




Professor:	Dr. Ruth Z. Yuste-Alonso	E-mail:	ryustealonso@stetson.edu
Classroom:	Flagler Hall 201	Office:	Sampson Hall 126
Class Time:	T + R 2:30pm–3:45pm	Office Hours:	T + R 12:00pm–2:00pm By appointment

1. COURSE DESCRIPTION

Building on the skills gained in the foundational language courses, *Language in Cultural Contexts* aims to further your communicative competence in Spanish by enhancing and refining your knowledge of the target language and Hispanic cultures at an upper-intermediate level. This course adopts a highly communicative approach to language learning, which will help you enrich your understanding of grammar while simultaneously increasing your critical knowledge and familiarity with the diverse richness of Hispanic cultures. Through a variety of activities and materials, you will develop your language skills in meaningful contexts exploring a wide range of cultural topics. The course will also afford you the opportunity to relate the material to your own experiences in a culturally expansive and highly collaborative fashion. Moreover, this course is designed to contribute to your professional development, enhancing not only your command of Spanish but also other relevant career readiness competencies, such as critical thinking, public speaking, media literacy, leadership, and teamwork.

 **Pre-requirements:** Students must have completed SPAN 102L or have placed at the 200-level by taking the placement test. For more information on the language placement test, please see <https://www.stetson.edu/artsci/languages/placement-exam.php>.

2. COURSE LEARNING GOALS

In this course, you will be able to develop skills to achieve the following learning goals:

- Demonstrate knowledge of grammar, syntax, and vocabulary at an upper-intermediate level.
- Understand language and negotiate meaning in context at an upper-intermediate level.
- Use language orally and in writing with accuracy and fluency at an upper-intermediate level.
- Demonstrate cultural awareness of and respect for Hispanic cultures and their peoples in order to immerse yourself within and interact with Hispanic communities in a socially and professionally responsible manner.



3. COURSE LEARNING OUTCOMES

By the end of this course, you should be able to demonstrate the following communicative skills as assessed through the course grading components described in this syllabus:

- **Speaking:** Express ideas orally using level-appropriate language and pronunciation to communicate information and engage in conversations.
- **Listening:** Understand and interpret spoken language in a level-appropriate manner addressing a variety of topics.
- **Reading:** Understand and interpret written language in a level-appropriate manner by answering semi-complex questions based on various materials as well as open-ended questions on said materials asked by the professor during class sessions.
- **Writing:** Express ideas in writing on a variety of topics using level-appropriate language according to the needs and conventions of specific communicative contexts.
- **Culture:** Demonstrate awareness of the different Hispanic cultures and their peoples in a respectful manner and recognize the distinctive viewpoints that are only available through languages and cultures other than English and one's own.

4. STETSON CAREER COMPETENCIES

This course has been designed to help you develop and improve a series of competencies that will contribute to your career readiness and success at Stetson and beyond.



Critical Thinking

You will apply sound reasoning to analyze language components and cultural aspects to understand communicative situations in Spanish. Additionally, you will use your language skills and intercultural knowledge in order to make the necessary decisions to overcome problems in your interactions and communications in Spanish.



Communication

You will articulate ideas and thoughts in a clear manner and communicate them using level-appropriate language orally, in writing, or through other expressive methods and means (i.e., body language, culturally appropriate visual language, etc.).



Leadership

You will leverage the strengths of others to achieve an intermediate command of Spanish and use interpersonal skills to develop that of others. You will demonstrate empathy to cultivate a nurturing learning environment and motivate your peers in learning Spanish. When working with your student fellows on class activities or group projects, you will organize, prioritize, and delegate work based on your strengths and that of your peers in order to maximize learning and complete tasks successfully.



Teamwork

You will build and maintain collaborative relationships with the members of the learning community—from your peers to faculty and staff—to work effectively towards developing your Spanish language skills and intercultural knowledge of Hispanic cultures. Most importantly, you will work with others towards achieving a common learning goals while appreciating diverse viewpoints and understanding the importance of shared responsibilities in cultivating a supportive learning community.



Equity & Inclusion



You will demonstrate awareness, attitude, knowledge, and skills required to equitably engage and include people from different backgrounds and cultures of the Hispanic world and beyond. You will thus engage in practices that contribute to cultivating a nurturing learning environment for you and your peers and that actively challenge skewed assumptions and stereotypes about Hispanic cultures or any other cultures different to your own.

Technology



You will understand and leverage the use of technologies ethically to enhance your language learning process, complete assignments, and accomplish the course learning goals. In particular, you will use online tools and resources responsibly according to Stetson's Honor Code and the academic integrity guidelines for this Spanish course described for this syllabus.

Professionalism




You will demonstrate personal accountability and effective work habits. You will demonstrate integrity and ethical behavior, act responsibly with the interests of the largest community in mind, and you will be able to learn from your mistakes.

Career & Self-Development



You will proactively identify and articulate the skills, strengths, knowledge, and experiences relevant to your career goals that you will be able to develop and hone within the Spanish class.

 **Note:** In 2017, Stetson University adopted the Career Readiness Competencies framework developed by the National Association of Colleges and Employers (NACE) in order to support student career success. For further information on NACE career readiness and competencies, please check <https://www.naceweb.org/career-readiness/competencies/career-readiness-defined/>.

5. REQUIRED MATERIALS

In this course, you will need the following materials for its successful completion:


a. Textbook

We will use *Punto y Aparte. Spanish in Review. Moving Toward Fluency* (with online access to Connect), 4th ed., by Foerester, Sharon & Anne Lambright.

Depending on your preferences and availability, there are different options that you may want to consider when purchasing the material. Here are some ideas:


- **Online Access:** You can purchase a digital copy of the textbook and access to Connect through the following registration link:
<https://connect.mheducation.com/class/r-yuste-alonso-span201-f24>.
- **Physical Copy + Online Access:** You can purchase a physical copy of the textbook through any major vendor platform (i.e., Amazon). However, note that you may still need to purchase online access to the Connect platform to complete online homework activities, as the purchased item may not include a valid access code.



 **Important:** Please consider carefully the option that better suits your needs and is more cost-efficient. If you are using a digital copy, please see *Use of Technology* in page 7 of this syllabus.


**b. Computer or tablet**


You will need access to a computer or tablet to check course announcements and course materials, complete some in-class and homework, keep yourself informed of any changes to our syllabus or any events of interest to our course, and participate in online class meetings when remote learning may be needed.

 **Important:** Computers, tablets and other devices are not generally permitted in class unless otherwise stated by the professor. Students with academic accommodations granted by Academic Success may be authorized to use electronic devices in class. For more information, please read *11. Use of Technology* (p. 10) and *Academic Accommodations* (p. 11).

c. Paper Notebook and Pen/Pencil

You are expected to bring to class a paper notebook to take notes and complete in-class activities. While a notebook may seem “old-school,” it is still one of the best low-tech ways to retain new knowledge and hone your communicative skills in the target language.

 **Important:** It is your responsibility to bring and use the required materials to class. Failure to do so may impinge upon your ability to make adequate progress and pass the course successfully.


 **Learning Tip:** Maximize your learning in our course by turning your notebook into a pro learning tool. Check the Medium article titled “The Language Learning Notebook” (2018) by Michael Sunderland, or the summary tutorial on the Cornell Notebook Method curated by the University of Cincinnati to learn how to become a language learner pro. You will find links and PDF documents of these items in our course on Canvas.

6. COURSE DYNAMICS & EXPECTATIONS

Language learning requires the active participation of every student in the classroom to cultivate a stimulating and fruitful learning environment. Remember, learning another language is not just an individual endeavor but a collective effort. Given the specific challenges that learning a language entails, you may notice that our course may follow a different approach to that of other courses you are taking at Stetson. Below you will find a brief glimpse of what our class meetings and our roles will look like to ensure that you understand expectations and thrive in our course.

The Plan: Flipping the Classroom

This course is organized according to the ***flipped classroom model***. This means that you will prepare material as assigned by your professor before every class session. Class preparation may entail reading or watching content on language or cultural components as well as completing brief activities designed to use and review specific material during our class meetings. You will find what you need to prepare for each class period in the ***Course Schedule*** (*Calendario de curso*).

 **Learning tip:** For more information on the benefits of the flipped classroom model, check the article titled “How ‘Flipping’ the Classroom Can Improve the Traditional Lecture” (2012) by Dan Berrett. You will find the link and PDF document of the article in our course on Canvas.



Course Expectations: Our Roles in the Classroom

In this course, we will take a *communicative approach*. As such, our roles will look as follows:

- 👉 **My role** in this course is that of a *facilitator* who will support you and guide you in each class to help you develop and hone your language skills in Spanish and expand on your intercultural knowledge of Hispanic cultures. While I will provide brief reviews of the content material in each class session as needed, I will not conduct lectures. Remember, the goal of this course is primarily hands-on and practical to help you improve your communicative competence in Spanish so that you can effectively immerse yourself in a Spanish-speaking context and interact with Spanish speakers at an upper-intermediate level successfully.
- 👉 **Your role** in this course is that of a *(pro)active contributor* who reviews the material before class and is ready to take challenges and use the target language in class in the best possible way. Remember, this course focuses on *growth*, not perfection. You are not expected to master the language components immediately. What have traditionally dubbed as mistakes are but great and unique opportunities for learning, and your progress will be assessed and rewarded accordingly as per the course learning goals described in this syllabus. The expected tasks that you will undertake to fulfill your role include, but are not limited to, the following:
 - 👉 Review and complete the material assigned by your professor before each class meeting in which it will be discussed (check the *Course Schedule*). Note that further material may be presented in each class if deemed appropriate; therefore, you will be responsible for taking notes and studying the newly introduced content for future classes.
 - 👉 Bring a paper notebook to class daily. While you may also bring your laptop/tablet to class, you will not use it unless the professor states it otherwise for the completion of specific in-class assignments.
 - 👉 Devote class time to addressing any questions you may have about the material (the Cornell note-taking method becomes handy in these situations). Please make sure to review the content with which you may have trouble to better formulate your question and help me help you.
 - 👉 Use the resources available to you (i.e., textbook, class time, office hours with the professor, online resources, on-campus free tutoring) to maximize your learning and keep up with the pace of the course.

👉 **Note:** If you have any questions or concerns about the course dynamics, please feel free to contact me to discuss useful learning strategies and devise a tentative plan for success for the semester. I will be happy to help you. In order to meet with me, please check *12. Office Hours & E-mail Policy* (p. 10).

Language of Instruction and Course Interactions

Class will be delivered primarily in Spanish to provide you with a language learning experience as immersive as possible. While English may be used occasionally for clarification, the professor will resort to Spanish or other modes of communication (i.e., body language, aural cues, etc.) to maximize the use of the target language in the classroom. With this in mind, you are encouraged to communicate with your peers and professor in Spanish ideally at all times, including email communications (when possible) to get the most out of the course.

👉 **Remember:** The classroom is our unique language lab where we can test and practice in a supportive and edifying learning environment—let's take advantage of it!

7. COURSE COMPONENTS AND GRADING CRITERIA

In this course, you will develop your communicative competence in Spanish at an intermediate level as well as other career competences through the following course components.


GRADING CRITERIA			
Your progress and performance will be evaluated according to the following grading criteria:			
Course Orientation			2%
Preparation and Participation			15%
Online Homework (<i>Tareas en Connect</i>)			13%
Quizzes (<i>Pruebas</i>)	x6*		10%
Essays (<i>Ensayitos</i>)	x2		20%
Web Project (<i>Proyecto web</i>)			40%
Journal (<i>Diarios</i>)	x3*	5%	
Blog Posts (<i>Blogs</i>)	x2*	10%	
Podcast	x2*	10%	
Group Video project (<i>proyecto de vídeo grupal</i>)		15%	
			100%

*The number of these assignments may be adjusted or reduced as needed to ensure students' adequate progress in the course.

GRADING SCALE							
A+	=	97% – 100%	B+	=	87% – 89%	C+	= 77% – 79%
A	=	93% – 96%	B	=	83% – 86%	C	= 73% – 76%
A-	=	90% – 92%	B-	=	80% – 82%	C-	= 70% – 72%
						D+	= 67% – 69%
						D	= 63% – 66%
						D-	= 60% – 62%
						F	= Below 60%

a. Course Orientation (2%)


You will be asked to complete an initial survey and a course orientation questionnaire during weeks 1 and 2 in order to familiarize yourself with the course expectations and dynamics. The Course Orientation will be considered completed after taking the Course Questionnaire (complete/incomplete). By completing this questionnaire, you confirm that you have read the syllabus, that you understand your role and duties in the course, and that you will abide by Stetson's Undergraduate Student Handbook, Catalog, and Honor System.

 **Note:** You will find the course questionnaire and initial survey on Canvas.

b. Preparation and Participation (15%)

You are expected to attend class regularly and participate actively in each session as per the guidelines described in **6. Course Dynamics and Expectations**. It is essential that you prepare the assigned material and complete homework as instructed prior to each class meeting to be able to participate in class, work with your peers, and respond to any content-related questions the professor may ask. Failure to do so will negatively impact not only your participation grade but also your overall grade in the course.


Homework is due prior to each class session on the day assigned as described on the **Course Schedule**. Complete homework on your paper notebook and bring it to class daily. If you do not complete homework in a timely manner, not only will you not be able to participate in class and answer questions from your professor, but it will also impinge on your course grade.


 **Important:** Throughout the semester, the professor will call randomly on students to ask them to share homework answers and assess their readiness and prep work.





A Note on Attendance


Regular class attendance is necessary given the practical nature of this course, and it will reflect in your performance and progress. In order to ensure an enriching learning experience and the successful completion of the course, you are expected to attend all class meetings, arrive on time, participate actively, and remain in class for the entire class period. Please read carefully the information below regarding punctuality and absences:


 **Punctuality:** Please arrive at least 5 minutes before class to start the session on time. After 3 late arrivals (or early departures), you will have an absence on record. Early departures are not permitted unless previously discussed with the professor.

 **Absences:** You will be allowed 2 absences, no questions asked; after the second unexcused absence, your grade will be impacted. If you must miss class, please consider the following:

 **Excused Absences:** You will be excused for absences resulting from observance of religious holidays and spiritual practices, cases of illness, and Stetson-sanctioned activities (i.e., athletic events or music performances), as well as any additional reasons as determined by the professor.

 **Documentation:** While you will not be required to present third-party documentation for absences related to physical or mental illness, you are expected to abide by Stetson's Honor System. Misrepresenting an absence as the result of physical or mental illness will not be tolerated and reported as a violation of our learning community standards.

 **Communicate an Absence:** You must notify your professor of an absence in advance (within 24-48 hours if circumstances permit) via email if you must miss class regardless of the reason for the absence. In your email (or in a follow-up email), please include a tentative make-up plan if the absence prevents you from completing an in-class assignment or exam (see **Course Schedule** for reference). It is your responsibility to communicate an absence in a timely manner, especially in the event of excused absences as described above.

 **Note:** For more information on how to communicate with your professor about an absence, please see 11. *Office Hours and Email Policy* (p. 10) and 8. *Deadlines and Extensions* (p. 8).

A Note on Participation

Remember that active participation means preparing assigned work from the textbook prior to each class meeting, collaborating with peers and the professor in the completion and correction of assigned activities in a proactive manner, and using Spanish actively in class to practice and hone your language skills. The professor will employ a variety of activities to offer students different ways of participating in class.

c. Online Homework (*Tareas en Connect*) (13%)

You will complete online homework throughout the semester to practice and review language components and cultural content prior to each *prueba*. Homework is to be completed and submitted online via Connect as specified on the platform calendar in order to receive full credit.

d. Quizzes (*Pruebas*) (10%)





You will complete six quizzes throughout the semester to demonstrate your understanding of the material covered during the course and identify areas for improvement in preparation for essays (*ensayitos*). Each quiz tests your knowledge of a specific chapter. Quizzes will be completed online via Canvas.

**e. Essays (*Ensayitos*) (20%)**

You will complete two in-class essays (*ensayitos*) throughout the semester in lieu of a midterm and final exam. Each *ensayito* will be held in class and assess your knowledge of language components and cultural aspects covered until that point through specific prompt questions. You will be asked to bring your computer to write your essay and upload it to Canvas. For these in-class essays, you will be allowed to use a bilingual dictionary (physical copy) to help you address potential language questions during the writing process. Tentative prompts, instructions, and rubrics will be shared via Canvas in advance to help you prepare for this activity.

f. Web Project (*Proyecto web*) (40%)

Throughout the semester, you will work closely with the professor on a web project with a twofold purpose: one, showcase your language skills of Spanish and career competencies through content creation on specific topics explored through the material covered for class; and two, contribute to building the 201L course website to give visibility—inside and outside the Stetson learning community—to the outstanding work that students accomplish in the Department of World Languages and Cultures at Stetson and inspire prospective students interested in taking the course. Such a live collaborative project seeks to engage you in high-impact epistemic practices to reframe and turn your learning process into a series of authentic hands-on communicative contributions in Spanish with a life and goal beyond the college classroom and create a public digital space where you can share with a broader learning community interesting content celebrating the richness of Hispanic cultures. To this end, you will partake in the following tasks:

-  **Journal (*Diarios*):** You will write at least 3 entries sharing your impressions about a topic or series of topics covered in class. Journal entries are short written texts (150-200 words), one of which includes a short bio about yourself.
-  **Blog Posts (*Blogs*):** You will write at least 2 blog posts about a topic related to the content covered in class. Blog posts are mid-length written texts (450-500 words) introducing a new artist and work of art from the discipline of their choice (literature, art, music, architecture, etc.) from a region of the Hispanic world. This activity aims to expand the cultural content discussed in the textbook by creating a repository that supplements the course material and allows students and website visitors to learn more about potentially underexplored or less known contributors and cultural artifacts from the Hispanic world.
-  **Podcast:** You will produce at least 2 podcasts about a topic related to the content covered in class. Podcasts are oral recordings (4-5 minutes) introducing a new music artist and cultural practice (religion, performance, cuisine, etc.) from a region of the Hispanic world. This activity aims to expand the cultural content discussed in the textbook by creating a repository that supplements the course material and allows students and website visitors to learn more about potentially underexplored or less known contributors and cultural artifacts from the Hispanic world.
-  **Group Video Project (*Proyecto de video grupal*):** You will collaborate with other students in the class in the creation of a short video (5-7 minutes) exploring a new location or place from a Hispanic country in the fashion of the textbook section titled *¡Viaje conmigo a...!*. This group project will afford you the opportunity to use your communicative skills in an interactive manner as well as develop and enhance other professional skills to achieve the adequate planning and execution of the project.


Prompts, instructions, and rubrics will be shared via Canvas throughout the semester. Each submission will undergo a peer-review process prior to its publication on the website to ensure that language and content is used in an adequate and ethically responsible manner. Peer-review feedback will be part of the grading of each assignment. At the end of the semester, we will present the web project to the Stetson community to celebrate and disseminate your work.



8. DEADLINES AND EXTENSIONS

You are responsible for completing all coursework by the due date. You can check all course deadlines in the *Course Schedule*. While the course schedule may be subject to changes as needed, the professor will notify you when a change is made ahead of time for you to plan accordingly.

Late work is not accepted unless an extension has been discussed with the professor in advance. Note that the decision to grant an extension will be at the professor's discretion. If granted, you will be allowed a two-week extension from the date the assignment is due (see latter note for exceptions). It is your responsibility to email the professor in advance to request an extension and make all the necessary arrangements to complete any outstanding assignments. In your extension request email, you will be expected to describe a tentative make-up plan for the missing assignment and set the date when you intend to submit your work within the two-week extension framework.

 **Important:** There are two hard deadlines to submit any pending work, each of which corresponds approximately to material covered by mid and end of semester. No late or extended work will be accepted beyond these deadlines.

9. FEEDBACK AND GRADES

You should expect to receive feedback and grades within 10 business days from the day the assignment, quiz, or exam is due for work that is submitted on time. However, delays may occur due to exigent circumstances. In this case, please allow an additional 7 business days to have your work graded before checking with the professor.

The professor will use Canvas to record grades. Grades will be updated regularly. If you want to discuss a grade that has been posted, please wait 24 hours from the moment it has been posted before contacting the professor because changes may occur as part of the review process. From the moment the grade is posted, you will have 7 days after the initial 24-hour waiting period to discuss your grade with the professor. After this timeframe, the grade will be final.

10. EXTRA CREDIT

You will have the opportunity to complete a series of activities for extra credit throughout the semester. You can obtain up to 2.5 extra-credit points in the course. These points will be added to your overall score at the end of the semester. Some extra credit opportunities may include, but are not limited to, the following activities:

- **Spanish Tutoring:** This is a free tutoring service offered to all Stetson students at Sampson Hall (room 129). The fall 2024 schedule for Spanish Tutoring will be shared on Canvas as soon as it becomes available. You may get 0.1 extra credit point for every 5 hours you attend tutoring. In order to receive extra credit, you must stay a full hour and log your attendance with the Spanish Tutor using this form (<https://forms.office.com/r/gjdDW11tCY>).
- **La Casa Cultural Latina:** Each semester you will be able to participate in exciting and cultural enriching events organized by Stetson's Casa Cultural Latina. Some of these events will be eligible for extra credit. These extra-credit opportunities will be announced to students as they become available.
- **Other opportunities:** Other extra-credit opportunities will be announced throughout the semester as they become available. These opportunities may entail attending cultural events or completing additional activities as instructed by the professor.



11. USE OF TECHNOLOGY

In general, laptops and other electronic devices are not permitted in class without the professor's approval. Below you have detailed information on the use of electronic devices.

Cellphones


Cellphones are not permitted during class sessions. Please silence your phone (no vibration setting) and put it away. Using this device during class time may disrupt the adequate pace and flow of the session. If you have an emergency and expect a call, please inform the professor in advance to discuss ways to minimize the impact of an interruption. Exceptions to this policy may be considered; please talk to your professor to discuss whether your circumstances may allow for an exception.

Laptops and Tablets

Laptops and tablets are generally not permitted. If you purchase a digital copy of the textbook, you may still be asked not to use these devices in class. Please store these devices away while in class unless otherwise instructed. This policy does not apply to students who have received academic accommodations.

Other electronic devices

No other electronic devices (i.e., earphones, headphones, cameras, etc.) are permitted in class without the professor's consent. These devices must be stored away while in class. This policy does not apply to students who have received academic accommodations.

 **Important:** The recurring use of any other electronic device in class will lead to a letter-grade reduction.


12. OFFICE HOURS & E-MAIL POLICY

Office hours are available to all students and are held Tuesdays and Thursdays from noon-12pm to 2:00pm, either in Sampson Hall 126 or via Teams.

While walk-ins are available, it is best to *schedule an appointment to confirm availability*.

Schedule an appointment during regular office hours at <https://calendly.com/yuste-alonso>

To schedule an appointment outside office hours, please email me at ryustealonso@stetson.edu.

 **Important:** Meetings outside regular office hours are at the professor's discretion and must be requested at least 48 hours before the intended meeting day. Please plan accordingly if you need to meet with the professor.

E-mail Policy and Guidelines

E-mail communications should be limited to specific circumstances, such as informing of an absence or reporting a technical issue during the completion of an online assignment. For questions pertaining to an assignment or due date, please check the *Course Schedule* and *Course announcements* on Canvas. Doing so will help the professor address issues you may encounter in a timely and effective manner.

Please make sure your e-mail communications remain courteous and professional. Remember that writing appropriate e-mail communications is a valuable professional skill. In your emails, you are expected to include a subject and a clear text comprising a greeting, a body, and a sign-off.

The professor will do her best to respond to e-mails within 24 hours from Monday to Thursday. E-mails sent after 5:00pm may not be answered until the following day. E-mails sent after 5:00pm on Friday may not be responded until Monday. Please plan your communications ahead of time to address any questions you may have in a timely manner.



13. COPYRIGHT STATEMENT

Per copyright regulations and fair-use guidelines, you are informed that the professor's lectures, PowerPoints, notes, handouts, and displays are protected by state common law and federal copyright law. They are the professor's own original expression and are meant to be used within the context of the course only for educational purposes. You are authorized to take notes in class based on the material; however, this authorization extends only to making one set of notes for your own personal use and no other use. You are not authorized to copy any of the course materials, provide copies of these materials to anyone else, or make a commercial use of them without prior permission from the professor. Failure to do so may be considered to be in violation with Stetson's Honor System and may be reported accordingly.

UNIVERSITY POLICIES

ACADEMIC ACCOMMODATIONS

If you anticipate barriers related to the format or requirements of a course, you should meet with the course instructor in order to discuss ways to ensure full participation. If disability-related accommodations are necessary, you must register with the *Office of Academic Success* through the Accessibility Services Center located at 209 E. Bert Fish Drive (386- 822-7127) and notify the course instructor of your eligibility for reasonable accommodations. You alongside the course instructor and the Office of Academic Success will plan how best to coordinate accommodations.

ACADEMIC INTEGRITY AND STETSON'S HONOR SYSTEM

As an institution of higher learning, Stetson University depends upon its members—students, faculty, staff, and administration—to uphold the highest standards of academic integrity. Without a commitment to this ideal, the foundation of our educational mission is undermined, and truth—the ultimate goal of our pursuits at the university—loses its meaning and force. Stetson seeks committed students of high integrity, who value honesty and wholeness of purpose in all endeavors and expects from them to be actively involved in their education and academic experience.

Academic dishonesty invalidates this experience in that it rejects the substance of the academy (that of learning and inquiry) and substitutes for it a superficial focus on externalities (i.e., passing the course, getting the diploma, etc.). Further, breaches of academic integrity rob both the individual and the institution and are antithetical to all that the university represents.

With this in mind, the *Honor System* seeks to nourish a vital campus culture, one where students, faculty, administration, and staff are mutually committed to pursuing truth in a spirit of cooperation and respect. Laws and rules exist to protect a society and its members, but truly to flourish, a community relies upon the individual to take responsibility for his or her actions and to uphold certain bedrock principles.

The Honor System specifies actions that are harmful to the community and establishes ways of dealing with those who violate basic standards. But the primary justification for the Honor System is that it challenges individuals to reflect upon the ethical issues they face as members of a university and encourages them to take positive steps to maintain the integrity of themselves and their community. Moreover, by affirming student self-governance in the form of an Honor Council, this Honor System underscores the central roles that both students and faculty play in upholding academic integrity.



The *Honor Pledge* is the central statement of the university's Honor System. All students are expected to subscribe to it upon entrance to the university. All students are also asked to reaffirm the pledge on a regular basis by writing the word '*pledged*' in front of their signature when submitting exams and papers.

 **Note:** You can read Honor Pledge at <https://www.stetson.edu/other/honor-system/media/honor-pledge.pdf>

DIVERSITY STATEMENT

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. Furthermore, it is my intent to present materials and activities that are respectful of diversity including, but not limited to, gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. I appreciate and encourage your suggestions to cultivate a nurturing learning community with an expansive mindset that grows and flourishes through dialogue and collaboration. As such, please do not hesitate to reach out to me and let me know ways that could help improve the effectiveness of the course for you personally or for other students or student groups. Additionally, please let me know whether any of our class meetings conflict with your religious and spiritual events, so that we can make the necessary arrangements for you.

TITLE IX

Title IX of the Educational Amendments of 1972 prohibits discrimination based on sex in any educational institution that receives federal funding. Stetson University does not tolerate sex discrimination of any kind including sex or gender-based misconduct, discrimination, harassment, and violence; intimate partner violence; and stalking. These incidents may interfere with or limit an individual's ability to benefit from or participate in the University's educational programs or activities. Many resources are available to assist students who report related incidents. Students are asked to immediately report incidents to the University's Executive Director and Title IX Coordinator at www.stetson.edu/reportit or by calling 386-822-7960; the Deputy Title IX Coordinator for Students by email at titleix@stetson.edu or by calling 386-822-7205; or to Public Safety by calling 386-822-7300. If a student wishes to keep the information confidential, the student may contact Student Counseling Services, Student Health Service, or a University Chaplain, all located in Griffith Hall. Consult Stetson University's Title IX Policy and Procedures for more information.

LIBRARY SERVICES

The DuPont-Ball Library's mission is to advance teaching and lifelong learning, collaboration, and innovation through library services, information resources, technologies, and facilities. Research librarians are available to help students with their information needs, such as choosing a research topic, using databases, finding sources, evaluating sources, and formatting citations. A librarian is "on-call" and ready to help during the following hours:

- Monday through Thursday: 10:00am-10:00pm
- Friday: 10:00am-5:00pm
- Saturday: 11:00am-6:00pm
- Sunday: 2:00pm-10:00pm

Students can call or text 386-747-9028 or email libref@stetson.edu for immediate help or set up a research consultation appointment at <https://stetson.libwizard.com/f/consult>.

**WRITING CENTER**

Stetson's Writing Center offers free tutoring in writing to all Stetson University students, staff, and faculty. Our friendly, trained peer tutors help writers across campus with any type of written work, at any stage of the writing process, from brainstorming to revising. Although peer tutors are trained to identify and explain patterns of errors to students, tutors do not write, edit, or grade papers. In order to learn more about the support services offered at the Writing Center or to schedule an appointment, please visit <https://www.stetson.edu/other/writing-center/>.