differences between American (United States) and Hispanic (i.e., Spanish/Latin American) cultures. One life-time goal is for you to be able to function adequately in a Spanish speaking environment, culturally as well as linguistically.
4. **Realize that there is both pleasure and value** in being able to communicate in a second language with an intermediate level competency.

Student Learning Outcomes

1. By successfully completing this course, you will be able to communicate at an ACTFL intermediate level, including:
 - 1A. **Interpersonal Communication:** Collaborate and negotiate meaning at the multiple-sentence level, to communicate interpersonally through writing, speech and visual media in Spanish. (Addresses University SLOs 4 and 8)
 - 1B. **Interpretive Communication:** Take knowledge from multiple disciplines to understand and interpret communicative messages, assess visual evidence, and draw conclusions in Spanish. (Addresses University SLOs 2 and 3)
 - 1C. **Presentational Communication:** Publicly present basic information, concepts and ideas to effectively communicate at the intermediate level (e.g. narrate in the past, present and future, state and opinion and back it up with evidence) in writing, speech and visual media adapting to various audiences in Spanish. (Addresses University SLO 4)
2. By successfully completing this course, you will gain knowledge of Spanish, Spanish speaking cultures, and work to develop your analytical thinking skills by:
 - 2A. **Relating Cultural Practices to Perspectives:** Analyze and reflect on how cultural practices of the Spanish speaking world influence diverse identities and worldviews. (Addresses University SLO 5)

2B. Relating Cultural Products to Perspectives: Investigate and explain cultural products of the Spanish speaking world to recognize transnational or global interdependencies. (Addresses University SLO 6)

3. By successfully completing this course, you will practice cross-cultural competency through:

3A. Making Connections: Build, reinforce and expand knowledge of other disciplines while using Spanish to develop critical thinking and solve problems creatively. (Addresses University SLO 2)

3B. Acquiring Information and Diverse Perspectives: Evaluate information, diverse identities and worldviews that are available through studying Spanish and Spanish speaking cultures. (Addresses University SLO 5)

3C. Acquiring Information and Diverse Perspectives: Examine your vocation in dialogue with SLU's Catholic, Jesuit tradition while engaging with the local Hispanic community and exploring local and global issues of diversity and identity. (Addresses University SLO 1)

3D. Language Comparisons: Integrate knowledge from multiple disciplines to reflect on the nature of language and cross-linguistic comparisons between Spanish, English and other world languages. (Addresses University SLO 2)

3E. Cultural Comparisons: Investigate and explain some concept of Spanish speaking cultures through comparisons of their own cultural perspectives and transnational or global interdependencies. (Addresses University SLO 6)

4. By successfully completing this course, I aim for you to realize that there is both pleasure and value in being able to communicate in a second language and continue your language learning journey throughout life by:
- 4A. School and Global Communities:** Interact in Spanish, both within and beyond the classroom, to collaborate, acquire and apply knowledge through engagement with local and global communities. (Addresses University SLOs 8 and 9)

4B. **Lifelong Learning:** Set goals and reflect on progress in using Spanish, in dialogue with the Catholic, Jesuit tradition both within and beyond the classroom, for enjoyment, enrichment and vocations. (Addresses University SLOs 1 and 9)

WELCOME TO SPANISH - LLC DEPARTMENT DIVERSITY STATEMENT



The [Department of Languages, Literatures and Cultures](#) welcomes students to an experience of inclusion by bringing societies from every corner of the globe into the classroom. Our students emerge from our classes committed to building better societies in which cooperation with others enhances the collective human experience. The programs in the department teach students that holistic, global learning happens when it is informed by people who are unique and different from each other. To assure such a learning environment, the Department of Languages, Literatures and Cultures includes and accepts faculty and students that represent all human identities, including race, religion, gender, sexual orientation, nationality, age, and ability.



[Gender Identity and Pronouns - Onlea - What Will You Teach The World?](#)



[Why Do Languages Have Grammatical Gender? Babbel+ Ask a Linguist](#)



[Inclusive Spanish: A Simple Guide To Using & Understanding Lenguaje Inclusivo](#)

HOW CAN I SUCCEED? - STUDENT & COURSE RESOURCES

All students experience stressors and challenges at some point, and seeking support is beneficial. Such challenges may be the result of academic concerns (such as those related to particular assignments or content in a course), or they may be more personal in nature (such as concerns related to relationships, mental health, loss, identities, alcohol or drugs, housing or food security, or finances, among other things). If you experience these or other difficulties, please consider seeking support from the resources available to you.

For concerns related to this course, please contact the instructor or course coordinator. We are invested in your success and will support your success in the ways we can. Additionally, you have access to the many resources SLU provides

in support of your personal wellness. You will find a list of available resources on [the Well-being page of the SLU website](#). If you or someone you know is experiencing a crisis: please consult [the Crisis Support and Warning Signs on the University Counseling Center website](#).

In the spirit of *cura personalis*, the University sees your academic success as connected to your health and well-being and provides resources to support your holistic wellness.

- [Student Responsibility and Community Standards](#)
- [Instructor Office Hours](#)
- [Free Spanish Tutoring](#)
- [Language Resource Center](#)
- [Student Success Center](#)
- [University Writing Services](#)
- [Academic and Disability Services](#)
- [Campus Ministry](#)
- [University Counseling Center](#)
- [LGBTQIA* Resources](#)
- [University Title IX Resource Office](#)
- [Dean of Students Office](#)
- [Billiken Bounty Food Pantry](#)

Student Responsibility and Community Standards

As a Catholic, Jesuit institution, Saint Louis University holds high standards regarding the conduct of its students both on and off campus. [The Office of Student Responsibility and Community Standards](#) is to help you, as students, think reflectively and act respectfully, both in how you care for your fellow community members and the ways you care for yourself. We actively support educational initiatives and restorative justice that prioritizes your learning and long term success. We also play a central role in educating and training students, faculty and staff about our community standards, values and expectations. Please refer frequently to these resources in the [Student Handbook](#) or talk to our staff if you have questions.

For [Incident Reporting](#) of any type, please provide detailed information regarding the incident you are reporting involving a Saint Louis University member, either as yourself or on behalf of another student. Only current students, faculty or staff members of the SLU community may file a report via the incident report form. Reports filed through this online incident report are immediately received and viewed the next business day. If you have any questions regarding filing an incident report, please contact the Office of Student Responsibility and Community Standards at 314-977-7326.

Instructor Office Hours

Your instructor is available to meet with you at regular times each week. You are encouraged to take advantage of office hours to ask questions about homework or other assignments, and to talk about your progress in the course. The office hours are listed at the top of this syllabus and online. If you are unable to attend these hours but would like to meet with your instructor outside of class, email to ask for an appointment.

Free Spanish Tutoring

Tutoring can help you develop good study habits and focus on points that you may find difficult. This is especially suggested for students who are taking SPAN 1200 for the second time or who have had a significant gap between language courses. You are encouraged to make use of the tutoring resources on campus. There are two locations on campus for **FREE in-person or virtual Spanish tutoring**; you can schedule an appointment online at:

- 1) [Student Success Center](#)
- 2) [Language Resource Center \(MOR 3200\)](#)

Language Resource Center

The Language Resource Center (LRC) is an academic support facility that provides an array of teaching tools and multimedia resources to students and instructors of foreign languages. The LRC is an integral component of the foreign language curriculum at Saint Louis University. All beginning and intermediate lab sections are scheduled by this office and you may take advantage of the extensive video library, printing and tutoring services. [Check out the LRC here.](#)

Student Success Center

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. [The Student Success Center](#) assists students with academic and career related services, is in the Busch Student Center (Suite, 331) and the School of Nursing (Suite, 114). This center offers course-level support and other services such as tutoring, university writing services, disability services, academic coaching, career services and more.

University Writing Services

Students are encouraged to take advantage of [University Writing Services](#) in the Student Success Center; getting feedback benefits writers at all skill levels. Trained writing consultants can help with writing projects, multimedia projects, and oral presentations. University Writing Services offers one-on-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, visit the Student Success Center or call the Student Success Center at 314-977-3484.

Academic and Disability Accommodations

Students with a documented disability who wish to request academic accommodations must formally register their disability with the University. Once successfully registered, students also must notify their course instructor that they wish to use their approved accommodations in the course.

Please contact the [Center for Accessibility and Disability Resources](#) (CADR) to schedule an appointment to discuss accommodation requests and eligibility requirements. Most students on the St. Louis campus will contact CADR, located in the Student Success Center and available by email at accessibility_disability@slu.edu or by phone at 314.977.3484. Once approved, information about a student's eligibility for academic accommodations will be shared with course instructors by email from CADR and within the instructor's official course roster. Students who do not have a documented disability but who think they may have one also are encouraged to contact CADR. Confidentiality will be observed in all inquiries.

Campus Ministry

Have you heard the term *cura personalis*? It's not just another old Latin phrase here at Saint Louis University; it's an expression that forms the core of how we nurture spiritual life in our community - Care for the whole person! Check out the resources through [Campus Ministry](#) and [other faith based organizations](#) on campus to find links and videos with resources for prayer, managing your personal wellbeing, and bringing your faith life to work for social justice.

University Counseling Center

The experienced counseling professionals at the University Counseling Center provide care and consultation to SLU students. Our staff members are highly trained clinicians who can assist with a variety of issues, such as adjustment to college life, troubling changes in mood and chronic psychological conditions. Counseling services are available to all students at Saint Louis University free of charge, including those in full-time, part-time, graduate, law and medical programs.

Please contact the [University Counseling Center](#) to talk with the professional staff, schedule an appointment or ask a question, please call the main phone number 314-977-8255 (TALK) and we will return your call within 24 hours. If you have additional questions or concerns, please email Jennifer Scott at jennifer.scott@health.slu.edu.

LGBTQIA* Resources

Saint Louis University is committed to creating and supporting a safe, inclusive environment for all of our students. This includes the need to validate and affirm all aspects of an individual's identity, including their sexual orientation, gender identity and gender expression. In the spirit of nurturing the whole person, check out this [LGBTQIA resource page](#) that highlights the clubs and departments on campus and beyond that are available to help support your physical, mental and spiritual health.

Title IX Resource Office

If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. [The Title IX Resource Office](#) of Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX coordinator, Anna R. Kratky (DuBourg Hall, room 36; akratky@slu.edu; 314-977-3886) and share the basic facts of your experience with her. The Title IX coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus. Note: If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at

314-977-TALK. [View SLU's sexual misconduct policy here.](#)

Student Health Center

The Saint Louis University [Student Health Center](#) provides services by appointment. We are seeing patients in our clinic, but many of the services are also available through telehealth. For routine visits, women's health, sports medicine, injury, nurse visits, or for patients who are already established with a dietitian or physical therapist, students may now schedule online at slucare.edu/appointment.

Basic Needs Security

Students in personal or academic distress and/or who may be specifically experiencing challenges such as securing food or difficulty navigating campus resources, and who believe this may affect their performance in the course, are encouraged to contact the [Dean of Students Office](#) (deanofstudents@slu.edu or 314-977-9378) for support. Furthermore, please notify the instructor if you are comfortable in doing so, as this will enable them to assist you with finding the resources you may need.

Billiken Bounty Food Pantry

[Billiken Bounty](#) has partnered with Campus Kitchen to bring you fresh produce. You will need to go to Reinert Hall to select your items; the selection of available produce changes on a weekly basis.

In person shopping has resumed for Billiken Bounty clients. The in-person shopping hours for the fall 2023 semester are:

- Monday - Thursday, 10 a.m.- 6 p.m.
- Friday- Sunday, 12 p.m. - 4 p.m.
- Outside of these hours, please contact the Department of Public Safety (24/7 at 314-977-3000) for access to the pantry.

HOW MUCH WORK IS THIS CLASS? - TYPES OF ASSIGNMENTS

More details will be given about each assignment and assessment throughout the semester. If you have questions about what is required for a given assignment, ask your instructor or email the curriculum coordinator. **All assignments are due on MindTap at 11:59PM central time on the date assigned.** Late work will receive a 10% deduction after this deadline.

EXAMPLE IN CLASS WORK	EXAMPLE ONLINE WORK	EXAMPLE IN COMMUNITY
☐ discussions ☐ group/pair work ☐ skits/mini-dramas ☐ watch videos ☐ listen to music ☐ games ☐ cultural exposure ☐ peer editing/help ☐ give presentations ☐ writing exercises	☐ self-reflection ☐ pronunciation practice ☐ grammar practice ☐ tutorials ☐ cultural videos ☐ cultural readings ☐ quizzes ☐ speaking activities ☐ writing activities ☐ partner chats	☐ Conversifi international partner chats ☐ cultural experiences (festivals, art shows, concerts, interviews etc.) ☐ service experiences (teaching kids, service days, community partners etc.)

Types of Evaluation

In this course, there are three levels of assessment to help you and the instructor measure your progress, get feedback, and continue your learning:

SELF-EVALUATION	FORMATIVE (LOW-STAKES)	SUMMATIVE (HIGHER-STAKES)
		
35% of Course Grade	50% of Course Grade	15% of Course Grade
GRADED PASS/FAIL	GRADED BY POINTS Multiple-attempts available	GRADED BY RUBRIC

• Participation self-reflections • MindTap self-evals • Self/peer presentation feedback • Cultural/self-eval questionnaires • Conversifi reflections	• In-class discussions, group and pair work • Online coursework • Homework • Chapter quizzes • In-class or online partner recordings • Conversifi speaking assignments	• Chapter quiz compositions • Midterm/Final projects
Late work accepted per instructor's grace: FOR FULL CREDIT	Late work accepted per instructor's grace: FOR PARTIAL CREDIT	Late work accepted: ONLY WITH WRITTEN PERMISSION/REASON

HOW IS MY GRADE CALCULATED IN THIS CLASS? - GRADING SCHEME

<u>Course Components</u>	% FINAL GRADE
COURSE WORK: 52%	
Engagement/Participation Grade	20%
MindTap Online Course (home)work	32%
ASSESSMENTS: 48%	
Chapter Assessments/Pruebas (4)	20%
Midterm/Final Proyectos (2)	10%
Conversifi Chats and reflections (6)	18%

Grading Scale

A (4.0)	93-100	High achievement and intellectual initiative
A- (3.7)	90-92	Approaching high achievement
B+ (3.3)	87-89	Slightly higher than above average achievement
B (3.0)	83-86	Above average achievement
B- (2.7)	80-82	Approaching above average achievement
C+ (2.3)	77-79	Slightly higher than average achievement
C (2.0)	73-76	Average achievement
C- (1.7)	70-72	Below average achievement

D (1.0)	65-69	Inferior, but passing achievement
F (0)	<65	Course failure

WHAT DO HONOR STUDENTS HAVE TO DO?



If you are registered in an HONORS section of this Spanish course (designated by an 'H' on your registration), you will need to complete an Honor's project to gain credit towards the Honors Program. Please speak with your instructor during the first two weeks of the semester for more information on the Spanish Honors Program project.

WHAT DO I NEED FOR CLASS? - COURSE MATERIALS



[Check out the MindTap App!](#)



Textbook and Online Platform

Marinelli, P. & Fajardo, K. (2020). *Conectados*, 2nd Ed. Chapters 9-12. MindTap Online Learning Platform. Cengage Learning: Boston, MA.

[See online MindTap platform here.](#)

PLEASE NOTE:

- Temporary access to the MindTap online portal is available for 14 days which you can access directly from the [Cengage registration page](#).
- You will need a course number from your instructor to register in the appropriate section of the course.
- If you have other courses at the university that require Cengage textbooks, you may consider purchasing the [CengaeUnlimited](#).

Conversifi



[Check out Conversifi!](#)



As part of this course you are invited to participate in the Conversifi program to connect with students in Spain and Latin America over video chat to practice speaking Spanish. You will [register for a Conversifi account](#) during the first week of classes (if you already have an account you should use the same one as

before). You can either purchase the subscription through the bookstore, or directly online at [Conversifi.com](https://www.conversifi.com). There are two ways to pay for the chat sessions: **1) you can purchase tokens** for each chat for approximately \$7.00 or **2) you can earn tokens** by choosing to be a Conversifi Coach, and have a conversation in English with an international partner. You will then “spend” your tokens by having your required conversations in Spanish.

Live Conversifi Support



If you need technical assistance with Conversifi contact the

[Live Help Support here.](#)

Supported Hours on Conversifi are:

SUN/TUE/WED/THUR 12:00 – 8:00 pm with coaches online until 10:00 pm
(Central time)

Technology Recommendations

To complete the course I strongly encourage you to have regular and reliable access to technology. The MindTap platform is compatible with all Apple and PC products, and is available on all mobile devices!

To complete this course, you will need access to:

- a stable internet connection
- a computer, tablet or MacBook with a reliable Web Browser: Chrome, FireFox and Safari are all supported with MindTap. Click here [for more system requirements](#).
- a microphone (and/or headphones with a mic)
- speakers (and/or headphones)
- a webcam, phone, camera/digital recorder (something to record audio/video)

Help With Technology



If you have difficulties with MindTap you should take the following steps:

1. Contact the [Cengage Support Services](#)
2. Search the [Cengage MindTap Troubleshooting](#)
3. If you are on campus and have issues with internet connectivity, contact the [SLU IT-services](#); alternately if you are not on campus, please contact your

internet provider or go to a location with more secure internet access. For additional tips on how to use your SLU accounts safely see online at [Safe Computing Tips 4 Students](#).

4. Then, if you are unable to complete the required assignment after seeking help, take a screenshot of the problem and send it to your instructor and/or coordinator to see what can be done.

You are required to use technology for this course, and while I do understand that it does not always work as desired from time to time, technical problems should not regularly be an excuse for turning in late work. Please try to be in contact with me with any challenges you face so that you do not fall behind due to unnecessary tech issues.

LET'S GET STARTED! - COURSE VALUES & POLICIES



Watch this video on [the Benefits of the Bilingual Brain](#).

1. **COME TO CLASS!** It is important for you to attend class sessions regularly to see improvements in skills and be part of the class community that we create. If you are absent you will miss out on learning activities, practice opportunities and relationship building.
2. **BE A COMMUNITY!** One of the primary purposes for you to be at SLU is for your personal and professional growth, specifically through classroom and extracurricular experiences. To that end, I work very hard each week to prepare and present class materials, give you feedback, and be in contact with you regarding your learning. I want you to be successful and achieve our common goals in this course. Your peers are also depending on you to be part of their experience in growing their language skills. You cannot learn another language by yourself - it takes a community of speakers! I invite you to come to class and lab, engage in the assignments and projects, and be fully present, physically and emotionally, as we share this experience together.
3. **SPEAK SPANISH!** It may sound silly- but the fact is that in order to learn how to speak better in Spanish, you have to actually spend time speaking in Spanish! I invite you to speak in Spanish as much as possible during our class and lab times, both with me, your lab instructor, and classmates. In order to

create an inclusive community, this also means we all need to have patience and empathy with each other to facilitate positive communication.

4. **PRACTICE, PRACTICE, PRACTICE!** In order to help you improve your Spanish skills, this course is designed to encourage engagement with the Spanish language every day this semester.

I suggest that you schedule time each day to work on your Spanish assignments; it does not need to be for long periods of time (20-40 minutes, several different times a day is ideal), and it helps when you have consistent practice. In practical terms your course schedule might look like the following:

Example Course Schedule

DAY	MON	TUE	WED	THUR	FRI	SAT/SUN
IN-CLASS TIME	 CLASS 50 min		 CLASS 50 min		 CLASS 50 min	
OUT-OF-CLASS TIME	EXTRA PRACTICE 30-60 min	CLASS PREP 60-90 min	<i>Conversifi</i> 20-30 min	CLASS PREP 60-90 min		CLASS PREP 60-90 min



[Check out these great tips for optimizing your study time!](#)

Course Values - Definitions

Attendance: Your presence (physical or virtual) is not the same as participating and engaging in the course. Class attendance is necessary for successful completion of this course, but even more, your intellectual and emotional engagement is required to learn another language.

Participation: Is to be attentive, to ask questions, and to work actively with your classmates. It also means to prepare the materials for each class ahead of time, such as reading assigned pages, looking up unknown words or concepts, preparing questions, and doing exercises in MindTap. Come ready to learn and

share with your classmates!

Engagement: Is to have an active curiosity and willingness to try using Spanish both in and outside of the classroom. Please be in contact with me if you do not understand 'why' we are learning specific concepts/ideas or how I can facilitate deeper learning.

Self-Assessment: You will be asked to complete participation questionnaires throughout the semester to help you gauge your participation and get feedback from your instructor on how to better engage with the course. You will not be graded on

'how you grade yourself', rather it is a way for you and the instructor to communicate about how you feel you are doing and what you need to continue learning.

Patience and Empathy: The instructor and your peers will help you and we all need to have patience and compassion for each other to have a successful class! Some days it is difficult to express yourself in a second language, still please attempt to speak in Spanish and find ways to express yourself, even if you do not know the exact words. Also listen and try to collaborate with your peers as they practice, it's no fun to be trying to use Spanish if your partner will not try too.

IS THERE EXTRA CREDIT? – LATE & MISSING WORK POLICIES

Reasons Not to Submit Late-work

In general, late work in your Spanish class is strongly discouraged because:

- Learning to use Spanish is a cumulative skill, and each practice builds on the next.
- Assignments have been carefully assigned in a specific order to optimize learning.
- Your work can snowball quickly, and you may feel unmotivated if you fall behind.
- Without doing the work, you cannot participate fully in class or support your peers in learning together.
- It is time consuming and more work for your instructor to give you late feedback and guide you on lessons that have already been covered.

Program Policy on Late-work

The Spanish Program policy is that late assignments are generally not accepted, including: in class, online, exams, quizzes, projects and presentations. For your online MindTap homework, if you submit it late with your instructor's approval, you will receive credit with a 10% deduction in your grade. It is better to do work late, than not at all!

Exceptions (With instructor's grace)

1. With an excused absence and permission from the instructor beforehand
2. With an excused absence and permission from the instructor afterwards
3. If technology issues interrupt your work and with permission from the instructor

When Late-work is Not Accepted

- Unexcused/undocumented absences (see #1 above)
- Not informing the instructor of reasons and/or technology issues (see #2-3 above)
- Your computer crashed and is completely unrecoverable (see #3 above)

CAN I MISS CLASS? – EXCUSED ABSENCE POLICY

Reasons Not to Miss Class

In general, missing Spanish class and lab is strongly discouraged because:

- You need continual practice to improve your language skills.
- You need continual feedback to improve your language skills.
- You need a community and speaking partners to improve your language skills.
- You need new input and opportunities to practice your language skills.
- You need models of different linguistic styles to improve your language skills.
- You need culturally accurate experiences to improve your cultural competency.

Program Policy on Absences

Attendance is mandatory and failing to come to class ultimately affects your grade. The Spanish Program policy is that you should miss no more than three (3) class sessions, that is one week of the course, for any reason. For unexcused absences beyond 3, you will be deducted 1% of your Engagement/ Participation grade up to 20% of your final grade.

The final determination regarding excused absences and accepting documentation rests with the course instructor. Per the [University Attendance Policies](#), in cases where the number of absences prevent a student from meeting the course objectives (**approximately 10 class sessions or three consecutive weeks of the semester**), the student will be required to drop the course, be administratively withdrawn, or take an official grade of 'F' in the course.

Exceptions/Excused Absences

1. University related activities (such as a sporting or student government events)
2. Documented long-term illness or academic accommodations
3. An unexpected or sudden family crisis
4. More than three absences will be excused only in exceptional cases

Procedure for Missed Class

- **Communicate with the instructor** prior to, or as soon as you can, after an absence.
- When possible, **email written documentation** that explains an absence to the instructor prior to missing class, or the same week of the absence.
- If you have a dispute over attendance issues, or if you know that you will miss more than three class sessions for university related reasons, contact the course [Curriculum Specialist](#) or [Program Coordinator](#).

WHAT IS ACADEMIC INTEGRITY? - VALUES & POLICY STATEMENT

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service via which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern. The governing [University-level Academic Integrity Policy](#) (AY 2023-24) is currently under revision, see the working draft here.

Program Academic Honesty Policy

In the Department of Languages, Literatures and Cultures it is our stance that **it is unacceptable to utilize internet translation sites or get help from a native or advanced speaker of the language** to complete your second language

coursework. For this Spanish course, housed in the College of Arts & Sciences, please refer to the [CAS Academic Honesty Policies here](#).

In addition, **self-plagiarism or submitting your own work completed for another course is considered academic dishonesty**. You are asked to complete all the work for this course during the semester in which you are registered. Specifically, you may not count completion of a culture activity or work done before this semester for this course.

All clear violations of academic integrity will be met with appropriate sanctions. In this course, academic dishonesty on an assignment will result in an automatic grade of 0/100 for that assignment and a report of academic dishonesty sent to the CAS Academic Honesty Committee. In the case of Class B violations, the Academic Honesty Committee may impose a larger sanction including, but not limited to, assigning a failing grade, disciplinary probation, suspension, and dismissal from the University.

LETTER OF REC PLEASE? - RECOMMENDATION LETTER POLICY

Instructors enjoy writing letters of recommendation and assisting students in their academic and career pursuits. However, to write a meaningful letter we need to know a student, and feel a solid sense of their merit and accomplishments. If this is your first semester with the instructor, please do not ask for a letter until after grades have been posted. Our policy for writing letters of recommendation is that:

1. you complete a full semester with the instructor before they will accept the invitation to write you a letter; and
2. you earn a grade of A or A- in the course for the instructor to feel confident to recommend you for future endeavors.