

## Readings in Spanish Peninsular Cultures (SPAN 22300-01)

**INSTRUCTOR:**  
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**OFFICE HOURS:** F 2:00-  
3:00 or by appointment

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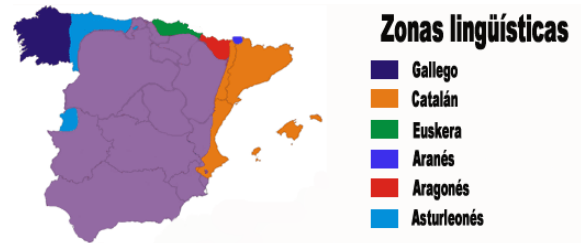


MWF 9:00-9:50  
KAUKE 305



GRANADA

**Course Description:** This course targets the development of critical thinking, close reading, and argumentative writing *in Spanish* through the study of a selection of socio-cultural topics related to Spain. Spain is the birthplace of the second most spoken language in the world today, with nearly one billion native speakers worldwide. However, Spain is not linguistically and culturally homogeneous. On the contrary, it is comprised of seventeen autonomous communities and has four official languages (*castellano, gallego, euskadi, catalán*) and still more unofficial languages. This course is designed to open a window onto the diverse cultural geography of Spain at key historical moments through the study of history, art, music, dance, film, and documentary. The topics chosen for this course serve as discrete points of departure for learning about the individuals, communities, and historical periods and events that hold a unique place in the Spanish cultural imaginary and that have contributed to the formation of a multilayered Spanish identity. The topics chosen further invite reflection on cultural hybridity, cultural difference, diversity, intersectionality, privilege, and micro- and macro-level power relationships. Your task is to explore, analyze, and work collaboratively with your peers to develop an insightful and contextualized understanding of the assigned topics. Your subsequent objective is to then communicate your discoveries verbally and in writing, showing an evidence-based and engaged understanding of the assigned topics and materials. This course is reading, speaking, listening, and writing **intensive**. Spanish 202 (or equivalent) is a prerequisite. From a practical standpoint, this course is designed to reinforce and strengthen your command of Spanish, stimulate critical thinking, promote humanistic inquiry, and provide a useful and broadly applicable foundation of knowledge about Spain that will be especially helpful in future courses or in a study abroad context. [C, GE, W]



**Text:** 1) *Composition Book*: 100 college-ruled sheets; 9 3/4 in. x 7 1/2 in; for daily use. All other required materials will be distributed by the professor. The recommended grammar manual for this and future advanced Spanish courses is: *Manual de Gramática (Version en español)* by Zulma Iguina and Eleanor Dozier. Publisher: Heinle (Second Edition).

**Learning Objectives:** (1) Increased control of the language beyond the intermediate level in the four principal areas of linguistic competency: reading comprehension, oral communication, written composition, and listening comprehension; (2) strengthened command of vocabulary for both everyday communication and higher-order reasoning; (3) sustained growth in written and verbal communication with an emphasis on clarity of expression, grammatical precision, effective organization, nuanced understanding, critical thinking, and evidence-based

reasoning; (4) acquisition of a broad and critical perspective on Spain that can serve as a foundation for future study; (5) demonstrable understanding of the cultural topics covered in the class; (6) active discernment of how historical, local, and global forces have shaped particular perspectives within Spain; (7) critical reflection on students' own positionality in relation to the topics and perspective(s) explored in the course; (8) basic understanding of how Spain emerged as a world empire and colonial power and its role today in the European Union. **Note:** The learning objectives and outcomes for this course align closely with the following Graduate Qualities of the College of Wooster: *Independent Thinking*; *Integrative and Collaborative Inquiry*; *Dynamic Understanding of the Liberal Arts*; *Effective Communication*; and *Global Engagement*.

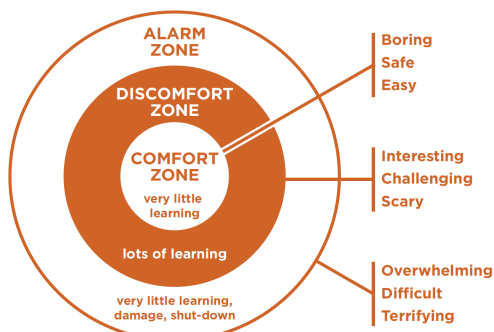
**Learning outcomes:** The expectation is that the student will be able to: (1) understand main ideas and most details of connected discourse on a variety of topics; (2) converse in a clearly participatory fashion by initiating, sustaining, and bringing to closure a variety of communicative tasks; (3) read, understand, and interpret complex prose; (4) write informative and argumentative papers of varying lengths on assigned topics demonstrating the ability to integrate grammar, vocabulary, style, content, and organization; (5) possess a demonstrable understanding of the fundamentals of Spanish grammar; (6) use a broad range of Spanish vocabulary; (7) and demonstrate an understanding of the cultural topics covered in the class.

**Your responsibilities:** (1) prepare all assignments thoroughly and on time; (2) attend all classes; (3) engage with your peers and the professor in a productive and constructive manner, always demonstrating professionalism; (4) take ownership of your learning by preparing conscientiously for class, reviewing Spanish grammar independently as needed, and utilizing the resources made available to you on the course website and Moodle.

**Course Structure and Design:** Spanish 223 follows Spanish 202 in the curricular sequence and is geared toward high-intermediate and advanced learners. At these levels, students generally need to work on retaining, honing, and solidifying their language skills through structured practice and independent review of grammar. Therefore, class time is designed around communicative activities. This course fulfills the college's writing requirement [W], which means that: (1) writing will serve as a conduit of learning and understanding; (2) writing and revision will be used as a process through which to strengthen and hone your knowledge of Spanish grammar and mechanics; (3) careful attention will be given to the conventions and the art of academic writing. **Notes:** 1) *All of the assignments are posted on the online agenda and must be completed before the beginning of class for each of the days indicated*; 2) *class will be conducted entirely in Spanish*; 3) *students are encouraged to form working groups that meet outside of class to study, review, and discuss the assigned material*.

**Class Dynamic:** The success of this course depends on your daily preparation and active participation. In class, you will be asked to discuss the assigned readings and viewings with your peers. My role as the professor is to facilitate conversation, promote constructive learning, and foster understanding of the assigned material. In order to facilitate the discussion, I will require you to complete short homework assignments designed to measure your understanding and to encourage you to cultivate your writing in Spanish. Daily writing is an important part of your learning process. The more you write in the target language, the stronger your language skills become. You can expect to find a relaxed atmosphere in the classroom, and the general understanding will be that each person bears equal responsibility for bringing forth a substantive and lively discussion. To that end, it is strongly recommended that you do the homework assignments conscientiously and that you think carefully about what you wish to say about the assigned readings or viewings before coming to class. **Note 1:** Having little or nothing to say during class is the best way to lose points. Conversely, you can do much to ensure your overall success by coming to class well prepared and willing to discuss, listen, and debate openly and respectfully. **Note 2:** Eating and chewing gum are not permitted during class because of their potential to interfere with planned communicative activities. Doing so will result in a reduction of class participation points. Drinking a beverage, however, is fine.

**Language Study in the Liberal Arts Tradition:** Speaking in another language may be fun for some while anxiety-provoking for others. Consider this: All of you have *slightly* different levels of linguistic proficiency and have come to Spanish from very different life experiences, which will sometimes make you a learner and sometimes a teacher among your peers. Therefore, we all need to be open to feedback and constructive in our comments. This class is



The discomfort zone, courtesy of Training for Change.

designed to expose you to new ideas and unfamiliar forms of cultural expression, to push you to take risks, and to motivate you to produce your very best work. Still, your health, safety, and wellbeing come first. If at any point in the semester you have any questions or concerns, run into unforeseen challenges, or feel you need help or a bit more time on one or two assignments, reach out to me right away so we can find a solution together. I'm always willing to work with you as long as you communicate with me and don't wait until the last minute. My goal as your teacher is to create an engaging, challenging, and rigorous learning experience for you. Because of this, you will need to take risks from time to time! Some of the topics covered in this course are of a sensitive nature and require care and empathy in discussing them. Let's remember that we are here to contribute

to the emergence of a shared understanding and that doing so requires the inclusion of different and sometimes competing perspectives. Let us aspire to rise to the level of educating instead of criticizing one another, and let's be respectful in our disagreement always. **Note:** I am here to help you and I strongly encourage you to see me—sooner than later—if you are having unusual difficulty with any aspect of the assigned material. I can also sit down with you to review study strategies for this course.

**Attendance:** Regular attendance and participation are essential for success in this course. Attendance is required. Please be on time and be engaged for the duration of class. Being late on a regular basis will have a negative impact on your daily participation grade, and eventually, your final grade. For every absence, you will receive a zero for class participation for that given day. Also, more than **TWELVE absences** will result in an **automatic F** in the course, regardless of the circumstances. There are no excused absences or unexcused absences. It is not possible to receive participation points for the days missed nor recuperate missed class work. However, your class participation will be calculated based on the total number of scheduled class periods *minus* two, which means that **TWO absences** will be automatically forgiven at the end of the semester. I recommend being judicious about the way you use these absences, as they are intended to provide some relief for having missed class due to illness, co-curricular activities, or religious observances. If you become ill and the illness persists for such a length of time as to cause you to miss more than twelve classes, then you should withdraw from the course since it will no longer be possible to receive a passing grade. **Note:** *The only way to earn points for class participation is by attending class. Because the work done in class cannot be made up, there is simply no way to recuperate points missed for days that you do not attend. However, writing to me about the nature of your absence is a welcome gesture. It is a good to keep me informed about circumstances that will affect your ability to attend class and complete your assignments. This explanation will not, however, eliminate the absence or automatically allow you more time to submit any assignment.*

**On learning a foreign language:** There are no shortcuts to acquiring a foreign language. Grammar and vocabulary must be actively reviewed and memorized for an extended period of time. Above all else, it requires a personal commitment to mastering the language that is supported and complemented by your coursework. I expect that if you have enrolled in this course your long-term goal is to achieve a respectable level of *bilingualism*. This being the case, you will do well to give this course the time that it needs in order for it to help you move closer to that goal. If this is not your goal, then you should consider dropping the course.

**Professor Cope's Teaching Philosophy:** My role is to support students in their endeavor to succeed in my course as well as challenge them to realize their maximum learning potential. I feel an obligation to hold my students to high but reasonable standards. More importantly, I expect my students to hold themselves to reasonably high standards and to take full advantage of the resources available to them. I invest my time in mentoring, tutoring, and advising any and all of my students who seek me out for these purposes. Please do not hesitate to contact me if you think I can be of assistance. I also welcome any student who comes to me in the interest of advocating for themselves.

**A few things about Professor Cope:** I hold M.A. and Ph.D. degrees in Spanish. My scholarly work focuses on 20<sup>th</sup>-century literature, philosophy and cinema from Spain. As an undergrad, I majored in Art History and Spanish and studied for one year at the University of Salamanca (Spain). I am from a rural area of California (Prunedale,

pop. 8,000). My maternal grandparents were from Nogales, México/Arizona and Spanish was their first language. I began learning Spanish as a teenager in an environment where bilingualism was and still is common. I genuinely enjoy helping students learn Spanish, at all levels. I have been at The College of Wooster for 18 years. My pronouns are he/him.

**Grade Distribution** (standard 10 point scale with + and -; below 60 is a failing grade):

Peer Engagement and Active Participation.....	10%
Quizzes.....	3%
Journal.....	10%
Immersive Activities.....	12%
Compositions.....	45%
Research Presentation.....	5%
Research Paper.....	15%
Extra Credit: .....	up to 3% (added to final percentage)

**Note:** If you decide to take this course **PASS/NC**, you must earn a minimum of 70% as a final grade percentage at the end of the semester. \*Earning below 70% under the Pass/NC option does not allow you to pass this course.

**Peer Engagement and Active Participation:** It is expected that all students will contribute to the class discussion and participate in the planned activities every day *in Spanish*. This class follows a conversation-based format and collaborative learning model. Likewise, your active and sustained participation is needed and required. On most days, I will assign you to small groups and give you specific questions or topics to address. On these days, I will circulate between the groups, briefly joining in or just listening. Your class participation grade does not depend on what you happen to say while I am listening to your group. Therefore, think of me as just another participant or interested party. **Note 1:** Keep in mind that a group conversation may last as long as the entire class period. This means that you need to come to class with well-developed thoughts and ideas to share and explore, and a strong willingness to take a proactive role in keeping the conversation alive and moving it in a productive direction.

**Note 2:** The expectation is that students will remain fully engaged and involved in the classroom activities for the entire class period; will participate voluntarily and engage constructively with their peers; will exhibit initiative and leadership during group activities; will offer relevant and thoughtful comments on the assigned readings or viewings; will be noticeably well prepared and refrain from speaking English, eating, or engaging in distracting behavior. Although a maximum of ten points can be deducted for deficiencies in any of the aforementioned areas on any given day, the threshold for losing points is very high. This means that students who are prepared, make a noticeable effort, and exhibit professionalism are at a very low risk of losing any points. **Note 3:** All of the assignments are posted on the course *agenda* and must be completed before the beginning of class for each of the days indicated. Small changes may occur over the course of the semester, and any major changes will be announced in class. **The following criteria will be applied to evaluate daily participation:**

#### 9-10 **Excellent to Superior**

- participation demonstrates completion of homework
- oral participation shows an excellent understanding of the assigned grammar
- participation is active and voluntary
- common speaking errors for this level but errors are not excessive
- positive attitude and commitment to contributing to the class dynamic
- student speaks only Spanish
- camera on (if class is remote)

#### 8 **Good**

- participation demonstrates completion of homework
- oral participation shows a good understanding of the assigned grammar

- student participates voluntarily and actively
- common speaking errors for this level and some errors are of a remedial nature
- overall positive attitude and commitment to contributing to the class dynamic
- little to no use of English
- camera on (if class is remote)

## 7 Satisfactory

- participation might not demonstrate completion of homework
- oral participation shows a satisfactory understanding of the assigned grammar
- reluctant, strained, or non-voluntary participation
- common speaking errors for this level and more than some errors are of a remedial nature
- overall positive attitude but may lack commitment to contributing to the class dynamic
- some or more use of English
- camera might not be turned on (if class is remote)
- student was eating during class

## o-6 Unsatisfactory

- participation clearly does not demonstrate completion of homework
- oral participation shows an unsatisfactory understanding of the assigned grammar
- reluctant, strained, or insufficient participation
- common speaking errors for this level and many errors are of a remedial nature
- possibly demonstrates a negative attitude and does not contribute to the class dynamic
- apparent lack of preparation
- student might insist on using English
- camera might be off (if class is remote)
- student might not participate and might not respond to questions

### **Quizzes:**

Quizzes (announced or unannounced) will be given occasionally throughout the semester on the assigned readings. The purpose is to gauge how well you are understanding the information and preparing for class.

**Journal:** Daily writing is an important part of your learning process. The more you write in the target language, the better your language skills become and the faster your oral skills improve. With this in mind, you will use the Composition Book to keep a hand-written daily journal (*Diario*) in which you complete short writing assignments before class as homework, write about the immersive activities in which you have participated (see next section), and discuss your thoughts on the things you are learning about in this class and how they might connect in some form or another with the content of other courses you are taking or with your lived experiences. Journal entries are generally short but frequent (6-15 sentences nearly every day). Plan to write in the journal before each class, to bring it everyday, and to refer to it during class. The journal will be collected and graded at random throughout the semester, which will give you an opportunity to receive low-stakes but substantive feedback on your writing and progress in the class. You can expect to turn it in approximately four times throughout the semester. Every third Monday, you will pick your favorite journal entry from the previous three weeks and expand it into a more developed 200-word polished commentary and upload it to a shared Word-Doc for the class. Over the course of the semester, you will meet with the FLTA three times (at her convenience) to share with her an entry in your journal in the interest of receiving informal feedback and using it as the starting point of a conversation that should last approximately twenty



minutes. The FLTA will keep track of your meetings and report on them to me as the semester progresses. The criteria of evaluation can be found on the course website.

### **Immersive Activities:**

It is important to immerse yourself as much as possible in any language that you hope to learn or continue to speak with spontaneous fluency. Your *actividades inmersivas* will help you develop this important skill outside of class as well as broaden your understanding the cultures of Spain and/or Latin America. Your goal is to complete 12 hours (approximately 1 hour per week starting week 3) of outside practice for the semester. You will get credit based on the hours you spend at the activity/event that you document on the *last page* of your journal (date, time, amount of time spent, *signature* of organizer). For example: 2 points for 2-hour event; 1 point for 1-hour event; 0.5 point for 30 min event (i.e. lunch). Your goal is to accumulate 12 points. Use these opportunities to develop your cultural knowledge and communication skills! Credited activities include all events sponsored by the Spanish Suite, including the weekly Spanish Table in Lowry. They also include any amount of time you spend immersing yourself in Spanish beyond doing your assigned work such as watching films from Spain in Spanish (with the Spanish subtitles on), listening to Spanish language podcasts ([Radio Ambulante](#) is great); reading news about Spain in Spanish (*Hola, El Mundo, El País*); listening to playlists of especially Spanish musicians on Youtube and researching the artists (in Spanish of course!). Document these types of activities by writing about them in your journal and clearly designating them with a **highlighter** as *actividades inmersivas*, which will also count as regular diary entries. Full credit will be awarded only to those who go beyond the minimum expectations. The criteria of evaluation can be found on the course website.

**Compositions:** Students will write a series of compositions over the course of the semester. Some assignments will have multiple drafts and others only one. The assignments will be graded as follows: first draft = 100% of grade unless later revised; second draft = score from first draft + as many as half of the lost points from the first (awarded at the professor's discretion); third draft = score from the second draft + as many as half of the lost points from the second (again at the professor's discretion). The length of the assignments will vary but will never exceed four pages. Each paper shall be submitted to the professor in hard-copy form and stapled on the dates indicated on the agenda along with any hand-written drafts done in class. After receiving feedback from the professor, you will have approximately three days to revise and submit the next draft. It is expected that every paper will: (1) exhibit a broad range of verb forms; (2) make use of subjunctive and compound verb forms; (3) show command of subject-verb and noun-adjective agreement; (4) utilize pronouns and prepositions effectively. The grading rubric and guide to correction symbols can be found on the course website.

#### **Composition guidelines:**

- 1) All drafts must be submitted in a folder in an organized manner in order to receive a grade.
- 2) Compositions must be at least two pages in length, word-processed and double-spaced.
- 3) Write your name in the upper right hand corner of the composition. Just below it (single space), indicate which version of which composition "borrador" or "versión final" it is.
- 4) Times/Times New Roman 12 is the accepted font.
- 5) Required margins: left & right 1.0 inch; top & bottom 1 inch.
- 6) Do not write accents and special characters in by hand. Please learn how to insert them on your computer.

**Research Presentation:** Each student will give a 6 to 7-minute presentation during the last week of class on a pre-arranged topic that introduces an important artist, musician/musical group, issue of socio-cultural importance, historical event, or cultural tradition. Your task is to define (and sufficiently narrow down) the scope of your topic, give an overview of your research, make a minimum of two direct references to your sources during the actual presentation, and communicate a working hypothesis or preliminary thesis. You should notify me of your topic by email before **October 14**. If another student is already doing a similar topic, I may ask you to come up with a different one or to modify the scope. Each student will receive a pre-assigned date to give the presentation. The criteria used to evaluate class presentations can be found on the course website. It is expected that your presentation will: 1) exhibit a broad range of verb forms; 2) make use of subjunctive and compound verb forms; 3) show command of subject-verb and noun-adjective agreement; 4) utilize pronouns and prepositions effectively; and (5) make an original contribution to the class.

**Final Paper:** Each student will write a research paper (6+ pages) that is due on Thursday, **December 7, at 11:00 AM**. The topic of your paper will be the same as that of your presentation, and the expectation is that the final

paper will be well organized, well written, well argued, reflective, and above all, informative. All papers must follow MLA guidelines with regard to documentation and formatting, as well as be word processed and double-spaced. Times 12 is the required font and size with standard margins of 1 inch (left, right, top, and bottom). All papers must make use of at least three academic sources. Wikipedia or any other encyclopedia can and should be consulted during the developmental stages of the project. However, you will not receive credit for encyclopedia entries in your bibliography. The criteria used to grade the final paper can be found on Moodle. Your final draft must contain an introduction (with a clearly stated thesis); a body (which provides evidence for the thesis and analysis of the evidence); a conclusion (which draws connections and provides relevant reflection and insight); and a bibliography. It is expected that your writing will: (1) exhibit a broad range of verb forms; (2) make use of subjunctive and compound verb forms; (3) show command of subject-verb and noun-adjective agreement; (4) utilize pronouns and prepositions effectively; (5) be persuasive and make an original contribution to the class.

**Extra Credit:** Students may complete an extra credit assignment worth up to three percentage points added to the final grade by writing an additional paper on a topic worked out with the professor. It is expected that the assignment will: (1) exhibit a broad range of verb forms; (2) make use of subjunctive and compound verb forms; (3) show command of subject-verb and noun-adjective agreement; (4) utilize pronouns and prepositions effectively; (5) respond directly and effectively to the prompt. **Note:** Students become eligible for extra credit only once they have submitted, on time, all of the required compositions. This assignment is **due via email at 1PM on Friday, December 1.**

**Important:** (1) *It is expected that students will demonstrate courtesy, respect and professionalism towards their peers at all times, in accordance with the Wooster Ethic and the College's Core Values. Students can expect the same from the professor. A constructive attitude is appreciated by all.* (2) *The structure of the course and its governing policies are designed to accomplish the proposed objective and assure the fair and equal treatment of the students as responsible adults. Your presence in the class is an indication that you understand and agree to the requirements of the class as stipulated in the syllabus.*

## POLICIES AND FURTHER INFORMATION

**Spanish** is the language of instruction for this course.

The **Luce Spanish Suite** hosts activities open to the campus community. Announcements regarding these activities will be made periodically throughout the semester and students enrolled in this and other advanced Spanish courses are highly encouraged to get involved and participate.

**Inclusive Learning Statement:** Your success in this course is important to me. If there are circumstances that may affect your academic performance or impact your learning in particular portions of the class, please let me know as soon as possible. You do not need to share specifics, but together we can develop strategies to meet both your needs and the requirements of the course.

**Names, Pronouns & Pronunciation:** All people have the right to be addressed and referred to as they prefer. I will address and refer to each of you by the names and pronouns that you share with me and the class.

**Classroom Atmosphere:** This course is designed to provide and maintain an environment that is conducive to learning for all students. We will work together to encourage the free exchange of ideas in an environment of respect and civil discourse. Inappropriate comments or behavior can sometimes seriously undermine that environment. For example, while students and faculty are encouraged to debate ideas and offer differing viewpoints, even when these exchanges are uncomfortable, they should recognize that personal attacks are unacceptable. Steps to address disruptive or disrespectful behavior and assure that all students are able to participate fully in their academic pursuits are outlined in the Classroom Atmosphere Policy, located in both *The Scot's Key* and *The Faculty Handbook* (Chapter 3). A pattern of disruptive behavior will be addressed jointly by Deans of the offices of Academic Affairs and Student Affairs.

**Academic Integrity at The College of Wooster:** The academic program at the College seeks to promote the intellectual development of each student and the realization of that individual's potential for creative thinking, learning, and understanding. In achieving this, each student must learn to act rigorously, independently, and imaginatively. The College's understanding and expectations in regard to issues of academic honesty are fully articulated in the Code of Academic Integrity as published in [The Scot's Key](#) and form an essential part of the implicit contract between the student and the College. The Code provides framework at Wooster to help students develop and exhibit honesty in their academic work. You are expected to know and abide by these rules. Dishonesty in any of your academic work is a serious breach of the Code of Academic Integrity and is grounds for serious penalties. Such violations include turning in another person's work as your own, copying from any source without proper citation, violating expectations for a group project, submitting an assignment produced for a course to a second course without the authorization of all the instructors, and dishonesty in connection with your academic work. You will be held responsible for your actions. Particular attention should be directed to the appropriate use of materials available online. Whether intentional or not, improper use of materials is a violation of academic honesty. If you are unsure as to what is permissible, please contact your course instructor.

**Policy on Plagiarism:** Plagiarism is the copying of a sentence (partial or full) or segment of discourse from another source without giving proper credit to its origins. Similarly, sentences copied from another source but with some lexical changes are also considered acts of plagiarism unless proper credit is given. Any intentional act of plagiarism will receive an automatic **F** on the assignment and will be reported to the Committee on Academic Standards, which can recommend that the student fail the course or be dismissed from the college. Evidence of intentionality includes but is not limited to uncovering the original source of the plagiarized material. If you have questions on what constitutes plagiarism, I encourage you to make an appointment with a staff member at the Writing Center (<https://www.wooster.edu/offices/writing/>).

**Policy on receiving or giving help on any of the assigned writing tasks:** It is not permitted to receive or give help with writing assignments for this class from people not enrolled in the class without prior permission from the professor—no exceptions. Nor is it permitted to write your papers in English and translate them into Spanish using an electronic translator. If it is evident to me that what I am reading is not your writing, I will deduct points from the grade in proportion to the severity of the infraction after discussing your paper with you during office hours. Cases of deliberate cheating will receive an automatic **F** and will be referred to the Committee on Academic Standards. This policy is designed to ensure fairness and to foster resourcefulness and effective work habits. If you have questions about what is permissible and impermissible, or why this policy exists, please see me during office hours.

**Policy on Submitting Papers:** Unless otherwise noted, all papers are due on the date specified on the agenda and must be submitted in printed form and stapled.

**Policy on Acceptance of Late Work:** All assignments are due at the beginning of class on the date specified on the agenda. Points will be deducted for work received during the first 48 hours after the deadline at the professor's discretion. All papers turned in more than 48 hours late will receive an automatic **F**.

**Policy Regarding Conflicts with Academic Responsibilities:** The College of Wooster is an academic institution and its fundamental purpose is to stimulate its students to reach the highest standard of intellectual achievement. As an academic institution with this purpose, the College expects students to give the highest priority to their academic responsibilities. When conflicts arise between academic commitments and complementary programs (including athletic, cultural, educational, and volunteer activities), students, faculty, staff, and administrators all share the responsibility of minimizing and resolving them. As a student you have the responsibility to inform the faculty member of potential conflicts as soon as you are aware of them, and to discuss and work with the faculty member to identify alternative ways to fulfill your academic commitments without sacrificing the academic integrity and rigor of the course.

**Policy Regarding Smart Phones and Laptops:** Smart phones may be used in class for the purpose of using applications that facilitate learning or engagement with peers. Points will be deducted from your class participation grade if I *hear* your cell phone, or for any disturbances caused by failure to follow proper cell phone etiquette. The use of laptop computers during class is permitted. Points can be lost, however, if it *appears to me* that a device is being used in a manner that doesn't facilitate learning or engagement with peers (keep in mind this is a very low threshold).



***Academic Resource Center (academic Support and disabilities):***

The Academic Resource Center, which is in APEX (Gault library) offers a variety of academic support services, programs and 1:1 meetings available to all students. Popular areas of support include time management techniques, class preparation tips and test taking strategies. The Academic Resource Center also coordinates accommodations for students with diagnosed disabilities. **Contact:** Amber Larson, alarson@wooster.edu, (330)263-2595, or ARC Website.

***Reporting Incidents of Bias:*** Diversity and inclusion are valued at the College of Wooster. Students, staff, and faculty who experience discrimination or bias-related harassment are encouraged to report any such incident. If you need to report an incident that you or someone else has experienced, you can:

- File a report online (where you may choose to identify yourself or not):  
[https://cm.maxient.com/reportingform.php?CollegeofWooster&layout\\_id=60](https://cm.maxient.com/reportingform.php?CollegeofWooster&layout_id=60)
- Contact Security and Protective Services: 2590 (from campus phone) or 330-263-2590
- Call the Anonymous Tip Line: 2337 (from campus phone) or 330-263-2337
- Contact the Dean of Students Office: 2545 (from a campus phone) or 330-263-2545
- Contact the Chief Diversity, Equity, and Inclusion Officer, Dr. Ivonne M. García, 2167 (from campus phone) or 330-263-2167 or email at [igarcia@wooster.edu](mailto:igarcia@wooster.edu).

***Basic Needs, Food Security & Access to Course Materials:*** We learn as whole people. To learn effectively you must have basic security: a roof over your head, a safe place to sleep, enough food to eat. If you have trouble with any of those things or need assistance obtaining the course materials for this or other classes, please talk with me or with staff in the Dean of Students office. Together we can work to make sure those needs are met. There is a Technology Assistance Application (Wooster login required) and Wooster alums have created a fund to assist students who encounter a personal financial crisis during their time at the College. Find out more through the DoS office. **Contact:** Dean of Students Office, dos@wooster.edu, 330-263-2545 (or go to Galpin Hall).

***Wellbeing at Wooster:*** The College of Wooster is committed to supporting the wellbeing of its students. The Longbrake Student Wellness Center provides short-term counseling and connections to community agencies for students needing longer term or specialized resources. You can make an appointment by calling (330) 263-2319 between 8:30am-4:30pm during weekdays or by emailing Lori Stine ([lstine@wooster.edu](mailto:lstine@wooster.edu)). You can also find helpful resources on the Counseling Services website at <https://www.wooster.edu/offices/health/counseling/>.