

INTERMEDIATE SPANISH FOR GRAMMAR, CONVERSATION AND COMPOSITION I

Kauke 305
MWF (12:00-12:50)

INSTRUCTOR: Brian Cope, Ph.D.

COURSE URL (apart from Moodle): <https://cope201.voices.wooster.edu>

E-MAIL: bcope@wooster.edu

OFFICE: Kauke 303

OFFICE HOURS: WF: 11-12 and by appointment (look for sign-up sheet in class or email the professor)

TEACHING APPRENTICE: Fernanda Bañuelos (office hours TBA)



Texts:

1. **Digital Textbook:** *Perspectivas* w/Supersite and WebSAM. 1st ed. See Moodle for link to publisher's website to purchase access for one semester or twelve months (recommended for those planning to take 202 in the spring). You **cannot** purchase a used version of this book since codes are not transferrable. A two-week grace period may be requested on the website if needed.
2. **Composition Book:** 100 college-ruled sheets; 9^{3/4}in. x 7^{1/2} in; for daily use.



Learning Objectives: (1) Increased control of the language (toward the high-intermediate and low-advanced range) in the following areas of linguistic competency: reading comprehension, oral communication, written composition, and listening comprehension; (2) strengthened command of vocabulary for everyday communication; (3) continued acquisition of knowledge of the cultures and histories of the Spanish-speaking world. These objectives will be met through a series of assignments and activities that integrate the study of grammar with the study of culture, literature, art, history, and music. **Note:** The learning objectives for this course align 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 approximately one paragraph to two pages in length on familiar topics demonstrating the ability to integrate grammar, vocabulary, style, content, and organization; (5) possess a demonstrable understanding of the fundamentals of Spanish grammar covered in the course; (6) use a broad range of Spanish vocabulary in a contextually accurate way; (7) demonstrate an understanding of the cultural topics covered in the class. **Note:** The intended outcome of the cultural component is for students to leave the course with a stronger foundation of cultural literacy on which to continue to build through future course work, cultural immersion (study abroad), and/or personal initiative.

Your responsibilities: (1) to prepare all assignments thoroughly; (2) to attend all classes; (3) to engage with your peers and the professor in a productive and constructive manner, always demonstrating professionalism; (4) to take ownership of your learning by preparing conscientiously for class, reviewing Spanish grammar regularly, and utilizing the resources made available to you via the textbook and course websites. **Note:** *Students planning to continue studying Spanish in the future should proactively use this course to develop the study habits that will serve them well in later courses. These habits include: maintaining vocabulary lists; doing verb conjugation drills; using the dictionary and other online tools in appropriate and effective ways; and living the language by attending Spanish Table and other departmental events, listening to music, watching programs with*

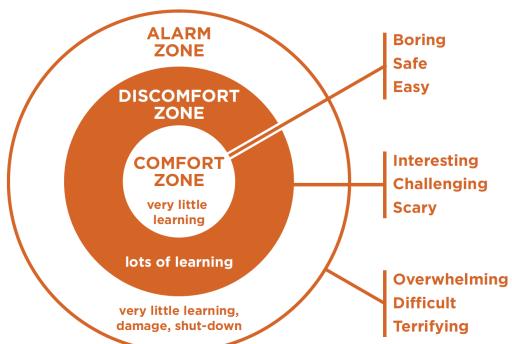
Spanish subtitles, conversing with peers in Spanish outside of class, and reading aloud in Spanish for fifteen minutes (or more) every day. *These are all things that can help you make the transition to advanced courses and/or a Spanish-immersion experience.

Course Structure and Design: Spanish 201 is geared toward low-intermediate and mid-intermediate language learners whose goal is to become fluent in Spanish. In the Spanish 201-202 sequence, you will review and practice the full range of Spanish grammar and hone your skills in reading, speaking, writing, and listening. Immersion is the methodology used in the course, which means that **class is conducted entirely in Spanish** and culturally authentic materials are utilized (whether from the textbook or provided by the professor).

Class Dynamic: Your success in this course depends on your daily preparation and active participation. In class, you will be asked to participate in structured group activities and conversation as well as converse with the professor and your peers in impromptu situations. You can expect to find a relaxed atmosphere in which you can practice your language skills without fear of criticism. Mistakes are expected, and this is not a course in which you will be *severely* penalized for making grammatical mistakes during class. The expectation is simply that you try, and you can trust that your sustained effort in the course will eventually lead to success. My role as the professor is to facilitate conversation, promote constructive learning, and foster understanding of the Spanish language and of Spanish-speaking cultures. If you make a grammatical mistake and I use it as an example, my purpose is only to clarify a point that presumably confuses others with the expectation that as a group you will learn from each other's mistakes. **Note 1:** I am here to help you and I strongly encourage you to see me—sooner than later—to go over any assigned materials that remain unclear after having read the assigned pages carefully. I can also sit down with you to review study strategies and techniques for learning Spanish. I recommend this especially for students who have never taken a college-level language course. **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.



Building Your Confidence and Your Pledge: Speaking in another language may be fun for some while anxiety-provoking for others. **Consider this:** All of you are at slightly different levels, which will sometimes make you a learner and sometimes a teacher among your peers. Therefore, we all need to be open to feedback and thoughtful and helpful in our suggestions. I want us to foster a community where **it is okay to take risks** and make mistakes as we learn together in a supportive and encouraging environment. **My goal as your teacher** is to create an engaging, challenging, and rigorous learning experience for you. This class is designed to expose you to new ideas and unfamiliar things, 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



The discomfort zone, courtesy of Training for Change.

a bit more time on one assignment, 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. By taking this course, **you pledge** to make your best effort to *always* speak in Spanish while in the classroom (this includes side comments to friends both before and after class). You'll need to take some risks! Taking risks and making mistakes is important for the learning process. If you don't know a word or expression, you can act it out, draw it, or rely on other words you know (i.e., use circumlocution) to get your point across. On the other hand, do your best to infer meaning from context when you don't know a word. Speaking of words: Vocabulary is a key element of this and all Spanish courses. Be sure to develop a habit of writing down new vocabulary and expressions you learn during class or informal conversations. I recommend that you write them in your Composition Book so that they're handy when you need them. **Try** to use these new words and expressions whenever writing/speaking so that they become part of your repertoire. Additionally, I encourage you to create flashcards and quiz your classmates and also label your personal spaces with vocabulary using post-its. If you need suggestions for studying or organizing yourself, **see page 8 of this document and “Estrategias de aprendizaje” on the course website** for more ideas! Be creative!

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 1:** *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 20th-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-to-peer engagement and active class participation.....	10%
Online Textbook Activities.....	15%
Immersive Activities.....	10%
Journal.....	15%
Formal Compositions (2).....	5%
Quizzes.....	10%
Exams (5).....	20%
Oral Presentation.....	5%
Final Exam.....	10%
Extra Credit.....	+3%

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-to-Peer Engagement and Active Class Participation: All students are expected to contribute to the class discussion and participate in the planned classroom activities everyday *in Spanish*. You will earn points for your contributions and engagement with peers for every class period. **Note 1:** You are expected to remain in the classroom and actively engaged with the material for the entire fifty minutes. As a course that follows a collaborative learning model, your peers need you to be present—in mind and body—everyday. Unprepared or unengaged students will receive a zero for the day and may be dismissed from class. **Note 2:** 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. You may inquire about your ongoing class performance during office hours. **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 reliance on English
- camera might not be turned on (if class is remote)
- student was eating during class

0-6 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
- clear reliance on English
- camera might be off (if class is remote)
- student might not participate and might not respond to questions

Online Textbook Activities: Learning a foreign language requires practice. Therefore, you will be required to complete numerous online practice exercises. These assigned activities have pre-set deadlines and represent the *minimum* of what you should be doing beyond the assigned reading material in order to learn the language well. Also, these activities are synchronized with the assigned readings and are designed to help you prepare both for class and for the exams. You will be evaluated on your timely and successful completion of the assigned activities throughout the semester. Your grade for this component of the course will be based on the percentage of activities that you complete and your overall accuracy, as logged by the textbook Supersite. Your grade for this component of the course will be updated as the semester progresses, usually after each exam. If you have questions, please consult with me during office hours.

Immersive Activities:

It is important to immerse yourself as much as possible in any language that you hope to learn to speak with spontaneous fluency. Your *actividades inmersivas* will help you develop this important skill outside of class. 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: watching films in Spanish (with the Spanish subtitles on); listening to Spanish language podcasts ([Radio Ambulante](#) is great); reading news in Spanish (such as [Democracy Now! en español](#)); listening to playlists on Youtube and researching the artists (in Spanish of course!). See the course website for more ideas. Document these types of activities by writing about them in your journal and clearly designating them with a **highlighter** as *actividades inmersivas*. 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.

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 write about the immersive activities in which you have participated, complete short homework writing assignments, and discuss your daily activities or things you have been learning about recently. Every second Monday, you will pick your favorite journal entry from the previous two weeks and expand it into a more developed 200+ word weekly journal selection in a shared Word-Doc for the class. Over the course of the semester, you will meet with the TA a total of four times to share with her an entry in your journal in the interest of receiving feedback and using it as the starting point of a conversation that should last approximately twenty minutes. The TA will keep track of your meetings and report them to me as the semester progresses. Journal entries are generally 6 to 15 sentences in length and frequent (nearly every day). The journal will be collected and graded by the professor on the day of each scheduled exam. The criteria of evaluation can be found on the course website.

Formal Compositions

Two word-processed compositions of relatively short length (500+ words) will be assigned during the semester. It is highly recommended that you use the Composition Book to compose a hand-written rough draft (for which you will receive credit as a journal entry) before typing up a revised final draft. The criteria of evaluation can be found on the course website.

Quizzes (pruebas): Building a functional range of verbs, developing the ability to conjugate them in every verb tense and mood, as well as being able to identify verb tenses and moods in written and verbal discourse are key to acquiring and maintaining linguistic proficiency. As a way to hone these skills, you will be given short weekly quizzes that require you to translate verbs from English to Spanish, conjugate verbs in specific tenses and moods, identify specific verb modes and/or translate segments from a given passage. The verbs for each quiz will come from a list that increases in number every week, and the passages of written discourse will come from songs assigned from the course's playlist on *Youtube*. These quizzes will become gradually more challenging as the semester progresses and a similar type of exercise will appear on all of the exams (including the final). Links to the verb list and assigned song for each week are provided on the course agenda. A link to the lyrics will also be provided, and it is expected that, in addition to memorizing the assigned verb list, you will look up and memorize every word of the assigned song that you do not know.

Exams: You will be given five 50-minute exams on the assigned material. These exams will cover the chapter(s) just or recently completed, including any materials from previous chapters assigned for review. Since the key to learning a new language is repetition, and new material often builds on old, you should plan to review periodically the grammar covered earlier in the semester. Each exam will contain the following sections: reading comprehension; listening comprehension; vocabulary (nouns, adjectives, verbs); grammar; writing.

Oral Presentation (10 minutes): During the last week of the semester, each student will give a presentation on a topic related to the cultures of Spain or Latin America that has captured their interest this semester. The topic may be a continuation of one encountered in the textbook or it may derive from the immersive activities in which you have engaged or the list of suggested topics on the course website (artist, musician, or activist from Latin America or Spain). These presentations will be graded on organization, language, delivery, preparedness, purposefulness, and articulation of a central message designed to increase knowledge and foster understanding. It is expected that your presentation will: 1) exhibit a broad range of verb forms; 2) make effective use of the subjunctive; 3) show command of subject-verb and noun-adjective agreement; 4) utilize pronouns and prepositions effectively. Students will be given the option of working in pairs or individually and those students who choose to work with a partner will be graded on an individual basis. The grading rubric for this activity can be found on the course website.

Final Exam: The final exam covers all grammar and readings assigned over the course of the semester, with the caveat that the essay questions will be given to you ahead of time so that you can prepare your answers. Notes or reference books, however, may not be consulted during the exam. It is College policy that all students must take the final exam on the scheduled date and time for the course section as set forth in the Fall Exam Schedule published by the Registrar. Exceptions to this policy (normally granted only for medical reasons) must be approved by the Dean for Academic Engagement. Students who wish to reschedule a final exam must submit a written petition to the Dean three weeks in advance of the examination and must confer with the instructor before submitting the petition. The Final Exam is on **Wednesday, December 6, at 4PM**.

Extra Credit (up to 3% added to the final grade): Students who are in good standing in the class and have no unexcused absences may complete an extra credit assignment worth up to three percentage points added to the final grade. The assignment is to write a composition (600+ words) on a film or Netflix series in Spanish of your choosing in consultation with the professor or from the following list:

- *También la Lluvia* (Netflix); *Blancanieves* (Kanopy); *Ya no estoy aquí* (Netflix); *Roma* (Netflix); *La plataforma* (Netflix); *Viridiana* (Kanopy); *Amador* (Kanopy); *Vivir es fácil con los ojos cerrados* (library); *Los amantes del Círculo Polar* (library); *Coco* (Disney+); *Encanto* (Disney+).

It is expected that the chosen film or series: (1) lends itself to critical analysis and reflection and (2) deals with an important socio-historic or cultural topic. This extra credit assignment is due in hard copy form by **3pm on Friday, December 1**. This assignment will be awarded extra credit based on the quality of organization, language, use of academic sources, purposefulness, and the articulation of a central message designed to increase knowledge and foster understanding. Furthermore, it is expected that the paper will: 1) exhibit a broad

range of verb forms; 2) make appropriate use of subjunctive forms; 3) show command of subject-verb and noun-adjective agreement; 4) utilize pronouns and prepositions effectively.

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.*

Creating an Effective Study Strategy for Spanish 201/202

A. Anticipate

- 1) BE AWARE OF UPCOMING EXAMS AND QUIZZES
- 2) ORGANIZE YOUR TIME
- 3) COMMIT TO A PLAN
- 4) PRIORITIZE

B. Invest and Manage

- 1) CREATE FLASHCARDS
- 2) CREATE A JOURNAL

C. Study (in following order)

- 1) READ FOR UNDERSTANDING
- 2) DO PRACTICE EXERCISES
- 3) REVIEW PRIOR TOPICS STRATEGICALLY
- 4) DRILL
 - a. Verbs (meaning and conjugations)
 - b. Vocabulary
- 5) READ OR LISTEN TO SPANISH

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
- 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.

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). You can also find helpful resources on the Counseling Services website at <https://www.wooster.edu/offices/health/counseling/>.