

Existing Program Review
MODERN LANGUAGES PROGRAM
University of Arkansas at Monticello
Ten-Year Review
2016

Goals, Objectives, and Activities

Describe specific educational goals, objectives, and activities of the program.

The faculty of the Modern Languages program at the University of Arkansas at Monticello have established the following as Expected Student Learning Outcomes for anyone who graduates with a Bachelor of Arts in Modern Languages:

1. Understand spoken languages, particularly where context strongly supports understanding and speech is clearly audible.
2. Respond to spoken questions and statements.
3. Understand the written languages as used in practical daily life involving learned vocabulary.
4. Write the languages as used in practical daily life involving learned vocabulary.
5. Demonstrate knowledge of important aspects of contemporary cultures.

The faculty passionately embrace the belief that the study of foreign languages is not only a great personal pleasure for the individual who undertakes the task but that the study of foreign languages is also of profound practical value, enhancing a person's critical and creative thinking skills, communication skills, knowledge of technology, and understanding of the art, music, history, politics, philosophies, customs, and value systems of foreign cultures. The School of Arts and Humanities is committed to offering, at minimum, courses in French, Latin, Spanish, Japanese, and German.

Extracurricular activities include the following:

- Annual Language festival
- Second language acquisition event
- French cinema festival
- Delta epsilon ceremony
- French club events
- Japanese club events

Hosting Fulbright Foreign Language Teaching Assistants (FLTAs) is a major component of our program. Since 2006, UAM has hosted two FLTAs each year. The countries represented by our FLTAs are France, Spain, Mexico, Peru, Argentina, Uruguay, and Venezuela. The FLTAs teach classes and serve as cultural ambassadors, enriching the Modern Language program, the campus, and the Monticello community.

Explain how the program serves the general education program and other disciplinary programs on the campus, if applicable.

Until 2016, university policy required that any student pursuing a Bachelor of Arts degree must earn 6 hours of credit in a foreign language. Although that requirement no longer exists, foreign language is still a supportive requirement for English majors (12 hours) and Vocal Music majors (6 hours).

Students in a range of disciplines and their faculty advisors continue to see foreign-language courses as attractive and relevant electives, for example:

- Pre-medicine (Latin),
- Literature (French, Latin, and German),
- Criminal Justice, Social Work, and Nursing (Spanish),
- Business (Japanese).

The program includes a variety of language and culture-based courses related in part or in their entirety to Language, Literature, Business, History, Western Civilization, World Civilization, Western Art, Theatre, Cinema/Film, World Literature, Philosophy, Humanistic Tradition, and Linguistics. Thus, the foreign-language program makes broad contributions to the liberal arts education of UAM students and to the university's mission of enhancing students' critical thinking skills, communication skills, knowledge of technology, awareness of foreign cultures, and understanding of global issues.

Document market demand and/or state/industry need for careers stemming from the program.

The chief employers of our graduates are the public schools, but as with all graduates in the humanities or arts, our graduates have critical and creative-thinking skills and communication skills that make them well-prepared for a wide variety of professions other than teaching, for example, real-estate, marketing, advertising, professional writing, government, public relations, and sales. Some of our graduates choose to pursue advanced degrees.

An increasing trend among UAM students majoring in Modern Languages is to add a second major in another field. Our graduates have found employment opportunities in business, law enforcement and health-related agencies. Employers in these fields find graduates who have command of a second language very valuable, and for this reason, we have offered courses distinctly designed for members of professions such as health care, law enforcement, and social work. Some of the courses that have been developed to address the concern of students seeking to prepare themselves for careers mentioned above, and enhance relevancy of becoming fluent in a second language are:

- Seminar on Spanish for Law Enforcement Personnel
- Seminar on Spanish for Healthcare Professionals
- Seminar on AP Spanish

- Seminar on Cuba and the Cuban Dilemma (this course included an educational trip to Cuba during Spring Break -optional to students taking the course)
- Seminar in Spanish Pedagogy (this course is scheduled for the fall 2016 hoping to entice students to consider a career in teaching.)

All courses are taught in the target language aiming to increase student's fluency regardless of subject matter.

The demand for foreign-language teachers in the public schools in southeast Arkansas is high. Many schools have had to resort to virtual and online programs for their foreign language instruction. In the school year 2015-2016, thirteen schools in the area sought Spanish teachers without success.

Document student demand for the program.

The best illustration of student demand is the number of majors and the retention of students as indicated by the number of graduates year after year:

2009-2010—Majors 3; Graduates 2. (First year of program's existence)
 2010-2011—Majors 13; Graduates 0.
 2011-2012—Majors 14; Graduates 1.
 2012-2013—Majors 14; Graduates 1.
 2013-2014—Majors 14; Graduates 10.
 2014-2015—Majors 8; Graduates 3.

As these numbers indicate, although the number of majors has been relatively small, we retain a very high percentage (about 90%).

We believe demand will increase as we make the program more accessible by offering additional online and hybrid classes and as we make it comprehensive by expanding the core requirements from 36 hours to 54 hours, thereby better preparing students for a range of career and graduate-school opportunities. We are working on the expansion of the curriculum Fall Semester 2016.

Curriculum

Describe how program content parallels current thinking/trends in the field/trade (best practices, advisory committee recommendations, etc.).

UAM objectives and national objectives:

UAM program goals and objectives are consistent with the goals and complementary standards put forward by the American Council on the Teaching of Foreign Languages (ACTFL) and the latest Task Force of the National Standards in Foreign Language Education. These goals are as follow:

1. To communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes (Communication).
2. To interact with cultural competence and understanding (Cultures).
3. Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations (Connections).
4. To develop insight into the nature of language and culture in order to interact with cultural competence (Comparisons).
5. To communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world (Communities).

The UAM language program matches the above national goals in the following manner:

UAM Objective 1:

By demonstrating the understanding of the spoken languages, particularly where cultural context strongly supports understanding and speech is clearly audible, students who graduate with a Bachelor in modern language will meet national goals 1 and 2.

UAM Objective 2:

By demonstrating the understanding of spoken questions and statements in order to cooperate with other cultural groups, students who graduate with a Bachelor in modern language meet national goal 4.

UAM Objective 3:

By demonstrating the understanding of written languages as used in practical daily life involving learned vocabulary in order to connect and acquire information and diverse perspectives, students who graduate with a Bachelor in modern language meet national goal 3.

UAM Objective 4:

By being able to write the languages as used in practical daily life involving learned vocabulary in order to communicate with communities worldwide, students who graduate with a Bachelor in modern language meet national goal 5.

Faculty use task-based and student-centered activities as their preferred methods to achieve the objectives of the UAM Modern Language program. These activities put emphasis essentially on using the language being studied in and out of the classroom to negotiate meanings, explain, reflect on the concept of culture, reinforce and expand knowledge of other disciplines while impersonating positive interactions and collaborations with community members and the globalized world. Illustrations of these activities with their matching national standards are proposed below:

UAM strategies in the context of national strategies:

- UAM Objective 1:

To demonstrate the understanding of spoken languages, particularly where cultural context strongly supports understanding and speech is clearly audible. (Cultures and Communication).

National standards:

1. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

2. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
3. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

UAM Activities:

Role-plays, such as going to see grandmothers, aunts, friends, visiting the doctor's office, calling a friend, interviewing someone, gather information to add in a survey, asking questions for a survey, opinion gap, reasoning gap, communicative drills, practical situations, guessing games, true answers.

- UAM Objective 2:

To demonstrate the understanding of spoken questions and statements in order to collaborate with other cultural groups (Comparisons).

National standards:

1. Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
2. Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

UAM Activities:

Opinion gap activity, reasoning gap activity, communicative drills, practical situations, guessing games, true answers

- UAM Objective 3:

Demonstrate the understanding of written languages as used in practical daily life involving learned vocabulary in order to connect and acquire information and diverse perspectives (Connections).

National standards:

1. Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
2. Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

UAM Activities:

Opinion gap activity, reasoning gap activity, communicative drills, practical situations, guessing games

- UAM Objective 4:

To demonstrating the ability to write the languages as used in practical daily life involving learned vocabulary in order to communicate with communities worldwide (Communities).

National standards:

1. Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.
2. Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

UAM Activities:

Interactive writing, free write, word Fields, list making, dialog, description, making up a story based on true story, comic strip, or other picture. This exercise focuses attention on a specific task in which visual cues unmediated by the use of their native language motivate students to produce in the target language, charts and forms, spelling, dialogs, notes, letters, description, circumlocution, summaries, storytelling, journals, peer-reviewed essays, film and Video report, interactive computer use, creative Writing, processing course materials, spiraling writing activities.

Detailed UAM Teaching Strategies

The changing nature of the world demography, economy, and security has led to a surge of interest in language learning. This has forced language-teaching professionals to have another look at their visions. As a result, they came up with new thinking and practices. According to the American Council on the Teaching of Foreign Languages (ACTFL), the current trends in language teaching include the following actions:

1. Substitute outdated methods of teaching to more accommodating ones, which stress on communication competence rather than on grammar skills.
2. Consider the instructor not as the center of the class, but as collaborators;
3. Focus not on isolated skills, but on the three modes of communication: interpersonal, interpretive, and presentational;
4. Use technology not as was an inactive and cool tool, but as an integrating technology into instruction to enhance learning;
5. Favor a differentiating instruction that meets individual needs rather than one instruction for all;
6. Provide learners with an opportunity to use Language beyond the classroom rather than confining it to the classroom;
7. Use testing not to discover what students don't know, but to find out what they can do;
8. Consider the instructor not as the only ones who should know criteria for grading, but permit students to know and understand criteria on how they will be assessed by reviewing the task rubrics.
9. Encourage students not to turn in work only for the teacher, but to create, share and publish their work to audiences more than just the teacher.

Aware of the above challenges, the UAM Modern Language program took the following three core steps: supporting faculty development, supporting academic initiatives, and supporting educational best practices.

Step 1: Faculty Development

Faculty development is considered the preamble to further actions designed to meet the new trends in the profession.

Plan of Action:

- a. Holding memberships in sound national and international associations / organizations that value and promote leadership, languages teaching, and diversity.
- b. Exposure to other effective language programs, thinking, technologies, pedagogical approaches in the field nationally and internationally.
- c. Arming with necessary leadership and pedagogical tools and attitudes to face new challenges in the profession and help the UAM modern language program uphold competitiveness nationally and internationally.
- d. Involvement in investigating and implementing new knowledge, thinking, trend and findings related to modern language teaching.

Follow-Up:

Faculties involved in travelling to Costa Rica, Haiti, Canada (Quebec), and in the United States presenting papers, taking part at many conventions, workshops and consultations on Foreign language education to familiarize themselves with successful language programs, new thinking, technologies and pedagogical approaches in the field.

Step 2: Academic Initiatives

Plan of Action:

Upon returning to campus, faculty reevaluated their best practices and acted to parallel them and the program's content to current trends in the language teaching profession, as suggested by ACTFL.

Follow-Up:

Trend 1: New methods that stress communication competence have replaced old-fashioned ones.

Upon the faculty's recommendation, the program approved the use of several software labs, such as Rosetta Stone and Tell Me More, intended to replace old-fashioned teaching strategies and focus more on communication skills.

Trend 2: Instructors are no longer the center of the class, but collaborators.

The introduction of software labs (Rosetta Stone and Tell Me More...) into the classrooms has made it easy for faculty to practice student-centered learning strategy. With this strategy, faculties have become facilitators of learning who accentuate on interests, abilities, and learning styles of each individual.

Upon the faculty's recommendation several Independent Study courses designed to allow specific students to manage everything about their learning process were approved by the Dean. Courses selected as individualized studies involve extensive research, with the instructor being a facilitator/collaborator.

Trend 3: The focus is no longer on isolated skills, but on the three modes of communication: interpersonal, interpretive, and presentational.

In every language class in the program, students interact, interpret, and present. For example, the French program requires its students to participate in at least 2 role-plays, 3 dialogues, and 2 interpretations. At least once a year, all students gather in the school auditorium and perform publically.

Trend 4: Technology is now integrated into instruction to enhance learning.

As mentioned above, upon the faculty's recommendation, new software packages were purchased. We also use blackboard and other means of online supports. The use of software labs is intended to substitute for old-fashioned teaching strategies and focus more on communication skills and ultimately enhance learning experiences.

Trend 5: Differentiating instructions that meet individual needs rather than one instruction for all are preferred.

Our students use software individually in their classrooms with instructors being facilitators/collaborators. This format discards entirely the notion of "one instruction for all." Several classes are also taught half online and others fully.

Trend 6: Each student is provided with an opportunity to use language beyond the classrooms:

The program sponsors various activities to provide students with an opportunity to use language beyond the classroom. For example, we have several extracurricular activities, public performances, immersion programs in Costa Rica, and foreign-language competitions.

Trend 7: Testing is no longer used to discover what students don't know, but to find out what they can do.

The program has been holding a leadership position in the aspect of testing not to discover what students don't know, but to find out what they can do. For instance, the French program has been using the quia.com testing tool in almost ten years. This tool is designed for more formative and student-centered evaluations and less summative ones. In this type of student-centered evaluation, students participate in the evaluation and are able to decide whether they need more practices, what to practice, and when to end the practice and be tested. This assessment tool is fun and supports learning.

Trend 8: Instructors are no longer considered as the only ones who should know criteria for grading. Each student may know and understand criteria on how they will be assessed by reviewing the task rubrics.

We use quia.com generated test. Quia is the only website that lets teacher and student create classes and track practice time and quiz results for any language.

We use Rosetta Stone, which allows students and teacher to know exactly what you are doing.

Trend 9: Students are encouraged to create, share and publish their work to audiences other than just the teacher.

Our student writing is intended to be read. We encourage students to create, share and publish their work to audiences.

Step 3: Best Practices:

As an ongoing activity, “best practices” encompass all spheres of interest in which teaching is likely, including on-campus and online. The faculty implement best practices in their teaching space to minimize guesswork and increase achievements. Below are a few examples:

The following practices have been implemented: differentiated instruction, stimulus participation, reflection inducement, positive reinforcement feedback, energy boosting techniques, cooperation promotion, objective awareness, humbleness, empathy, problem-solving skills and accomplishment.

- a. Differentiated Instruction: The language faculty perceived each student as a distinct entity, with a unique set of requirements making up his learning style. Years of researches have shown that students become passive during the first 15 minutes of lectures. It is our best practice not to rely on lecturing the material during the entire class time. Instead, we look for fitting ways to house each learning style during the first 15 minutes.
- b. Stimulus Participation: We use “stimulus participation” because learning can reveal at times complex, and students cannot learn without an active participation. In consequence, we consider engaging them in group discussions. In most cases, this strategy allows participation frequency to rise to 100%.
- c. Inducement Thinking: we believe, at the modern language program, that thinking is key to learning. Unluckily, many students are not induced into doing it. The good news is that everyone can think. It comes down to this question: how to induce them into the reflection process? To help that to occur, we use the “Socratic method”.
- d. Positive Feedback: Positive Feedback strategy is used because when students ask questions, they expect us to listen and respond. As we listen and respond, we try not to take control of the questioning process and change the new topic to our personal perspective of the reality. Our feedback is given in a way that inspires critical thinking and mutual respect. However, praises received for social conquests can become unsafe. The student may only look for short-lifespan extrinsic satisfactions. Thus, rather than supporting pedantry, our positive feedback strategy supports inventiveness, teamwork, gift and determination.
- e. Acting: All human beings learn better in acting than listening. Teaching itself is an activity similar to acting. When preparing our lecture, we try to choose activities that satisfy our students’ natural need for actions. To satisfy our students’ natural need for actions, we intentionally choose activities that make them feel like co-workers and force them to achieve a shared goal. Educational researches have shown that the outcomes of cooperative learning practices, when well applied, could result in higher thinking, more new ideas and answers, and larger applications of knowledge.
- f. Objectives Echo: One of our functions as instructor is to keep students well informed about the goals, objectives, and grading criteria of the course. Besides providing details in

our syllabi, we also help them connect the objectives and their experiences at each new notion we teach. For instance, in Intermediate French 1 class, one of our goals was the following: to study the formation of complex sentences. The objectives that follows from that particular goal was 'to isolated French simple sentences from complex sentences in a pool of ten sentences' or 'to make sentences using conjunction of subordinations, such as parce que, si, quand, que... at the end of the lesson'. Then, at the end of the lesson, the learner has been required to do practice exercises in the classroom and/or at home and to take a test. This particular requirement is the demonstration of performance in those objectives, and the evaluation methods reflect attainment of the objectives to measurable criteria.

- g. Humbleness: Other people's mistakes are always chocking to others as if they never make any mistakes. This tendency causes us not to see violators the best way possible. Unfortunately, it is not any different in the teaching profession. As language instructors, we try to see things in a different way. When a student makes a mistake, we believe it does have meaning for him. It may be only an overgeneralization, an interlanguage anarchy or a 'lapsus langue' that occurred. What follows if not corrected with humbleness and curtesy is resistance, more confusion, and shame. Our best practice is to avoid taking individualized correction lightly as it is the key to improved language performance. We try to use a feedback that encourages students to stay engaged, reflect and self-correct without creating any resistance toward the process.
- h. Create a sense of accomplishment: Create a sense of accomplishment in the learning process: We encourage the students to partake in the teaching-learning process not only to help them be independent learners and ultimately improve their learning habits, but also to create a sense of accomplishment. We recognize that when the work and efforts of students are valued and rewarded, they become inclined to do more and more.

The following are a few of the learning practices implemented in our online classes:

1. Show up and teach as it normally happens with on-campus courses.
2. Practice anticipatory course management approaches.
3. Create in advance all your expectations.
4. Establish patterns of course activities as it normally happens with on-campus courses.
5. Plan for the unplanned as it normally happens with on-campus courses.
6. Keep in mind that when questions are requested, responses are expected.
7. Always think two times before you write something.
8. Help maintain forward progress.
9. Remember to keep safe and secure.
10. Remember quality counts.

Step 4. Student advisory committee:

The program remains flexible in its content, teaching, and advisory practices in order to meet an individual's needs and goals. Faculty with expertise in languages normally assume the duty of advising Modern Language majors. The function of the faculty is to reassure and help each student to objectively understand his intended degree. Not only will students who decide to major in Modern Languages be able to pursue a career in teaching languages to American students, they will also be capable of teaching English as a second language in a multi-lingual setting.

Another example is the case in which a student combines languages with business studies. Such a decision will allow a student to achieve a suitable preparation for foreign trade, investment, marketing, import-export, purchasing, and consulting.

Another case may involve a student who chooses to combine languages skills with pre-law studies. This student may become a linguistically talented immigration or international lawyer. The same is true in the case of a student in journalism who double-majors in Modern Languages. This student could end up in International Journalism.

Specimen of Faculty Lesson Plans:

Daily lesson plans are used to manage our classrooms and stay better focused on the teaching/learning process. While lesson plan formats may vary, lesson plans always include the following aspects: objectives stated in terms of measurable expectations, procedures to achieve these objectives, and techniques to measure whether they were achieved. Below is an example:

Date: 1/16/2016

Class: Intermediate French 1

Subject: Writing

Notion/goals: making of French complex sentences

Time to complete the lesson: 50 minutes

List of required materials:

1. Bien vu, Bien Dit: Intermediate French (McGraw-Hill World Languages) 1st edition by Williams, Ann, Grace, Carmen, Roche, Christian
2. 1 Projector
3. 1 Computer with Internet Connection
4. 3 Markers
5. 1 Eraser
6. Hand outs

Objectives

1. At the end of the lesson, the student will be able to:
 - a. Explicate verbally the difference between conjunctions of coordination and subordination
 - b. Explicate verbally the difference between relative pronouns and other pronouns.
 - c. Explicate verbally the notion of complex sentences.
 - d. Identify a conjunction of coordination.
 - e. Identify a conjunction of subordination.
 - f. Identify a conjunction of relative pronouns.
 - g. Isolated French simple sentences from complex sentences in a pool of sentences.
 - h. Write a complex sentence using a relative pronoun.
 - i. Write a complex sentence using a conjunction of subordination.

Preparation/Instruction:

1. Warm up
 - a. Reviewing simple sentences

- b. Playing a comical video on complex sentences

Presentation/Development of the lesson:

1. Association:
 - a. Exhibit # 1: PowerPoint shows examples of simple and complex
 - b. Exhibit # 2: PowerPoint shows examples of main and dependent clause
 - c. Exhibit # 3: PowerPoint shows examples of use of subordinate conjunction to form a complex sentence.
 - d. Exhibit # 4: PowerPoint shows examples of use of relative pronoun to form a complex sentence.
2. Generalizing:
 - a. What is the difference between a conjunction of coordination and a conjunctions of subordination?
 - b. What is the difference between a relative pronoun and other pronouns?
 - c. What is a complex sentence?
 - d. Exhibit # 5: PowerPoint shows a pool of words. Question: Could you identify the conjunctions of coordination from this pool of words?
 - e. Exhibit # 6: PowerPoint shows a pool of words. Question: Could you identify the conjunctions of subordination from this pool of words?
 - f. Exhibit # 7: PowerPoint shows a pool of words. Question: Could you identify the relative pronouns from this pool of words?
 - g. Exhibit # 7: PowerPoint shows a pool of words. Question: Could isolated the simple sentences from the complex ones in a pool of sentences?
3. Application:
 - a. Cooperative activity (under teacher distant supervision):
 - o Step 1: Class is divided in small group and each group writes a complex sentence using a relative pronoun and a complex sentence using a conjunctions of subordination? Student writes and corrections are made.
 - o Step 2: Cooperative verification: Students report their work and teacher give his inputs. Students ask questions. Teacher answers all questions.
 - o Step 3: Cooperative correction: The groups return to work this time to correct their work with each member giving his inputs.
 - b. Independent practice:
 - o Hand-outs are passing to student to allow Independent practice.
4. Recapitulation:
 - o Teacher wraps up the discussion and answers all questions.
 - o Homework is to be turned in at next class period given to the students.
5. Summary:
 - o At next class period, teacher wraps up the discussion and answers all questions one more time and indicates evaluation date.

Evaluation:

A set of questions and instructions is given the students to assess their mastery of the instructed concepts. Handouts are provided at this time.

Follow Up:

After administering an evaluation, we use a strategy to assess the data that cover the following aspects:

1. A risk assessment to find out aspects of the lesson in which there were risks and take steps to decrease them in the future.
2. An investigation to reflect on the lesson and attempt to find out what techniques or methods worked, what should be improving.
3. A *'follow up' aspect* to appraise the teaching of the earlier lesson and see whether a gap exists.

Provide an outline for each program curriculum, including the sequence of courses.

➤ OPTION I

18 hours of Spanish:

Required courses: 9 hours

SPAN 2203 Intermediate I

SPAN 2213 Intermediate II

SPAN 3503 Conversational Spanish I

Electives: 9 hours

MODL 3403 Conversational Language I—Study Abroad

MODL 3413 Conversational Language II—Study Abroad

MODL 3423 Syntax of the Language—Study Abroad

SPAN 3513 Conversational Spanish II

SPAN 3603 Advanced Modern Spanish Grammar and Composition

SPAN 3613 Cultures and Civilizations of Spain and Spanish America

SPAN 3623 Survey of Major Hispanic Literatures

SPAN 4633 Seminar in Spanish Studies

SPAN 479V Independent Study in Spanish

18 hours of French:

Required courses: 6 hours

FREN 2203 Intermediate I

FREN 2213 Intermediate II

Electives: 12 hours

FREN 3223 Intermediate Reading

FREN 3403 Intermediate Conversation

FREN 3413 French and Francophone Civilization and Culture

FREN 3423 Intermediate Grammar and Composition

FREN 3433 Survey of French Literature I

FREN 3443 Survey of French Literature II

FREN 4613 Advanced Composition

FREN 4653 Seminar in French Literature

FREN 479V Independent Study in French

Supportive Requirement:

6 hours of Latin or 3 hours of Latin and 3 hours of another language excluding Spanish and French

➤ OPTION II

24 hours of Spanish:

Required courses: 9 hours

SPAN 2203 Intermediate I

SPAN 2213 Intermediate II

SPAN 3503 Conversational Spanish I

Electives: 15 hours

MODL 3403 Conversational Language I—Study Abroad

MODL 3413 Conversational Language II—Study Abroad

MODL 3423 Syntax of the Language—Study Abroad

SPAN 3513 Conversational Spanish II

SPAN 3603 Advanced Modern Spanish Grammar and Composition

SPAN 3613 Cultures and Civilizations of Spain and Spanish America

SPAN 3623 Survey of Major Hispanic Literatures

SPAN 4633 Seminar in Spanish Studies

SPAN 479V Independent Study in Spanish

12 hours of French:

Required courses: 6 hours

FREN 2203 Intermediate I

FREN 2213 Intermediate II

Electives: 6 hours

FREN 3223 Intermediate Reading

FREN 3403 Intermediate Conversation

FREN 3413 French and Francophone Civilization and Culture

FREN 3423 Intermediate Grammar and Composition

FREN 3433 Survey of French Literature I

FREN 3443 Survey of French Literature II

FREN 4613 Advanced Composition

FREN 4653 Seminar in French Literature

FREN 479V Independent Study in French

Supportive Requirement: 6 hours of Latin or 3 hours of Latin and 3 hours of another language excluding Spanish and French

➤ OPTION III

12 hours of Spanish:

Required courses: 9 hours

SPAN 2203 Intermediate I

SPAN 2213 Intermediate II

SPAN 3503 Conversational Spanish I

Electives: 3 hours

MODL 3403 Conversational Language I—Study Abroad

MODL 3413 Conversational Language II—Study Abroad

MODL 3423 Syntax of the Language—Study Abroad

SPAN 3513 Conversational Spanish II
SPAN 3603 Advanced Modern Spanish Grammar and Composition
SPAN 3613 Cultures and Civilizations of Spain and Spanish America
SPAN 3623 Survey of Major Hispanic Literatures
SPAN 4633 Seminar in Spanish Studies
SPAN 479V Independent Study in Spanish

24 hours of French:

Required courses: 6 hours

FREN 2203 Intermediate I

FREN 2213 Intermediate II

Electives: 18 hours

FREN 3223 Intermediate Reading

FREN 3403 Intermediate Conversation

FREN 3413 French and Francophone Civilization and Culture

FREN 3423 Intermediate Grammar and Composition

FREN 3433 Survey of French Literature I

FREN 3443 Survey of French Literature II

FREN 4613 Advanced Composition

FREN 4653 Seminar in French Literature

FREN 479V Independent Study in French

Supportive Requirement: 6 hours of Latin or 3 hours of Latin and 3 hours of another language excluding Spanish and French

- A total of 120 hours is required for a degree.

State the degree requirements, including general education requirements, institutional, college or school requirements, and major requirements.

- University General Education Requirements:

Composition: 6 Credit Hours

ENGL 1013 Composition I and

ENGL 1023 Composition II

or

ENGL 1033 Honors Composition I and

ENGL 1043 Honors Composition II

Communication: 3 Credit Hours

Choose one of the following:

COMM 1023 Public Speaking

COMM 2283 Business and Professional Speech

COMM 2203 Interpersonal Communication

Fine Arts: 3 Credit Hours

Choose one of the following:

ART 1053 Art Appreciation
FA 1013 Fine Arts Appreciation
MUS 1113 Music Appreciation

Humanities: 3 Credit Hours

Choose one of the following:

ENGL 2283 World Literature I
ENGL 2293 World Literature II

Mathematics: 3 Credit Hours

Choose one of the following:

MATH 1003 Survey of Mathematics
MATH 1043 College Algebra
Or any MATH 1000-level or above

Social Sciences: 9 Credit Hours

Choose one of the following (3 hours):

HIST 2213 American History I
HIST 2223 American History II
PSCI 2213 American National Government

Choose two courses from two different disciplines from the following (6 hours):

ANTH 2203 Cultural Anthropology
CJ 1013 Introduction to Criminal Justice
ECON 2203 Principles of Macroeconomics
ECON 2213 Principles of Microeconomics
GEOG 2213 Geography I
GEOG 2223 Geography II
HIST 1013 Survey of Civilization I
HIST 1023 Survey of Civilization II
PSY 1013 Introduction to Psychology
SOC 2213 Introduction to Sociology
SWK 1013 Introduction to Social Work

Science with labs: 8 Credit Hours

Choose eight hours from two 3-hour lecture courses with associated 1-hour labs or two 4-hour courses with integrated labs chosen from the following disciplines:

Biological Science
Earth Science
Chemistry
Physics

Total General Education Hours: 35

- In addition, students are required to have an 18-hour minor (unless they are doing a double major).
- Major Requirements (all options require a total of 36 hours plus 6 supportive hours):

➤ **OPTION I**

18 hours of Spanish:

Required courses: 9 hours

SPAN 2203 Intermediate I

SPAN 2213 Intermediate II

SPAN 3503 Conversational Spanish I

Electives: 9 hours

MODL 3403 Conversational Language I—Study Abroad

MODL 3413 Conversational Language II—Study Abroad

MODL 3423 Syntax of the Language—Study Abroad

SPAN 3513 Conversational Spanish II

SPAN 3603 Advanced Modern Spanish Grammar and Composition

SPAN 3613 Cultures and Civilizations of Spain and Spanish America

SPAN 3623 Survey of Major Hispanic Literatures

SPAN 4633 Seminar in Spanish Studies

SPAN 479V Independent Study in Spanish

18 hours of French:

Required courses: 6 hours

FREN 2203 Intermediate I

FREN 2213 Intermediate II

Electives: 12 hours

FREN 3223 Intermediate Reading

FREN 3403 Intermediate Conversation

FREN 3413 French and Francophone Civilization and Culture

FREN 3423 Intermediate Grammar and Composition

FREN 3433 Survey of French Literature I

FREN 3443 Survey of French Literature II

FREN 4613 Advanced Composition

FREN 4653 Seminar in French Literature

FREN 479V Independent Study in French

Supportive Requirement:

6 hours of Latin or 3 hours of Latin and 3 hours of another language excluding Spanish and French

➤ **OPTION II**

24 hours of Spanish:

Required courses: 9 hours

SPAN 2203 Intermediate I

SPAN 2213 Intermediate II
SPAN 3503 Conversational Spanish I
Electives: 15 hours
MODL 3403 Conversational Language I—Study Abroad
MODL 3413 Conversational Language II—Study Abroad
MODL 3423 Syntax of the Language—Study Abroad
SPAN 3513 Conversational Spanish II
SPAN 3603 Advanced Modern Spanish Grammar and Composition
SPAN 3613 Cultures and Civilizations of Spain and Spanish America
SPAN 3623 Survey of Major Hispanic Literatures
SPAN 4633 Seminar in Spanish Studies
SPAN 479V Independent Study in Spanish

12 hours of French:

Required courses: 6 hours
FREN 2203 Intermediate I
FREN 2213 Intermediate II
Electives: 6 hours
FREN 3223 Intermediate Reading
FREN 3403 Intermediate Conversation
FREN 3413 French and Francophone Civilization and Culture
FREN 3423 Intermediate Grammar and Composition
FREN 3433 Survey of French Literature I
FREN 3443 Survey of French Literature II
FREN 4613 Advanced Composition
FREN 4653 Seminar in French Literature
FREN 479V Independent Study in French
Supportive Requirement: 6 hours of Latin or 3 hours of Latin and 3 hours of another language excluding Spanish and French

➤ **OPTION III**

12 hours of Spanish:

Required courses: 9 hours
SPAN 2203 Intermediate I
SPAN 2213 Intermediate II
SPAN 3503 Conversational Spanish I
Electives: 3 hours
MODL 3403 Conversational Language I—Study Abroad
MODL 3413 Conversational Language II—Study Abroad
MODL 3423 Syntax of the Language—Study Abroad
SPAN 3513 Conversational Spanish II
SPAN 3603 Advanced Modern Spanish Grammar and Composition
SPAN 3613 Cultures and Civilizations of Spain and Spanish America
SPAN 3623 Survey of Major Hispanic Literatures

SPAN 4633 Seminar in Spanish Studies
SPAN 479V Independent Study in Spanish

24 hours of French:

Required courses: 6 hours

FREN 2203 Intermediate I

FREN 2213 Intermediate II

Electives: 18 hours

FREN 3223 Intermediate Reading

FREN 3403 Intermediate Conversation

FREN 3413 French and Francophone Civilization and Culture

FREN 3423 Intermediate Grammar and Composition

FREN 3433 Survey of French Literature I

FREN 3443 Survey of French Literature II

FREN 4613 Advanced Composition

FREN 4653 Seminar in French Literature

FREN 479V Independent Study in French

Supportive Requirement: 6 hours of Latin or 3 hours of Latin and 3 hours of another language excluding Spanish and French

- A total of 120 hours is required for a degree.

A typical 8-semester plan of study for options I and II to illustrate the way a student progresses through the program over 8 semesters.

A TYPICAL 8 SEMSTER PLAN FOR OPTION I

<u>First Semester (15 hours)</u>	<u>Credit hours</u>
ENGL 1013 – Composition I	3
GEN ED Mathematics	3
ART 1053- Art Appreciation or	3
MUS 1113 – Music Appreciation	3
GEN ED – Communication Requirement	3
SPAN 1003 – Elementary Spanish I	3
<u>Second Semester (15 hours)</u>	
ENGL 1023 – Composition II	3
GEN ED – American History or Political Science	3
GEN ED – Social Science	3
SPAN 1013 – Elementary Spanish II	3
MINOR COURSE	3
<u>Third Semester (16 hours)</u>	
GEN ED – Science w/Lab	4
GEN ED – Social Science	3

FREN 1003– Elementary French I	3
MODL 2203 – Latin I	3
SPAN 2203 – Intermediate Spanish I	3

Fourth Semester (16 hours)

GEN ED – Science w/Lab	4
ENGL 2283- World Literature I or	
ENGL 2293 – World Literature II	3
MINOR COURSE	3
SPAN 2213 – Intermediate Spanish II	3
FREN 1013 – Elementary French II	3

Fifth Semester (15 hours)

SPAN 3503 – Conversational Spanish I	3
FREN 2203- Intermediate French I	3
Minor course	3
MODL – Upper Level Supportive requirement	3
Upper Level Elective	3

Sixth semester plan (15 hours)

FREN 2213 – Intermediate French II	3
SPAN – Upper level Spanish	3
UPPER LEVEL MINOR COURSE	3
UPPER LEVEL Elective	3
MINOR COURSE or Upper Level Elective	3

Seventh Semester (15 hours)

FREN - Upper Level French	3
FREN - Upper Level French	3
SPAN - Upper Level Spanish	3
Upper level minor	3
UPPER LEVEL ELECTIVE	3

Eighth Semester (13 hours)

FREN- Upper Level French	3
FREN- Upper Level French	3
SPAN – Upper Level Spanish	3
UPPER LEVEL MINOR	3
ELECTIVE	1

A TYPICAL 8 SEMSTER PLAN FOR OPTION II

First Semester (15 hours) _____ Credit hours

ENGL 1013 – Composition I	3
GEN ED Mathematics	3
ART 1053- Art Appreciation or	
MUS 1113 – Music Appreciation	3
GEN ED – Communication Requirement	3
SPAN 1003 – Elementary Spanish I	3

Second Semester (15 hours)

ENGL 1023 – Composition II	3
GEN ED – American History or Political Science	3
GEN ED – Social Science	3
SPAN 1013 – Elementary Spanish II	3
MINOR COURSE	3

Third Semester (16 hours)

GEN ED – Science w/Lab	4
GEN ED – Social Science	3
FREN 1003– Elementary French I	3
MODL 2203 – Latin I	3
SPAN 2203 – Intermediate Spanish I	3

Fourth Semester (16 hours)

GEN ED – Science w/Lab	4
ENGL 2283- World Literature I or	
ENGL 2293 – World Literature II	3
MINOR COURSE	3
SPAN 2213 – Intermediate Spanish II	3
FREN 1013 – Elementary French II	3

Fifth Semester (15 hours)

SPAN 3503 – Conversational Spanish I	3
FREN 2203- Intermediate French I	3
MINOR COURSE	3
MODL – Upper Level Supportive requirement	3
Upper Level Elective	3

Sixth semester plan (15 hours)

FREN 2213 – Intermediate French II	3
SPAN – Upper level Spanish	3
UPPER LEVEL MINOR COURSE	3
UPPER LEVEL Elective	3
MINOR COURSE or Upper Level Elective	3

Seventh Semester (15 hours)

FREN - Upper Level French	3
SPAN - Upper Level Spanish	3
SPAN - Upper Level Spanish	3
UPPER LEVEL MINOR	3
UPPER LEVEL ELCTIVE	3

Eight Semester (13 hours)

FREN -Upper Level French	3
SPAN -Upper Level Spanish	3
SPAN – Upper Level Spanish	3
UPPER LEVEL MINOR	3
ELECTIVE	1

Indicate the semester/year the major/program courses were last offered. Exclude general education courses.

All required courses in the major are offered every academic year—that is, every other semester. Therefore, all required courses have been offered within the past academic year.

Provide syllabi for discipline-specific courses and departmental objectives for each course.

Following are the Expected Student Learning Outcomes for the program:

Students who graduate with a Bachelor of Arts in Modern Languages should:

1. Understand the spoken languages, particularly where context strongly supports understanding and speech is clearly audible.
2. Respond to spoken questions and statements.
3. Understand the written languages as used in practical daily life involving learned vocabulary.
4. Write the languages as used in practical daily life involving learned vocabulary.
5. Demonstrate knowledge of important aspects of contemporary cultures.

Individual courses address specific Outcomes, which are specified on course syllabi (see

Outline the process for the introduction of new courses, including all internal curriculum review processes and the findings.

New-course proposals are initiated by faculty in response to trends in the profession indicating that change is necessary to keep our students competitive in the contexts of the market place and graduate programs. Curriculum changes are also driven by program assessment data suggesting

that student learning could be improved with the introduction of new courses or with the revision of content in existing courses.

Faculty members recommend that the Dean submit curriculum proposals to Academic Council and the university Curriculum and Standards Committee. Academic Council, which consists of the Provost and all Deans, approve and forward proposals to Curriculum and Standards, which consists of faculty representatives from all academic units. Upon the approval of Curriculum and Standards, proposals are presented to the university Assembly. Upon Assembly approval, proposals are sent to the Chancellor for final approval.

New courses and curriculum revisions are added to the university catalogue, the academic enrollment system, and the academic audit system by the Registrar's Office.

List courses in the proposed degree program currently offered by distance delivery.

The following courses have all been offered online in addition to being taught face to face:

- Elementary French I
- Elementary French II
- Intermediate French I
- Intermediate French II
- French Cinema
- Survey French Literature I
- Survey French Literature II
- Latin II
- French Civilization and Culture
- Elementary Spanish I
- Elementary Spanish II

Describe the instructor-to-student and student-to-student interaction for distance courses (prerequisite courses, lab requirements, examination procedures-online/proctored, instructor response to student assignments).

Online courses cover the same topics as regular courses. Tests and quizzes happen with the same frequency. The major difference is in the due date of assignments. Generally online assignments are due by the end of each week giving more flexibility of time scheduling to the student taking an online class. However the online text contains extensive activities on pronunciation, reading comprehension as well as exercises in oral practice, cultural readings, and other communicative activities such as Virtual Chat similar to the activities that take place in a face-to-face class.

The instructor checks daily on the student progress and responds to any question(s) and/or concern the student might have before submitting assignments. The text online also offers free tutoring to students when requested. In addition the instructor has the option to adapt pre-made online assignments, remove or reorder sections as needed. Students who have taken Spanish online classes have no problem continuing with the next level of Spanish in face-to-face classes.

Program Faculty (full-time/adjunct/part-time)

Provide curriculum vitae or program faculty information form for all full-time program faculty. The vita or form should include the following: all degrees and institutions granting the degrees; field or specialty of degrees; number of years employed as program faculty at the institution; current academic rank, if applicable; professional certifications/licenses; evidence of quality and quantity of creative and scholarly/research activity; evidence of quality and quantity of service activities; evidence of professional activities and non-teaching work experiences related to courses taught; list of course numbers/course titles of credit courses taught over the past two academic years; and other evidence of quality teaching.

Faculty Summary:

FACULTY MEMBER	RANK	HIGHEST DEGREE
Isabel Bacon	Associate Professor	M.A., Spanish
Lesly Jean-Francois	Associate Professor	Ph.D., French

See Appendix B for faculty curriculum vitae.

Indicate the academic credentials required for adjunct/part-time faculty teaching major/program courses.

The minimum requirement is a master's degree with at least 18 hours in the content area. A master's degree with 30 or more hours in the content area is preferable.

Describe the orientation and evaluation processes for faculty, including adjunct and part-time faculty.

New faculty attend a number of orientation workshops during Professional Development Week in August. All faculty attend some events during Professional Development Week. All new faculty, part-time and full-time, have faculty mentors (assigned by the Dean), and the School of Arts and Humanities adheres to its "New Faculty Mentoring Program" (See Appendix C).

All full-time faculty—in accordance with Faculty Handbook policies and procedures—write an annual self-evaluation (see Appendix D for faculty self-evaluation guidelines). They reflect upon efforts, accomplishments, and shortcomings in the areas of teaching, service, scholarship/professional development, and planning. Tenure-track and non-tenure-track faculty with fewer than 6 years of full-time experience at UAM are evaluated by 3 peer evaluators, who peruse the self-evaluation and have the opportunity look at student evaluations, syllabi, exams, paper assignments, graded papers. Peer evaluators also often observe classes (See Appendix E

for Class Observation form). Each peer evaluator fills out a form titled “Annual Faculty Evaluation by Faculty Peer or Chair/Dean/Director” (See Appendix F). The Dean or his designated representative observes classes, as well as perusing the self-evaluation, student evaluations, and in some instances syllabi, exams, assignments, and/or graded papers. The faculty member receives copies of all peer and Dean evaluations and meets with the Dean and signs a copy of the Dean’s evaluation. Peer and Dean evaluations are forwarded to the Provost each year, and the Provost responds to each full-time faculty member with his own evaluation. Tenured faculty and faculty with more than 6 years of full-time experience at UAM go through the same process each year with the exceptions that they have only 1 peer evaluator and the Dean does not observe a class. Post-tenure Review takes place every 5 years, and during those years, tenured faculty have 3 peer evaluators and the Dean observes a class.

All faculty, part-time and full-time, are evaluated by their students in every class. These evaluators are perused by the Dean. Part-time faculty do not necessary do the annual self-evaluation, but may be observed by the Dean or his designated representative at any time. Part-time faculty may also at any time receive a request for syllabi, exams, assignments, and/or graded papers.

Provide average number of courses and number of credit hours taught for full-time program faculty for current academic year.

9 courses, 27 credit hours

Program Resources

Describe the institutional support available for faculty development in teaching, research, and service.

It is assumed that faculty development is primarily supported by travel to conferences and workshops and by the purchase of necessary technology. The Arts and Humanities annual M&O budget for travel and equipment and supplies is approximately \$35,000. In addition, the unit receives approximately \$6,000 in Faculty Development money specifically for travel. Other resources, such as Contingency funds from Academic Affairs and funding from the Centennial Circle, are available as well to support faculty travel and the purchase of equipment and technology.

Almost all faculty requests for travel funds to attend professional conferences and workshops are approved. Priority is given to faculty delivering papers or making presentations. All faculty have adequate computers and printers and several have additional handheld devices. Several classrooms are equipped with “Smart Room” technology, and efforts to expand the availability of such technology are persistent.

Describe the professional development of full-time program faculty over the past two years including the institutional financial support provided to faculty for the activities.

2015-2016

Lesly Jean-Francois – World Languages Expo (San Diego, CA) - \$1594.56

Isabel Bacon and Fulbright TAs – Arkansas Foreign Language Teachers Association (AFLTA) Meeting (Hot Springs, AR) - \$829.42

Isabel Bacon – AFTLA Board Meeting (Conway, AR) - \$68.60

Isabel Bacon – Study Abroad: Costa Rica - \$1326.45

Isabel Bacon and Fulbright TAs – Several trips to visit high schools of the area - \$326.87

2014-2015

Lesly Jean-Francois – ACTFL Conference (San Antonio, TX) - \$1712.89

Lesly Jean-Francois – Laval Universitie Linguistic Conference (Quebec, Canada) - \$1859.21

Isabel Bacon and Fulbright TAs – AFLTA Meeting (Hot Springs, AR) - \$78.23

Isabel Bacon – AFLTA Board Meeting (Little Rock, AR) - \$54.31

Isabel Bacon - Study Abroad: Cuba - \$1352.34

Isabel Bacon & TAs – Several trips to visit high schools of the area - \$253.95

Provide the annual library budget for the program or describe how library resources are provided for the program.

The program has no distinct Library budget of its own. Library purchases are made through requests by the Arts and Humanities Library representative and are contingent upon Library resources.

Describe the availability, adequacy, and accessibility of campus resources (research, library, instructional support, instructional technology, etc.).

- The Modern Language Program offers a Language Laboratory equipped with computers and internet access for all students taking foreign language classes.
- The Modern Language Laboratory has the Rosetta Stone Program (all levels) in Spanish, French, Japanese and Latin.
- A student/tutor supervises the Lab., keeps records of students attending and assists students with programs available.
- The Language Lab is open Monday through Friday, 5 hours per day in the afternoons.
- The Fulbright TAs have oral practice sessions for students (Tertulias) for students to practice the language in a natural setting. Fulbright TAs also assist students with language programs available and other online programs can be access free of charge.
- The UAM Library has purchased access to the *Mango* Language Program and students can work on their language of interest at the Modern Languages Lab or from home. The faculty of the Modern Languages Program work closely with other entities of the university. One example is the services of the UAM library, which provides foreign languages programs such as *Mango* to the university community. Students of Modern Languages find this program very rewarding.

- The School of Education and Modern Languages have partnered to provide ML majors with guidance related to careers in education. ML Faculty teaching Spanish Pedagogy have received help from the School of Education in the form of guidance in regard to the State of Arkansas Curriculum Standards and the latest trends in pedagogy.
- The UAM Office of Special Student Services provides in-class tutors for students with special needs (for example, blindness) at the request of the Modern Language faculty. These services allow instructors to tailor a particular course to a student's special needs. The tutor and instructor are then able to implement a plan that will ensure student success.
- Instructional Technology provides support for all technological components of the Modern Language program, from needs of individual instructors in their offices to Smart Room technologies in the classrooms to hardware and software in the Language Learning Lab.

Provide a list of program equipment purchases for the past three years.

1. One document reader
2. One projector
3. Two refurbished computers for the Lab.

Majors/Declared Students

State the number of undergraduate/graduate majors/declared students in each degree program under review for the past three years.

Majors

2012-13: 14
 2013-14: 14
 2-14-15: 8
 2015-16: 8

Minors—Spanish

2012-13: 19
 2013-14: 20
 2-14-15: 19
 2015-16: 16

Minors--French

2012-13: 4
 2013-14: 2
 2-14-15: 2
 2015-16: 2

Describe strategies to recruit, retain, and graduate students.

Recruiting

Fulbright Teaching Assistants regularly visit high schools in the area to spend time in the French and Spanish classes assisting the teachers and mingling with the students to promote the Modern Language Program at UAM.

The Annual Foreign Language Festival for Junior High and High Schools of Southeast Arkansas is a great tool for recruitment. This Festival brings approximately 130-140 students from schools of the area to compete in various categories.

Retention

The Modern Language Program sponsors the French Club, the Japanese Club, and the Foreign Language Club with the purpose of promoting the study of foreign languages creating camaraderie among students through the various cultural activities--including field trips--aiming to increase interest among the student population and improve retention. Fulbright Teaching Assistants hold regular activities to promote understanding and interest in the study of their native languages. Among these activities are demonstrations of cooking, viewing foreign films, listening to foreign music, and introducing UAM students to the FLTAs' friends back home via SKYPE.

The Annual Foreign Language Festival involves our college students as they serve as host/hostesses and judges of this event.

The Modern Language Program also sponsors an honor society, Delta Zeta Epsilon, with the purpose of promoting general understanding and appreciation for the study of foreign languages and culture. This organization seeks to motivate students to excel in their studies and serves as a very effective strategy for ensuring graduation of its members.

Graduation

Critical to making sure students graduate is meticulous and "intrusive" advising. Faculty develop close relationships with students to understand any challenges students might face in graduating in a timely manner.

Provide the number of program graduates over the past three years.

Graduates

2012-13: 1

2013-14: 10

2014-15: 3

2015-16: 0

Program Assessment

Describe the program assessment process and provide outcomes data (standardized entrance/placement test results, exit test results, etc.).

The program gathers assessment data each semester. A faculty member designated by the Dean acts as assessment facilitator—making sure, for example, that pre-tests and post-tests are administered and that portfolios are gathered, that surveys are distributed. Every three years, faculty analyze data and write an assessment report. Analysis of assessment is often the catalyst for changes in course content and/or methods and for the proposal of new courses to improve student learning.

Reports are submitted to the university assessment committee, which makes recommendations for revisions in the report and in the program's assessment processes.

Assessment reports are posted on the Arts and Humanities website:

<http://www.uamont.edu/pages/school-of-arts-humanities/resources/>

Describe program/major exit or capstone requirements.

Although we are having discussions about senior projects in the event we can expand the major into a comprehensive program, we do not at present have specific capstone requirements. Each faculty member has his/her own requirements within each course that go beyond mere testing. For example, students of Intermediate Spanish classes are required to spend a certain number of hours in the Language Lab. The Spanish Pedagogy course requires that participants visit classrooms in the public schools and present a program to the students. All upper-level Spanish students serve as judges for the Annual Foreign Languages Contest-Festival for high school students of SE Arkansas. Fulbright TAs teach a culture class every spring and engage their students in Skype communications with students from the TAs native countries. These chats give UAM students firsthand perspectives of cultures and values from various parts of the world.

Provide information on how teaching is evaluated, the use of student evaluations, and how the results have affected the curriculum.

Students in all classes have the opportunity to do electronic student evaluations in Blackboard. The office of Academic Advisement provides the Dean with the results of the evaluations for his perusal. After a course ends, the student evaluations are forwarded to the instructor. Individual instructors make adjustments in their teaching methods, requirements, course content, and textbook selection in response to student evaluations. The Dean takes student evaluations into account in the contexts of all personnel actions (annual evaluation, retention, promotion, and tenure).

Provide transfer information for major/declared students including the receiving institutions for transfer and programs of study.

We know of no students who have transferred and completed a language degree elsewhere.

Provide information for program graduates continuing their education by entering graduate school or by performing volunteer service.

- Grace Wellborn – ESOL Program, UT
- April Wright – Teach America
- Merrell Miles – Educational work for a Christian mission school in Honduras
- Numerous students of Spanish have done volunteer work as English as Second Language tutors in the community. They have also served as translators for Hispanics in health clinics, law enforcement situations, and other agencies.

Provide aggregate results of student/alumni/employer satisfaction surveys.

We have done no such surveys as yet.

Describe how the program is aligned with the current job market needs of the state or local communities.

- Thirteen public schools in Southeast Arkansas have not had success securing foreign-language teachers; therefore, we are offering a new course in Spanish Pedagogy to entice college students to consider a career in teaching.
- Courses such as Spanish for Health Professionals, Spanish for Law Enforcements, Spanish for Social Workers and other specialty courses are offered periodically because of the demand for knowledge of a second language for graduates pursuing careers as health professionals, public safety professionals, business professionals, etc. These courses are very popular with students seeking college degrees in other fields of studies but would like to have a nearly fluent command of a second language because of the job market demands in the local market and beyond.

Provide job placement information for program graduates including the number of graduates placed in jobs related to the field of study.

The university maintains contact with graduates through the UAM Alumni Association. In addition, Modern Languages faculty are in contact with graduates through e-mail and social media. A partial list of graduates from the Modern Languages Program is as follows:

- Merrell Miles, working for a religious organization organizing mission trips abroad
- Joshua Bodiford, attending graduate school
- Grace Wellborn, attending graduate school at UT
- April Wright, Teach America Program
- Makayla Burris, working for a hospital in Camden, AR
- Billy Cherry (French, Dr. Francois), attending graduate school

- Krystal Herrington, working in management for an international apparel company in Star City, AR
- Jason Holmes, working for an international tech company, Little Rock, AR
- Ashley Martinez, teaching in SE Arkansas
- Jacob S McCarty, teaching in SE Arkansas
- Tyler Parr, teaching in Texas
- Monica Hall, working for a hospital in LA
- Minerve Jean-Francois, working for the state of Arkansas
- Susan Friend, teaching in SW Arkansas
- Kevin Shelby, teaching in SW Arkansas

Program Effectiveness (strengths, opportunities)

List the strengths of the program.

- Extensive individual attention. The individual attention a student can receive because of small class size is a major strength.
- Course variety. The variety of courses taught--especially upper-level courses--gives the student a well- rounded education, not only in the mechanics of the target language but leaves the student with a broad education on the cultures (politics, history, geography, literature, government, etc.) of the various countries and cultures that speak the studied language(s). The student has ample opportunity to develop critical thinking through cultural comparisons, and because of the small class size the student is able to actively participate in discussions that promote and encourage analytical exercise.
- Participation in the Fulbright Program. The University hosts two Fulbright Teaching Assistants every year. These young and talented assistants not only teach classes but take part in many extra-curricular activities enhancing interaction with our student body. We live in a rural area of the state and our students seldom have the opportunity to learn first-hand about other countries and people. Fulbright TAs open the minds of students.
- Study Abroad. Students have the opportunity to travel abroad (Costa Rica, Cuba) not as tourists but as learners of cultures. Participants live with native families while studying the language, attend lectures by local scholars, and participate in a host of cultural activities planned by the faculty in-charge of the program. The faculty member in-charge of the Study Abroad Program prepares participants for their travel experience prior to departure time, travels with them, and remains with students throughout the entire length of the program to monitor the attendance and progress of each individual participant. Not all universities--especially large ones--give so much individualized attention to their programs.

List the areas of the program most in need of improvement.

- The Language Laboratory needs better equipment. The internet connection is limited to 3 computers and more computers are needed to accommodate the demand. Many sites and programs, including those available through the UAM Library such as “Mango” have limited use because of limited available technology.

List program improvements accomplished over the past two years.

- Expansion of Study Abroad to include Cuba and Japan.
- Addition of Mango and new Rosetta Stone software.
- Application of many new teaching best practices reflecting national trends.

Describe planned program improvements, including a timetable and the estimated costs. Identify program improvement priorities.

- The purchase of 10 new computers for the Language Learning Lab at a total cost of \$8000.

Institutional Review Team

List the names/departments of the self-study committee chair and committee members.

Committee Members

Dr. Lesly Jean Francois

Professor Isabel Bacon

APPENDIX A

Course Syllabi

FREN 1013 FREN I

Office #: MCB 103

T & W 1:40: TO 3:40 PM

(Also available by appointment)

Tel: (Office): 870-460-1889

E-mail: jean-francois@uamont.edu

Technical Support Information:

Blackboard Assistance:

Contact Office of Instructional Technology; phone 870-460-1663; open Monday-Friday, 8 a.m. – 4:30 p.m.

Online Help Desk: <http://www.uamont.edu/pages/resources/academic-computing/>

Email Assistance:

Contact the Office of Information Technology; phone 870-460-1036; open Monday-Friday, 8 a.m. – 4:30 p.m.

Library Services: The computer section in the Library is open during regular Library hours. Go to the Taylor Library website for hours of operation: <http://www.uamont.edu/pages/library/>

UAM Attendance Policy:

Students are expected to attend all required class sessions during the semester. The University does not allow for unexcused absences. Each faculty member will determine his or her individual policies regarding excused absences, except in the case of a University sponsored event. Students involved in University sponsored events should be considered excused unless the proper notifications were not delivered to the instructor according to Policy XV on page 71 of the UAM Faculty Handbook.

Regardless of the reasons for a student missing, a faculty member may determine that the student cannot complete the course requirements or demonstrate the expected student learning outcomes within the timeframe of the course. The faculty member may recommend that the student withdraw, award the student a failing grade (at end of term) or, if warranted, assign the student an Incomplete.

Course-specific Attendance Policy/Participation Requirements:

All students are expected to post comments to the Discussion Board each week, saying “I agree” or similar lack of information is not posting. Your remarks should add to the course discussion.

Academic Alert:

The Academic Alert System is a retention program that puts students in contact with the appropriate campus resources to assist them in meeting their educational goals at UAM. If you are doing poorly in your academic work, are chronically absent from class, are exhibiting disruptive behavior or are having difficulty adjusting to campus life, University faculty, staff or a fellow student may report you to the Office of Academic Affairs through the Academic Alert system.

Students with Disabilities:

It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities free of charges pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall Room 120; phone 870 460-1026; TDD 870 460-1626; Fax 870 460-1926; email: whitingm@uamont.edu. Follow the Instructions of the service advisors carefully, obtain a statement from them no later than the first day of class, and give it to me before the next class meeting.

Course Description and Objectives:

Elementary FREN 1003 (3 Credit Hours). First course in series of courses involving elementary structures in the French language. Emphasis on listening comprehension, pronunciation, basic vocabulary and grammar structures necessary for developing oral proficiency skills. Classroom work is extended and enhanced by carefully coordinated student use of audio and video materials and the exercise book (Cahier d'Exercices) accompanying the textbook. The use of audio & video materials and "Cahier d'Exercices" are encouraged, but not required.

This course is based on a method called the Natural Approach, which is designed to help you learn to speak, read, write, and understand "everyday" French. You will not only learn about the French language, but also about French-speaking people and cultures all over the world (especially in Europe, North and West Africa, Quebec, the Caribbean, and elsewhere). I will explain most of the exercises from your textbook. I expect you to complete all assigned exercises both during class periods and outside of class from your textbook and your "Cahier d'Exercices." I will announce all tests, except pop quizzes.

Prerequisites:

There is no prerequisite for French 1. However, all Students are required to take Elementary French I (FREN 1003) before enrolling in Elementary French II.

Learning Outcomes:

When you complete this course, you will achieve proficiency in four basic language skills:

Listening Compréhension: Recognize basic vocabulary, grammar and phonetic rules to understand French spoken at moderate conversational speed in the context of typical daily activités.

Speaking: Apply basic grammar and phonetic rules to produce simple sentences concerning preferences, basic information, and needs.

Writing: Combine and apply basic grammar principles and learned vocabulary to produce sentences describing activities in controlled situations.

Reading Comprehension: Organize knowledge of basic vocabulary and grammar to translate, interpret and critique simple passages concerning French and Francophone life and culture written in non-technical French.

Course Material

For your success in this class, the following materials are required:

Deux Mondes : A Communicative Approach. Terrell / Rogers / Barnes / Spielman. Latest Edition (McGraw Hill).

Deux Mondes : A Communicative Approach. Cah d'exercices. Ter / Rog / Barn / Spie. Latest Edition (McGraw Hill).

Course Requirements

I expect you to attend class and complete each assigned activity with 48 hours of receiving the specific assignment. Grades will measure your performance on tests, presentations, online lab activities / homework, class participation, and attendance. Requirements are weighted as follows:

Tests (40%):

Your tests will be based on current and previous topics studied in class. They will include quizzes, chapter quizzes, pop-up quiz, and final exam. Below are a few details for your convenience.

Quizzes (10%). There will be three types of quizzes: daily quizzes (mostly on vocabulary) will be given every class period. You will be given in advanced a very short list of words to prepare for the next class meeting.

Chapter quizzes (10%). There will be six chapter quizzes. Each requiring you to answer questions covering issues in the appropriate chapters in the French textbook. There will also be one pop-up quiz for the entire semester. It may be very easy, but the secret to help you doing well in both is attention. The pop-up quiz will be graded under the weight of chapter quizzes.

Final exam (20%). The final exam will each include translation, reading comprehension, grammar questions, and exit dialogues (one at midterm % one at final). I will select questions for the final from our readings, vocabulary lists, and grammar activities in your required textbook.

Lab Assignments (20%):

Note: Multimedia Language Learning Lab:

The French program welcomes and invites all French students to make use of the language lab (FLL). The FLL is located in MCB building Room 312. This lab is operational and ready to accommodate foreign language students who seek to improve their performance. Resource materials and equipment available in the Language Learning Lab are specified below. The titles are listed under specific language headings.

Videos

DVDs

Dictionaries

PCs with Internet access

Software, such as Rosetta Stone, Deux Mondes: A Communicative Approach, and Quia (website)

Web site, Dr. Pimsleur, etc.

TV/VCRs with listening stations for up to 6 students

DVD players

CD Players and portable cassette players

Note that all students taking French 1 are REQUIRED to complete online lab assignments. Lab assignments may be completed at the FLL, the university library, and/or online at home.

Oral Presentations (10%):

Presentation activities contain three significant goals, which focus on communication: interpersonal, interpretive, and presentational communication. These activities will give you more confidence in your ability to use your skills in the wider global community. In view of that, there will be four types of presentation at the beginner level:

Reading aloud two of your personal writing (favorite foods, clothing, for instance)

Performing two dialogues with classmate/s of your choice

Performing one play in French (for extra points: optional)

Exit conversation/interview. I will provide a study guide to help you exactly what I will ask you in the oral performance.

Class Participation and Attendance (20%):

I expect you to participate in all class activities, including exercises and discussions. I also expect you to read aloud and translate orally selected French passages from your textbook. Extra credit may be added to the final grade percentile for GOOD attitude toward the learning process.

I will take attendance to familiarize myself with your names. But I feel that you should be responsible for attending class and realize the consequences of failing to do so. Missing lectures or online discussions can be costly to one's performance on exams. Failure to complete a "quiz" will result in an "F" for that quiz in addition to the missing attendance and participation grade.

Homework (10%):

Homework is due at the beginning of the next class meeting. Homework turned in after that time will result in a grade drop of 5% for every class day late, including that homework submitted on the due date after class has ended or the exact scheduled time in case of an online class.

Classroom Policies:

Attentiveness in class pays off on exams. It is your choice, however, if you choose not to be attentive. But, in case of an on-site class, the reading of materials during class (e.g., newspapers) or other distracting behavior during class will not be permitted. Lateness to class disrupts the activities and is never appreciated by either the instructor or your fellow students. It is critical to be on time on a "quiz" day as a late arrival will give you less time to complete the quiz. Specifically, you should never exhibit the following conducts in the classroom:

Using electronic sounds (e.g., cassette, CD, & DVD players, or iPod, camera or camcorder, laptop (unless operated for a class activity or a presentation with the Instructor permission).

Using cell phones to call or receive calls (you are expected to wait until the instructor has released the class to call or receive calls).

Drawing during lecture periods (Class time is expected to be spent in class work only).

Substituting homework (or other work) for class work during class periods.

Talking with friends during lecture periods.

Students who violate any of these policies will be subjected to Disciplinary Actions for Violations of Codes of Conduct stipulated in pages 50-53 of the UAM Student Handbook, 2008-2009.

Attendance:

Absences for which a medical or court excuse is provided (professional letterhead required) will be recorded but not figured in the attendance grade. Likewise, one absence for which advance notice is given by phone or in person will not be figured in the attendance grade. Any significant tardy or early

departure from class will be figured as a half absence. Remember: The instructor, Dr. Jean-Francois, will not drop any student in order to help escaping a low grade; it is the student responsibility to do so.

Student conduct statement:

Students at the University of Arkansas at Monticello are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. The student must not conduct him/herself in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.

Academic Dishonesty:

Work on papers, quizzes, and exams must be totally on your own! You are responsible to know the elements of academic dishonesty as set forth in the UAM Student Handbook. A few examples are cheating, collusion, duplicity, and plagiarism:

Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:

Copying from another student's paper;

Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;

Collaboration with another student during the examination;

Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;

Substituting for another person during an examination or allowing such substitutions for oneself;

Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted.

Duplicity: Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.

Plagiarism: Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.

For any instance of academic dishonesty that is discovered by the instructor, whether the dishonesty is found to be cheating, collusion, duplicity, or plagiarism, the result for the student(s) involved will be a zero (0) for the cheated work/activity.

Final "I" grades:

Your recorded grades will be available for your review at any convenient time. Final "I" grades will be given only in very rare and exceptional cases. An "I" will never be given simply to replace a grade that you would prefer not to receive.

Course Outline & Exams for 8-week online French 1 class:

FREN 2203 Intermediate I
UNIVERSITY OF ARKANSAS AT MONTICELLO
Course Syllabus, Spring 2016
Dr. Lesly Jean-François
FREN 2203-80 INTERMEDIATE I
TuTh 9:40AM - 11:00AM
MCB 114
Office Hours: M-F 1:00-3:00 pm
Office #: MCB 103
Tel: (Office): 870-460-1889
E-mail: jean-francois@uamont.edu
(Also available by appointment)

Prerequisites:

All Students are required to take Elementary French II before enrolling in Intermediate 1.

Course Description:

Intermediate 1 is a Three-Hour-Lecture course, which continues French 102. It is a beginning course designed for students who have completed two semesters of French. It places strong emphasis on listening comprehension, pronunciation, basic vocabulary and grammar structures necessary for developing oral proficiency skills. I will rapidly review the basic French structures and introduce some of the advanced points of French grammar. Classroom work is extended and enhanced by carefully coordinated student use of oral, comprehension and pronunciation exercises.

Learning Outcomes:

When you complete this course, you will achieve proficiency in four basic language skills:

Listening Comprehension: Recognize basic vocabulary, grammar and phonetic rules to understand French spoken at moderate conversational speed in the context of typical daily activities.

Speaking: Apply basic grammar and phonetic rules to produce simple sentences concerning preferences, basic information, and needs.

Writing: Combine and apply basic grammar principles and learned vocabulary to produce sentences describing activities in controlled situations.

Reading Comprehension: Organize knowledge of basic vocabulary and grammar to translate, interpret and critique simple passages concerning French and Francophone life and culture written in non-technical French.

Course Material:

For your success in this class, the following materials are required:

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Deux Mondes: A Communicative Approach. Cah d'exercices. Ter / Rog / Barn / Spie. Latest Edition (McGraw Hill).

Technical Support Information:

Blackboard Assistance:

Contact Office of Instructional Technology; phone 870-460-1663; open Monday-Friday, 8 a.m. – 4:30 p.m.

Online Help Desk: <http://www.uamont.edu/pages/resources/academic-computing/>

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Library Services: The computer section in the Library is open during regular Library hours. Click here to see when the Taylor Library is open: <http://www.uamont.edu/pages/library/>

The Student Handbook for Distance Education is available at the following link:

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Minimum Technology Requirements:

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UAM Attendance Policy:

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Regardless of the reasons for a student missing, a faculty member may determine that the student cannot complete the course requirements or demonstrate the expected student learning outcomes within the timeframe of the course. The faculty member may recommend that the student withdraw, award the student a failing grade (at end of term) or, if warranted, assign the student an Incomplete.

Course-specific Attendance Policy/Participation Requirements:

Absences will be recorded for administrative commitments. Daily Participation is on 15% of the final grade. Students will show their participations and attendance by responding to all correspondences in a timely manner and by turning their assignments on time. Any correspondence (emails, charts, request for communication, etc.) not responded to in 24 hours will be considered as an unexcused absence and therefore a lack of participation. The student involved in this misconduct should receive a zero for daily participation.

Academic Alert:

The Academic Alert System is a retention program that puts students in contact with the appropriate campus resources to assist them in meeting their educational goals at UAM. If you are doing poorly in your academic work, are chronically absent from class, are exhibiting disruptive behavior or are having difficulty adjusting to campus life, University faculty, staff or a fellow student may report you to the Office of Academic Affairs through the Academic Alert system.

Academic Resources:

The Center for Writing and Communication

Memorial Classroom Building, Room 113, (870) 460-1378

Home Page: <http://www.uamont.edu/pages/school-of-arts-humanities/writing-center/>

Mailing Address: P. O. Box 3460, Monticello, AR 71656

The Center for Writing and Communication (CWC) is a free service to University of Arkansas at Monticello students. The CWC is staffed by UAM undergraduates who have received special training in peer writing tutoring. The CWC can assist writers of any level or major, on assignments from all disciplines and genres, and at all stages of the writing process. Consultants can work with writers face to face or online, and a typical session with a consultant lasts thirty to sixty minutes. To have the best session possible, students seeking help should bring all materials, including the course syllabus, assignment sheets, and any drafts previously completed. The CWC also has a suite of laptops and computers for students working on writing projects and a resource library of up-to-date citation guides, grammar handbooks, and guides for writing in many disciplines and majors.

University Tutoring center

Harris Hall, (870) 460-1454

Any student who desires to be successful in his/her general education classes can receive assistance through tutoring services available on the 2nd floor of Harris Hall. Please watch for emails from Laura Hughes detailing this semester's tutoring availability.

Math Tutorial Lab

Math and Science Center, 870-460-1016

Free one-on-one tutoring is available for any mathematics class. Help with ALEKS, WebAssign, and MyMathLab is available. Math tutoring is located in the A-Wing of the Science Center.

Student Handbook

The Student Handbook contains information about the services UAM provides as well as community standards and University policies. You are encouraged to become well acquainted with the guidelines published in the handbook, as it will direct you during your tenure at UAM.

The Student Handbook is located at the following link:

<http://uam-web2.uamont.edu/pdfs/student%20handbook.pdf>

University Behavior Intervention Team

If you have an immediate concern about the behavior or safety of a student at UAM, help by making a referral to the University Behavior Intervention Team (UBIT). UBIT's purpose is to promote a safe and productive learning, living, and working environment by addressing the needs of students, faculty, and staff. If you or a classmate are in need of help, please submit a concern at https://publicdocs.maxient.com/reportingform.php?UnivofArkansasMonticello&layout_id=10 or call 870-460-1454. In case of emergency please call 911.

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Any student who desires to be successful in his/her general education classes can receive assistance through tutoring services available on the 2nd floor of Harris Hall. Please watch for emails from Laura Hughes detailing this semester's tutoring availability.

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Students with Disabilities:

It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall Room 120; phone 870 460-1026; TDD 870 460-1626; Fax 870 460-1926; email: whitingm@uamont.edu.

Emergency or Interruption in Computer Service Policy:

Please prepare for unexpected problems and emergencies. Understand that problems and glitches do occur in online learning as they do in any learning environment. Have a back-up plan such as using the computers at a local library for submitting assignments in case your computer crashes or your service is interrupted.

Hybrid Course Information:

This course is not a hybrid course. No classroom meetings are necessary. If you have any concerns regarding the handling of this online-only course, please let me know as soon as possible.

Course Requirements:

I expect you to attend class and complete all assigned activities. Grades will measure your performance on tests (60%), presentations (10%), online activities (10%), class participation (extra credits: additional 2.5%), attendance (10%), and homework (10%). Requirements are weighted as follows:

Tests (60%)

Tests will include: quizzes (20%), mid-term exam (20%), and final exam (20%). There will be three types of quizzes: vocabulary quizzes, pop-up quizzes, and chapter quizzes. The grade average for all quizzes is 20% of the final grade average. I will average them all to arrive at your final quiz grade (20%).

Vocabulary quizzes: Vocabulary quizzes will be given almost every class period. You will be given a very short list of words to prepare for the next class meeting.

Pop-up quizzes: There will be two pop-up quizzes for the entire semester. They may be very easy, but the secret to help you doing well in both is attention.

Chapter quizzes: There will be six chapter quizzes. Each chapter quiz will be requiring you to answer questions covering issues in the appropriate chapters in the French textbook.

Mid-term exam and final exam: There will be a mid-term exam and final exam. The mid-term exam (20%) and the final exam (20%) will each include translation, reading comprehension, and grammar questions. I will select questions from our readings, vocabulary lists, and grammar activities in the required textbook.

Presentations (10%):

Presentation activities contain three significant goals, which focus on communication: interpersonal, interpretive, and presentational communication. These activities will give you more confidence in your ability to use your skills in the wider global community. There will be four types of presentation at the intermediate level:

Reading aloud two of your personal writing (favorite foods, clothing, for instance)

Performing two dialogues with classmate/s of your choice

Performing one play in French (for extra points: optional)

Conversation with teacher

Online French Activities (10%):

Participation is encouraged. In addition to giving formal grade for online activities, I will give extra credit only to those of you who regularly participate.

Class Participation (extra credit):

I expect you to participate in all class activities, including exercises and discussions. You are also expected to read aloud and translate orally selected French passages. Extra credit (2.5%) will be given for regular participants.

Attendance (10%):

I class participation and attendance very seriously. I expect you to participate in all class activities, including exercises and discussions. I expect you to read aloud and translate orally selected French passages from your textbook. Extra credit may be added to the final grade percentile for great attitudes.

Absence is a very serious violation. Failure to be in class on a "quiz" day will result in an "F" for that quiz in addition to an "F" for attendance and participation. Any unreturned electronic communication (on email, blackboard...) for 48 hours will also be graded as "F" for attendance and participation.

Homework (10%):

Homework is due at the beginning of the next class meeting. Homework turned in after that time will result in a grade drop of 5% for every class day late, including those homework submitted on the due date after class has ended.

Classroom Policies:

Attentiveness in class pays off on exams. It is your choice, however, if you choose not to be attentive; but the reading of materials during class (e.g., newspapers) or other distracting behavior during class will not be permitted. Lateness to class disrupts the activities and is never appreciated by either the instructor or your fellow students. It is critical to be on time on a "quiz" day as a late arrival will give you less time to complete the quiz. Specifically, you should never exhibit the following conducts in the classroom:

Using electronic sounds (e.g., cassette, CD, & DVD players, or iPod, camera or camcorder, laptop (unless operated for a class activity or a presentation with the Instructor permission). Using cell phones to call or receive calls (you are expected to wait until the instructor has released the class to call or receive calls).

Drawing during lecture periods (Class time is expected to be spent in class work only).

Substituting homework (or other work) for class work during class periods.

Talking with friends during lecture periods.

Attendance:

I take class participation very seriously. I expect you to participate in all class activities, including exercises and discussions. I expect you to read aloud and translate orally selected French passages from your textbook. Extra credit may be added to the final grade percentile for great attitudes.

Absence is a very serious violation. Failure to be in class on a “quiz” day will result in an “F” for that quiz in addition to an “F” for attendance and participation. Any unreturned electronic communication (on email, blackboard...) for 48 hours will also be graded as “F” for attendance and participation.

Feedback Schedule:

Most often, a student can expect a response to email within 24 hours Monday through Friday. Please note that no emails will be answered after 9 p.m. on Sunday to Thursday and after 6 pm on Friday and Saturday until the following Monday.

Method of Delivering Assignments:

Please submit all works as a document sent to Blackboard. Use Times New Roman, 12 point font with 1” side margins. All submissions should be titled with your last and first name and course title (e.g., Smith, Joe EDUC2225). Be sure to have anti-virus software installed on your computer and update it regularly.

Work Required:**Academic Engagement:**

- Attend class
- Take quizzes and exams

Preparation:

- Read required materials for class
- Prepare papers, projects and other assignments
- Review notes and study for test

Please note: by the University policy, students’ overall total Obligation for a 3-credit course per semester is at least 135 hours.

Examples of discussion questions:

When working in group, students are required to frame provocative / discussion questions. Below are a few examples of discussion questions:

1. If you could re-live a day of your life again, which would it be and why?
2. If you could be the parent of one famous person, who would you want it to be and why?
3. What was the last thing you regret buying?

Grade Assignment:**Grading Scale:**

- A= 90—100
- B= 80 — 89
- C= 70 — 79
- D= 60 — 69
- F= 59 and below

Student Conduct Statement:

Students at the University of Arkansas at Monticello are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. The student must not conduct him/herself in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.

Academic Dishonesty:

Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:

Copying from another student's paper;

Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;

Collaboration with another student during the examination;

Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;

Substituting for another person during an examination or allowing such substitutions for oneself.

Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted.

Duplicity: Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.

Plagiarism: Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.

Final "I" grades:

Your recorded grades will be available for your review at any convenient time. Final "I" grades will be given only in very rare and exceptional cases. An "I" will never be given simply to replace a grade that you would prefer not to receive.

Course Outline/Calendar Spring 2016:

WEEK 1

PRETEST

Chapitre 1 : Les études et la vie professionnelle

Vocabulary test on Chapitre 1

Listening test on Chapitre 1

Grammar test on Chapitre 1

WEEK 2

Chapitre 2 : La famille et les moments importants de la vie: Structure pour communiquer

Vocabulary test on Chapitre 1

Listening test on Chapitre 1

Grammar test on Chapitre 1

WEEK 3

Chapitre 3 : la sphère publique et la sphère privée : Structure pour communiquer Vocabulary test on Chapitre 3

Listening test on Chapitre 3

Grammar test on Chapitre 3

WEEK 4

Chapitre 4 : Des activités pour s'amuser

Vocabulary test on Chapitre 4

Listening test on Chapitre 4

Grammar test on Chapitre 4

WEEK 5

Chapitre 5 : Des histoires personnelles et l'histoire collective

Vocabulary test on Chapitre 5

Listening test on Chapitre 5

Grammar test on Chapitre 5

WEEK 6

Chapitre 6 : Pourquoi et comment voyager : Vocabulaire and Structure pour communiquer

Vocabulary test on Chapitre 6

Listening test on Chapitre 6

Grammar test on Chapitre 6

WEEK 7

PRETEST AND REVIEW

WEEK 8

FINAL: TBA

FREN 2213 Intermediate II

UNIVERSITY OF ARKANSAS AT MONTICELLO

Course Syllabus, Spring 2016

Dr. Lesly Jean-François

FREN 2203-80 INTERMEDIATE II

TuTh 9:40 - 11:00AM

MCB 114

Office Hours: M-F 1:00-3:00 pm

Office #: MCB 103

Tel: (Office): 870-460-1889

E-mail: jean-francois@uamont.edu

(Also available by appointment)

Prerequisites:

All Students are required to take Elementary Intermediate I before enrolling in Intermediate II.

Course Description:

Intermediate II is a beginning course designed for students who have completed three semesters of French. It places strong emphasis on listening comprehension, pronunciation, basic vocabulary and grammar structures necessary for developing oral proficiency skills. I will rapidly review the basic French intermediate I structures and introduce some of the advanced rules of French grammar and stylistics. Classroom work is extended and enhanced by carefully coordinated student use of oral, comprehension and pronunciation exercises.

Learning Outcomes:

When you complete this course, you will achieve proficiency in four basic language skills:

Listening Comprehension: Recognize basic vocabulary, grammar and phonetic rules to understand French spoken at moderate conversational speed in the context of typical daily activities.

Speaking: Apply basic grammar and phonetic rules to produce simple sentences concerning preferences, basic information, and needs.

Writing: Combine and apply basic grammar principles and learned vocabulary to produce sentences describing activities in controlled situations.

Reading Comprehension: Organize knowledge of basic vocabulary and grammar to translate, interpret and critique simple passages concerning French and Francophone life and culture written in non-technical French.

Course Material:

For your success in this class, the following material is required:

**Entre Amis (World Languages) 6th Edition
by Michael Oates and Larbi Oukada (Author)**

Technical Support Information:

Blackboard Assistance:

Contact Office of Instructional Technology; phone 870-460-1663; open Monday-Friday, 8 a.m. – 4:30 p.m.

Online Help Desk: <http://www.uamont.edu/pages/resources/academic-computing/>

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Course-specific Attendance Policy/Participation Requirements:

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Academic Alert:

The Academic Alert System is a retention program that puts students in contact with the appropriate campus resources to assist them in meeting their educational goals at UAM. If you are doing poorly in your academic work, are chronically absent from class, are exhibiting disruptive behavior or are having difficulty

adjusting to campus life, University faculty, staff or a fellow student may report you to the Office of Academic Affairs through the Academic Alert system.

Academic Resources:

The Center for Writing and Communication

Memorial Classroom Building, Room 113, (870) 460-1378

Home Page: <http://www.uamont.edu/pages/school-of-arts-humanities/writing-center/>

Mailing Address: P. O. Box 3460, Monticello, AR 71656

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Free one-on-one tutoring is available for any mathematics class. Help with ALEKS, WebAssign, and MyMathLab is available. Math tutoring is located in the A-Wing of the Science Center.

Student Handbook

The Student Handbook contains information about the services UAM provides as well as community standards and University policies. You are encouraged to become well acquainted with the guidelines published in the handbook, as it will direct you during your tenure at UAM.

The Student Handbook is located at the following link:

<http://uam-web2.uamont.edu/pdfs/student%20handbook.pdf>

University Behavior Intervention Team

If you have an immediate concern about the behavior or safety of a student at UAM, help by making a referral to the University Behavior Intervention Team (UBIT). UBIT's purpose is to promote a safe and productive learning, living, and working environment by addressing the needs of students, faculty, and staff. If you or a classmate are in need of help, please submit a concern at

https://publicdocs.maxient.com/reportingform.php?UnivofArkansasMonticello&layout_id=10 or call 870-460-1454. In case of emergency please call 911.

University Tutoring center

Harris Hall, (870) 460-1454

Any student who desires to be successful in his/her general education classes can receive assistance through tutoring services available on the 2nd floor of Harris Hall. Please watch for emails from Laura Hughes detailing this semester's tutoring availability.

Math Tutorial Lab

Math and Science Center, 870-460-1016

Free one-on-one tutoring is available for any mathematics class. Help with ALEKS, WebAssign, and MyMathLab is available. Math tutoring is located in the A-Wing of the Science Center.

Student Handbook

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https://publicdocs.maxient.com/reportingform.php?UnivofArkansasMonticello&layout_id=10 or call 870-460-1454. In case of emergency please call 911.

Students with Disabilities:

It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall Room 120; phone 870 460-1026; TDD 870 460-1626; Fax 870 460-1926; email: whitingm@uamont.edu.

Emergency or Interruption in Computer Service Policy:

Please prepare for unexpected problems and emergencies. Understand that problems and glitches do occur in online learning as they do in any learning environment. Have a back-up plan such as using the computers at a local library for submitting assignments in case your computer crashes or your service is interrupted.

Hybrid Course Information:

This course is not a hybrid course. No classroom meetings are necessary. If you have any concerns regarding the handling of this online-only course, please let me know as soon as possible.

Course Requirements:

I expect you to attend class and complete all assigned activities. Grades will measure your performance on tests (60%), presentations (10%), online activities (10%), class participation (extra credits: additional 2.5%), attendance (10%), and homework (10%). Requirements are weighted as follows:

Tests (60%)

Tests will include: quizzes (20%), mid-term exam (20%), and final exam (20%). There will be three types of quizzes: vocabulary quizzes, pop-up quizzes, and chapter quizzes. The grade average for all quizzes is 20% of the final grade average. I will average them all to arrive at your final quiz grade (20%).

Vocabulary quizzes: Vocabulary quizzes will be given almost every class period. You will be given a very short list of words to prepare for the next class meeting.

Pop-up quizzes: There will be two pop-up quizzes for the entire semester. They may be very easy, but the secret to help you doing well in both is attention.

Chapter quizzes: There will be six chapter quizzes. Each chapter quiz will be requiring you to answer questions covering issues in the appropriate chapters in the French textbook.

Mid-term exam and final exam: There will be a mid-term exam and final exam. The mid-term exam (20%) and the final exam (20%) will each include translation, reading comprehension, and grammar questions. I will select questions from our readings, vocabulary lists, and grammar activities in the required textbook.

Presentations (10%):

Presentation activities contain three significant goals, which focus on communication: interpersonal, interpretive, and presentational communication. These activities will give you more confidence in your ability to use your skills in the wider global community. There will be four types of presentation at the intermediate level:

Reading aloud two of your personal writing (favorite foods, clothing, for instance)

Performing two dialogues with classmate/s of your choice

Performing one play in French (for extra points: optional)

Conversation with teacher

Online French Activities (10%):

Participation is encouraged. In addition to giving formal grade for online activities, I will give extra credit only to those of you who regularly participate.

Class Participation (extra credit):

I expect you to participate in all class activities, including exercises and discussions. You are also expected to read aloud and translate orally selected French passages. Extra credit (2.5%) will be given for regular participants.

Attendance (10%):

I class participation and attendance very seriously. I expect you to participate in all class activities, including exercises and discussions. I expect you to read aloud and translate orally selected French passages from your textbook. Extra credit may be added to the final grade percentile for great attitudes.

Absence is a very serious violation. Failure to be in class on a "quiz" day will result in an "F" for that quiz in addition to an "F" for attendance and participation. Any unreturned electronic communication (on email, blackboard...) for 48 hours will also be graded as "F" for attendance and participation.

Homework (10%):

Homework is due at the beginning of the next class meeting. Homework turned in after that time will result in a grade drop of 5% for every class day late, including those homework submitted on the due date after class has ended.

Classroom Policies:

Attentiveness in class pays off on exams. It is your choice, however, if you choose not to be attentive; but the reading of materials during class (e.g., newspapers) or other distracting behavior during class will not be permitted. Lateness to class disrupts the activities and is never appreciated by either the instructor or your fellow students. It is critical to be on time on a "quiz" day as a late arrival will give you less time to complete the quiz. Specifically, you should never exhibit the following conducts in the classroom:

Using electronic sounds (e.g., cassette, CD, & DVD players, or iPod, camera or camcorder, laptop (unless operated for a class activity or a presentation with the Instructor permission). Using cell phones to call or receive calls (you are expected to wait until the instructor has released the class to call or receive calls).

Drawing during lecture periods (Class time is expected to be spent in class work only).

Substituting homework (or other work) for class work during class periods.

Talking with friends during lecture periods.

Attendance:

I take class participation very seriously. I expect you to participate in all class activities, including exercises and discussions. I expect you to read aloud and translate orally selected French passages from your textbook. Extra credit may be added to the final grade percentile for great attitudes.

Absence is a very serious violation. Failure to be in class on a "quiz" day will result in an "F" for that quiz in addition to an "F" for attendance and participation. Any unreturned electronic communication (on email, blackboard...) for 48 hours will also be graded as "F" for attendance and participation.

Feedback Schedule:

Most often, a student can expect a response to email within 24 hours Monday through Friday. Please note that no emails or will be answered after 9 p.m. on Sunday to Thursday and after 6 pm on Friday and Saturday until the following Monday.

Method of Delivering Assignments:

Please submit all works as a document sent to Blackboard. Use Times New Roman, 12 point font with 1" side margins. All submissions should be titled with your last and first name and course title (e.g., Smith, Joe EDUC2225). Be sure to have anti-virus software installed on your computer and update it regularly.

Work Required:

Academic Engagement:

- Attend class
- Take quizzes and exams

Preparation:

- Read required materials for class
- Prepare papers, projects and other assignments
- Review notes and study for test

Please note: by the University policy, students' overall total Obligation for a 3-credit course per semester is at least 135 hours.

Examples of discussion questions:

When working in group, students are required to frame provocative / discussion questions. Below are a few examples of discussion questions:

1. If you could re-live a day of your life again, which would it be and why?
2. If you could be the parent of one famous person, who would you want it to be and why?
3. What was the last thing you regret buying?

Grade Assignment:

Grading Scale:

A= 90—100

B= 80 — 89

C= 70 — 79

D= 60 — 69

F= 59 and below

Student Conduct Statement:

Students at the University of Arkansas at Monticello are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. The student must not conduct him/herself in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.

Academic Dishonesty:

Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:

Copying from another student's paper;

Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;

Collaboration with another student during the examination;

Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;

Substituting for another person during an examination or allowing such substitutions for oneself.

Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted.

Duplicity: Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.

Plagiarism: Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.

Final "I" grades:

Your recorded grades will be available for your review at any convenient time. Final "I" grades will be given only in very rare and exceptional cases. An "I" will never be given simply to replace a grade that you would prefer not to receive.

Course Outline/Calendar Spring 2016:

WEEK 1: PRETEST Chapitre 7

WEEK 2: Chapter 8 & 9

WEEK 3: Chapter 10 & 11

WEEK 4 : Chapter 12& 13

WEEK 5: Chapter 14 & 15

WEEK 6: PRETEST AND REVIEW

WEEK 7: REVIEW

WEEK 8: FINAL

FREN 3223 Intermediate Reading

Course Syllabus (fall 2011)

Intermediate Reading

T H 09: 40 - 11:00 am

Tel: (Office): 870-460-1889

MCB: 218, Seminar room

E-mail: Jean-francois@uamont.edu

Students with Disabilities:

It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities free of charges pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall Room 120; phone 870 460-1026; TDD 870 460-1626; Fax 870 460-1926; email: whitingm@uamont.edu. Follow the Instructions of the service advisors carefully, obtain a statement from them no later than the first day of class, and give it to me before the next class meeting.

Prerequisites:

Intermediate 1

Course Description

Students in Intermediate Reading & Conversation will continue the basic knowledge acquired in French 102 and Intermediate 1. These two courses are not designed for students who have not completed two semesters of French. Students should complete at least French 2 before enrolling in Intermediate Reading or Intermediate Conversation. These courses place strong emphasis developing reading and oral skills. I will begin with a speedy review of the basic French structures and grammar rules. Classroom work will be extended and enhanced by carefully coordinated student use of oral and written communication in their class presentations.

Course Objectives

At the end of the semester, students will be able to:

- 1. Make use of basic grammar and phonetic rules to share information about your life—your interests, your family, your tastes, and your plans.**
- 2. Utilize basic grammar principles and learned vocabulary to produce correct sentences.**
- 3. Combine and apply knowledge of basic vocabulary and grammar to translate, interpret and critique simple passages concerning French and Francophone life and culture written in non-advanced French.**

Course Material

Vagabondages littéraires: Initiation à la littérature d'expression française by Scott Carpenter, Françoise Denis, Cheick M. Chérif Keïta, Marie-Christine Massé, Éva Pósfay, Dana Strand, Cathy Yandell. Dictionnaire, Larousse de Poche, 501 French & English Verbs. Larousse. Montparnasse. Paris. (2005)

Course Requirements

I expect you to attend class and complete all assigned activities. Grades will measure your performance on tests (60%), presentations (10%), online activities (10%), class participation (extra credits: additional 2.5%), attendance (10%), and homework (10%). Requirements are weighted as follows:

Tests (60%)

All tests will relate to current and previous topics. Tests will include: quizzes (20%), mid-term exam (20%), and final exam (20%). There will be three types of quizzes: vocabulary quizzes, pop-up quizzes, and chapter quizzes. The grade average for all quizzes is 20% of the final grade average. I will average them all to arrive at your final quiz grade (20%).

Vocabulary quizzes: Vocabulary quizzes will be given almost every class period. You will be given a very short list of words to prepare for the next class meeting.

Pop-up quizzes: There will be two pop-up quizzes for the entire semester. They may be very easy, but the secret to help you doing well in both is attention.

Chapter quizzes: There will be four chapter quizzes. Each requiring you to answer questions covering issues in the appropriate chapters in the French textbook.

Mid-term exam and final exam: There will be a mid-term exam and final exam. The mid-term exam (20%) and the final exam (20%) will each include translation, reading comprehension, and grammar questions. I will select questions from our readings, vocabulary lists, and grammar activities in the required textbook.

Presentations (10%)

Presentation activities contain three significant goals, which focus on communication: interpersonal, interpretive, and presentational communication. These activities will give you more confidence in your ability to use your skills in the wider global community. There will be four types of presentation at the intermediate level:

Reading aloud two of your personal writing (favorite foods, clothing, for instance)

Performing two dialogues with classmate/s of your choice

Performing one play in French (for extra points: optional)

Exit conversation

Online French Activities (10%)

On designated days, we will do online activities. Participation is encouraged. In addition to giving formal grade for online activities, I will give extra credit only to those of you who regularly participate.

Class Participation (extra credit)

I expect you to participate in all class activities, including exercises and discussions. You are also expected to read aloud and translate orally selected French passages from the textbook. Extra credit (2.5%) will be added to the final grade percentile of regular participants.

Attendance (10%)

I will take attendance to familiarize myself with your names. But I feel that you should be responsible for attending class and realize the consequences of failing to do so. Missing lectures can be costly to one's performance on exams. Failure to be in class on a "quiz" day will result in an "F" for that quiz.

Homework (10%)

Homework is due at the beginning of the next class meeting. Homework turned in after that time will result in a grade drop of 5% for every class day late, including those homework submitted on the due date after class has ended.

Classroom Policies

Attentiveness in class pays off on exams. It is your choice, however, if you choose not to be attentive; but the reading of materials during class (e.g., newspapers) or other distracting behavior during class will not be permitted. Lateness to class disrupts the activities and is never appreciated by either the instructor or your fellow students. It is critical to be on time on a "quiz" day as a late arrival will give you less time to complete the quiz. Specifically, you should never exhibit the following conducts in the classroom:

Using electronic sounds (e.g., cassette, CD, & DVD players, or iPod, camera or camcorder, laptop (unless operated for a class activity or a presentation with the Instructor permission). Using cell phones to call or receive calls (you are expected to wait until the instructor has released the class to call or receive calls).

Drawing during lecture periods (Class time is expected to be spent in class work only).

Substituting homework (or other work) for class work during class periods.

Talking with friends during lecture periods.

Attendance

Absences for which a medical or court excuse is provided (professional letterhead required) will be recorded but not figured in the attendance grade. Likewise, one absence for which advance notice is given by phone or in person will not be figured in the attendance grade. Any significant tardy or early departure from class will be figured as a half absence.

Attendance Grades

1. No absences (100%)
2. One absence (90%)
3. Two absences (70%)
4. Three absences (50%)
5. Four absences (30%)

Academic Dishonesty

You are responsible to know the elements of academic dishonesty, plagiarism, cheating, etc., as set forth in the AUM Student Handbook. Work on papers, quizzes, and exams must be totally on your own!

Final "I" grades

Your recorded grades will be available for your review at any convenient time. Final "I" grades will be given only in very rare and exceptional cases. An "I" will never be given simply to replace a grade that you would prefer not to receive.

FREN 3403 Intermediate Conversation

COURSE SYLLABUS

Intermediate conversation

FREN 3403 (SUMMER 2008)

Dr Jean-François, Lesly

Time: 11:10am 12:30pm

Office Hours: 9:30-10:30 am & 1:00-2:00 pm (Also, available by appointment)

Tel: (Office): 870-460-1889

E-mail: jean-francois@uamont.edu

Students with Disabilities

Students with disabilities who need academic accommodations should contact Special Student Services (Harris Hall, 1st floor. Ph: 870-460-1026-TDD: 870-460-1626) to request accommodations, follow the Instructions of the service advisors carefully, obtain a statement from them no later than the first day of class, and talk to me before the next class meeting.

Course Description

Intermediate 1 and 2 are both Three-Hour-Lecture courses, which continue French 102. They are designed for students who normally have completed two or three semesters of French. These courses review the basic French structures and introduce some of the advanced points of French grammar and reading features. Classroom work is extended and enhanced by carefully coordinated student use of oral, comprehension and pronunciation exercises.

Course Objectives

When you complete this course, you will be able to:

Combine basic grammar principles and learned vocabulary to explain French thoughts.

Utilize grammar principles and fairly complex vocabulary to share information about your life—your interests, your family, your tastes, and your plans.

Utilize grammar principles and complex vocabulary to produce sentences.

Apply knowledge of complex vocabulary and grammar to interpret and critique passages concerning French and Francophone life and culture.

Course Materials

Intermediate Conversation French I

FREN 3403

L'Express : Perspectives Françaises by Ross Steele - Aug 1998

Dictionnaire, Larousse de Poche, 501 French & English Verbs. Larousse. Montparnasse. Paris. (2005)

Course Requirements

I expect you to attend meetings and complete all assigned activities. Grades will measure your performance on tests (60%), presentations (20%), research assignments (10%), and attendance (10%). Requirements are weighted as follows:

Attendance

ATTENDANCE FOR EACH SCHEDULED MEETING IS REQUIRED. Absences for which a medical or court excuse is provided (professional letterhead required) will be recorded but not figured in the attendance grade. Likewise, one absence for which advance notice is given by phone or in person will not be figured in the attendance grade. Any significant tardy or early departure from class will be figured as a half absence. Ten points will be deducted for each unexcused absence.

Attendance Grades:

1. No absences 10
2. One absence 5
3. Two absences 0

NOTE: If you accumulate more than three absences, you may be administratively removed from this class with a grade of "W" or "F".

Academic Dishonesty

You are responsible to know the elements of academic dishonesty, plagiarism, cheating, etc., as set forth in the AUM Student Handbook. Work on papers, quizzes, and exams must be totally on your own! The penalty for violating the UAM Academic Conduct Code in this class is an F for the paper, quiz, or exam in which the violation occurs.

Final "I" grades

Your recorded grades will be available for your review at any convenient time. Final "I" grades will be given only in very rare and exceptional cases. An "I" will never be given simply to replace a grade that you would prefer not to receive.

Course Grading System (Percentiles)

Average of Quizzes:	20%
Mid-Term Exam:	20%
Final exam:	20%
Presentation:	20%
Attendance:	10%
Homework:	05%
Online games:	05%
Total:	80% + 10% + 10% =100%

EXCELLENT PARTICIPATION: EXTRA CREDIT (2.5%)

Note: Course Outline will be discussed at our first meeting (see location above)

FREN 3413 French and Francophone Civilization and Culture

DR. LESLY JEAN-FRANCOIS

Course Syllabus for

SUMMER 2015

MODL 19V-01 French civilization

MEET ON APPOINTMENT

Tel: (Office): 460-1889

E-mail : Jean-francois@uamont.edu

Students with Disabilities

The University provides “various supports services for students with disabilities free of charges”¹. Students with disabilities who need academic accommodations should contact Special Student Services (Harris Hall, 1st floor. Ph: 870-460-1026-TDD: 870-460-1626) to request accommodations, follow the Instructions of the service advisors carefully, obtain a statement from them no later than the first day of class, and give it to me before the next class meeting.

Course Description

French Civilization and Culture is on 6-credits-hours. Its primary objective is twofold: to gain an overview of the history of France and its people and to become familiar with aspects of French society, culture, arts, geography and issues facing those living in France today. Through in-depth researches and other cultural encounters, students enrolled in this class will be able to cultivate their cultural awareness and learn to be more knowledgeable and sensitive citizens of the global community.

Course Specific Objectives

Specifically, at the end of this class, each student will be able to:

Identify interrelationships between historical events and artistic, literary, philosophical, religious, and scientific works and movements;

Identify historical developments and cultural traditions in the French civilization;

Identify aspects of French society, culture, arts, geography and issues facing those living in France today.

Demonstrate a critical perspective on one’s own culture by studying other historical periods and other cultural traditions.

Course Material

MODL 19V-01 (special topic) French civilization

La civilisation française en évolution I: Institutions et culture avant la Ve République. Author: Ronald St. Onge, Ross Steele, and Susan St.Onge

Course Requirements

I expect you to complete all assigned activities. Grades will measure your presentations (80%), online activities (10%), and class participation (10%).

Classroom Policies

¹ See Special Student Services website

1. **Attentiveness in class pays off on exams.** It is your choice, however, if you choose not to be attentive. It is critical to be on time on a “quiz” day as a late arrival will give you less time to complete the quiz. You should never exhibit the following conducts in the classroom:
2. Using electronic sounds (e.g., cassette, CD, & DVD players, or iPod, camera or camcorder, laptop (unless operated for a class activity or a presentation with the Instructor permission).
3. Using cell phones to call or receive calls (you are expected to wait until the instructor has released the class to call or receive calls).
4. Drawing during lecture periods (Class time is expected to be spent in class work only).
5. Substituting homework (or other work) for class work during class periods.
6. Talking with friends during lecture periods.

Students who violate any of these policies may be subjected to disciplinary actions for violations of codes of conduct stipulated in the UNIVERSITY STUDENT HANDBOOK.

Attendance

Absences for which a medical or court excuse is provided (professional letterhead required) will be recorded but not figured in the attendance grade. Likewise, one absence for which advance notice is given by phone or in person will not be figured in the attendance grade. Any significant tardy or early departure from class will be figured as a half absence.

Attendance Grades

No absences (100%)

One absence (90%)

Two absences (70%)

Three absences (50%)

Four absences (30%)

Beyond four absences, the student will be advised to drop the class.

Important Note

The instructor, Dr. Jean-Francois, will not drop any student in order to help escaping a low grade. It is the student responsibility to do so.

Multimedia Language Learning Lab

The foreign program welcomes and invites all students to make full use of the language lab (FLL). The Requirements listed below are for students taking French 2.

Students are **STRONGLY RECOMMENDED** to seek out for help from foreign language professionals at the foreign language lab for at least 2 hours every week. This lab is well equipped to accommodate foreign language students who seek to improve their performance).

The FLL is located in MCB building Room 312.

Resource materials and Equipment Available in the Language Learning Lab are specified below. The titles are listed under specific language headings.

Videos

DVDs

dictionaries

PCs with Internet access

Software, such as Rosetta Stone, Deux Mondes: A Communicative Approach web site, Dr. Pimsleur, etc.

TV/VCRs with listening stations for up to 6 students

DVD players

CD Players and portable cassette players

Academic Dishonesty

You are responsible to know the elements of academic dishonesty, plagiarism, cheating, etc., as set forth in the UAM Student Handbook. Work on papers, quizzes, and exams must be totally on your own!

Final "I" grades

Your recorded grades will be available for your review at any convenient time. Final "I" grades will be given only in very rare and exceptional cases. An "I" will never be given simply to replace a grade that you would prefer not to receive.

COURSE OUTLINE

COURSE INTRODUCTION:

FRANCE: GENERAL INFORMATION

Superficies

Main mountains

Main Rivers

Territory

General information

DUE DATE: 7/6/15

Currency unit?

Flag?

Human geography

French Population

Foreigner Population

DUE DATE: 7/8/15

FRANCE: RELIGIOUS GROUPS POPULATION BY %:

Catholic

Mussulmen

Protestants

Jews

DUE DATE: 7/10/15

FRANCE: HISTORICAL BACKGROUND:

Prehistory: European Early Modern Humans (EEMH) or 'Cro-Magnon'

Gaul's origin

Conquest of Gaul by Julius Cesar

Beginning of colonization of Gaul by the Roman Empire

The Barbarian Invasions following the collapse of the Roman Empire

Establishment of the Franc/time in power of the king of the Franks, Clovis, and definite transformation of Gaul into France

DUE DATE: 7/13/15

**Birth of France as a state
Emperor Charlemagne
King Hugues Capet
The 100-Years-War**

DUE DATE: 7/15/15

FRANCE: CULTURE AND POLITICS

15-16th Century:

Middle Age and Renaissance

Century: Absolutism or 'Light' century (siècle lumières)

King François 1st is Took the Power

War Between Protestants and Catholics

DUE DATE: 7/17/15

17th century: Regime of King Louis 14th

French became the Center of the World for Culture

18th century: Absolutism is reconsidered

1789 – French Revolution Institution Of The Republic, And Beginning Of Terror

1793- The Guillotined King

DUE DATE: 7/19/15

1804-1815- Napoleon Empire

11. 1914 –1918- 1st world war and France

1939-1945 – 1st world war and France

History of each of the 5 republics in France

History of the Socialism in France

President Francois Mitterrand

DUE DATE: 7/22/15

President Jacque Chirac

Define the Function / Composition of the Following Institutions:

Executive Power (The President of the Republic)

The First Minister

The Legislative Power (The National Assemblée)

The Senate

DUE DATE: 7/26/15

The 11 Legal Holidays in France

FRANCE: THE PRESENCE OF PAST (CRITICAL THINKING):

Describe an example of past in your own culture

**In your opinion, to what memories of past the French people should be most sensitive? Explain why.
If you were in France, which of these demonstrations of past you will most wish to see and take part in?
FREN 3433 Survey of French Literature I
FREN 3443 Survey of French Literature II**

FREN 3443 Survey of French Literature II

Virtual Office Hours: M-F 1:00-3:00 pm

Office #: MCB 103

Tel: (Office): 870-460-1889

E-mail: jean-francois@uamont.edu

(Also available by appointment)

Prerequisites:

Any student may enroll in FREN 3443 Survey of French Literature II since it is taught in English and assignments can be completed in English.

Course Description:

FREN 3443 Survey of French Literature II, 3 credits, could very well be described as a study of representative works and literary movements in French literature of the nineteenth and twentieth centuries.

Course objectives:

At the end of the course, students will be able to:

Read and understand texts representative of nineteenth- and twentieth-century French literature (evaluated through class discussion and quizzes)

Identify and trace the development of major themes that appear in the texts studied (evaluated through papers and examinations)

Identify and describe the major literary movements the texts reflect, including romanticism, realism and naturalism, symbolism, art for art's sake, existentialism, and literature of the absurd (evaluated through examinations)

Demonstrate a knowledge of the historical, social, and political circumstances that form the context of these writers' artistic production (evaluated through papers and examinations)

Analyze critically, using the vocabulary of literary analysis and taking into account formal and stylistic elements as well as themes and ideas, poems or passages from longer works (evaluated through papers and examinations)

Find, evaluate, organize, and present information on nineteenth- and twentieth-century French texts, writers, culture, and society (evaluated through papers and oral exposés)

Outcomes:

Learning Outcomes:

The aims of this class the following: 1) to improve reading skills, 2) to introduce students to techniques of literary interpretation and 3) to provide some sense of the origins and development of French literature from the 19th to the 20th century.

Student Learning Outcomes:

At the end of the semester, each student will be able to:

Analytically interpret techniques used in literary texts and socio-historical readings, in connection to:

- 1. The cultural and social context in which these texts were written;**
- 2. Historical patterns of change in French literature as a whole.**

Course Materials:

Text: A Survey of French Literature, vol. 4-6, third edition or newer version. Morice Bishop and Kenneth T. Rivers. Newburyport (MA): Focus Publishing Co., New Edition.

Dictionnaire, Larousse de Poche, 501 French & English Verbs. Larousse. Montparnasse. Paris. (2005)

Technical Support Information:

Blackboard Assistance:

Contact Office of Instructional Technology; phone 870-460-1663; open Monday-Friday, 8 a.m. – 4:30 p.m.

Online Help Desk: <http://www.uamont.edu/pages/resources/academic-computing/>

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Library Services: The computer section in the Library is open during regular Library hours. Click here to see when the Taylor Library is open: <http://www.uamont.edu/pages/library/>

The Student Handbook for Distance Education is available at the following link:

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Minimum Technology Requirements:

For minimum technology requirements, visit:

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Regardless of the reasons for a student missing, a faculty member may determine that the student cannot complete the course requirements or demonstrate the expected student learning outcomes within the timeframe of the course. The faculty member may recommend that the student withdraw, award the student a failing grade (at end of term) or, if warranted, assign the student an Incomplete.

Course-specific Attendance Policy/Participation Requirements:

Absences will be recorded for administrative commitments. Daily Participation is on 15% of the final grade. Students will show their participations and attendance by responding to all correspondences in a timely manner and by turning their assignments on time. Any correspondence (emails, charts, request for communication, etc.) not responded to in 24 hours will be considered as an unexcused absence and therefore a lack of participation. The student involved in this misconduct should receive a zero for daily participation.

Academic Alert:

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Academic Resources:

The Center for Writing and Communication

Memorial Classroom Building, Room 113, (870) 460-1378

Home Page: <http://www.uamont.edu/pages/school-of-arts-humanities/writing-center/>

Mailing Address: P. O. Box 3460, Monticello, AR 71656

The Center for Writing and Communication (CWC) is a free service to University of Arkansas at Monticello students. The CWC is staffed by UAM undergraduates who have received special training in peer writing tutoring. The CWC can assist writers of any level or major, on assignments from all disciplines and genres, and at all stages of the writing process. Consultants can work with writers face to face or online, and a typical session with a consultant lasts thirty to sixty minutes. To have the best session possible, students seeking help should bring all materials, including the course syllabus, assignment sheets, and any drafts previously completed. The CWC also has a suite of laptops and computers for students working on writing projects and a resource library of up-to-date citation guides, grammar handbooks, and guides for writing in many disciplines and majors.

University Tutoring center

Harris Hall, (870) 460-1454

Any student who desires to be successful in his/her general education classes can receive assistance through tutoring services available on the 2nd floor of Harris Hall. Please watch for emails from Laura Hughes detailing this semester's tutoring availability.

Math Tutorial Lab

Math and Science Center, 870-460-1016

Free one-on-one tutoring is available for any mathematics class. Help with ALEKS, WebAssign, and MyMathLab is available. Math tutoring is located in the A-Wing of the Science Center.

Student Handbook

The Student Handbook contains information about the services UAM provides as well as community standards and University policies. You are encouraged to become well acquainted with the guidelines published in the handbook, as it will direct you during your tenure at UAM.

The Student Handbook is located at the following link:

<http://uam-web2.uamont.edu/pdfs/student%20handbook.pdf>

University Behavior Intervention Team

If you have an immediate concern about the behavior or safety of a student at UAM, help by making a referral to the University Behavior Intervention Team (UBIT). UBIT's purpose is to promote a safe and productive learning, living, and working environment by addressing the needs of students, faculty, and staff. If you or a classmate are in need of help, please submit a concern at https://publicdocs.maxient.com/reportingform.php?UnivofArkansasMonticello&layout_id=10 or call 870-460-1454. In case of emergency please call 911.

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Emergency or Interruption in Computer Service Policy:

Please prepare for unexpected problems and emergencies. Understand that problems and glitches do occur in online learning as they do in any learning environment. Have a back-up plan such as using the computers at a local library for submitting assignments in case your computer crashes or your service is interrupted.

Hybrid Course Information:

This course is not a hybrid course. No classroom meetings are necessary. If you have any concerns regarding the handling of this online-only course, please let me know as soon as possible.

Course Requirements and Assessments:

The aims for this class cannot be achieved unless students read all assigned readings. To insure this is done, every assigned reading or other activity will be graded. There will be a mid-term and a final written comprehensive exam. Rather than taking a mid-term and a final written comprehensive exam, students may choose to write two papers typed, double-spaced, the first being a one-full page and the second a three-full pages if written in French. It is absolutely fine to write your papers in English. If written in English, the first paper should contain three full pages and the second five full pages, typed and double-spaced. To prevent harsh consumption of other people writings or thoughts and plagiarism, drafts of each paper should be written in consultation with the professor. Students who fail to do so will not pass the course, no matter how well they have performed in other areas. The grade each paper receives will be based both on the content and the quality of the writing.

Grading Rules:

Short Research / Report: 20%

Daily Participation: 15%

Presentation: 20%

Midterm paper: 20%

Final paper: 25%

Short Research / Report:

The instructor will be assigning French literary terminologies or historical details to look up. These assignments will be turned in within 36 hours. Short Research / Reports will not be posted to public view, they should be posted in a timely manner, as individual assignments. They are on 20% of final grade.

Daily Participation:

Daily Participation is on 15% of the final grade. Students will show their participations by responding to all correspondences in a timely manner and by turning their assignments on time. Any correspondence (emails, charts, request for communication, etc.) not responded to in 24 hours will be considered as an unexcused absence and therefore a lack of participation. The student involved in this misconduct should receive a zero for daily participation.

There may also be one or two pop quizzes to figure out whether students are reading the assigned information (one before midterm and one close to the end of the semester). These quizzes will consist of basic identification of literary forms, trends, characters, or works. Students are encouraged to take careful notes as they read and to study these notes regularly. Grades for pop quizzes will go to daily participation grades. No make-ups will be given for this type of quizzes.

Team Project:

Presentation and discussions:

Presentation is on 20% of the final grade. Depending of the size of the class, students will be required to present, using the latest PowerPoint software application, each chapter from the textbook and give as much details as possible while leading the class discussions. Please note the following:

Students are required to frame 10 provocative / discussion questions from each reading assignment, which they will then assign to the class. Answers for these questions are due to the student who originates them within 36 hours. The originator will correct all answers on 100 points. The correction and grading for these questions are due to the instructor the following in 48 hours from the time the questionnaires were sent out to the whole class. Once the grades are entered to the class grade-book by the instructor, he will return these graded assignments to their inheritors.

Example of discussion questions:

1. If you could re-live a day of your life again, which would it be and why?
2. If you could be the parent of one famous person, who would you want it to be and why?
3. What was the last thing you regret buying?

Mid-Term:

There will be a mid-term exam (both TBA). It is on 20% of the final grade. It will consist of a written comprehensive exam based on questions from covered chapters and a final exam based on all covered chapters or a paper written and presented in French or written and presented in English. To be well prepared in the midterm written comprehensive exam or the midterm paper, students should reflect on the broader literary issues with as much textual details as possible to support their assertions, answer all assigned questionnaires, and start working on the paper since day one.

Written assignments are intended to develop basic writing skills applicable to any humanistic discipline, and expose students to stylistic practices. The first paper will therefore be revised at least twice, graded and returned before the midterm. Revisions must show that basic linguistic problems have been addressed, that the language is not only correct but appropriate to the assignment, not vague. Also they must show progress in the clarity of the organization, increasing mastery of basic rhetorical devices/tones, and progress in the area of development, i.e. students must show an increasing ability to think through the assumptions and implications of a given statement, to adduce various forms of evidence, and to present that evidence effectively.

Final examination:

The final examination is on 25% of the final grade. It will be identical in format to the midterm. It will consist of a final written comprehensive exam or a second paper written and presented in French or written and presented in English. Students who choose to write a paper should start working on the second paper right after the midterm. Group study, discussion, and preparation are encouraged.

Again, written assignments should develop basic writing skills, and this final paper will be revised at least twice, graded and returned before the last day to help students out. As mentioned above, revisions must show that basic linguistic problems have been addressed, that the language is not only correct but appropriate to the assignment, not vague. Also they must show progress in the clarity of the organization, increasing mastery of basic rhetorical devices/tones, and progress in the area of development.

Feedback Schedule:

Most often, a student can expect a response to email within 24 hours Monday through Friday. Please note that no emails will be answered after 9 p.m. on Sunday to Thursday and after 6 pm on Friday and Saturday until the following Monday.

Method of Delivering Assignments:

Please submit all works as a document sent to Blackboard. Use Times New Roman, 12 point font with 1" side margins. All submissions should be titled with your last and first name and course title (e.g., Smith, Joe EDUC2225). Be sure to have anti-virus software installed on your computer and update it regularly.

Work Required:

Academic Engagement:

1. Attend class

2. Take quizzes and exams
3. Preparation:
 - a. Read required materials for class
 - b. Prepare papers, projects and other assignments
 - c. Review notes and study for test

Please note: by the University policy, students' overall total Obligation for a 3-credit course per semester is at least 135 hours.

Grade Assignment:

Grading Scale:

A= 90—100

B= 80 — 89

C= 70 — 79

D= 60 — 69

F= 59 and below

Student Conduct Statement:

Students at the University of Arkansas at Monticello are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. The student must not conduct him/herself in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.

Academic Dishonesty:

1. **Cheating:** Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:
2. Copying from another student's paper;
3. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;
4. Collaboration with another student during the examination;
5. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;
6. Substituting for another person during an examination or allowing such substitutions for oneself.

7. **Collusion:** Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted.
8. **Duplicity:** Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.
9. **Plagiarism:** Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.

Final "I" grades:

Your recorded grades will be available for your review at any convenient time. Final "I" grades will be given only in very rare and exceptional cases. An "I" will never be given simply to replace a grade that you would prefer not to receive.

Course Outline/Calendar:

Please read the assigned pages carefully in the order below, noting ideas and difficulties. These will form the basis of our class discussions. Note that page numbers refer to text listed above. Read at your own pace, using your French / English Dictionary.

Seminar: French Film/cinema, FREN 4653

Summer 1 2016

Dr. Lesly Jean-François

(Online)

Office #: MCB 103

T & W 1:40: TO 3:40 PM

(Also available by appointment)

Tel: (Office): 870-460-1889

E-mail : jean-francois@uamont.edu

Technical Support Information:

Blackboard Assistance:

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Course-specific Attendance Policy/Participation Requirements:

All students are expected to post comments to the Discussion Board each week, saying “I agree” or similar lack of information is not posting. Your remarks should add to the course discussion.

Academic Alert:

The Academic Alert System is a retention program that puts students in contact with the appropriate campus resources to assist them in meeting their educational goals at UAM. If you are doing poorly in your academic work, are chronically absent from class, are exhibiting disruptive behavior or are having difficulty adjusting to campus life, University faculty, staff or a fellow student may report you to the Office of Academic Affairs through the Academic Alert system.

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Course Description and Objectives:

Prerequisites:

None.

Course Description:

French Cinema has always been Hollywood’s only serious competitor. Before World War I, the names of “Lumière”, “Pathé”, and “Gaumont” were linked to the good financial and artistic health of an industry that ruled over the film world since its invention. After 1918, Hollywood took the lead and never abandoned its dominance. But after the 1930s, we saw French Cinema coming back to recover its reputation and maintain both a significant share of the market and a high level of artistic quality besides the Hollywood.

In this course, we will study the endurance and resilience of French cinema, the causes and effects of film as a “French passion.” We will pay special attention to strong directorial personalities, such as Carné, Bresson, Tati, Godard, etc., the French critical approaches to cinema, the French star system, the role of the state in promoting French cinema, and the popular love of cinema. Subsequently, we will cast a wide net over

cinema to understand the secrets of the privileged relationship between a nation, an art, and a social practice.

Learning Outcomes:

After taking this course, you should be able to not only understand, but adequately explicate the shaping of film/cinema history, the popular love for cinema, the extent to which diverse groups, concepts and theories have an impact on it, and the role played by France and other nations in its development.

Course Materials:

French cinema, from its beginnings to the present. Remi Lanzoni. (Newest version).

Other resources are available online.

Work expected:

A short critique of each film is due within 48 hours of each movie or video watched. Contingent on the size of the class, students will be required to present and discuss with the class each chapter from the textbook and a interrelated film. There will be a mid-term based on questions from covered chapters and a final exam based on covered periods (both to be announced). Since the mid-term is built on students' questions from covered chapters, the student presenting a chapter is required to frame 10 questions from his reading and assign them to the entire class. Answers for these questions are due to the student who originates the questionnaire in 48 hours, including weekend and holidays following its reception. The correction and grading of the students' answers are due to the instructor in 48 hours, including weekend and holidays, following the reception of the students' answers. We should take the mid-term exam at the end of the 5th chapter. You may choose to do a final paper instead of taking a final exam. In this case, the outline of the final paper is due to the teacher 5 days after the mid-term exam. In turn, the final paper is due one week before the last day of class. The day of the final exam is to be announced.

Let's summarize:

A short critique of each film is due within 48 hours of each movie or video watched.

Present and discuss each chapter from the textbook and a film of choice related to readings and presentations.

Formulate 10 questions from each reading assignment to submit to the students.

Mid-Term based on student selected questions.

Final Exam based on all covered chapters. The instructor may recommend a selection of chapters to review.

You may choose to do a final paper instead of taking a final exam. In this case, the outline of the final paper is due to the teacher 5 days after the mid-term exam. In turn, the final paper is due one week before the last day of class.

Attendance:

It is essential to attend every class or blackboard meeting, in case of an online class. Attendance will be part of your final grade. Absences for which a medical or court excuse is provided (professional letterhead required) will be verified and recorded, but not figured in the attendance grade. Likewise, one absence for which an advance notice is given by phone or in person will not be figured in the attendance grade. Any significant tardy or early departure from class (traditional or online) will be figured as a half absence.

Important Note:

The instructor, Dr. Jean-Francois, will not drop any student in order to help him escaping a low grade. It is the student responsibility to do so.

Grade:

1/4* mid-term; 1/4 final exam; 1/4 weekly critiques; 1/4 class participation + attendance

*1/4=25%

Classroom Policies:

Attentiveness in class pays off on exams. Well-mannered learners have a tendency to be healthier intellectually than learners who are unruly and disobey. If you want to show care about your school, be good in class. Here's what you may want to do.

1. Make you make a schedule on your own for the class and other commitments away from school.
2. Post the schedule online so that you see it often and keep up with assignments where ever you go.
3. Set aside a specific time each day to read materials and complete assignments just as you would in an on-site classroom. This will keep you on a clear schedule of what needs to be done.
4. Block out home distractions. It can at times be disagreeable, but you may hurt your work if you are unfocused. So, turn off the cell phone and goggle-box.
5. Communicate with me, Dr. Jean-Francois, and other students, if possible. This class certainly allows students to email or send messages to the teacher and other each other. This communication can help you keep focused.
6. Design a plan for imminent assignments and tests.
7. Putting reading and other assignments off until the last minute can lead to forgotten work or poor results on tests.
8. Try to become familiar with your computer, the Internet, and the blackboard.
9. Always make sure you have the correct software and hardware needed.
10. Don't leave the communication up to me. If you have questions or comments on assignments or anything else, like several students already start doing since July 1st, talk to me.

Academic Dishonesty:

You are responsible to know the elements of academic dishonesty, plagiarism, cheating, etc., as set forth in the UAM Student Handbook. Work on papers, quizzes, and exams must be totally on your own!

Final "I" grades:

Your recorded grades will be available for your review at any convenient time. Final "I" grades will be given only in very rare and exceptional cases. An "I" will never be given simply to replace a grade that you would prefer not to receive.

Course Outline / exam Schedule: TBA

Latin I

MODL 2303 (fall 2015)

MCB, Rm 105

Office #: MCB 103

Office Hours: MTWHF 7:40-9:40 Am, also avail. by appointment

Tel: (Office) 870-460-1889

E-mail: jean-francois @uamont.edu

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Specify your course requirements. For example, You are expected to post comments to the Discussion Board at least 3 times each week. Saying “I agree” or similar lack of information is not posting. Your remarks should add to the course discussion.

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*See Special Student Services website

Course Description

Definition: Latin language is the basis from which French, Spanish, Italian, and other Romance Languages. Elementary Latin I (Credit: 3 hours) is the first course in elementary Latin. This course provides the basic skills for reading and translating Latin texts and will involve you in no speech and essays.

Organization: Class time will be devoted to explanation and discussion of the Latin language and culture, reading aloud, translating Latin passages, computer demonstrations of online resources on Latin language and culture, Latin online game and other interactive activities, and presentations (aloud reading of English and Latin texts). I will explain most of the exercises from the textbook. You will complete assigned exercises both during class periods and outside of class. I will announce all tests, except pop-up quizzes.

Course Objectives

When you complete this course, you will be able to:

Identify the key figures* in selected events of Romans history and culture.

***The major social, cultural, political, and economic transformations unique to the roman history and literature.**

Demonstrate good awareness of the Latin grammar.

Read simple Latin texts.

Translate Latin texts.

Course Materials

Balme, Maurice and James Morwood. Oxford Latin Course Part 1. Second ed. Oxford University Press, 2006. (Required)

Mary Whitlock and Ann Cumming. Auricula Meretricula. Rev. ed. Focus Classical Library, 1993.

Internet Workbook for the Oxford Latin Course. Developed by Robert W. Cape, Jr. Austin College.

Self-Help Quizzes to accompany the Oxford Latin (Course, Part I). Developed by Barbara McManus using JavaScript, by Jean Alvares.

Course Requirements

I expect you to attend class and complete all assigned activities. Grades will measure your performance on tests (60%), presentations (10%), online Latin games (10%), class participation (extra credits), attendance (10%), and homework (10%). The following sections described all about how requirements will be weighted:

Tests (60%)

All tests will relate to current and previous topics. Tests will include: quizzes (20%), mid-term exam (20%), and final exam (20%).

Quizzes

There will be three types of quizzes: vocabulary quizzes, pop-up quizzes, and chapter quizzes. The average grade for all quizzes is, as mentioned above, 20% of the final grade average. I will average them all to arrive at that grade.

Vocabulary quizzes: Vocabulary quizzes will be given almost every class period. You will be given a very short list of words to prepare for the next class meeting.

Pop-up quizzes: There will be two pop-up quizzes for the entire semester. They may be very easy, but the secret to help you doing well in both is attention.

Chapter quizzes: There will be four chapter quizzes requiring you to answer questions covering issues in the appropriate chapters in the Latin textbook.

Mid-term exam and final exam: There will be a mid-term exam and final exam. The mid-term exam and the final exam will each include translation, reading comprehension, and grammar questions. I will select questions from our readings, vocabulary lists, and grammar activities in the required textbook.

Presentations (10%)

There will be two types of presentation:

Summary in English of two texts written in English about roman history and culture (Your textbook has one or two stories written in English about the roman in each chapter. You should choose stories with my approval no later than the first class session and dates for your presentations. When presenting, you should read your title and explain briefly the issue in English. Then I want your ideas: what you think of the facts? How are they related to contemporary life?)

Aloud reading of two Latin dialogues as role-plays or drama with classmates that you may select (Your textbook has several dialogues in Latin that you should be able to dramatize when you understand enough Latin words).

Online Latin Games (10%)

On designated days, we will play online games. Participation is encouraged. In addition to giving formal grade for online games, extra credit will be given only to those of you who regularly participate.

Class Participation (extra credit)

I expect you to participate in all class activities, including exercises and discussions. You are also expected to read aloud and translate orally selected Latin passages from the textbook. Extra credit (2.5%) will be added to the final grade percentile.

Attendance (10%)

I will take attendance to familiarize myself with your names. But I feel that you should be responsible for attending class and realize the consequences of failing to do so. Missing lectures can be costly to one's performance on exams. Failure to be in class on a "quiz" day will result in an "F" for that quiz.

Homework (10%)

Homework is due at the beginning of the next class meeting. Homework turned in after that time will result in a grade drop of 5% for every class day late, including those homework submitted on the due date after class has ended.

Classroom Policies

Attentiveness in class pays off on exams. It is your choice, however, if you choose not to be attentive; but the reading of materials during class (e.g., newspapers) or other distracting behavior during class will not be permitted. Lateness to class disrupts the activities and is never appreciated by either the instructor or your fellow students. It is critical to be on time on a "quiz" day as a late arrival will give you less time to complete the quiz. Specifically, you should never exhibit the following conducts in the classroom:

Using electronic sounds (e.g., cassette, CD, & DVD players, or iPod, camera or camcorder, laptop (unless operated for a class activity or a presentation with the Instructor permission).

Using cell phones to call or receive calls (you are expected to wait until the instructor has released the class to call or receive calls).

Drawing during lecture periods (Class time is expected to be spent in class work only).

Substituting homework (or other work) for class work during class periods.

Talking with friends during lecture periods.

Attendance

Absences for which a medical or court excuse is provided (professional letterhead required) will be recorded but not figured in the attendance grade. Likewise, one absence for which advance notice is given by phone or in person will not be figured in the attendance grade. Any significant tardy or early departure from class will be figured as a half absence.

Academic Dishonesty

You are responsible to know the elements of academic dishonesty, plagiarism, cheating, etc., as set forth in the AUM Student Handbook. Work on papers, quizzes, and exams must be totally on your own!

Final "I" grades

Your recorded grades will be available for your review at any convenient time. Final "I" grades will be given only in very rare and exceptional cases. An "I" will never be given simply to replace a grade that you would prefer not to receive.

Grade Distribution

University Grading System (Percentiles)

90-100% = A
80-89% = B
70-79% = C
60-69% = D
60% = F

Course Grading System (Percentiles)

Average of Quizzes: 25%
Mid-Term Exam: 20%
Final exam: 20%
Attendance: 10%
Homework: 10%
Presentation: 10%
Online games: 05%
Total: 25% + 40% + 30% + 05% = 100%

Example of Computation for Final Grade

Item, Grade	% of Grade	Total
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Average of Quizzes:	90 25%	$(90 \times .25) = 22.5$
Mid-Term Exam:	88 20%	$(88 \times .20) = 17.6$
Final exam:	90 20%	$(90 \times .20) = 18$
Attendance:	100 10%	$(100 \times .10) = 10$
Homework:	88 10%	$(88 \times .10) = 8.8$
Presentation:	85 10%	$(85 \times .10) = 8.5$
Online games:	88 05%	$(88 \times .05) = 4.4$
Total:	100%	= 89.8

Final grade: 89.8 or a "b"

Final grade with participation extra credit (2.5%): 92.3 or an "A"

FINAL EXAM: TBA

Latin II

MODL 2303 (Spring 2016)

Dr. Jean-François, Lesly

OnLine

Office Hours: M-F 1-3 PM

Tel: (Office) 870-460-1889

E-mail : jean-francois @uamont.edu

Prerequisite:

Latin 1.

Course Description

Definition: Elementary Latin II (Credit: 3 hours) is the second course in elementary Latin, which provides the basic skills for reading and translating Latin poetry and prose. Latin language is the basis from which French, Spanish, Italian, and other Romance Languages developed. This course will involve you in no laboratory work and essays.

Organization: Class time will be devoted to explanation and discussion of the Latin language and culture, reading aloud, translating Latin passages, computer demonstrations of online resources on Latin language and culture, Latin online game and other interactive activities, and presentations (aloud reading of English and Latin texts). I will explain most of the exercises from the textbook. You will complete assigned exercises both during class periods and outside of class. I will announce all tests, except pop-up quizzes.

Course Objectives

When you complete this course, you will be able to:

Identify the key figures* in selected events of Romans history and culture.

***The major social, cultural, political, and economic transformations unique to the roman history and literature.**

Demonstrate good awareness of the Latin grammar.

Read simple Latin texts.

Translate Latin texts.

Course Materials

Balme, Maurice and James Morwood. Oxford Latin Course Part 1. Second ed. Oxford University Press, 2006. (Required)

Mary Whitlock and Ann Cumming. Auricula Meretricula. Rev. ed. Focus Classical Library, 1993.

Internet Workbook for the Oxford Latin Course. Developed by Robert W. Cape, Jr. Austin College.

Self-Help Quizzes to accompany the Oxford Latin (Course, Part I). Developed by Barbara McManus using JavaScript, by Jean Alvares.

Technical Support Information:

Blackboard Assistance:

Contact Office of Instructional Technology; phone 870-460-1663; open Monday-Friday, 8 a.m. – 4:30 p.m.

Online Help Desk: <http://www.uamont.edu/pages/resources/academic-computing/>

Email Assistance:

Contact the Office of Information Technology; phone 870-460-1036; open Monday-Friday, 8 a.m. – 4:30 p.m.

Library Services: The computer section in the Library is open during regular Library hours. Click here to see when the Taylor Library is open: <http://www.uamont.edu/pages/library/>

The Student Handbook for Distance Education is available at the following link:

<http://www.uamont.edu/pages/resources/academic-computing/>

Minimum Technology Requirements:

For minimum technology requirements, visit:

<http://www.uamont.edu/pages/resources/academic-computing/>

UAM Attendance Policy:

Students are expected to attend all required class sessions during the semester. The University does not allow for unexcused absences. Each faculty member will determine his or her individual policies regarding excused absences, except in the case of a University sponsored event. Students involved in University sponsored events should be considered excused unless the proper notifications were not delivered to the instructor according to Policy XV on page 71 of the UAM Faculty Handbook.

Regardless of the reasons for a student missing, a faculty member may determine that the student cannot complete the course requirements or demonstrate the expected student learning outcomes within the timeframe of the course. The faculty member may recommend that the student withdraw, award the student a failing grade (at end of term) or, if warranted, assign the student an Incomplete.

Course-specific Attendance Policy/Participation Requirements:

Absences will be recorded for administrative commitments. Daily Participation is on 15% of the final grade. Students will show their participations and attendance by responding to all correspondences in a timely manner and by turning their assignments on time. Any correspondence (emails, charts, request for communication, etc.) not responded to in 24 hours will be considered as an unexcused absence and therefore a lack of participation. The student involved in this misconduct should receive a zero for daily participation.

Academic Alert:

The Academic Alert System is a retention program that puts students in contact with the appropriate campus resources to assist them in meeting their educational goals at UAM. If you are doing poorly in your academic work, are chronically absent from class, are exhibiting disruptive behavior or are having difficulty adjusting to campus life, University faculty, staff or a fellow student may report you to the Office of Academic Affairs through the Academic Alert system.

Academic Resources:

The Center for Writing and Communication

Memorial Classroom Building, Room 113, (870) 460-1378

Home Page: <http://www.uamont.edu/pages/school-of-arts-humanities/writing-center/>

Mailing Address: P. O. Box 3460, Monticello, AR 71656

The Center for Writing and Communication (CWC) is a free service to University of Arkansas at Monticello students. The CWC is staffed by UAM undergraduates who have received special training in peer writing tutoring. The CWC can assist writers of any level or major, on assignments from all disciplines and genres, and at all stages of the writing process. Consultants can work with writers face to face or online, and a typical session with a consultant lasts thirty to sixty minutes. To have the best session possible, students seeking help should bring all materials, including the course syllabus, assignment sheets, and any drafts previously completed. The CWC also has a suite of laptops and computers for students working on writing projects and a resource library of up-to-date citation guides, grammar handbooks, and guides for writing in many disciplines and majors.

University Tutoring center
Harris Hall, (870) 460-1454

Any student who desires to be successful in his/her general education classes can receive assistance through tutoring services available on the 2nd floor of Harris Hall. Please watch for emails from Laura Hughes detailing this semester's tutoring availability.

Math Tutorial Lab
Math and Science Center, 870-460-1016

Free one-on-one tutoring is available for any mathematics class. Help with ALEKS, Web-Assign, and MyMathLab is available. Math tutoring is located in the A-Wing of the Science Center.

Student Handbook

The Student Handbook contains information about the services UAM provides as well as community standards and University policies. You are encouraged to become well acquainted with the guidelines published in the handbook, as it will direct you during your tenure at UAM.

The Student Handbook is located at the following link:
<http://uam-web2.uamont.edu/pdfs/student%20handbook.pdf>

University Behavior Intervention Team

If you have an immediate concern about the behavior or safety of a student at UAM, help by making a referral to the University Behavior Intervention Team (UBIT). UBIT's purpose is to promote a safe and productive learning, living, and working environment by addressing the needs of students, faculty, and staff. If you or a classmate are in need of help, please submit a concern at https://publicdocs.maxient.com/reportingform.php?UnivofArkansasMonticello&layout_id=10 or call 870-460-1454. In case of emergency please call 911.

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Any student who desires to be successful in his/her general education classes can receive assistance through tutoring services available on the 2nd floor of Harris Hall. Please watch for emails from Laura Hughes detailing this semester's tutoring availability.

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Students with Disabilities:

It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall Room 120; phone 870 460-1026; TDD 870 460-1626; Fax 870 460-1926; email: whitingm@uamont.edu.

Emergency or Interruption in Computer Service Policy:

Please prepare for unexpected problems and emergencies. Understand that problems and glitches do occur in online learning as they do in any learning environment. Have a back-up plan such as using the computers at a local library for submitting assignments in case your computer crashes or your service is interrupted.

Hybrid Course Information:

This course is not a hybrid course. No classroom meetings are necessary. If you have any concerns regarding the handling of this online-only course, please let me know as soon as possible.

Course Requirements

I expect you to attend class and complete all assigned activities. Grades will measure your performance on tests (60%), presentations (10%), online Latin games (10%), class participation (extra credits), attendance (10%), and homework (10%). The following sections described all about how requirements will be weighted:

Tests (60%)

All tests will relate to current and previous topics. Tests will include: quizzes (20%), mid-term exam (20%), and final exam (20%).

Quizzes

There will be three types of quizzes: vocabulary quizzes, pop-up quizzes, and chapter quizzes. The average grade for all quizzes is, as mentioned above, 20% of the final grade average. I will average them all to arrive at that grade.

Vocabulary quizzes: Vocabulary quizzes will be given almost every class period. You will be given a very short list of words to prepare for the next class meeting.

Pop-up quizzes: There will be two pop-up quizzes for the entire semester. They may be very easy, but the secret to help you doing well in both is attention.

Chapter quizzes: There will be four chapter quizzes requiring you to answer questions covering issues in the appropriate chapters in the Latin textbook.

Mid-term exam and final exam: There will be a mid-term exam and final exam. The mid-term exam and the final exam will each include translation, reading comprehension, and grammar questions. I will select questions from our readings, vocabulary lists, and grammar activities in the required textbook.

Presentations (10%)

There will be two types of presentation:

Summary in English of two texts written in English about roman history and culture (Your textbook has one or two stories written in English about the roman in each chapter. You should choose stories with my approval no later than the first class session and dates for your presentations. When presenting, you should read your title and explain briefly the issue in English. Then I want your ideas: what you think of the facts? How are they related to contemporary life?)

Aloud reading of two Latin dialogues as role-plays or drama with classmates that you may select (Your textbook has several dialogues in Latin that you should be able to dramatize when you understand enough Latin words).

Online Latin Games (10%)

On designated days, we will play online games. Participation is encouraged. In addition to giving formal grade for online games, extra credit will be given only to those of you who regularly participate.

Class Participation (extra credit)

I expect you to participate in all class activities, including exercises and discussions. You are also expected to read aloud and translate orally selected Latin passages from the textbook. Extra credit (2.5%) will be added to the final grade percentile.

Attendance (10%)

I will take attendance to familiarize myself with your names. But I feel that you should be responsible for attending class and realize the consequences of failing to do so. Missing lectures can be costly to one's performance on exams. Failure to be in class on a "quiz" day will result in an "F" for that quiz.

Homework (10%)

Homework is due at the beginning of the next class meeting. Homework turned in after that time will result in a grade drop of 5% for every class day late, including any homework submitted on the due date after class has ended.

Classroom Policies

Attentiveness in class pays off on exams. It is your choice, however, if you choose not to be attentive; but the reading of materials during class (e.g., newspapers) or other distracting behavior during class will not be permitted. Lateness to class disrupts the activities and is never appreciated by either the instructor or your fellow students. It is critical to be on time on a “quiz” day as a late arrival will give you less time to complete the quiz. Specifically, you should never exhibit the following conducts in the classroom:

Using electronic sounds (e.g., cassette, CD, & DVD players, or iPod, camera or camcorder, laptop (unless operated for a class activity or a presentation with the Instructor permission).

Using cell phones to call or receive calls (you are expected to wait until the instructor has released the class to call or receive calls).

Drawing during lecture periods (Class time is expected to be spent in class work only).

Substituting homework (or other work) for class work during class periods.

Talking with friends during lecture periods.

Feedback Schedule:

Most often, a student can expect a response to email within 24 hours Monday through Friday. Please note that no emails or will be answered after 9 p.m. on Sunday to Thursday and after 6 pm on Friday and Saturday until the following Monday.

Method of Delivering Assignments:

Please submit all works as a document sent to Blackboard. Use Times New Roman, 12 point font with 1” side margins. All submissions should be titled with your last and first name and course title (e.g., Smith, Joe EDUC2225). Be sure to have anti-virus software installed on your computer and update it regularly.

Work Required:

Academic Engagement:

- Attend class
- Take quizzes and exams

Preparation:

- Read required materials for class
- Prepare papers, projects and other assignments
- Review notes and study for test

Please note: by the University policy, students’ overall total Obligation for a 3-credit course per semester is at least 135 hours.

Examples of discussion questions:

When working in group, students are required to frame provocative / discussion questions. Below are a few examples of discussion questions:

1. If you could re-live a day of your life again, which would it be and why?
2. If you could be the parent of one famous person, who would you want it to be and why?
3. What was the last thing you regret buying?

Grade Assignment:

Grading Scale:

A= 90—100

B= 80 — 89

C= 70 — 79

D= 60 — 69

F= 59 and below

Student Conduct Statement:

Students at the University of Arkansas at Monticello are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. The student must not conduct him/herself in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.

Academic Dishonesty:

Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:

Copying from another student's paper;

Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;

Collaboration with another student during the examination;

Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;

Substituting for another person during an examination or allowing such substitutions for oneself.

Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted.

Duplicity: Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.

Plagiarism: Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.

Final "I" grades:

Your recorded grades will be available for your review at any convenient time. Final "I" grades will be given only in very rare and exceptional cases. An "I" will never be given simply to replace a grade that you would prefer not to receive.

THE FRENCH NOVEL FREN 4653 - 01 (SEMINAR)

MoWeFr 10:10AM - 11:00AM
Hours: M-F 1:00-3:00 pm
Office #: MCB 103
Tel: (Office): 870-460-1889
E-mail: jean-francois@uamont.edu
(Also available by appointment)

Technical Support Information:

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Regardless of the reasons for a student missing, a faculty member may determine that the student cannot complete the course requirements or demonstrate the expected student learning outcomes within the timeframe of the course. The faculty member may recommend that the student withdraw, award the student a failing grade (at end of term) or, if warranted, assign the student an Incomplete.

Course-specific Attendance Policy/Participation Requirements:

All students are expected to post comments to the Discussion Board each week, saying “I agree” or similar lack of information is not posting. Your remarks should add to the course discussion.

Academic Alert:

The Academic Alert System is a retention program that puts students in contact with the appropriate campus resources to assist them in meeting their educational goals at UAM. If you are doing poorly in your academic work, are chronically absent from class, are exhibiting disruptive behavior or are having difficulty adjusting to campus life, University faculty, staff or a fellow student may report you to the Office of Academic Affairs through the Academic Alert system.

Students with Disabilities:

It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities free of charges pursuant to federal law and the University’s commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall Room 120; phone 870 460-1026; TDD 870 460-1626; Fax 870 460-1926; email: whitingm@uamont.edu. Follow the Instructions of the service advisors carefully, obtain a statement from them no later than the first day of class, and give it to me before the next class meeting.

Course Description and Objectives:

Course Description:

This course begins with the understanding that the novel is a narrative in prose dealing with people and their actions, in a certain time, and in a certain space, all of which conveys a certain vision on the part of the author. The course is based on the commanding effectiveness of bibliography and its ability to lend historical lineage, credibility, and justification to our understanding and interpretation of fiction.

With these concerns in mind, the course seeks to introduce you to the early history of prose fiction—The late classical stage—A *nexus* of Greek and French romance? —the facts about the matter—The power and

influence of the "Saint's Life"—The Legend of St. Eulalia—The *St. Alexis*—, and the major works and authors of the French Novel of the 19th century and to expand your critical vocabulary in literary analysis—but not by requiring short-lived readings and a rapid survey of perhaps a half-dozen novels. Rather, the course seeks to achieve these goals through numerous oral and written explanations of texts and by involving you in a mode of literary scholarship called “the present reserve readings,” which, for illustrative purposes, will focus on time in the work of Emile Zola.

This approach will provide us examples of the precise kinds of central issues, themes, and still unanswered questions that (a) rest at the foundation of the interconnecting elements of virtually any novelist’s work, (b) exemplify the richness of non-theoretical approaches to literature, (c) provide an orientation for a couple of brief lectures from me, numerous explications of text by all of us, and presentations and reviews by you of specific chapters or articles from the “reserve readings” bibliography, and (d) the return to which in the many other writers whom we love to read and to teach can expand and heighten the literary experience for you; in this regard, only representative texts, rather than complete works, of additional authors will be required.

Prerequisites:

Any students may enroll in this class since it is taught in English and assignments can be completed in English.

Learning Outcomes:

At the end of the semester, each student will be able to:

- Explain to the major works and authors of the French Novel of the 19th century;
- To analyze major works of authors of the French Novel.
- Describe the contributions of 17th-20th century French Literature to our understanding of the novel;
- Identify the various techniques used in the French novel from the 17th-20th centuries;
- demonstrate through oral presentations as well as papers their understanding of novel history.

Course Materials:

- A. Baguley, David. *Naturalist Fiction: The Entropic Vision*.
- B. Harvey, Lawrence E. “The Cycle Myth in La Terre of Zola,” *Philological Quarterly* 38 (1959): 89-95.
- C. Kamm, Lewis. *The Object in Zola’s “Rougon-Macquart.”*
- D. Petrey, Sandy. “From Cyclical to Historical Discourse: The Contes a Ninon and La Fortune des Rougon,” *University of Ottawa* 48 (1978): 371-81.
- E. Ripoll, Roger. *Realite et mythe chez Zola*.
Schor, Naomi. “Zola: From Window to Window,” *Yale French Studies* 42 (1969): 38-51.
- F. *Dictionnaire, Larousse de Poche, 501 French & English Verbs*. Larousse. Montparnasse. Paris. (2005)

Course Requirements and Assessments:

The aims for this class cannot be achieved unless students read all assigned readings. To insure this is done, every assigned reading or other activity will be graded. There will be a mid-term and a final written comprehensive exam. Rather than taking a mid-term and a final written comprehensive exam, students may choose to write two papers typed, double-spaced, the first being a one-full page and the second a three-full pages if written in French. It is absolutely fine to write your papers in English. If written in English, the first paper should contain three full pages and the second five full pages, typed and double-spaced. To prevent harsh consumption of other people writings or thoughts and plagiarism, drafts of each paper should be written in consultation with the professor. Students who fail to do so will not pass the course, no matter how well they have performed in other areas. The grade each paper receives will be based both on the content and the quality of the writing.

Grading Rules:

- G. **Short Research / Report :** 20%
- H. **Daily Participation:** 15%
- I. **Presentation:** 20%
- J. **Midterm paper:** 20%
- K. **Final paper:** 25%

Short Research / Report:

1. The instructor will be assigning literary terminologies or historical details to look up. These assignments will be turned in within 36 hours. Short Research / Reports will not be posted to public view, they should be posted in a timely manner, as individual assignments. They are on 20% of final grade.
2. Class Participation and Attendance (20%):

I expect you to participate in all class activities, including exercises and discussions. I also expect you to read aloud and translate orally selected French passages from your textbook. Extra credit may be added to the final grade percentile for GOOD attitude toward the learning process.

I will take attendance to familiarize myself with your names. But I feel that you should be responsible for attending class and realize the consequences of failing to do so. Missing lectures or online discussions can be costly to one's performance on exams. Failure to complete a "quiz" will result in an "F" for that quiz in addition to the missing attendance and participation grade.

3. Homework (10%):

Homework is due at the beginning of the next class meeting. Homework turned in after that time will result in a grade drop of 5% for every class day late, including that homework submitted on the due date after class has ended or the exact scheduled time in case of an online class.

Classroom Policies:

Attentiveness in class pays off on exams. It is your choice, however, if you choose not to be attentive. But, in case of an on-site class, the reading of materials during class (e.g., newspapers) or other distracting behavior during class will not be permitted. Lateness to class disrupts the activities and is never appreciated by either the instructor or your fellow students. It is critical to be on time on a "quiz" day as a late arrival will give you less time to complete the quiz. Specifically, you should never exhibit the following conducts in the classroom:

1. Using electronic sounds (e.g., cassette, CD, & DVD players, or IPod, camera or camcorder, laptop (unless operated for a class activity or a presentation with the Instructor permission).
2. Using cell phones to call or receive calls (you are expected to wait until the instructor has released the class to call or receive calls).
3. Drawing during lecture periods (Class time is expected to be spent in class work only).
4. Substituting homework (or other work) for class work during class periods.
5. Talking with friends during lecture periods.
6. Students who violate any of these policies will be subjected to Disciplinary Actions for Violations of Codes of Conduct stipulated in pages 50-53 of the UAM Student Handbook, 2008-2009.

Attendance:

Absences for which a medical or court excuse is provided (professional letterhead required) will be recorded but not figured in the attendance grade. Likewise, one absence for which advance notice is given by phone or in person will not be figured in the attendance grade. Any significant tardy or early departure from class will be figured as a half absence. Remember: The instructor, Dr. Jean-Francois, will not drop any student in order to help escaping a low grade; it is the student responsibility to do so.

Student conduct statement:

Students at the University of Arkansas at Monticello are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. The student must not conduct him/herself in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.

Academic Dishonesty:

Work on papers, quizzes, and exams must be totally on your own! You are responsible to know the elements of academic dishonesty as set forth in the UAM Student Handbook. A few examples are cheating, collusion, duplicity, and plagiarism:

1. Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:
 1. Copying from another student's paper;
 2. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;
 3. Collaboration with another student during the examination;
 4. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;
 5. Substituting for another person during an examination or allowing such substitutions for oneself;
2. Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted.
3. Duplicity: Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.
4. Plagiarism: Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.

For any instance of academic dishonesty that is discovered by the instructor, whether the dishonesty is found to be cheating, collusion, duplicity, or plagiarism, the result for the student(s) involved will be a zero (0) for the cheated work/activity.

Final "I" grades:

Your recorded grades will be available for your review at any convenient time. Final "I" grades will be given only in very rare and exceptional cases. An "I" will never be given simply to replace a grade that you would prefer not to receive.

Course Outline & Exams for 8-week online French 1 class:**Final "I" grades:**

Your recorded grades will be available for your review at any convenient time. Final "I" grades will be given only in very rare and exceptional cases. An "I" will never be given simply to replace a grade that you would prefer not to receive.

Course Outline/Calendar fall 2016:

Week 1: Introductory 1

The early history of prose fiction—The late classical stage—A nexus of Greek and French romance? —the facts about the matter—The power and influence of the "Saint's Life"—The Legend of St. Eulalia—The St. Alexis

Week 2: CHAPTER II

The Matters of France, Rome, and Britain The Chanson de Geste—The proportions of history and fiction in them—The part played by language, prosody, and manners—Some drawbacks

Week 3: CHAPTER III

Romans ADVENTURES Variety of the present group—Different views held of it—Partenopeus of Blois selected for analysis and translation.

Week 4: CHAPTER III

Romans Adventures

Variety of the present group—Different views held of it—Partenopeus of Blois selected for analysis and translation.

Week 5: CHAPTER IV

The Beginnings of Prose Fiction

Prose novelettes of the thirteenth century: Aucassin et Nicolette not quite typical—L'Empereur Constant more so—Le Roi Flore et la Belle Jehane—La Comtesse de Ponthieu—Those of the fourteenth: Asseneth—Troilus—Foulques Fitzwarin—Something on these—And on the short story generally.

Week 6: CHAPTER V

Allegory, Fabliau, and Prose Story of Common Life--The connection with prose fiction of allegory—And of the fabliaux—The rise of the nouvelle itself—Les Cent Nouvelles Nouvelles—Analysis of "La Demoiselle Cavalière"—The interest of namea personages—Petit Jehan de Saintré—Jehan de Paris.

Week 7 CHAPTER VII

The Successors of Rabelais and the Influence of The "Amadis" Romances 134

Subsidiary importance of Brantôme and other character-mongers—The Heptameron—Note on Montaigne—Character and "problems"—Parlemente on human and divine love—Despériers—Contes et Joyeux Devis—Other tale-collections—The "provincial" character of these—The Amadis romances—Their characteristics—Extravagance in incident, nomenclature, etc.—The "cruel" heroine—Note on Hélienne de Crenne.

Week: 8 CHAPTER VIII

The Seventeenth-century Novel—I. 152

The Pastoral and Heroic Romance, and the Fairy Story.

CHAPTER IX The Seventeenth-Century Novel—II. 274

From "Francion" to "La Princesse de Clèves"—Anthony Hamilton.

CHAPTER X Lesage, Marivaux, Prévost, Crébillon 325

The subjects of the chapter—Lesage: his Spanish connections—Peculiarity of his work generally—And its variety—Le Diable Boiteux—Lesage and Boileau—Gil Blas: its peculiar cosmopolitanism—And its adoption of the homme sensuel moyen fashion—Its inequality, in the Second and Fourth Books especially—Lesage's quality: not requiring many words, but indisputable—Marivaux: Les Effets de la Sympathie (?)

CHAPTER XI The Philosophe Novel 377

The use of the novel for "purpose"; Voltaire—General characteristics of his tales—Candide—Zadig and its satellites—Micromégas—L'Ingénu—La Princesse de Babylone—Some minors—Voltaire, the Kehl edition, and Plato—An attempt at different evaluation of himself—Rousseau: the novel character of the Confessions—The ambiguous position of Émile—La Nouvelle Héloïse—Its numerous and grave faults—The minor characters—The delinquencies of Saint-Preux—And the less charming points of Julie; her redemption—And the better side of the book generally—But little probability of more good work in novel from its author

CHAPTER XII "Sensibility." Minor and Later Novelists. The French Novel, c. 1800

"Sensibility"—A glance at Miss Austen—The thing essentially French—Its history—Mme. de Tencin and Le Comte de Comminge—Mme. Riccoboni and Le Marquis de Cressy—Her other work: Milady Catesby—Mme. de Beaumont: Lettres du Marquis de Roselle—Mme. de Souza—Xavier de Maistre—His illustrations of the lighter side[Pg xxii] of Sensibility—A sign of decadence—

Benjamin Constant: Adolphe—Mme. de Duras's "postscript"—Sensibilité and engouement—Some final words on the matter—Its importance here—Restif de la Bretonne—Pigault-Lebrun: the difference of his positive and relative importance—His life and the reasons for giving it—His general characteristics—L'Enfant du Carnaval and Les Barons de Felsheim—Angélique et Jeanneton—Mon Oncle Thomas—Jérôme—The redeeming points of these—Others: Adélaïde de Méran and Tableaux de Société—L'Officieux—Further examples—Last words on him—The French novel in 1800.

UAM Study Abroad 2016 – Costa Rica

Syllabus (MODL 3413)

You are expected to keep a daily journal (at least 5 entries per week –to be written on that day, not fabricated afterwards, to fulfill this requirement) of your ideas, experiences, thoughts and observations while you are in Costa Rica. This journal should be of a personal nature so that you can look back on it for years to come and enjoy reliving the things that happened to you while you were on this adventure; however, you will give it to me as part of your grade after the trip. The journal is to be written in the target language whenever possible, which is always important for the advanced students and ever increasingly for the beginners. The journal will be handed in to me between May 23 and June 03. I will read them and it will figure in as 25% of your grade for the class you are taking –a pretty easy A if you think about it.

For the most part, your grade will be figured from the journal (25%), your attendance and participation in class and on field trips – *this includes doing your homework* – (25%), and 50% will come from the grades given to each participants by CPI School.

Grading Scale:

A 100-90

B 89-80

C 79-70

D 69-60

F 59-0

Journal Entry Topics

BEFORE YOUR TRIP STARTS

Day 1: ¿Cómo me siento acerca del viaje después de hoy? (*How do I feel about the trip after today?*)

 ¿Qué espero de la experiencia en Costa? (*What do i hope for from the experience in Costa Rica?*)

Day 2: ¿Cómo es mi español? (*Realistically, how is my Spanish?*)

¿Cuánto quiero mejorar mi español en Costa Rica? (*How much do I expect to improve my Spanish in Costa Rica?*)

Day 3: ¿Cómo me siento acerca de vivir con una familia extranjera y desconocida? (*How do I feel about living with an unfamiliar, foreign family?*)

Day 4: ¿Qué espero de mi mismo/a de este viaje? (*What do I hope for myself from this trip?*)

¿Cuáles son mis planes personales para allá? (*What are my personal plans while there?*)

CLASS ATTENDANCE:

It is a University policy that students are expected to attend classes for which they are enrolled. Arriving late to class or leaving early is unacceptable. The first absence, students will lose twenty (20) points; after the second absence, students will lose thirty (30) points from the total points. Late arrivals or early departures will be penalized in the same manner.

MAKEUP EXAMS:

No makeup exams will be given, and the lowest examination grade will be dropped. Exceptions will be made for medical excuses accompanied by documentation and UAM authorized activities. It is to your advantage to take exams as scheduled.

POLICY ON CHEATING:

Cheating on an examination is prohibited. Any student(s) cheating on an examination will receive a grade of zero (0) on the examination, and the incident will be reported to the Vice Chancellor for Academic Affairs.

CLASSROOM POLICIES:

Smoking is not permitted in the classroom. Students should not write on desks. A seating chart will be established to check the roll, learn student names, and to discourage students from writing on desks.

It is the policy of the University of Arkansas-Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall, Room 219, phone 870-460-1154; TDD 870-460-1251; or fax 870-460-1810.

The following action is prohibited under the Student Conduct Code: Disorderly Conduct B any behavior which disrupts the regular or normal functions of the University community, including behavior which reaches the peace or violates the rights of others.

UAM Study Abroad 2016 – Costa Rica

Syllabus (MODL 3403)

I. PRELIMINARY INFORMATION

Department:	School of Arts and Humanities
Course Title & Number:	Spanish conversation and Culture – MODL 3403
Instructor's Name:	Ms. Isabel Bacon
Office Number:	MCB 313
Office Hours:	by appointment
Office Phone:	460-1638
Pre-requisites:	NONE

II. ITINERARY EDUCATION COURSE GOALS AND/OR OBJECTIVES:

To develop student's reading skills and to introduce them to certain literary and cultural concepts that will enhance their comprehension of the unique qualities of Hispanic civilization including aspects of Hispanic traditions, customs, and values.

III. CONTENT:

You are expected to keep a daily journal (at least 5 entries per week –to be written on that day, not fabricated afterwards, to fulfill this requirement) of your ideas, experiences, thoughts and observations while you are in Costa Rica. This journal should be of a personal nature so that you can look back on it for years to come and enjoy reliving the things that happened to you while you were on this adventure; however, you will give it to me as part of your grade after the trip. The journal is to be written in the target language whenever possible, which is always important for the advanced students and ever increasingly for the beginners. The journal will be turned in or e-mail in to me between May 23 and June 03. I will read them and it will figure in as 25% of your grade for the class you are taking –a pretty easy A if you think about it.

For the most part, your grade will be figured from the journal (25%), your attendance and participation in class and on field trips – *this includes doing your homework* – (25%), and 50% will come from the grades given to each participant by the CPI School.

Grading Scale:

A 100-90

B 89-80

C 79-70

D 69-60

F 59-0

CLASS ATTENDANCE:

It is a University policy that students are expected to attend classes for which they are enrolled. Arriving late to class or leaving early is unacceptable. The first absence, students will lose twenty (20) points; after the second absence, students will lose thirty (30) points from the total points. Late arrivals or early departures will be penalized in the same manner.

MAKEUP EXAMS:

No makeup exams will be given, and the lowest examination grade will be dropped. Exceptions will be made for medical excuses accompanied by documentation and UAM authorized activities. It is to your advantage to take exams as scheduled.

POLICY ON CHEATING:

Cheating on an examination is prohibited. Any student(s) cheating on an examination will receive a grade of zero (0) on the examination, and the incident will be reported to the Vice Chancellor for Academic Affairs.

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Journal Entry Topics

BEFORE YOUR TRIP STARTS

Day 1: ¿Cómo me siento acerca del viaje después de hoy? (*How do I feel about the trip after today?*)

¿Qué espero de la experiencia en Costa? (*What do I hope for from the experience in Costa Rica?*)

Day 2: ¿Cómo es mi español? (*Realistically, how is my Spanish?*)

¿Cuánto quiero mejorar mi español en Costa Rica? (*How much do I expect to improve my Spanish in Costa Rica?*)

Day 3: ¿Cómo me siento acerca de vivir con una familia extranjera y desconocida? (*How do I feel about living with an unfamiliar, foreign family?*)

Day 4: ¿Qué espero de mi mismo/a de este viaje? (*What do I hope for myself from this trip?*)

¿Cuáles son mis planes personales para allá? (*What are my personal plans while there?*)

UAM Study Abroad 2016 – Costa Rica

Syllabus (MODL 3423)

II. PRELIMINARY INFORMATION

Department: School of Arts and Humanities

Course Title & Number: Syntax Lang Abroad

Instructor's Name: Ms. Isabel Bacon

Office Number: MCB 313

Office Hours: by appointment

Office Phone: 460-1638

Pre-requisites: SPAN 2213 or consent of instructor.

II. ITINERARY EDUCATION COURSE GOALS AND/OR OBJECTIVES:

To develop student's reading skills and to introduce them to certain literary and cultural concepts that will enhance their comprehension of the unique qualities of Hispanic civilization including aspects of Hispanic traditions, customs, and values.

III. CONTENT: You are expected to keep a daily journal (at least 5 entries per week –to be written on that day, not fabricated afterwards, to fulfill this requirement) of your ideas, experiences, thoughts and observations while you are in Costa Rica. This journal should be of a personal nature so that you can look back on it for years to come and enjoy reliving the things that happened to you while you were on this adventure; however, you will give it to me as part of your grade after the trip. The journal is to be written in the target language whenever possible, which is always important for the advanced students and ever increasingly for the beginners. The journal will be handed in to me upon your return. I will read it and it will figure in as 25% of your grade for the class you are taking.

For the most part, your grade will be figured from the journal (25%), your attendance and participation in class – *this includes doing your homework* – (50%), and written documentation on five (5) interviews on contemporary issues of Costa Rican pop culture to natives of the country (25%). Write the name of each person you have talked with, the questions you asked and his/her answers, in Spanish. You must ask a minimum of four (4) questions to each person. Only two of the four questions can be repeated with each person you interview.

- | | |
|----------------------------------|--------------------|
| 1. Country | 2. Language |
| 3. Location | 4. Music |
| 5. Government | 6. Dance |
| 7. Occupations (rural and urban) | 8. Art |
| 9. Food | 10. Sports (games) |

11. Clothing
13. Housing
15. Religion

12. Family Structure
14. Economy (imports and exports)
16. Money

Journal Entry Topics

BEFORE YOUR TRIP STARTS

Day 1: ¿Cómo me siento acerca del viaje después de hoy? (*How do I feel about the trip after today?*)

¿Qué espero de la experiencia en Costa? (*What do i hope for from the experience in Costa Rica?*)

Day 2: ¿Cómo es mi español? (*Realistically, how is my Spanish?*)

¿Cuánto quiero mejorar mi español en Costa Rica? (*How much do I expect to improve my Spanish in Costa Rica?*)

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Day 4: ¿Qué espero de mi mismo/a de este viaje? (*What do I hope for myself from this trip?*)

¿Cuáles son mis planes personales para allá? (*What are my personal plans while there?*)

IV. TEST AND GRADING PRACTICES:

GRADING SCALE

90 - 100= A, 80 - 89= B, 70 - 79= C, 60 - 69= D, 0 - 59= F

CLASS ATTENDANCE:

It is a University policy that students are expected to attend classes for which they are enrolled. Arriving late to class or leaving early is unacceptable. The first absence, students will lose twenty (20) points; after the second absence, students will lose thirty (30) points from the total points. Late arrivals or early departures will be penalized in the same manner.

MAKEUP EXAMS:

No makeup exams will be given, and the lowest examination grade will be dropped. Exceptions will be made for medical excuses accompanied by documentation and UAM authorized activities. It is to your advantage to take exams as scheduled.

POLICY ON CHEATING:

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CLASSROOM POLICIES:

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Fall 2015

SCHOOL OF ARTS AND HUMANITIES

SYLLABUS - Spanish 1003 (ACTS Equivalent # SPAN I - 1013)

Elementary Spanish I - ONLINE

I. PRELIMINARY INFORMATION

Department: School of Arts and Humanities

Course Title & Number: Elementary Spanish I - SPAN 1003 (Online)

Instructor's Name: E. James Bacon

Office Number: -----

Office Hours: -----

E-mail: BaconIII@uamont.edu

Required Text: Panorama: Introducción a la lengua Española with Supersite Plus code (Fourth Edition)

Note: This course requires online access using Supersite PLUS code. Only buy books that include the Supersite Plus code (not just Supersite). The hardback textbook is optional if you want to buy the digital only version.

This book/code will be used for the online sections of Elementary Spanish 1 & Elementary Spanish 2; make sure you keep the book and code after the end of the semester if you plan on taking Elementary Spanish 2. The code is good for 3 consecutive semesters. If you wait longer than that to take Elementary Spanish 2, you will have to buy the code again!

ISBN: 978-1-61767-744-1 (Digital version and hardback textbook)

ISBN: 978-1-61767-763-2 (Digital version and loose-leaf textbook)

ISBN: 978-1-61767-737-3 (Digital version only) Required

Prerequisite: None

TECHNICAL SUPPORT INFORMATION

Issues with Blackboard: Contact Office of Academic Computing; phone 870-460-1663. Open Monday-Friday, 8 a.m.-4:30 p.m.

Help Desk at fendley@uamont.edu or phone 870-460-1663.

The computer section in the Library is open during regular Library hours. Click here to see when the Taylor Library is open: <http://www.uamont.edu/library/>

Issues with Email: Contact the Office of Information Technology; phone 870-460-1036; open Monday-Friday, 8 a.m. – 4:30 p.m.

The Student Handbook for Distance Education is available at the following link: <http://www.uamont.edu/AcademicComputing/>

MINIMUM TECHNOLOGY REQUIREMENTS:

For minimum technology requirements, visit:
<http://kb.blackboard.com/pages/viewpage.action?pageId=38830689>

FEEDBACK SCHEDULE

If you contact the professor via email on week days, expect a response within 24 hours.

ASSIGNMENT DELIVERY

Submit all work on the Supersite (not blackboard). Please register your book at vhlcentral.com

ATTENDANCE POLICY /PARTICIPATION REQUIREMENTS

Students are expected to work every day on assignments. Deadlines for assignments and tests are posted. Please view late assignment penalties in the Supersite. No late tests or quizzes will be accepted.

EMERGENCY OR INTERRUPTION IN COMPUTER SERVICE POLICY.

Prepare for unexpected problems and emergencies. Understand that problems and glitches do occur in online learning as they do in any learning environment. Have a back-up plan such as using the computers at a local library for submitting assignments in case your computer crashes or your service is interrupted. Remember that you can submit assignments before the deadline.

DISCUSSION

This course does not have open discussions and or group activities. However you can communicate with your professor via email or access resources available in your Supersite. The use of blackboard is not necessary. Only the class syllabus appears on blackboard.

ASSESSMENTS

Assessment activities including homework assignments, quizzes, examinations, projects, etc. are open book but be aware of dates and time restrictions as they appear on the Supersite calendar. Students will have only one chance on the tests and answers must contain written accent marks when necessary. Work assignments can be repeated more than once (3 chances) but these as well as the tests must be submitted by deadline.

NETIQUETTE

Source: <http://en.wikipedia.org/wiki/Netiquette>

Network Etiquette (netiquette) is “cyber speak” for etiquette on-line and e-mail: manners, civility, and shared rules. The rules of etiquette apply to everyone who uses the Internet or any kind of network to communicate to any person in the world. Please consult the source for further information.

III. ITINERARY EDUCATION COURSE GOALS and/or OBJECTIVES

To acquaint and help students learn the basics of Spanish languages and become familiar with Hispanic customs and traditions. The main goal of the course is to equip students with basic communication skills in Spanish as it is used in everyday situations.

IV. CONTENT

DATE ASSIGNMENTS (by week)

August 19 Introduction- Students need to redeem their code and enroll in the course in order to appear in the roster. Go to <vhlcentral.com/help/student-startup>

August 20- 21 Lesson 1

24-28 Lesson 1

31- Sep.04 Lesson 1

Sep. 07 Labor Day Holiday

08-11 Lesson 2

14-18 Lesson 2

21-25 Lesson 2

28- Oct. 02 Lesson 3

Oct. 05-09 Lesson 3

12-16 Lesson 3

19-23 Lesson 4

26-30 Lesson 4

Nov. 02-06 Lesson 4

09-13 Lesson 5

16-20 Lesson 5

23-24Lesson 5

25-27 Thanksgiving Holiday

30- Dec. 04 Lesson 5

Dec. 07-11 FINAL EXAM PERIOD

Note: Penalty on assignments - Student will lose 40% of the grade per day late.

Students have three (3) attempts per assignments prior to due date.

Students will have one (1) attempt for each test prior to due date. No late tests will be accepted. * **Accent marks are part of spelling and must be included for the answers to be correct.**

Check the calendar for assignments and tests on the Supersite.

All grades are automatically posted. Refer to Grading Scale chart to know your letter grade.

Learning Outcome for a Minor in Spanish

Students completing a minor in Spanish or French should:

1. Understand the spoken language, particularly where context strongly supports understanding and speech is clearly audible.
2. Respond appropriately to spoken questions and statements.
3. Understand the written language as used in practical daily life involving learned vocabulary.
4. Write the language as used in practical daily life involving learned vocabulary.
5. Demonstrate knowledge of important aspects of contemporary culture.

V. TESTS AND GRADING PRACTICE:

Grading Scale (%) Grade Points

90 – 100 A Lesson Assignments = 60%

80 – 89 B Tests = 40%

70 – 79 C

60 – 69 D

0 – 59 F

CLASS ATTENDANCE:

It is a University policy that students are expected to attend classes for which they are enrolled. Late assignments will have a penalty of 40% per assignment per day.

Bonus Points: Students wishing to receive bonus points can come to MCB 312 during Lab. hours and work with the Rosetta Stone Program. 30 min. of Lab = 5 bonus points (20 points max. between the dates of each test.)

*MAKEUP EXAMS:

No makeup exams will be given on online classes. Student may request a make- up exam for medical excuses or other extenuating circumstances accompanied by documentation to the dean of Arts and Humanities. Any make up exam approved by the Dean will be given on the date agreed by the instructor at the UAM Campus (MCB- Room 312). Hours 9:00a.m- 4:00p.m. The make-up exam will in hard print and will cover the same material but will be different from the exam previously given to all students on line.

POLICY ON CHEATING:

Cheating on exams is prohibited. Any student(s) cheating on an examination will receive a grade of zero (0) on the examination (this will not be a drop grade) and the incident will be reported to the Vice Chancellor of Academic Affairs.

CLASSROOM POLICIES:

Students should not write on desks. A seating chart will be established to check the roll, learn student's names, and to discourage students from writing on desks. The use of cell phones and other electronic devices is not permitted in the classroom.

DATES TO REMEMBER:

August 21 - Last day to register or add a class

November 16- Last day to drop with a "W"

Dec. 04 - Last day of classes

Students with Disabilities: It is the policy of the University of AR at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall Room 120; phone 870 460-1026; TDD 870 460-1626; Fax 870 460-1926. McGehee: Office of Special Student Services representative on campus; phone 870 222-5360; fax 870 222-1105. Crossett: Office of Special Student Services representative on campus; phone 870 364-6414; fax 870 364-5707.

The following action is prohibited under the Student Conduct Code: Disorderly Conduct: Any behavior which disrupts the regular or normal functions of the University community, including behavior which breaches the peace or violates the rights of others.

Grade Reports: UAM will no longer mail grade reports to all students. You may access your grades through Campus Connect on the UAM homepage, <http://www.uamont.edu>. To have your grades mailed to you,

complete the grade request form available in the Registrar's Office in Monticello or the Student Services offices in Crossett and McGehee.

Student conduct statement:

Students at the University of Arkansas at Monticello are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. The student must not conduct him/herself in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.

Academic dishonesty:

1. Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:

a. Copying from another student's paper;

b. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;

c. Collaboration with another student during the examination;

d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;

e. Substituting for another person during an examination or allowing such substitutions for oneself.

2. Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted.

3. Duplicity: Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.

4. Plagiarism: Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.

For any instance of academic dishonesty that is discovered by the instructor, whether the dishonesty is found to be cheating, collusion, duplicity, or plagiarism the student(s) involved will receive a failing grade for the assignment.

Spring 2016

SCHOOL OF ARTS AND HUMANITIES

SYLLABUS - Spanish 1013 (ACTS Equivalent # SPAN II - 1023)

Elementary Spanish II - ONLINE

I. PRELIMINARY INFORMATION

Department: School of Arts and Humanities

Course Title & Number: Elementary Spanish II - SPAN 1013 (Online)

Instructor's Name: Isabel Bacon

Office Number: MCB 313

Office Hours: MW 2:00- 4:00pm.; TH 10:00am-12:00pm.

Office Telephone & E-mail: (870)460-1638 baconi@uamont.edu

The minimum expectation for a 3-hour course is:

Instructor-student Interaction 47-hrs

Independent Work 90-hrs

Total Commitment 137-hrs

Required Text: **Panorama: Introducción a la lengua Española with Supersite Plus code (Fourth Edition)**

Note: This course requires online access using Supersite PLUS code. **Only buy books that include the Supersite Plus code (not just Supersite).** The hardback textbook is optional if you want to buy the digital only version. The code # serves only one name (**no used books.**)

This book/code will be used for the online sections of Elementary Spanish 1 & Elementary Spanish 2; make sure you keep the book and code after the end of the semester if you plan on taking Elementary Spanish 2. The code is good for 3 consecutive semesters. If you wait longer than that to take Elementary Spanish 2, you will have to buy the code again!

ISBN: 978-1-61767-744-1 (Digital version and hardback textbook)

ISBN: 978-1-61767-763-2 (Digital version and loose-leaf textbook)

ISBN: 978-1-61767-737-3 (Digital version only) Required

Prerequisite: None

II. TECHNICAL SUPPORT INFORMATION Issues with Blackboard: Contact Office of Academic Computing; phone 870-460-1663. Open Monday-Friday, 8 a.m.-4:30 p.m.

Help Desk at fendley@uamont.edu or phone 870-460-1663.

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FEEDBACK SCHEDULE

If you contact the professor via email on week days, expect a response within 24 hours.

ASSIGNMENT DELIVERY

Submit all work on the Supersite (not blackboard). Please register your book at vhlcentral.com

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This course does not have open discussions and or group activities. However you can communicate with your professor via email or access resources available in your Supersite. The use of blackboard is not necessary. Only the class syllabus appears on blackboard.

ASSESSMENTS

Assessment activities including homework assignments, quizzes, examinations, projects, etc. are open book but be aware of dates and time restrictions as they appear on the Supersite calendar. Students will have only one chance on the tests and answers must contain written accent marks when necessary. Work assignments can be repeated more than once (3 chances) but these as well as the tests must be submitted by deadline.

NETIQUETTE

Source: <http://en.wikipedia.org/wiki/Netiquette>

Network Etiquette (netiquette) is “cyber speak” for etiquette on-line and e-mail: manners, civility, and shared rules. The rules of etiquette apply to everyone who uses the Internet or any kind of network to communicate to any person in the world. Please consult the source for further information.

III. ITINERARY EDUCATION COURSE GOALS and/or OBJECTIVES

To acquaint and help students learn the basics of Spanish languages and become familiar with Hispanic customs and traditions. The main goal of the course is to equip students with basic communication skills in Spanish as it is used in everyday situations.

IV. CONTENT

DATE ASSIGNMENTS (by week)

August 19 Introduction- Students need to redeem their code and enroll in the course in order to appear in the roster. Go to <vhlcentral.com/help/student-startup>

Jan. 11-15 Lesson 6

19-22 Lesson 6

25-29 Lesson 6

Feb. 01-05 Lesson 7

08-12 Lesson 7

15-19 Lesson 7

22-26 Lesson 8

29-Mar. 04 Lesson 8

Mar. 07-11 Lesson 8

14-18 Lesson 9

21-25 **Spring Break**

28-Apr. 01 Lesson 9

Apr. 04.08 Lesson 9

11-15 Lesson 10

18-22 Lesson 10

Apr. 27-May 03 Lesson 10- FINAL EXAM PERIOD

Note: Penalty on assignments - Student will lose 40% of the grade per day late.

Students have three (3) attempts per assignments prior to due date.

Students will have one (1) attempt for each test prior to due date. No late tests will be accepted.* **Accent marks are part of spelling and must be included for the answers to be correct.**

Check the calendar for assignments and tests on the Supersite.

All grades are automatically posted. Refer to Grading Scale chart to know your letter grade.

Learning Outcome for a Minor in Spanish

Students completing a minor in Spanish or French should:

1. Understand the spoken language, particularly where context strongly supports understanding and speech is clearly audible.
2. Respond appropriately to spoken questions and statements.
3. Understand the written language as used in practical daily life involving learned vocabulary.
4. Write the language as used in practical daily life involving learned vocabulary.

5. Demonstrate knowledge of important aspects of contemporary culture.

V. TESTS AND GRADING PRACTICE:

Grading Scale (%) Grade Points

90 – 100 A Lesson Assignments = 70%

80 – 89 B Tests = 30%

70 – 79 C

60 – 69 D

0 – 59 F

CLASS ATTENDANCE:

It is a University policy that students are expected to attend classes for which they are enrolled. Late assignments will have a penalty of 40% per assignment per day.

Bonus Points: Students wishing to receive bonus points can come to MCB 312 during Lab. hours and work with the Rosetta Stone Program. 30 min. of Lab = 5 bonus points (20 points max. between the dates of each test.)

*MAKEUP EXAMS:

No makeup exams will be given on online classes. Student may request a make- up exam for medical excuses or other extenuating circumstances accompanied by documentation to the dean of Arts and Humanities. Any make up exam approved by the Dean will be given on the date agreed by the instructor at the UAM Campus (MCB- Room 312). Hours 9:00a.m- 4:00p.m. The make-up exam will in hard print and will cover the same material but will be different from the exam previously given to all students on line.

POLICY ON CHEATING:

Cheating on exams is prohibited. Any student(s) cheating on an examination will receive a grade of zero (0) on the examination (this will not be a drop grade) and the incident will be reported to the Vice Chancellor of Academic Affairs.

CLASSROOM POLICIES:

Students should not write on desks. A seating chart will be established to check the roll, learn student's names, and to discourage students from writing on desks. The use of cell phones and other electronic devices is not permitted in the classroom.

DATES TO REMEMBER:

Jan. 08 - Last day to register or add a class

Mar. 16- Last day to drop with a “W”

Apr. 26- Last day of classes

Students with Disabilities: It is the policy of the University of AR at Monticello to accommodate individuals with disabilities pursuant to federal law and the University’s commitment to equal opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall Room 120; phone 870 460-1026; TDD 870 460-1626; Fax 870 460-1926. McGehee: Office of Special Student Services representative on campus; phone 870 222-5360; fax 870 222-1105. Crossett: Office of Special Student Services representative on campus; phone 870 364-6414; fax 870 364-5707.

The following action is prohibited under the Student Conduct Code: Disorderly Conduct: Any behavior which disrupts the regular or normal functions of the University community, including behavior which breaches the peace or violates the rights of others.

Grade Reports: UAM will no longer mail grade reports to all students. You may access your grades through Campus Connect on the UAM homepage, <http://www.uamont.edu>. To have your grades mailed to you, complete the grade request form available in the Registrar’s Office in Monticello or the Student Services offices in Crossett and McGehee.

Student conduct statement:

Students at the University of Arkansas at Monticello are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. The student must not conduct him/herself in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.

Academic dishonesty:

1. Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:

- a. Copying from another student’s paper;
- b. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;
- c. Collaboration with another student during the examination;

d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;

e. Substituting for another person during an examination or allowing such substitutions for oneself.

2. Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted.

3. Duplicity: Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.

4. Plagiarism: Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.

For any instance of academic dishonesty that is discovered by the instructor, whether the dishonesty is found to be cheating, collusion, duplicity, or plagiarism the student(s) involved will receive a failing grade for the assignment.

SCHOOL OF ARTS AND HUMANITIES

SYLLABUS: 1378 MODL SEMINAR “A backpack journey through South America”

SPRING 2016 T TH 11:10 am to 12:30 pm

1. PRELIMINARY INFORMATION:

Department: School of Arts and Humanities

Instructors: Daniel Ravarotto & Jason Martinez

e-mail addresses: Martinez@uamont.edu / Ravarotto@uamont.edu

Office hours: Jason: MWF 10:00 am to 11:00 am – Ravarotto: MW 9:00 am to 10:00 am – W 11:00 am to 12:00 am

Office number: MCB 313

Prerequisites: None

Course Materials: Provided during the class

Course description: This course explores South American countries from a cultural perspective that includes, but is not limited to: customs, gastronomy, urbanity, art-craft, nature and landmarks. This journey through South America aims to introduce students to the daily life of South American countries from a travelers’ viewpoint. By the conclusion of this class, students may be able to:

- To learn the most representative aspects of South American countries regarding individual and community customs and traditions.
- To identify the most important landmarks all along the south of the continent and the role they play in local tourism
- To acknowledge social dynamics and interactions that take place in South American countries in terms of urbanity, economy, transportation and communication.

The minimum expectation for a 3-hour course is:

Instructor-student interaction	47-hrs
Independent work	90-hrs
Total commitment	137-hrs

2. ITINERARY OF THE COURSE/CLASS GOALS:

DATES, MAIN TOPICS, ACTIVITIES & CONTENT

Week 1, Jan 7

Presentation of the class/syllabus

Week 2, Jan 12 – 14

Starting our trip at the Caribbean sea!

Where to arrive? Where to go? What to do? What to eat? How to get around?

Week 3, Jan 19 – 21

First stop: Colombia & Venezuela

How to move around? How to socialize with people – do's and don'ts. How to deal with currency.

Week 4, Jan 26 – 28

Venezuela/Assessment session

The assessment session activity/product to be announced (see Evaluation System section)

Week 5, Feb 2 – 4

Let's go to the Andes!

Where to arrive? Where to go? What to do? What to eat?

Week 6, Feb 9 - 11

Perú & Ecuador

How to get around? How to socialize with people – do's and don'ts. How to deal with currency.

Week 7, Feb 16 – 18

Assessment session

The assessment session activity/product to be announced (see Evaluation System section)

From the mountains to the beach

Where to arrive? Where to go? What to do? What to eat?

Week 8, Feb 23 – 25

Bolivia & Brazil

How to get around? How to socialize with people – do's and don'ts. How to deal with currency.

Week 9, Mar 1 – 3

Brazil/Assessment Session

The assessment session activity/product to be announced (see Evaluation System section)

WRITTEN ESSAY (see Evaluation system for instructions)

Week 10, Mar 8 – 10

Keep on moving

Where to arrive? Where to go? What to do? What to eat?

Paraguay and Uruguay

How to get around? How to socialize with people – do's and don'ts. How to deal with currency.

Week 11, Mar 15 – 17

Uruguay/Assessment Session

The assessment session activity/product to be announced (see Evaluation System section)

Week 12, Mar 22 – 24

SPRING BREAK

Week 13, Mar 29 – 31

Heading to our last destinations!

Where to arrive? Where to go? What to do? What to eat?

Week 14, Apr 5 – 7

Argentina & Chile

How to get around? How to socialize with people – do's and don'ts. How to deal with currency.

Week 15, Apr 12 – 14

Chile/Assessment Session

The assessment session activity/product to be announced (see Evaluation System section)

Week 16, Apr 19 – 21

Festivals in the region/Final overview & review

Which are the best times to visit South America?

Festivals and celebrations all along the south of the continent. Final review of contents prior to the final test.

Week 17

Final Exam

3. EVALUATION SYSTEM: TESTS AND GRADING PRACTICE

This seminar course will evaluate students through assessment products (Oral presentations & Poster sessions), the use of rubrics, a written essay, mini-quizzes and a final written test.

- **Assessment sessions:** These assessment sessions will consist on *oral presentations* and/or *poster sessions*, where students are expected to explain, compare and reflect on the information studied during the seminar. Students are also expected to work on their presentations from a critical thinking perspective, making comparisons of similitude and difference among their culture and the target culture. Further instructions about the poster sessions/oral presentations will be provided accordingly.

NOTE: Oral presentations will require students to prepare those using visual aids and technology resources such as Prezi® or slide presentations. Students are highly encouraged to use other web resources to improve the quality, creativity and professionalism of their presentations.

- o There will be 5 assessment sessions: Each one will count as 10 % (50% TOTAL)

- **Written Essay:** Students will write an essay analyzing the contents seen up to the date and will explore some of their favorite items, researching for further information about places, characters, customs and must-see destinations.
 - o The essay will represent 10 % of your grade. Deadline: March 3rd

- **Final test:** The final test will consist of a regular test where students will demonstrate their acquired knowledge about the countries studied during this course.
 - o The test will represent 20 % of your grade. There will be a review session on April 21st.

- **Class participation & attendance:** Upon completion of each country studied, there will be a short matching quiz to assess student's understanding. These quizzes will count as part of the class participation grade. It is a University policy that students are expected to attend classes for which they are enrolled. Arriving late to class or leaving early are unacceptable behaviors. Unless a valid excuse is submitted, students will be penalized in their grade accordingly.
 - o NOTE: Same rules apply for absences at assessment sessions. Failure on providing valid excuses will result in auto-fail grades.
 - o Class participation & attendance will represent 20 % of your grade.

Assessment products: 50% (10% each)
 Essay: 10%
 Final test: 20 %
 Class participation & attendance: 20%
 TOTAL: 100 %

Grading scale:

- A 100-90
- B 89-80
- C 79-70
- D 69-60
- F 59-0

Dates to remember:

- January 8th – last day to register
- April 12th – last dropping date for W
- April 26th – last day of class
- Final test - PENDING

POLICY ON CHEATING:

Cheating on exams is prohibited. Any student(s) cheating on an examination will receive a grade of zero (0) on the examination (**this will not be a drop grade**) and the incident will be reported to the Vice Chancellor of Academic Affairs.

CLASSROOM POLICIES:

Students should not write on desks. A seating chart will be established to check the roll, learn student's names, and to discourage students from writing on desks. **The use of cell phones and other electronic devices is not permitted in the classroom.**

Students with Disabilities: It is the policy of the University of AR at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall Room 120; phone 870 460-1026; TDD 870 460-1626; Fax 870 460-1926. *McGehee:* Office of Special Student Services representative on campus; phone 870 222-5360; fax 870 222-1105. *Crossett:* Office of Special Student Services representative on campus; phone 870 364-6414; fax 870 364-5707.

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Student conduct statement:

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Academic dishonesty:

1. Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:
 - a. Copying from another student's paper;
 - b. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;
 - c. Collaboration with another student during the examination;

- d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;
 - e. Substituting for another person during an examination or allowing such substitutions for oneself.
2. Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted.
 3. Duplicity: Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.
 4. Plagiarism: Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.

For any instance of academic dishonesty that is discovered by the instructor, whether the dishonesty is found to be cheating, collusion, duplicity, or plagiarism the student(s) involved will receive a failing grade for the assignment.

Intersession Summer I 2010
SCHOOL OF ARTS AND HUMANITIES
SYLLABUS - Spanish 1003
Elementary Spanish I

PRELIMINARY INFORMATION

Department:	School of Arts and Humanities
Course Title & Number:	Elementary Spanish I - SPAN 1003
Instructor's Name:	Ms. Isabel Bacon
Office Number:	MCB 313
Office Hours:	by appointment
Office Telephone & E-mail:	460-1638; baconi@uamont.edu
Required Texts:	Bacon, <u>Doble Vía</u>
Prerequisite:	None

II. ITINERARY EDUCATION COURSE GOALS and/or OBJECTIVES

To acquaint and help students learn the basics of Spanish languages and become familiar with Hispanic customs and traditions. The main goal of the course is to equip students with basic communication skills in Spanish as it is used in everyday situations.

III. CLASS SCHEDULE

8:00am to 9:20am	-	Class
9:20am to 9:30am	-	Break
9:30am to 10:50am	-	Class
10:50am to 11:00am	-	Break
11:00am to 12:30pm	-	Class

IV. CONTENT

<u>DATE</u>	<u>ASSIGNMENTS</u>
May 17	Preliminary Lesson / Lessons 1 & 2 / Rosetta Stone
18	Quiz over Lessons 1 & 2 / Lessons 1 & 2 (cont.) / Rosetta Stone
19	Test 1 over Lessons 1 & 2 / Lesson 3 / Rosetta Stone
20	Quiz over Lesson 3 / Lessons 3 & 4 / Rosetta Stone
21	Quiz over Lesson 4 / Lessons 3 & 4 / Rosetta Stone
24	Test 2 over Lessons 3 & 4 / Lessons 5 & 6 / Rosetta Stone
25	Quiz over Lessons 5 & 6 / Lessons 5 & 6 (cont.) / Rosetta Stone
26	Test 3 over Lessons 5 & 6 / Lessons 7 & 8 / Rosetta Stone
27	Quiz over Lessons 7 & 8 / Lessons 7 & 8 (cont.) / Rosetta Stone
28	Test 4 over Lessons 7 & 8 / Rosetta Stone

Note: No late homework assignments will be accepted.

Learning Outcome for a Minor in Spanish

Students completing a minor in Spanish or French should:

1. Understand the spoken language, particularly where context strongly supports understanding and speech is clearly audible.
2. Respond appropriately to spoken questions and statements.
3. Understand the written language as used in practical daily life involving learned vocabulary.
4. Write the language as used in practical daily life involving learned vocabulary.
5. Demonstrate knowledge of important aspects of contemporary culture.

V. TESTS AND GRADING PRACTICE:

Grading Scale Grade Points

90 – 100 A Exams (4 of 5) = 400 pts

80 – 89 B Quizzes (7 of 8) = 140 pts

70 – 79 C Class participation = 050 pts

60 – 69 D Homework= 050 pts

0 – 59 F Rosetta Stone Tests = 200 pts

TOTAL POINTS 840 pts

CLASS ATTENDANCE:

It is a University policy that students are expected to attend classes for which they are enrolled. Arriving late to class or leaving early is unacceptable. After the second absence, students will lose ten (10) points from class participation. Students with over two (2) absences will have to schedule lab make-up hours in order to receive class participation points. Late arrivals or early departures will be penalized in the same manner.

MAKEUP EXAMS:

No makeup exams will be given. Exceptions will be made for medical excuses accompanied by documentation and UAM authorized activities. Documentation must be provided within 3 days after student return to class.

POLICY ON CHEATING:

Cheating on exams is prohibited. Any student(s) cheating on an examination will receive a grade of zero (0) on the examination (this will not be a drop grade) and the incident will be reported to the Vice Chancellor of Academic Affairs.

CLASSROOM POLICIES:

Students should not write on desks. A seating chart will be established to check the roll, learn student's names, and to discourage students from writing on desks. The use of cell phones and other electronic devices is not permitted in the classroom.

Students with Disabilities: It is the policy of the University of AR at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall Room 120; phone 870 460-1026; TDD 870 460-1626; Fax 870 460-1926. *McGehee:* Office of Special Student Services representative on campus; phone 870 222-5360; fax 870 222-1105. *Crossett:* Office of Special Student Services representative on campus; phone 870 364-6414; fax 870 364-5707.

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Services offices in Crossett and McGehee.

SCHOOL OF ARTS AND HUMANITIES
SYLLABUS - Spanish 1013 (ACTS Equivalent # SPAN II - 1023)
Elementary Spanish II

PRELIMINARY INFORMATION

Department: School of Arts and Humanities
Course Title & Number: Elementary Spanish II - SPAN 1013
Instructor's Name:
Office Number: MCB 313
Office Hours:
Office Telephone & E-mail: @uamont.edu
Required Texts: Bacon, Doble Vía, Level II (Revised)
Prerequisite: SPAN 1003 or consent of instructor

II. ITINERARY EDUCATION COURSE GOALS and/or OBJECTIVES

To acquaint and help students learn the basics of Spanish languages and become familiar with Hispanic customs and traditions. The main goal of the course is to equip students with basic communication skills in Spanish as it is used in everyday situations.

III. CONTENT

<u>DATE</u>	<u>ASSIGNMENTS</u>
Jan.	07 – 09 Introduction / Review 12 - 16 Lesson 1 (quiz 1) 19 MLK Holiday 20 - 23 Lesson 1/Lesson 2 26 – 30 Lesson 2 (quiz 2)
Feb.	02 – 06 Lesson 2 / Test 1 09 – 13 Lesson 3 (quiz 3) 16 – 20 Lesson 3 23 – 27 Lesson 3/Lesson 4
Mar.	02 – 06 Lesson 4 (quiz 4) 09 - 13 Lesson 4/ Test 2 16 – 20 Lesson 5 (quiz 5) 23 – 27 Spring Break 30- April 03 Lesson 5
Apr.	06 – 10 Lesson 5/ Test 3 (Tues. or Wed.) /Lesson 6 13 – 17 Lesson 6 (quiz 6) 20 – 24 Lesson 6/ Test 4 27 – 28 Review
April 29 – May 05	Finals (Test 5)

(Check final examination schedule)

*Vocabulary quizzes will generally occur at the end of the first week of each lesson and may include previous vocabularies. **Note: No late homework assignments will be accepted.**

Learning Outcome for a Minor in Spanish

Students completing a minor in Spanish or French should:

1. Understand the spoken language, particularly where context strongly supports understanding and speech is clear audible.
2. Respond appropriately to spoken questions and statements.
3. Understand the written language as used in practical daily life involving learned vocabulary.
4. Write the language as used in practical daily life involving learned vocabulary.
5. Demonstrate knowledge of important aspects of contemporary culture.

IV. TESTS AND GRADING PRACTICE:

Grading Scale

90 – 100 A

80 – 89

70 – 79

60 – 69 D

0 – 59 F

Grade Points

Exams (4 of 5) = 400 pts

Quizzes (5 of 6) = 150 pts

Class participation = 50 pts

Homework = 50 pts

TOTAL POINTS = 650 pts

CLASS ATTENDANCE:

It is a University policy that students are expected to attend classes for which they are enrolled. Arriving late to class or leaving early is unacceptable. After the second absence, students will lose ten (10) points from class participation. **Bonus Points:** Students wishing to receive bonus points can come to MCB 312 during Lab. hours and work with the Rosetta Stone Program. 30 min. of Lab = 5 bonus points (20 points max. between the dates of each test.)

MAKEUP EXAMS:

No makeup exams will be given. Exceptions will be made for medical excuses accompanied by documentation and UAM authorized activities. Documentation must be provided within 3 days after student return to class.

POLICY ON CHEATING:

Cheating on exams is prohibited. Any student(s) cheating on an examination will receive a grade of zero (0) on the examination (**this will not be a drop grade**) and the incident will be reported to the Vice Chancellor of Academic Affairs.

CLASSROOM POLICIES:

Smoking is not permitted on campus. Students should not write on desks. A seating chart will be established to check the roll, learn student's names, and to discourage students from writing on desks.

The use of cell phones and other electronic devices is not permitted in the classroom.

DATES TO REMEMBER:

Jan. 09 Last day to register or add a class

March 18 Last day to drop with a “W”
Apr. 28 Last day of class

Student conduct statement:

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 - c. Collaboration with another student during the examination;
 - d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;
 - e. Substituting for another person during an examination or allowing such substitutions for oneself.
2. Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name in on the work submitted.
3. Duplicity: Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.
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- 5.

For any instance of academic dishonesty that is discovered by the instructor, whether the dishonesty is found to be cheating, collusion, duplicity, or plagiarism the student(s) involved will receive a failing grade for the assignment.

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SYLLABUS - Spanish 2203 (ACTS Equivalent # SPAN III - 2013)
Intermediate Spanish I – Fall 2016 – MWF 10:10- 11:00

PRELIMINARY INFORMATION

Instructor's Name: Ms. Isabel Bacon
Office Number: MCB 313
Off Office Telephone: 460-1638
Instructor's E-mail: baconi@uamont.edu
Office Hours: MW 2:30pm – 4:30pm; TTH 9:00am – 12:00pm; or by appointment
Course Title & Number: Intermediate Spanish I - SPAN 2203(ACTS Equivalent # SPAN III – 2013, 3 credit hours)
Required Texts: Living Language (Complete Edition) – Beginner to Advanced; Random House Inc. www.livinglanguage.com
Prerequisite: SPAN 1013 or consent of instructor

Blackboard Supplemental Student Success Support:

This course also has a Blackboard Supplemental Resource Component to support your success. Please regularly check the course component on Blackboard for announcements, supplemental resources, notes, class discussions, etc.

II. ITINERARY EDUCATION COURSE GOALS and/or OBJECTIVES

To acquaint and help students learn the basics of Spanish languages and become familiar with Hispanic customs and traditions. The main goal of the course is to equip students with basic communication skills in Spanish as it is used in everyday situations.

The minimum expectation for a 3-hour course is:

Instructor-student Interaction 47-hrs
Independent Work 90-hrs
Total Commitment 137-hrs

III. CONTENT

<u>DATE</u>	<u>ASSIGNMENTS</u>
Aug. 24-26	Review/Lectura 1
29-Sep. 02	Review Dialogues (Living Language Essential)
Sep. 05	Labor Day Holiday
06-09	Living Language Intermediate – Unit 1
12-16	Unit 2
19-23	Unit 2 / Test 1 (Th. or Fr.) Mango report
26-30	Unit 3
Oct. 3-07	Unit 3
10-14	Unit 4
17-21	Unit 4/ Test 2 (Th. or Fr.) Mango report
24-28	Lectura 2
31-Nov. 04	Unit 5
Nov. 07-11	Unit 5

14-18 Unit 5/**Test 3 (Th. or Fr.) *Mango report***
 21-22 Lectura 3
 23-25 Thanks Giving Holiday
 28-Dec.02 Lectura 3
 Dec. 05-09 **Test 4 (Tues. or W) / Review (TH or F) *Mango report***
 12-16 **Final Exams (Test 5) *Mango report***

(Check final examination schedule)

*Vocabulary quizzes will generally occur at the end of the first week of each lesson and may include previous vocabularies. **Note: No late homework assignments will be accepted.**

Learning Outcome for a Minor in Spanish

Students completing a minor in Spanish or French should:

1. Understand the spoken language, particularly where context strongly supports understanding and speech is clearly audibly.
2. Respond appropriately to spoken questions and statements.
3. Understand the written language as used in practical daily life involving learned vocabulary.
4. Write the language as used in practical daily life involving learned vocabulary.
5. Demonstrate knowledge of important aspects of contemporary culture.

IV. TESTS AND GRADING PRACTICE:

Grading Scale Grade Points

90 – 100 A	Exams (4 of 5) = 400 pts
80 – 89 B	Lecturas (3) = 150 pts
70 – 79 C	Class participation = 050 pts
60 – 69 D	Homework = 0 50 pts
0 – 59 F	TOTAL POINTS 650 pts

CLASS ATTENDANCE:

It is a University policy that students are expected to attend classes for which they are enrolled. Arriving late to class or leaving early is unacceptable. After the second absence, students will lose ten (10) points from class participation. **Bonus Points:** Students wishing to receive bonus points can come to MCB 312 during Lab. hours and work with the Rosetta Stone Program. 30 min. of Lab = 5 bonus points (15 points max. between the dates of each test.)

MAKEUP EXAMS:

No makeup exams will be given. Exceptions will be made for medical excuses accompanied by documentation and UAM authorized activities. Documentation must be provided within 3 days after student return to class.

POLICY ON CHEATING:

Cheating on exams is prohibited. Any student(s) cheating on an examination will receive a grade of zero (0) on the examination (**this will not be a drop grade**) and the incident will be reported to the Vice Chancellor of Academic Affairs.

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DATES TO REMEMBER:

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Academic dishonesty:

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 - d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;
 - e. Substituting for another person during an examination or allowing such substitutions for oneself.
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7. Duplicity: Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.
8. Plagiarism: Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.
9. For any instance of academic dishonesty that is discovered by the instructor, whether the dishonesty is found to be cheating, collusion, duplicity, or plagiarism the student(s) involved will receive a failing grade for the assignment.

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<http://www.uamont.edu/pages/school-of-arts-humanities/writing-center/>

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Harris Hall, (870) 460-1454

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MATH TUTORIAL LAB

Math and Science Center, 870-460-1016

Free one-on-one tutoring is available for any mathematics class. Help with ALEKS, WebAssign, and MyMathLab is available. Math tutoring is located in the A-Wing of the Science Center.

STUDENT HANDBOOK

Each student is responsible for reading the student handbook including the rules and policies regarding conduct codes and academic dishonesty. The Student Handbook is located at the following link:

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In case of emergency please call 911.

Students with Disabilities:

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SYLLABUS - Spanish 2213 (ACTS Equivalent # SPAN IV - 2023)
Intermediate Spanish II – Fall 2016 – MWF 09:10- 10:00

PRELIMINARY INFORMATION

Instructor's Name: Ms. Isabel Bacon
Office Number: MCB 313
Off Office Telephone: 460-1638
Instructor's E-mail: baconi@uamont.edu
Office Hours: MW 2:30pm – 4:30pm; TTH 9:00am – 12:00pm; or by appointment
Course Title & Number: Intermediate Spanish I - SPAN 2203(ACTS Equivalent # SPAN III – 2013, 3 credit hours)
Required Texts: Living Language (Complete Edition) – Beginner to Advanced; Random House Inc. www.livinglanguage.com
Prerequisite: SPAN 2203 or consent of instructor

Blackboard Supplemental Student Success Support:

This course also has a Blackboard Supplemental Resource Component to support your success. Please regularly check the course component on Blackboard for announcements, supplemental resources, notes, class discussions, etc.

II. ITINERARY EDUCATION COURSE GOALS and/or OBJECTIVES

To acquaint and help students learn the basics of Spanish languages and become familiar with Hispanic customs and traditions. The main goal of the course is to equip students with basic communication skills in Spanish as it is used in everyday situations.

The minimum expectation for a 3-hour course is:

Instructor-student Interaction 47-hrs
Independent Work 90-hrs
Total Commitment 137-hrs

III. CONTENT

<u>DATE</u>	<u>ASSIGNMENTS</u>
Aug. 24-26	Review/Lectura 1
29-Sep. 02	Review Dialogues (Living Language Intermediate)
Sep. 05	Labor Day Holiday
06-09	Living Language Advance – Unit 1
12-16	Unit I
19-23	Unit I / Test 1 (Th. or Fr.) Mango report
26-30	Unit 2
Oct. 03-07	Unit 2
10-14	Unit 3
17-21	Unit 3/ Test 2 (Th. or Fr.) Mango report
24-28	Lectura 2
31-Nov. 04	Unit 4
Nov. 07-11	Unit 4

14-18 Unit 4/**Test 3 (Th. or Fr.) Mango report**

21-22 Lectura 3

23-25 Thanks Giving Holiday

28-Dec.02 Lectura 3

Dec. 05-09 **Test 4 (Tues. or W) / Review (TH or F) Mango report**

12-16 **Final Exams (Test 5) Mango report**

(Check final examination schedule)

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IV. TESTS AND GRADING PRACTICE:

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90 – 100 A

80 – 89 B

70 – 79 C

60 – 69 D

0 – 59 F

Exams (4of 5) = 400 pts

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= 050 pts

Homework= 0 50 pts

TOTAL POINTS 650

pts

CLASS ATTENDANCE:

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SYLLABUS – Seminar in Spanish Studies – SPAN 4633
Seminar in Spanish Pedagogy – Fall 2016 – MW 1:10- 2:30

PRELIMINARY INFORMATION

Instructor's Name: Ms. Isabel Bacon
Office Number: MCB 313
Off Office Telephone: 460-1638
Instructor's E-mail: baconi@uamont.edu
Office Hours: MW 2:30pm – 4:30pm; TTH 9:00am – 12:00pm; or by appointment
Course Title & Number: Seminar: Span. Pedagogy - SPAN 4633 (3 credit hours)
Required Texts: Triángulo Aprobado (5th Edition) by Gatski & McMullan; Wayside
Publishing www.waysidepublishing.com
Prerequisite: SPAN 2213 or consent of instructor

Blackboard Supplemental Student Success Support:

This course also has a Blackboard Supplemental Resource Component to support your success. Please regularly check the course component on Blackboard for announcements, supplemental resources, notes, class discussions, etc.

II. ITINERARY EDUCATION COURSE GOALS and/or OBJECTIVES

To help prepare students for advance tests such as AP Spanish and PRAXIS. This course is designed to review and improve linguistics components previously learned by the student and at the same time extending cultural understanding of the Spanish speaking world. The student will also explore the pedagogy of the target language, becoming familiar with study materials, developing study plans, and analyzing tests content.

The main goal of the course is two folds: 1) to improve the student learning skills of the target language and increase his/her basic understanding on how to synthesize learned information and, 2) to familiarize the student with various teaching methodologies to foster reflection into a teaching career.

The minimum expectation for a 3-hour course is:

Instructor-student Interaction 47-hrs

Independent Work 90-hrs

Total Commitment 137-hrs

III. CONTENT

<u>DATE</u>	<u>ASSIGNMENTS</u>
Aug. 24-26	Introduction
29-Sep. 02	AR Foreign Languages Curriculum Framework
Sep. 05	Labor Day Holiday
06-09	Triángulo – <u>Las familias y las comunidades</u>
12-16	<i>Las familias ...</i>
19-23	<i>Las familias.../Test 1 (Wed.)</i>
26-30	Spanish Pedagogy (AR Curriculum)
Oct. 03-07	Triángulo - <i>Las identidades Personales</i>
10- 14	<i>Las identidades...</i>

17-21 *Las identidades...*/ **Test 2 (Wed.)**
24-28 **The PRAXIS - Content Knowledge**
31-Nov. 04 *Content Knowledge*
Nov. 07-11 *Content Knowledge/Productive Language Skills*
14-18 *Productive Language Skills*/**Test 3 (Wed.)**
21-22 Spanish Pedagogy (Aplicación)
23-25 Thanks Giving Holiday

Nov. 28-Dec.02 Spanish Pedagogy (Aplicación)

05-09 **Test 4 (Wed) / Review**

12-16 **Final Exams (Test 5)**

(Check final examination schedule)

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Learning Outcome for a Minor in Spanish

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1. Understand the spoken language, particularly where context strongly supports understanding and speech is clearly audibly.
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IV. TESTS AND GRADING PRACTICE:

Grading Scale Grade Points

90 – 100 A

80 – 89 B

70 – 79 C

60 – 69 D

0 – 59 F

Exams (4 of 5) = 400 pts

Aplicación (2) = 200 pts

Class participation
= 050 pts

Homework = 100 pts

TOTAL POINTS 750
pts

CLASS ATTENDANCE:

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SYLLABUS - Spanish 2203 (ACTS Equivalent # SPAN III - 2013)
Intermediate Spanish I – Fall 2016 – MWF 10:10- 11:00

PRELIMINARY INFORMATION

Instructor's Name: Ms. Isabel Bacon
Office Number: MCB 313
Off Office Telephone: 460-1638
Instructor's E-mail: baconi@uamont.edu
Office Hours: MW 2:30pm – 4:30pm; TTH 9:00am – 12:00pm; or by appointment
Course Title & Number: Intermediate Spanish I - SPAN 2203(ACTS Equivalent # SPAN III – 2013, 3 credit hours)
Required Texts: Living Language (Complete Edition) – Beginner to Advanced; Random House Inc. www.livinglanguage.com
Prerequisite: SPAN 1013 or consent of instructor

Blackboard Supplemental Student Success Support:

This course also has a Blackboard Supplemental Resource Component to support your success. Please regularly check the course component on Blackboard for announcements, supplemental resources, notes, class discussions, etc.

II. ITINERARY EDUCATION COURSE GOALS and/or OBJECTIVES

To acquaint and help students learn the basics of Spanish languages and become familiar with Hispanic customs and traditions. The main goal of the course is to equip students with basic communication skills in Spanish as it is used in everyday situations.

The minimum expectation for a 3-hour course is:

Instructor-student Interaction 47-hrs
Independent Work 90-hrs
Total Commitment 137-hrs

III. CONTENT

<u>DATE</u>	<u>ASSIGNMENTS</u>
Aug. 24-26	Review/Lectura 1
29-Sep. 02	Review Dialogues (Living Language Essential)
Sep. 05	Labor Day Holiday
06-09	Living Language Intermediate – Unit 1
12-16	Unit 2
19-23	Unit 2 / Test 1 (Th. or Fr.) Mango report
26-30	Unit 3
Oct. 03-07	Unit 3
10-14	Unit 4
17-21	Unit 4/ Test 2 (Th. or Fr.) Mango report
24-28	Lectura 2
31-Nov. 04	Unit 5
Nov. 07-11	Unit 5
14-18	Unit 5/ Test 3 (Th. or Fr.) Mango report

21-22 Lectura 3

23-25 Thanks Giving Holiday

28-Dec.02 Lectura 3

Dec. 05-09 **Test 4 (Tues. or W) / Review (TH or F) *Mango report***

12-16 **Final Exams (Test 5) *Mango report* (Check final examination schedule)**

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60 – 69 D

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Lecturas (3) = 150 pts

Class participation
= 050 pts

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TOTAL POINTS 650
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DATES TO REMEMBER:

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Academic dishonesty:

18. Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:
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 - d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;
 - e. Substituting for another person during an examination or allowing such substitutions for oneself.
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21. Plagiarism: Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.

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<http://www.uamont.edu/pages/school-of-arts-humanities/writing-center/>

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Harris Hall, (870) 460-1454

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Math and Science Center, 870-460-1016

Free one-on-one tutoring is available for any mathematics class. Help with ALEKS, WebAssign, and MyMathLab is available. Math tutoring is located in the A-Wing of the Science Center.

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In case of emergency please call 911.

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SYLLABUS - Spanish 2213 (ACTS Equivalent # SPAN IV - 2023)
Intermediate Spanish II – Fall 2016 – MWF 09:10- 10:00

PRELIMINARY INFORMATION

Instructor's Name: Ms. Isabel Bacon
Office Number: MCB 313
Off Office Telephone: 460-1638
Instructor's E-mail: baconi@uamont.edu
Office Hours: MW 2:30pm – 4:30pm; TTH 9:00am – 12:00pm; or by appointment
Course Title & Number: Intermediate Spanish I - SPAN 2203(ACTS Equivalent # SPAN III – 2013, 3 credit hours)
Required Texts: Living Language (Complete Edition) – Beginner to Advanced; Random House Inc. www.livinglanguage.com
Prerequisite: SPAN 2203 or consent of instructor

Blackboard Supplemental Student Success Support:

This course also has a Blackboard Supplemental Resource Component to support your success. Please regularly check the course component on Blackboard for announcements, supplemental resources, notes, class discussions, etc.

II. ITINERARY EDUCATION COURSE GOALS and/or OBJECTIVES

To acquaint and help students learn the basics of Spanish languages and become familiar with Hispanic customs and traditions. The main goal of the course is to equip students with basic communication skills in Spanish as it is used in everyday situations.

The minimum expectation for a 3-hour course is:

Instructor-student Interaction 47-hrs
Independent Work 90-hrs
Total Commitment 137-hrs

III. CONTENT

<u>DATE</u>	<u>ASSIGNMENTS</u>
Aug. 24-26	Review/Lectura 1
29-Sep. 02	Review Dialogues (Living Language Intermediate)
Sep. 05	Labor Day Holiday
06-09	Living Language Advance – Unit 1
12-16	Unit I
19-23	Unit I / Test 1 (Th. or Fr.) Mango report
26-30	Unit 2
Oct. 03-07	Unit 2
10-14	Unit 3
17-21	Unit 3/ Test 2 (Th. or Fr.) Mango report
24-28	Lectura 2
31-Nov. 04	Unit 4
Nov. 07-11	Unit 4
14-18	Unit 4/ Test 3 (Th. or Fr.) Mango report

21-22 Lectura 3

23-25 Thanks Giving Holiday

28-Dec.02 Lectura 3

Dec. 05-09 **Test 4 (Tues. or W) / Review (TH or F) *Mango report***

12-16 **Final Exams (Test 5) *Mango report* (Check final examination schedule)**

*Vocabulary quizzes will generally occur at the end of the first week of each lesson and may include previous vocabularies. **Note: No late homework assignments will be accepted.**

Learning Outcome for a Minor in Spanish

Students completing a minor in Spanish or French should:

1. Understand the spoken language, particularly where context strongly supports understanding and speech is clearly audibly.
2. Respond appropriately to spoken questions and statements.
3. Understand the written language as used in practical daily life involving learned vocabulary.
4. Write the language as used in practical daily life involving learned vocabulary.
5. Demonstrate knowledge of important aspects of contemporary culture.

IV. TESTS AND GRADING PRACTICE:

Grading Scale Grade Points

90 – 100 A

80 – 89 B

70 – 79 C

60 – 69 D

0 – 59 F

Exams (4 of 5) = 400 pts

Lecturas (3) = 150 pts

Class participation
= 050 pts

Homework = 0 50 pts

TOTAL POINTS 650
pts

CLASS ATTENDANCE:

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SYLLABUS – Seminar in Spanish Studies – SPAN 4633
Seminar in Spanish Pedagogy – Fall 2016 – MW 1:10- 2:30

PRELIMINARY INFORMATION

Instructor's Name: Ms. Isabel Bacon
Office Number: MCB 313
Off Office Telephone: 460-1638
Instructor's E-mail: baconi@uamont.edu
Office Hours: MW 2:30pm – 4:30pm; TTH 9:00am – 12:00pm; or by appointment
Course Title & Number: Seminar: Span. Pedagogy - SPAN 4633 (3 credit hours)
Required Texts: Triángulo Aprobado (5th Edition) by Gatski & McMullan; Wayside Publishing www.waysidepublishing.com
Prerequisite: SPAN 2213 or consent of instructor

Blackboard Supplemental Student Success Support:

This course also has a Blackboard Supplemental Resource Component to support your success. Please regularly check the course component on Blackboard for announcements, supplemental resources, notes, class discussions, etc.

II. ITINERARY EDUCATION COURSE GOALS and/or OBJECTIVES

To help prepare students for advance tests such as AP Spanish and PRAXIS. This course is designed to review and improve linguistics components previously learned by the student and at the same time extending cultural understanding of the Spanish speaking world. The student will also explore the pedagogy of the target language, becoming familiar with study materials, developing study plans, and analyzing tests content.

The main goal of the course is two folds: 1) to improve the student learning skills of the target language and increase his/her basic understanding on how to synthesize learned information and, 2) to familiarize the student with various teaching methodologies to foster reflection into a teaching career.

The minimum expectation for a 3-hour course is:

Instructor-student Interaction 47-hrs

Independent Work 90-hrs

Total Commitment 137-hrs

III. CONTENT

<u>DATE</u>	<u>ASSIGNMENTS</u>
Aug. 24-26	Introduction
29-Sep. 02	AR Foreign Languages Curriculum Framework
Sep. 05	Labor Day Holiday
06-09	Triángulo – <u>Las familias y las comunidades</u>
12-16	<i>Las familias ...</i>
19-23	<i>Las familias.../Test 1 (Wed.)</i>
26-30	Spanish Pedagogy (AR Curriculum)
Oct. 03-07	Triángulo - <i>Las identidades Personales</i>
10- 14	<i>Las identidades...</i>
17-21	<i>Las identidades.../ Test 2 (Wed.)</i>
24-28	The PRAXIS - <i>Content Knowledge</i>

31-Nov. 04 *Content Knowledge*
 Nov. 07-11 *Content Knowledge/Productive Language Skills*
 14-18 *Productive Language Skills/Test 3 (Wed.)*
 21-22 Spanish Pedagogy (Aplicación)
 23-25 Thanks Giving Holiday
 28-Dec.02 Spanish Pedagogy (Aplicación)
 Dec. 05-09 **Test 4 (Wed) / Review**
 12-16 **Final Exams (Test 5) (Check final examination schedule)**

*Vocabulary quizzes will generally occur at the end of the first week of each lesson and may include previous vocabularies. **Note: No late homework assignments will be accepted.**

Learning Outcome for a Minor in Spanish

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1. Understand the spoken language, particularly where context strongly supports understanding and speech is clearly audibly.
2. Respond appropriately to spoken questions and statements.
3. Understand the written language as used in practical daily life involving learned vocabulary.
4. Write the language as used in practical daily life involving learned vocabulary.
5. Demonstrate knowledge of important aspects of contemporary culture.

IV. TESTS AND GRADING PRACTICE:

Grading Scale Grade Points

90 – 100 A	Exams (4of 5) = 400 pts
80 – 89 B	Aplicación (2) = 200 pts
70 – 79 C	Class participation = 050 pts
60 – 69 D	Homework= 100 pts
0 – 59 F	TOTAL POINTS 750 pts

CLASS ATTENDANCE:

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SYLLABUS - Spanish 2203 (ACTS Equivalent # SPAN III - 2013)
Intermediate Spanish I – Fall 2016 – MWF 10:10- 11:00

PRELIMINARY INFORMATION

Instructor's Name: Ms. Isabel Bacon
Office Number: MCB 313
Off Office Telephone: 460-1638
Instructor's E-mail: baconi@uamont.edu
Office Hours: MW 2:30pm – 4:30pm; TTH 9:00am – 12:00pm; or by appointment
Course Title & Number: Intermediate Spanish I - SPAN 2203(ACTS Equivalent # SPAN III – 2013, 3 credit hours)
Required Texts: Living Language (Complete Edition) – Beginner to Advanced; Random House Inc. www.livinglanguage.com
Prerequisite: SPAN 1013 or consent of instructor

Blackboard Supplemental Student Success Support:

This course also has a Blackboard Supplemental Resource Component to support your success. Please regularly check the course component on Blackboard for announcements, supplemental resources, notes, class discussions, etc.

II. ITINERARY EDUCATION COURSE GOALS and/or OBJECTIVES

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III. CONTENT

<u>DATE</u>	<u>ASSIGNMENTS</u>
Aug. 24-26	Review/Lectura 1
29-Sep. 02	Review Dialogues (Living Language Essential)
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23-25 Thanks Giving Holiday

28-Dec.02 Lectura 3

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12-16 **Final Exams (Test 5) *Mango report***

(Check final examination schedule)

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90 – 100 A

80 – 89 B

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60 – 69 D

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Class participation
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TOTAL POINTS 650

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SYLLABUS - Spanish 2213 (ACTS Equivalent # SPAN IV - 2023)
Intermediate Spanish I – Fall 2016 – MWF 10:10- 11:00

PRELIMINARY INFORMATION

Instructor's Name: Ms. Isabel Bacon
Office Number: MCB 313
Off Office Telephone: 460-1638
Instructor's E-mail: baconi@uamont.edu
Office Hours: MW 2:30pm – 4:30pm; TTH 9:00am – 12:00pm; or by appointment
Course Title & Number: Intermediate Spanish I - SPAN 2203(ACTS Equivalent # SPAN III – 2013, 3 credit hours)
Required Texts: Living Language (Complete Edition) – Beginner to Advanced; Random House Inc. www.livinglanguage.com
Prerequisite: SPAN 2203 or consent of instructor

Blackboard Supplemental Student Success Support:

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Instructor-student Interaction 47-hrs
Independent Work 90-hrs
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Exams (4 of 5) = 400 pts

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Off Office Telephone: 460-1638
Instructor's E-mail: baconi@uamont.edu
Office Hours: MW 2:30pm – 4:30pm; TTH 9:00am – 12:00pm; or by appointment
Course Title & Number: Intermediate Spanish I - SPAN 2203(ACTS Equivalent # SPAN III – 2013, 3 credit hours)
Required Texts: Living Language (Complete Edition) – Beginner to Advanced; Random House Inc. www.livinglanguage.com
Prerequisite: SPAN 2213 or consent of instructor

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SYLLABUS - Spanish 2213 (ACTS Equivalent # SPAN IV - 2023)
Intermediate Spanish I – Fall 2016 – MWF 10:10- 11:00

PRELIMINARY INFORMATION

Instructor's Name: Ms. Isabel Bacon
Office Number: MCB 313
Off Office Telephone: 460-1638
Instructor's E-mail: baconi@uamont.edu
Office Hours: MW 2:30pm – 4:30pm; TTH 9:00am – 12:00pm; or by appointment
Course Title & Number: Intermediate Spanish I - SPAN 2203(ACTS Equivalent # SPAN III – 2013, 3 credit hours)
Required Texts: Living Language (Complete Edition) – Beginner to Advanced; Random House Inc. www.livinglanguage.com
Prerequisite: SPAN 2203 or consent of instructor

Blackboard Supplemental Student Success Support:

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II. ITINERARY EDUCATION COURSE GOALS and/or OBJECTIVES

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IV. TESTS AND GRADING PRACTICE:

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TOTAL POINTS 650

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SYLLABUS - Spanish 2203 (ACTS Equivalent # SPAN III - 2013)
Intermediate Spanish I – Fall 2016 – MWF 10:10- 11:00

PRELIMINARY INFORMATION

Instructor's Name: Ms. Isabel Bacon
Office Number: MCB 313
Off Office Telephone: 460-1638
Instructor's E-mail: baconi@uamont.edu
Office Hours: MW 2:30pm – 4:30pm; TTH 9:00am – 12:00pm; or by appointment
Course Title & Number: Intermediate Spanish I - SPAN 2203(ACTS Equivalent # SPAN III – 2013, 3 credit hours)
Required Texts: Living Language (Complete Edition) – Beginner to Advanced; Random House Inc. www.livinglanguage.com
Prerequisite: SPAN 1013 or consent of instructor

Blackboard Supplemental Student Success Support:

This course also has a Blackboard Supplemental Resource Component to support your success. Please regularly check the course component on Blackboard for announcements, supplemental resources, notes, class discussions, etc.

II. ITINERARY EDUCATION COURSE GOALS and/or OBJECTIVES

To acquaint and help students learn the basics of Spanish languages and become familiar with Hispanic customs and traditions. The main goal of the course is to equip students with basic communication skills in Spanish as it is used in everyday situations.

The minimum expectation for a 3-hour course is:

Instructor-student Interaction 47-hrs
Independent Work 90-hrs
Total Commitment 137-hrs

III. CONTENT

<u>DATE</u>	<u>ASSIGNMENTS</u>
Aug. 24-26	Review/Lectura 1
29-Sep. 02	Review Dialogues (Living Language Essential)
Sep. 05	Labor Day Holiday
06-09	Living Language Intermediate – Unit 1
12-16	Unit 2
19-23	Unit 2 / Test 1 (Th. or Fr.) Mango report
26-30	Unit 3
Oct. 03-07	Unit 3
10-14	Unit 4
17-21	Unit 4/ Test 2 (Th. or Fr.) Mango report
24-28	Lectura 2
31-Nov. 04	Unit 5
Nov. 07-11	Unit 5
14-18	Unit 5/ Test 3 (Th. or Fr.) Mango report

21-22 Lectura 3

23-25 Thanks Giving Holiday

28-Dec.02 Lectura 3

Dec. 05-09 **Test 4 (Tues. or W) / Review (TH or F) *Mango report***

12-16 **Final Exams (Test 5) *Mango report* (Check final examination schedule)**

*Vocabulary quizzes will generally occur at the end of the first week of each lesson and may include previous vocabularies. **Note: No late homework assignments will be accepted.**

Learning Outcome for a Minor in Spanish

Students completing a minor in Spanish or French should:

1. Understand the spoken language, particularly where context strongly supports understanding and speech is clearly audibly.
2. Respond appropriately to spoken questions and statements.
3. Understand the written language as used in practical daily life involving learned vocabulary.
4. Write the language as used in practical daily life involving learned vocabulary.
5. Demonstrate knowledge of important aspects of contemporary culture.

IV. TESTS AND GRADING PRACTICE:

Grading Scale Grade Points

90 – 100 A

80 – 89 B

70 – 79 C

60 – 69 D

0 – 59 F

Exams (4 of 5) = 400 pts

Lecturas (3) = 150 pts

Class participation
= 050 pts

Homework = 0 50 pts

TOTAL POINTS 650
pts

CLASS ATTENDANCE:

It is a University policy that students are expected to attend classes for which they are enrolled. Arriving late to class or leaving early is unacceptable. After the second absence, students will lose ten (10) points from class participation. **Bonus Points:** Students wishing to receive bonus points can come to MCB 312 during Lab. hours and work with the Rosetta Stone Program. 30 min. of Lab = 5 bonus points (15 points max. between the dates of each test.)

MAKEUP EXAMS:

No makeup exams will be given. Exceptions will be made for medical excuses accompanied by documentation and UAM authorized activities. Documentation must be provided within 3 days after student return to class.

POLICY ON CHEATING:

Cheating on exams is prohibited. Any student(s) cheating on an examination will receive a grade of zero (0) on the examination (**this will not be a drop grade**) and the incident will be reported to the Vice Chancellor of Academic Affairs.

CLASSROOM POLICIES:

Smoking is not permitted on campus. Students should not write on desks. A seating chart will be established to check the roll, learn student's names, and to discourage students from writing on desks.

The use of cell phones and other electronic devices is not permitted in the classroom.

DATES TO REMEMBER:

Aug. 26 Last day to register or add a class

Nov. 02 Last day to drop with a “W”

Dec. 09 Last day of class

Student conduct statement:

Students at the University of Arkansas at Monticello are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. The student must not conduct him/herself in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.

Academic dishonesty:

58. Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:
 - a. Copying from another student’s paper;
 - b. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;
 - c. Collaboration with another student during the examination;
 - d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;
 - e. Substituting for another person during an examination or allowing such substitutions for oneself.
59. Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted.
60. Duplicity: Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.
61. Plagiarism: Plagiarism is defined as adopting and reproducing as one’s own, to appropriate to one’s use, and to incorporate in one’s own work without acknowledgement the ideas or passages from the writings or works of others.

For any instance of academic dishonesty that is discovered by the instructor, whether the dishonesty is found to be cheating, collusion, duplicity, or plagiarism the student(s) involved will receive a failing grade for the assignment.

The following action is prohibited under the Student Conduct Code: Disorderly Conduct: Any behavior which disrupts the regular or normal functions of the University community, including behavior which breaches the peace or violates the rights of others.

Grade Reports: UAM will no longer mail grade reports to all students. You may access your grades through Campus Connect on the UAM homepage, <http://www.uamont.edu>. To have your grades mailed

to you, complete the grade request form available in the Registrar's Office in Monticello or the Student Services offices in Crossett and McGehee.

Blackboard Assistance:

Contact Office of Instructional Technology; phone 870-460-1663; open Monday-Friday, 8 a.m. – 4:30 p.m.

Online Help Desk: <http://www.uamont.edu/pages/resources/academic-computing/>

Email Assistance:

Contact the Office of Information Technology; phone 870-460-1036; open Monday-Friday, 8 a.m. – 4:30 p.m.

Library Services: The computer section in the Library is open during regular Library hours. Go to the Taylor Library website for hours of operation:

<http://www.uamont.edu/pages/library/>

Academic Alert System:

The Academic Alert System is a retention program that puts students in contact with the appropriate campus resources to assist them in meeting their educational goals at UAM. Students who are academically struggling, have a high absenteeism, are exhibiting disruptive behavior or are having difficulty adjusting to campus life will be reported to the Office of Academic Affairs through the Academic Alert system.

THE CENTER FOR WRITING AND COMMUNICATION

The Center for Writing and Communication (CWC) is a free service to University of Arkansas at Monticello students and is designed to assist writers of any level or major, on assignments from all disciplines and genres, and at all stages of the writing process.

Memorial Classroom Building, Room 113, (870) 460-1378

<http://www.uamont.edu/pages/school-of-arts-humanities/writing-center/>

UNIVERSITY TUTORING CENTER

Harris Hall, (870) 460-1454

All students have access to tutoring services on the 2nd floor of Harris Hall.

MATH TUTORIAL LAB

Math and Science Center, 870-460-1016

Free one-on-one tutoring is available for any mathematics class. Help with ALEKS, WebAssign, and MyMathLab is available. Math tutoring is located in the A-Wing of the Science Center.

STUDENT HANDBOOK

Each student is responsible for reading the student handbook including the rules and policies regarding conduct codes and academic dishonesty. The Student Handbook is located at the following link:

<http://uam-web2.uamont.edu/pdfs/student%20handbook.pdf>

UNIVERSITY BEHAVIOR INTERVENTION TEAM

The Behavior Intervention Team (UBIT) purpose is to promote a safe and productive learning, living, and working environment by addressing the needs of students, faculty, and staff. If you or a classmate are in need of help, please submit a concern at

https://publicdocs.maxient.com/reportingform.php?UnivofArkansasMonticello&layout_id=10 or call 870-460-1454.

In case of emergency please call 911.

Students with Disabilities:

Any student requiring special accommodations should contact the Office of Special Student Services located in Harris Hall Room 120; phone 870 460-1026; TDD 870 460-1626; Fax 870 460-1926; email: whitingm@uamont.edu.

SYLLABUS - Spanish 2213 (ACTS Equivalent # SPAN IV - 2023)
Intermediate Spanish I – Fall 2016 – MWF 10:10- 11:00

PRELIMINARY INFORMATION

Instructor's Name: Ms. Isabel Bacon
Office Number: MCB 313
Off Office Telephone: 460-1638
Instructor's E-mail: baconi@uamont.edu
Office Hours: MW 2:30pm – 4:30pm; TTH 9:00am – 12:00pm; or by appointment
Course Title & Number: Intermediate Spanish I - SPAN 2203(ACTS Equivalent # SPAN III – 2013, 3 credit hours)
Required Texts: Living Language (Complete Edition) – Beginner to Advanced; Random House Inc. www.livinglanguage.com
Prerequisite: SPAN 1013 or consent of instructor

Blackboard Supplemental Student Success Support:

This course also has a Blackboard Supplemental Resource Component to support your success. Please regularly check the course component on Blackboard for announcements, supplemental resources, notes, class discussions, etc.

II. ITINERARY EDUCATION COURSE GOALS and/or OBJECTIVES

To acquaint and help students learn the basics of Spanish languages and become familiar with Hispanic customs and traditions. The main goal of the course is to equip students with basic communication skills in Spanish as it is used in everyday situations.

The minimum expectation for a 3-hour course is:

Instructor-student Interaction 47-hrs
Independent Work 90-hrs
Total Commitment 137-hrs

III. CONTENT

<u>DATE</u>	<u>ASSIGNMENTS</u>
Aug. 24-26	Review/Lectura 1
29-Sep. 02	Review Dialogues (Living Language Intermediate)
Sep. 05	Labor Day Holiday
06-09	Living Language Advance – Unit 1
12-16	Unit I
19-23	Unit I/ Test 1 (Th. or Fr.) Mango report
26-30	Unit 2
Oct. 03-07	Unit 2
10-14	Unit 3
17-21	Unit 3/ Test 2 (Th. or Fr.) Mango report
24-28	Lectura 2
31-Nov. 04	Unit 4
Nov. 07-11	Unit 4
14-18	Unit 4/ Test 3 (Th. or Fr.) Mango report

21-22 Lectura 3

23-25 Thanks Giving Holiday

28-Dec.02 Lectura 3

Dec. 05-09 **Test 4 (Tues. or W) / Review (TH or F) *Mango report***

12-16 **Final Exams (Test 5) *Mango report* (Check final examination schedule)**

*Vocabulary quizzes will generally occur at the end of the first week of each lesson and may include previous vocabularies. **Note: No late homework assignments will be accepted.**

Learning Outcome for a Minor in Spanish

Students completing a minor in Spanish or French should:

1. Understand the spoken language, particularly where context strongly supports understanding and speech is clearly audibly.
2. Respond appropriately to spoken questions and statements.
3. Understand the written language as used in practical daily life involving learned vocabulary.
4. Write the language as used in practical daily life involving learned vocabulary.
5. Demonstrate knowledge of important aspects of contemporary culture.

IV. TESTS AND GRADING PRACTICE:

Grading Scale Grade Points

90 – 100 A

80 – 89 B

70 – 79 C

60 – 69 D

0 – 59 F

Exams (4 of 5) = 400 pts

Lecturas (3) = 150 pts

Class participation
= 050 pts

Homework = 0 50 pts

TOTAL POINTS 650
pts

CLASS ATTENDANCE:

It is a University policy that students are expected to attend classes for which they are enrolled. Arriving late to class or leaving early is unacceptable. After the second absence, students will lose ten (10) points from class participation. **Bonus Points:** Students wishing to receive bonus points can come to MCB 312 during Lab. hours and work with the Rosetta Stone Program. 30 min. of Lab = 5 bonus points (15 points max. between the dates of each test.)

MAKEUP EXAMS:

No makeup exams will be given. Exceptions will be made for medical excuses accompanied by documentation and UAM authorized activities. Documentation must be provided within 3 days after student return to class.

POLICY ON CHEATING:

Cheating on exams is prohibited. Any student(s) cheating on an examination will receive a grade of zero (0) on the examination (**this will not be a drop grade**) and the incident will be reported to the Vice Chancellor of Academic Affairs.

CLASSROOM POLICIES:

Smoking is not permitted on campus. Students should not write on desks. A seating chart will be established to check the roll, learn student's names, and to discourage students from writing on desks.

The use of cell phones and other electronic devices is not permitted in the classroom.

DATES TO REMEMBER:

Aug. 26 Last day to register or add a class

Nov. 02 Last day to drop with a “W”

Dec. 09 Last day of class

Student conduct statement:

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Academic dishonesty:

62. Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:
 - a. Copying from another student’s paper;
 - b. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;
 - c. Collaboration with another student during the examination;
 - d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;
 - e. Substituting for another person during an examination or allowing such substitutions for oneself.
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The Center for Writing and Communication (CWC) is a free service to University of Arkansas at Monticello students and is designed to assist writers of any level or major, on assignments from all disciplines and genres, and at all stages of the writing process.

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Harris Hall, (870) 460-1454

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Math and Science Center, 870-460-1016

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https://publicdocs.maxient.com/reportingform.php?UnivofArkansasMonticello&layout_id=10 or call 870-460-1454.

In case of emergency please call 911.

Students with Disabilities:

Any student requiring special accommodations should contact the Office of Special Student Services located in Harris Hall Room 120; phone 870 460-1026; TDD 870 460-1626; Fax 870 460-1926; email: whitingm@uamont.edu.

SYLLABUS - Spanish 2203 (ACTS Equivalent # SPAN III - 2013)
Intermediate Spanish I

PRELIMINARY INFORMATION

Department: School of Arts and Humanities
Course Title & Number: Intermediate Spanish I - SPAN 2203
Instructor's Name: Ms. Isabel Bacon
Office Number: MCB 313
Office Hours: MW 2:00am – 4:00pm; TTH 10:00am – 12:00pm; or by appointment
Office Telephone & E-mail: 460-1638; baconi@uamont.edu
Required Texts: Living Language (Complete Edition) – Beginner to Advanced; Random House Inc. www.livinglanguage.com
Prerequisite: SPAN 1013 or consent of instructor

II. ITINERARY EDUCATION COURSE GOALS and/or OBJECTIVES

To acquaint and help students learn the basics of Spanish languages and become familiar with Hispanic customs and traditions. The main goal of the course is to equip students with basic communication skills in Spanish as it is used in everyday situations.

The minimum expectation for a 3-hour course is:

Instructor-student Interaction 47-hrs

Independent Work 90-hrs

Total Commitment 137-hrs

III. CONTENT

<u>DATE</u>	<u>ASSIGNMENTS</u>
Jan. 06-08	Review/Lectura 1
11-15	Review Dialogues (Living Language Essential)
18	MLK Holiday
19-22	Living Language Intermediate – Unit 1
25-29	Unit 1/Unit 2
Feb. 01-05	Unit 2/ Lectura 2
08-12	Unit 2 / Test 1 (Th. or Fr.)
15-19	Unit 3
22-26	Unit 3/ Unit 4
29- Mar.4	Unit 4/ Lectura 3
Mar. 07-11	Unit 4/ Test 2 (Th. or Fr.)
14-18	Unit 5
21-25	Spring Break
28-Apr. 01	Unit 5/ Lectura 4
Apr. 04-08	Test 3 (T or W)/ Supplementary material
11-15	Supplementary material
18 -22	Supplementary material
25-26	Test 4 (Mond. or Tues.)
Apr. 27-May 03	Final Exams (Test 5) (Check final examination schedule)

*Vocabulary quizzes will generally occur at the end of the first week of each lesson and may include previous vocabularies. **Note: No late homework assignments will be accepted.**

Learning Outcome for a Minor in Spanish

Students completing a minor in Spanish or French should:

1. Understand the spoken language, particularly where context strongly supports understanding and speech is clearly audibly.
2. Respond appropriately to spoken questions and statements.
3. Understand the written language as used in practical daily life involving learned vocabulary.
4. Write the language as used in practical daily life involving learned vocabulary.
5. Demonstrate knowledge of important aspects of contemporary culture.

IV. TESTS AND GRADING PRACTICE:

Grading Scale Grade Points

90 – 100 A

80 – 89 B

70 – 79 C

60 – 69 D

0 – 59 F

Exams (4 of 5) = 400 pts

Lecturas (4) = 100 pts

Class participation
= 050 pts

Homework = 100 pts

TOTAL POINTS 650
pts

CLASS ATTENDANCE:

It is a University policy that students are expected to attend classes for which they are enrolled. Arriving late to class or leaving early is unacceptable. After the second absence, students will lose ten (10) points from class participation. **Bonus Points:** Students wishing to receive bonus points can come to MCB 312 during Lab. hours and work with the Rosetta Stone Program. 30 min. of Lab = 5 bonus points (15 points max. between the dates of each test.)

MAKEUP EXAMS:

No makeup exams will be given. Exceptions will be made for medical excuses accompanied by documentation and UAM authorized activities. Documentation must be provided within 3 days after student return to class.

POLICY ON CHEATING:

Cheating on exams is prohibited. Any student(s) cheating on an examination will receive a grade of zero (0) on the examination (**this will not be a drop grade**) and the incident will be reported to the Vice Chancellor of Academic Affairs.

CLASSROOM POLICIES:

Smoking is not permitted on campus. Students should not write on desks. A seating chart will be established to check the roll, learn student's names, and to discourage students from writing on desks. **The use of cell phones and other electronic devices is not permitted in the classroom.**

DATES TO REMEMBER:

Jan. 08 Last day to register or add a class

Mar. 16 Last day to drop with a "W"

Apr. 26 Last day of class

Student conduct statement:

Students at the University of Arkansas at Monticello are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. The student must not conduct him/herself in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.

Academic dishonesty:

66. Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:
 - a. Copying from another student's paper;
 - b. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;
 - c. Collaboration with another student during the examination;
 - d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;
 - e. Substituting for another person during an examination or allowing such substitutions for oneself.
67. Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted.
68. Duplicity: Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.
69. Plagiarism: Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.

For any instance of academic dishonesty that is discovered by the instructor, whether the dishonesty is found to be cheating, collusion, duplicity, or plagiarism the student(s) involved will receive a failing grade for the assignment.

Students with Disabilities: It is the policy of the University of AR at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall Room 120; phone 870 460-1026; TDD 870 460-1626; Fax 870 460-1926. *McGehee:* Office of Special Student Services representative on campus; phone 870 222-5360; fax 870 222-1105. *Crossett:* Office of Special Student Services representative on campus; phone 870 364-6414; fax 870 364-5707.

The following action is prohibited under the Student Conduct Code: Disorderly Conduct: Any behavior which disrupts the regular or normal functions of the University community, including behavior which breaches the peace or violates the rights of others.

Grade Reports: UAM will no longer mail grade reports to all students. You may access your grades through Campus Connect on the UAM homepage, <http://www.uamont.edu>. To have your grades mailed to you, complete the grade request form available in the Registrar's Office in Monticello or the Student Services offices in Crossett and McGehee.

SYLLABUS - Spanish 2213 (ACTS Equivalent # SPAN IV - 2023)
Intermediate Spanish II

PRELIMINARY INFORMATION:

Department Arts & Humanities
Course Title & Number: SPAN 2213 Intermediate Spanish II
Instructor's Name: Ms. Isabel Bacon
Office Number: MCB 313
Office Hours: MWF 11:00am – 12:00pm; TTH 2:00pm – 4:00pm; or by appointment
Office Telephone & E-mail: 460-1638; baconi@uamont.edu
Required Texts: Blanco, Enfoques 3rd ed.
Prerequisite: SPAN 2203 or consent of instructor

II. ITINERARY EDUCATION COURSE GOALS and/or OBJECTIVES

To acquaint and help students learn the basics of Spanish languages and become familiar with Hispanic customs and traditions. The main goal of the course is to equip students with basic communication skills in Spanish as it is used in everyday situations.

III. CONTENT

<u>DATE</u>	<u>ASSIGNMENTS</u>
Aug. 21 – 23	Introduction / Review
26 - 30	Lesson 7 (quiz 1)
Sep. 02	Labor Day Holiday
03 – 06	Lesson 7
09 - 13	Lesson 7 / Lesson 8
16 – 20	Lesson 8 (quiz 2)
23 – 27	Lesson 8 / Test 1
30 – Oct. 04	Lesson 9 (quiz 3)
Oct. 07 – 11	Lesson 9
14 – 18	Lesson 10 (quiz 4)
21 – 25	Lesson 10 / Test 2
28 – Nov. 01	Lesson 11 (quiz 5)
Nov. 04 – 08	Lesson 11
11 – 15	Lesson 11 / Test 3
18 – 22	Lesson 12
25- 26	Lesson 12 (quiz 6)
Nov. 27-29	Thanksgiving Holiday
Dec. 02 – 06	Lesson 12 / Test 4 (T or W) / Review
Dec. 09 – 13	Finals (Test 5)

(Check final examination schedule)

*Vocabulary quizzes will generally occur at the end of the first week of each lesson and may include previous vocabularies. **Note: No late homework assignments will be accepted.**

Learning Outcome for a Minor in Spanish

Students completing a minor in Spanish or French should:

1. Understand the spoken language, particularly where context strongly supports understanding and

speech is clearly audible.

2. Respond appropriately to spoken questions and statements.
3. Understand the written language as used in practical daily life involving learned vocabulary.
4. Write the language as used in practical daily life involving learned vocabulary.
5. Demonstrate knowledge of important aspects of contemporary culture.

IV. TESTS AND GRADING PRACTICE:

Grading Scale Grade Points

90 – 100 A	Exams (4 of 5) = 400 pts
89 – 80 B	Quizzes (5 of 6) = 150 pts
79 – 70 C	Class participation and = 050 pts
69 – 60 D	Homework = <u>050 pts</u>
59 – 0 F	TOTAL POINTS 650 pts

CLASS ATTENDANCE:

It is a University policy that students are expected to attend classes for which they are enrolled. Arriving late to class or leaving early is unacceptable. After the second absence, students will lose ten (10) points from class participation. **Bonus Points:** Students wishing to receive bonus points can come to MCB 312 during Lab. hours and work with the Rosetta Stone Program. 30 min. of Lab = 5 bonus points (20 points max. between the dates of each test.)

MAKEUP EXAMS:

No makeup exams will be given. Exceptions will be made for medical excuses accompanied by documentation and UAM authorized activities. Documentation must be provided within 3 days after student return to class.

POLICY ON CHEATING:

Cheating on exams is prohibited. Any student(s) cheating on an examination will receive a grade of zero (0) on the examination (**this will not be a drop grade**) and the incident will be reported to the Vice Chancellor of Academic Affairs.

CLASSROOM POLICIES:

Smoking is not permitted on campus. Students should not write on desks. A seating chart will be established to check the roll, learn student's names, and to discourage students from writing on desks. **The use of cell phones and other electronic devices is not permitted in the classroom.**

DATES TO REMEMBER:

Aug. 27 Last day to register or add a class
Oct. 30 Last day to drop with a "W"
Dec. 06 Last day of class

Student conduct statement:

Students at the University of Arkansas at Monticello are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. The student must not conduct him/herself in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.

Academic dishonesty:

70. Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:
 - a. Copying from another student's paper;
 - b. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;
 - c. Collaboration with another student during the examination;
 - d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;
 - e. Substituting for another person during an examination or allowing such substitutions for oneself.
71. Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted.
72. Duplicity: Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.
73. Plagiarism: Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.
74. Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:
 - a. Copying from another student's paper;
 - b. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;
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 - d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;
 - e. Substituting for another person during an examination or allowing such substitutions for oneself.
75. Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted.
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77. Plagiarism: Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.

XI.

For any instance of academic dishonesty that is discovered by the instructor, whether the dishonesty is found to be cheating, collusion, duplicity, or plagiarism the student(s) involved will receive a failing grade for the assignment.

Students with Disabilities: It is the policy of the University of AR at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall Room 120; phone 870 460-1026; TDD 870 460-1626; Fax 870 460-1926. *McGehee:* Office of Special Student Services representative on campus; phone 870 222-5360; fax 870 222-1105. *Crossett:* Office of Special Student Services representative on campus; phone 870 364-6414; fax 870 364-5707.

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SYLLABUS – SPANISH 3503
CONVERSATIONAL SPANISH

I. PRELIMINARY INFORMATION

Department: School of Arts and Humanities

Course Title & Number: Conversational Spanish – SPAN 3503

Instructor's Name: Mr. Daniel Ravarotto

Office Number: MCB 313

Office Hours: T 2:00-4:00p.m.; Th. 2:00-3:00p.m. or by appointment

Office Telephone & E-mail: 460-1638; ravarotto@uamont.edu

Required Texts: Friis/Séeligman Doble Vía: Comunicación en Español

Prerequisite: SPAN 2213 or consent of instructor

II. ITINERARY EDUCATION COURSE GOALS and/or OBJECTIVES

This course is a continuation of conversational skills all done in the target language. The student works to further develop listening comprehension, oral proficiency, and more native vocabulary like idiomatic and colloquial expressions. The student advances his/her language skills in a native environment and through total immersion.

In this level we seek to achieve full student participation by means of informative, interpretive, and specific readings, lectures and interviews. In addition, the immersion and audio visual methods are integrated to better address the various interests of students.

III. CONTENT

<u>DATE</u>	<u>ASSIGNMENTS</u>
Aug. 19-21	Introduction
24-28	Unit 1
31-Sep. 04	Unit 1 (quiz 1)
Sep. 07	Labor Day Holiday
08-11	Unit 1 (quiz 2)
14-18	Unit 1/ Test 1 (Th. or Fr.) Essay 1
21-25	Unit 2 (quiz 3)
28-Oct. 02	Unit 2
Oct. 05-09	Unit 2 (quiz 4)
12-16	Unit 2/ Test 2 (Th. or Fr.) Essay 2
19-23	Unit 3
26-30	Unit 3 (quiz 5)
Nov. 02-06	Unit 3
09-13	Unit 3/ Test 3 (Th. or Fr.) Essay 3
16-20	Unit 4 (quiz 6)
23 - 24	Unit 4
25 – 27	Thanksgiving Holiday
30-Dec. 04	Unit 4/ Test 4 (Th. or Fr.) Essay 4
Dec. 07-11	Final Exams (Test 5)

Note: Essays are due the day of the test. Late essays will receive a grade penalty of 25% per day late: 1 day -25%, 2 days -50%, etc.

Learning Outcome for a Minor in Spanish

Students completing a minor in Spanish or French should:

1. Understand the spoken language, particularly where context strongly supports understanding and speech is clearly audible.
2. Respond appropriately to spoken questions and statements.
3. Understand the written language as used in practical daily life involving learned vocabulary.
4. Write the language as used in practical daily life involving learned vocabulary.
5. Demonstrate knowledge of important aspects of contemporary culture.

V. TESTS AND GRADING PRACTICE:

Grading Scale Grade Points

90 – 100 A Exams (4of 5 -100pts. each)	= 40%	Essays (4 -50pts. each)	= 20%
80 – 89 B		Class attendance/participation	= 10%
70 – 79 C		Homework	= 10%
60 – 69 D		Quizzes	= 20%
0 – 59 F		TOTAL POINTS	100%

CLASS ATTENDANCE:

It is a University policy that students are expected to attend classes for which they are enrolled. Arriving late to class or leaving early is unacceptable. After the second absence, students will lose ten (10) points from class participation. Students with over two (2) absences will have to schedule lab make-up hours in order to receive class participation points. Late arrivals or early departures will be penalized in the same manner.

Bonus Points: Students wishing to receive bonus points can come to MCB 312 during Lab. hours and work with the Rosetta Stone Program. 30 min. of Lab = 5 bonus points (20 points max. between the dates of each test.)

MAKEUP EXAMS:

No makeup exams will be given. Exceptions will be made for medical excuses accompanied by documentation and UAM authorized activities. Documentation must be provided within 3 days after student return to class.

POLICY ON CHEATING:

Cheating on exams is prohibited. Any student(s) cheating on an examination will receive a grade of zero (0) on the examination (**this will not be a drop grade**) and the incident will be reported to the Vice Chancellor of Academic Affairs.

CLASSROOM POLICIES:

Students should not write on desks. A seating chart will be established to check the roll, learn student's names, and to discourage students from writing on desks. **The use of cell phones and other electronic devices is not permitted in the classroom.**

DATES TO REMEMBER:

Aug. 21 Last day to register or add a class
Nov. 16 Last day to drop with a "W"
Dec. 04 Last day of classes

Students with Disabilities: It is the policy of the University of AR at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact

the Office of Special Student Services located in Harris Hall Room 120; phone 870 460-1026; TDD 870 460-1626; Fax 870 460-1926. *McGehee*: Office of Special Student Services representative on campus; phone 870 222-5360; fax 870 222-1105. *Crossett*: Office of Special Student Services representative on campus; phone 870 364-6414; fax 870 364-5707.

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Student conduct statement:

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Academic dishonesty:

1. Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:
 - a. Copying from another student's paper;
 - b. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;
 - c. Collaboration with another student during the examination;
 - d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;
 - e. Substituting for another person during an examination or allowing such substitutions for oneself.
2. Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted.
3. Duplicity: Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.
4. Plagiarism: Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.

For any instance of academic dishonesty that is discovered by the instructor, whether the dishonesty is found to be cheating, collusion, duplicity, or plagiarism the student(s) involved will receive a failing grade for the assignment.

SYLLABUS - Spanish 3623
Survey of Major Hispanic Literature

PRELIMINARY INFORMATION

Department: School of Arts and Humanities
Course Title & Number: Survey of Major Hispanic Literature- SPAN 3623
Instructor's Name: Ms. Isabel Bacon
Office Number: MCB 313
Office Hours: M WF 11:00am – 12:00pm; Fri. by appointment
Office Telephone & E-mail: 460-1638, baconi@uamont.edu
Required Texts: *El Cuento hispánico* 8th ed., Mullen-Garganigo, McGraw-Hill ISBN 978-0-07-338540-2
Prerequisite: SPAN 2213 or consent of the instructor.

II. ITINERARY EDUCATION COURSE GOALS and/or OBJECTIVES

This course is designed to present students with general introduction to Hispanic Literature (Peninsular and Latin American). It will seek to provide the students with 1) a general knowledge of the main literary movements in Hispanic writing and 2) a familiarity with the main authors, their works and their particular styles from different periods. We will study four main genres of literature: *narrative, poetry, theatre and essay*. We will be reading, analyzing, discussing and writing about each of these different areas.

III. CONTENT

<u>DATE</u>	<u>ASSIGNMENTS</u>
Aug. 20-21	Introduction
24-28	Movimientos literarios
31-Sep. 04	Primer paso
Sep. 07	Labor Day Holiday
08-11	Primer paso
14-18	Primer paso
21-25	Primer paso / Test 1 (Th. or Fr.)
28-Oct. 02	Segundo paso
Oct. 05-09	Segundo paso
12-16	Segundo paso
19-23	Segundo paso / Test 2 (Th. or Fr.)
26-30	Tercer paso
Nov. 02-06	Tercer paso
09-13	Tercer paso
16-20	Tercer paso / Test 3 (Th. or Fr.)
23 - 24	Presentations
25 – 27	Thanksgiving Holiday
30-Dec. 04	Presentations
Dec. 07-11	Final Exams (Test 4) (Check final examination schedule)

*Vocabulary quizzes will generally occur at the end of the first week of each lesson and may include previous vocabularies. **Note: No late homework assignments will be accepted.**

Learning Outcome for a Minor in Spanish

Students completing a minor in Spanish or French should:

1. Understand the spoken language, particularly where context strongly supports understanding and speech is clearly audible.
2. Respond appropriately to spoken questions and statements.
3. Understand the written language as used in practical daily life involving learned vocabulary.
4. Write the language as used in practical daily life involving learned vocabulary.
5. Demonstrate knowledge of important aspects of contemporary culture.

IV. TESTS AND GRADING PRACTICE:

Grading Scale Grade Points

90 – 100 A	Exams (3 of 4) = 300 pts
80 – 89 B	Presentation = 050 pts
70 – 79 C	Class participation = 100 pts
60 – 69 D	Homework = 150 pts
0 – 59 F	TOTAL POINTS 600 pts

CLASS ATTENDANCE:

It is a University policy that students are expected to attend classes for which they are enrolled. Arriving late to class or leaving early is unacceptable. After the third absence, students will lose ten (10) points from class participation. Late arrivals or early departures will be penalized in the same manner.

MAKEUP EXAMS:

No makeup exams will be given. Exceptions will be made for medical excuses accompanied by documentation and UAM authorized activities. Documentation must be provided within 3 days after student return to class.

POLICY ON CHEATING:

Cheating on exams is prohibited. Any student(s) cheating on an examination will receive a grade of zero (0) on the examination (**this will not be a drop grade**) and the incident will be reported to the Vice Chancellor of Academic Affairs.

CLASSROOM POLICIES:

Smoking is not permitted on campus. Students should not write on desks. A seating chart will be established to check the roll, learn student's names, and to discourage students from writing on desks.

The use of cell phones and other electronic devices is not permitted in the classroom.

DATES TO REMEMBER:

Aug. 21 Last day to register or add a class

Nov. 16 Last day to drop with a "W"

Dec. 04 Last day of class

Student conduct statement:

Students at the University of Arkansas at Monticello are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards

of society. The student must not conduct him/herself in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.

Academic dishonesty:

1. Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:
 - a. Copying from another student's paper;
 - b. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;
 - c. Collaboration with another student during the examination;
 - d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;
 - e. Substituting for another person during an examination or allowing such substitutions for oneself.
2. Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted.
3. Duplicity: Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.
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6. Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:
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 - c. Collaboration with another student during the examination;
 - d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;
 - e. Substituting for another person during an examination or allowing such substitutions for oneself.
7. Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted.
8. Duplicity: Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.

9. **Plagiarism:** Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.

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SYLLABUS – SPANISH 4633
SEMINAR SPANISH STUDY

I. PRELIMINARY INFORMATION

Department: School of Arts and Humanities

Course Title & Number: Sem. Spanish Study – SPAN 4633

Instructor's Name: Ms. Isabel Bacon

Office Number: MCB 313

Office Hours: MWF 10:00 – 11:00; TH 2:00 – 4:00

Office Telephone & E-mail: 460-1638; baconi@uamont.edu

Required Texts: José Martí, *Versos Sencillos* Ernest Hemingway, *El viejo y el mar*

Prerequisite: SPAN 2213 or consent of instructor

II. ITINERARY EDUCATION COURSE GOALS and/or OBJECTIVES

To help student acquire a solid base in the field of Caribbean-Spanish diction and increase students' knowledge of Cuban geography, history, literature and culture. The main goal of the course is to develop awareness of the Cuban culture and learn of the politics that ties Cuba to the United States.

III. CONTENT

DATE ASSIGNMENTS

Jan 07 – 09	Introduction
12- 16 Cuban dialect	
19 MLK Holiday	
20 – 23	Presentation 1A: Pre-Castro Cuba
26 – 30	Presentation 1B: Post-Castro Cuba
Feb 02 – 06	El viejo y el mar
09 – 13	El Viejo y el mar/ Test 1
16 – 20	El viejo y el mar
23 – 27 El viejo y el mar	
Mar 02 – 06	El viejo y el mar/ Test 2
09 – 13	Versos sencillos
16 – 20	Versos sencillos
23 – 27	Spring Break
Mar 30 – Apr 03	Versos sencillos
Apr 06 – 10	Versos sencillos/ Test 3
13 – 17	Presentation 2A: Other Cuban writers
20 – 24	Presentation 2B: Outstanding Cuban-Americans
27 – 28	Review
Apr 29 - May 05	Finals

Learning Outcome for a Minor in Spanish

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2. Respond appropriately to spoken questions and statements.
3. Understand the written language as used in practical daily life involving learned vocabulary.
4. Write the language as used in practical daily life involving learned vocabulary.
5. Demonstrate knowledge of important aspects of contemporary culture.

V. TESTS AND GRADING PRACTICE:

Grading Scale Grade Points

90 – 100 A	Exams (3 of 4)	= 300 pts	
80 – 89 B		Presentations (2)	= 200 pts
70 – 79 C		Class participation and	= 050 pts
60 – 69 D		Homework	= 100 pts
0 – 59 F		TOTAL POINTS	650 pts

CLASS ATTENDANCE:

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Bonus Points: Students wishing to receive bonus points can come to MCB 312 during Lab. hours and work with the Rosetta Stone Program. 30 min. of Lab = 5 bonus points (15 points max. between the dates of each test.)

MAKEUP EXAMS:

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POLICY ON CHEATING:

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CLASSROOM POLICIES:

Students should not write on desks. A seating chart will be established to check the roll, learn student's names, and to discourage students from writing on desks. **The use of cell phones and other electronic devices is not permitted in the classroom.**

DATES TO REMEMBER:

Jan. 09 Last day to register or add a class
 Mar. 18 Last day to drop with a "W"
 Apr. 28 Last day of classes

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APPENDIX B

Faculty Curriculum Vitae

NAME: Martha Isabel Bacon

EDUCATION:

B. A. in Art

University of Louisville (1971)

M. A. in Spanish

University of Arkansas (1991)

Post-Graduate Studies

Arkansas State University (1980-1981)

Oregon State University (1983)

University of Arkansas at Little Rock (1986)

NUMBER OF YEARS EMPLOYED AS PROGRAM FACULTY AT UAM: 25

TEACHING & RESEARCH INTERESTS: Latin American Literature, Culture, and History; Art History, Drawing, Water Color, Oil Painting, and Philosophy

CURRENT ACADEMIC RANK: Assistant Professor

AWARDS & HONORS:

Graduate Teaching Assistantship

University of Arkansas (1990-1991)

Alpha Chi Teacher of the Year Nominee (2004)

2004 Drew County Woman of the Year

Alpha Chi Teacher of the Year Finalist (2007, 2009, 2011, 2014, 2015,)

PROFESSIONAL AFFILIATIONS:

Arkansas Foreign Language Teachers Assoc.

Arkansas Education Association

Southeast Arkansas Art League

Sigma Delta Pi (National Spanish Honor Society)

Southeastern College Art Council

ACADEMIC EXPERIENCE:

Student Teacher, 1973

Art Teacher, DuValle Junior High School, 1971-1974

Spanish Teacher, Hermitage High School, 1975-1976

Art Teacher, Monticello High School, 1976-1982

Art Teacher, Drew Central High School, 1976-1982

Art and Spanish Teacher, Wilmar High, 1984-1989
Spanish Instructor, UA-Monticello, 1983-1986
Spanish Instructor, UA-Fayetteville, 1990-1991
Art Teacher, Monticello Junior High, 1991-1993
Art and Spanish Instructor, UA-Monticello, 1991-2007
Assistant Professor of Foreign Languages, 2008 -

COURSES TAUGHT OVER THE PAST TWO ACADEMIC YEARS:

Summer 2016

MODL 3423 – Syntax Language Abroad (Study Abroad/Costa Rica)
MODL 3403 – Conv. Language II Abroad (Study Abroad/ Costa Rica)
MODL 3403 – Conv. Language I Abroad (Study Abroad/ Costa Rica)

Spring 2016

MODL 443v-03 – Seminar: Costa Rica
SPAN 3603 – Advance Modern Grammar and Composition
SPAN 2203 – Intermediate Spanish II
SPAN 2213 – Intermediate Spanish I
SPAN 1013 – Elementary Spanish I (online)

Fall 2015

SPAN 479v- Independent Study
SPAN 3623 – Survey of Major Hispanic Literatures
SPAN 2213 – Intermediate Spanish II
SPAN 2203 – Intermediate Spanish I
Spanish 1013 – Elementary Spanish II (online)

Spring 2015

SPAN 4633 – Seminar: Cuba (Literature and Culture)
SPAN 2213 – Intermediate Spanish II
SPAN 2203 – Intermediate Spanish I
SPAN 1003 – Spanish Elementary I

Fall 2015 – On Sabbatical editing the text books for Elementary Spanish I and II (Doble Vía I & Doble Vía II)

NON-ACADEMIC EXPERIENCE:

Extensive Tour and Study of Art History and
Appreciation of European Art
Participation in Local Art Exhibitions
Arts and Craft Judge at Desha County
Gifted and Talented Instructor
Translator for Local Judges and Doctors
MIS Summer Enrichment Instructor
Board Member of the Monticello Art League
ESL Coordinator, 2003-2012
Coordinator for Justice For Our Neighbors, 2005 –
Board Member of the Mainline Clinic

GRANTS AWARDED:

- AHC Mini-Grant 1998-1999**
- AHC Mini-Grant 1999-2000**
- AHC Educational Grant 2001-2002**
- AHC Educational Grant 2002-2003**
- AHC Educational Grant 2003-2004**
- AHC Mini-Grant 2004-2005**
- AWMA Grant 2005**
- AHC Major Grant 2005-2006**

PUBLICATIONS:

- Books: Bacon, M. I. 2009. **Doble Via** Level I
- Bacon, M. I. 2009. **Doble Via** Level II

LIST OF GRANTS AWARDED
[1999 - 2012]

NAME	FUNDING AGENCY	AMOUNT
Bridges Toward Spanish (1999)	Arkansas Humanities Council	\$1102.00
Acquiring Fluency to Prepare for the NTE in French & Spanish (2000)	Arkansas Humanities Council	\$2185.00
Expanding Cultural Horizon (2000)	Arkansas Humanities Council	\$1800.00
SEARK F.L.A.R.E.S. (2001)	Arkansas Humanities Council	\$1000.00
SEARK F.L.A.R.E.S. (2003)	Arkansas Humanities Council	\$2000.00
My Little School House (2005)	Arkansas Humanities Council	\$1500.00
AWMA Hispanic Woodworker	Arkansas Wood Manuf. Assoc. Training (w Rick Chrisman)	\$20,000.00
Building Up Community Through the Humanities (2006)	Arkansas Humanities Council	\$22,645.00
My Little School House II (2006)	Arkansas Humanities Council	\$1500.00
SEARK F.L.A.R.E.S. (2006)	Arkansas Humanities Council	\$1435.00
Language: The Key to Common Understanding (2006)	Arkansas Humanities Council	\$1000.00

ACTIVITIES:

- Founder & Co-Sponsor of SEARK F.L.A.R.E.S.**
- [Southeast Arkansas Foreign Language Alliance Reaching Educators and Students]**
- Founder & Sponsor of the UAM Foreign Language Club**
- Founder and Sponsor of Delta Zeta Epsilon [Foreign Language Honorary Society]**
- Board Member of the Arkansas Foreign Language Teachers Association (AFLTA) and District V Coordinator.**
- Volunteer Coordinator of the ESL program sponsored by the Monticello Adult Education and the First United Methodist Church 2003-2012**

AREAS OF CERTIFICATION: Art K-12 and Secondary Spanish

CURRICULUM VITAE

NAME :

LESLY JEAN-FRANÇOIS

DEGREES AND INSTITUTIONS GRANTING THE DEGREES:

- Bachelor of sciences of Education
- University Adventist of Haiti, Port-au-Prince Haiti (1988)
- Bachelor of Arts in French Literature
- (Florida A &M University at Tallahassee, Florida; 1998)
- Master of Education
- (Florida A &M University at Tallahassee, Florida; 1999)
- Doctor of Philosophy
- (Louisiana State University at Baton Rouge, Louisiana; 2006)

FIELD OR SPECIALTY

- Elementary education
- French and Francophone culture
Literature and Literacy
- Sociolinguistics: Language attitudes and Language use

NUMBER OF YEARS EMPLOYED AS PROGRAM FACULTY AT UAM:

- 2007 to present

CURRENT ACADEMIC RANK:

- Associate Professor
-

EVIDENCE OF QUALITY AND QUANTITY OF CREATIVE AND SCHOLARLY/RESEARCH ACTIVITY:

- Research on Language education and linguistics presented at following organizations:
- University Adventist of Haiti at Port-Au-Prince. Haiti summer 2008
- Language and Linguistic Association- Louisiana State University at Baton Rouge, Louisiana 2013
- Language and Linguistic Association- Interdisciplinary Research Centre (CIRAL) University Laval (Québec, Canada) 2015

EVIDENCE OF QUALITY AND QUANTITY OF SERVICE ACTIVITIES:

Events Planned and organized on UAM Campus:

- 3-day annual cinema festival
- Scholars on campus for lectures on Foreign films and cultures
- Global campaign for cultural awareness UAM surrounding areas high schools
- Annual Language acquisition event

- Rockefeller lecture committee membership
- Teacher Education committee membership
- The UAM Vickette Society advisor, a group composed exclusively of female students, since 2010
- Teaching, advising, and motivating UAM Upward Bound students since 2012

EVIDENCE OF PROFESSIONAL ACTIVITIES AND NON-TEACHING WORK EXPERIENCES RELATED TO COURSES TAUGHT:

Membership held in the following professional Associations:

- Language and Linguistic Association- Louisiana State University at Baton Rouge, Louisiana: 2005 to present
- Language and Linguistic Association- Interdisciplinary Research Centre (CIRAL) University Laval (Québec, Canada): 2007 to present
- The American Council on the Teaching of Foreign Languages (ACTFL): 2007 to present

LIST OF COURSE NUMBERS/COURSE TITLES OF CREDIT COURSES TAUGHT OVER THE PAST TWO ACADEMIC YEARS:

- FREN 1001: Elementary French I
- FREN 1002: Elementary French II
- FREN 2001: Intermediate French I
- FREN 2002: Intermediate French II
- MODL 2303: Latin 1
- MODL 2304: Latin 2
- ENGL 2293-Survey of World Literature I
- FREN 3433: Survey of French Literature II
- FREN 3303: French Grammar and Composition
- FREN 3423: Intermediate Grammar and Composition
- FREN 3413 French Civilization and Culture
- FREN 4653 French Film/cinema
- FREN 4653 - 01 (History of the French novel from antiquity to the present (seminar))

APPENDIX C

Arts & Humanities New Faculty Mentoring Program

Aims:

1. To create a welcoming, supportive, friendly atmosphere that will aid new faculty in their adjustment to UAM and to the School of Arts & Humanities;
2. to acquaint new faculty with the policies, procedures, and requirements of Arts & Humanities faculty;
3. to provide guidance to new faculty regarding classroom performance and thereby ensure consistent and cohesive pedagogical goals-outcomes in SAH programs;
4. to provide appropriate guidance and support to new faculty in the context of scholarly and creative projects;
5. to provide guidance to new faculty regarding service activities;
6. to assist new faculty in becoming effective academic advisors to students;
7. to create a default position for new faculty with questions, problems, and feedback needs;
8. to facilitate faculty retention at little or no cost to the School or to the University.

Methods:

1. Mentors should, at the earliest possible date, give to their mentees their class schedule, office phone, and e-mail address; mentees should reciprocate.
2. New faculty should be made aware of the existence in the SAH office of copies of faculty syllabi and other resources they can browse for helpful ideas and formal considerations (the requirements of all syllabi, for instance).
3. It is recommended that mentor and mentee set an informal lunch date early in the mentee's first semester, the Dean's lunch card being used to cover the expense of the lunch.
4. In each of her first two semesters, a new faculty member should be given the opportunity to visit at least one class taught by her mentor, after which mentor and mentee can informally exchange ideas and feedback.
5. It is *recommended* that the mentors pay one scheduled visit to a class being taught by new faculty in each of their first two semesters and to pay one or two "drop-in" visits each of those semesters; each classroom visit should be followed up with an informal, instructional sit-down chat.

6. The peer evaluation component of the official Annual Evaluation of Faculty should be done by the mentor for new faculty.

Outcomes:

- 1. The SAH Mentoring Program will benefit all faculty in the creation of a collegial, comfortable atmosphere conducive to excellence in the areas of teaching, scholarship, creativity, student advisement, and service.**
- 2. New faculty will enjoy professional growth and success as a result of the guidance provided by master teachers, scholars, and artists.**

APPENDIX D

FACULTY SELF-EVALUATION

Name _____ Department _____

Rank _____ Date _____

The activities described below have all occurred in the calendar year _____ except as noted.

I. Teaching

- A. How do you communicate course objectives to your students? How do your examinations and other student evaluations reflect these objectives? (Please provide documentation)
- B. Demonstrate how your courses comply with Departmental expectations, e.g. if your course is a prerequisite for another course; provided evidence that students are adequately prepared to progress.
- C. Describe how you require students to “learn outside the classroom.”

Do you require research, outside projects, or interdisciplinary assignments, etc.?
- D. What activities do you require of your students which are designed to improve (1) their oral and written communication skills and (2) their quantitative and problem-solving skills?
- E. Describe how you have modified and/or improved your courses during this past year. (Please provide documentation)
- F. Do you serve as an academic advisor?

If yes, for which program do you advise?

How many advisees to you advise?

What do you do to ensure that your advisees are receiving good advice?
- G. In summary, what has been your greatest contribution as an instructor during this past year?
- H. List any other contribution to teaching not mentioned above.
- I. List all agencies/programs to which you have submitted proposals for the funding of instructional programs.

II. Scholarly Activity and Professional Development

- A. List all publications during this period (provided separate bibliographic listings for refereed and non-refereed publications.)

- B. Describe any off campus duty assignments, courses taken, workshops attended, etc.
- C. List all presentations to professional organizations.
- D. Describe any professional consulting activity during this period.
- E. Research Support. List all proposals funded by:
 - 1. UAM
 - 2. External agencies
 - 3. Proposed
- F. What other professional development activities have you engaged in during this period?

III. Service

- A. Institutional
Describe your on-campus service activities, e.g. committee membership, sponsoring student groups, etc.
- B. Professional
 - 1. List professional organizations in which you are a member. Describe your contributions to these groups, during this period, e.g. offices held, committee memberships, etc.
 - 2. Describe your professional contributions to the community. Do not include church or civic club membership, etc.
- C. Describe any professional service activities which have not been listed above.

IV. Plan for Improvement (To be accomplished prior to next faculty evaluation)

- A. Teaching
- B. Research
- C.** Service

APPENDIX E

School of Arts and Humanities Classroom Visit Evaluation Form

Instructor's Name _____ Course _____

Date & Time _____ Evaluator _____

Approximate number of students in class _____

Format of course (e.g. Lecture, seminar, laboratory, discussion, lecture/discussion, studio) Circle

Preparation & Organization

Is preparation for the specific class evident (including materials, assignments, etc)?

Is the presentation organized?

Content

Are the objectives for the class clear?

Instructor's projected command of the subject matter.

Instructor appears interested in subject.

Is the presentation at a level appropriate for the course?

Is the class presentation appropriately summarized?

Are students apprised of what is expected of them for the next class meeting?

Presentation and Human Relation Skills

Instructor communicates effectively.

Verbal

Nonverbal

Instructor uses technology/visual aids in an appropriate manner. (If relevant)

Appears interested in students.

Encourages student involvement in class.

Appears to have a good rapport with students.

Other comments

Include any additional comments relevant to evaluating this class. Be as specific as possible. Note: Use N.A. if not applicable to this class.

RDR - Rev. 03/30/2000

APPENDIX F

Annual Faculty Evaluation by Faculty Peer or Chair/Dean/Director

Faculty Member:

Rank:

Division/School/Library:

Faculty Peer, Chair, Dean/Director:

Evaluation Period:

Date:

Background, Instructions & Guidelines: Annual evaluation provides the basis for recommendations relating to salary, successive appointment, promotion and tenure. Annual evaluation also provides for guidance to faculty in their professional development and academic responsibilities.

1. **Teaching** (See Faculty Handbook Chapter 3; Appendix D)

Excellent; Good; Satisfactory; Needs Improvement; Unsatisfactory

Check all that apply.

Classroom observation;

Faculty self-evaluation;

Student evaluation;

Peer evaluation;

Other (specify)

2. **Scholarship** (See Faculty Handbook Chapter 3; Appendix D)

Excellent; Good; Satisfactory; Needs Improvement;

___Unsatisfactory

3. **Service** (See Faculty Handbook Chapter 3; Appendix D)

___Excellent; ___Good; ___Satisfactory; ___Needs Improvement;

___Unsatisfactory

4. **Professional Renewal** (See Faculty Handbook Chapter 3; Appendix D)

___Excellent; ___Good; ___Satisfactory; ___Needs Improvement;

___Unsatisfactory

5. **Overall Performance.**

___Excellent ___Good; ___Satisfactory; ___Needs Improvement;

___Unsatisfactory

Narrative summaries of performance

1. **Teaching**

2. **Scholarship**

3. **Service**

4. **Professional Renewal**

5. **Overall Performance**

Faculty Member Date Dean/Chair/Library Director Date

The above signatures signify that this evaluation has been read by the faculty member and discussed with the academic unit head. The signatures do not mean that the faculty member is in total agreement with the evaluation.

Annual Evaluation/Review by Vice Chancellor for Academic Affairs Comments:

_____ Vice Chancellor for Academic Affairs Date

(Add extra sheets as necessary)

Approved by Faculty Assembly October, 1999

to be used beginning AY 2000-2001