

Cervantes: *Don Quijote* (SPAN 30100)

MWF 10:00-10:50 | Kauke 244

INSTRUCTOR: Brian Cope, Ph.D.

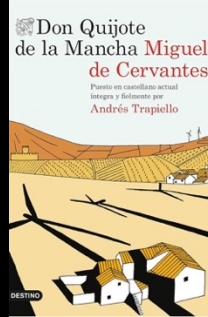
EMAIL: bcope@wooster.edu

OFFICE: Kauke 303

OFFICE HOURS: 11-12 and by appt.

WEBSITE:

<https://donquijote.voices.wooster.edu>



Course Description

El Ingenioso Hidalgo Don Quijote de la Mancha is widely recognized as the first modern novel and has entertained, inspired, and perplexed readers in Spain, Latin America and beyond ever since its publication in 1605. *Don Quijote* is a witty novel that contains deep layers of meaning. Our principal objectives will be to read and study the text, decipher its humor, and focus intently on the motifs that make us think more deeply about the human experience. Attention will be given to Cervantes's biography and the historical context in which *Don Quijote* was written in order to better understand particular aspects of the storyline. Notwithstanding, this course does not prescribe any one approach to understanding the novel. On the contrary, it is expected that every student will invest in the experience of reading the text and will commit to working individually and collaboratively to best understand it. The task of reading Cervantes's masterpiece in the space of one semester is challenging, both for its thematic complexity and for its length (1,000+ pages). The edition assigned for the course uses a modern Spanish vernacular with some archaisms from the original for aesthetic effect. Although it is much more accessible than the original, it will still be important for you to look up words and manage them in a list. From a practical standpoint, the modernized edition of *Don Quijote* is an excellent book to use to strengthen your vocabulary. This course is writing centered, and students will complete various writing assignments throughout the semester. Spanish majors can use this course to fulfill Junior I.S. *Prerequisite: SPAN 223 or 224, or permission of the instructor. [C, AH]*



"La libertad es uno de los más preciosos dones que a los hombres dieron los cielos; con ella no pueden igualarse los tesoros que encierran la tierra y el mar: por la libertad, así como por la honra, se puede y se debe aventurar la vida".

Don Quijote de La Mancha

Required Materials

1. *Don Quijote de la Mancha*, Miguel de Cervantes. Ed: Andrés Trapiello. Madrid: Ediciones Destino, 2015. ISBN: 978-84-233-4964-7. **(REQUIRED)**
2. **Composition Book:** 100 college-ruled sheets; for daily use. **(REQUIRED)**
3. **Barcharts: Spanish Fundamentals (1, 3, 4).** Order online or purchase at Mayer Bookstore. **(recommended)**
4. Spanish Grammar, Christopher Kendris, et.al. Barron's **(recommended)**.



*All additional required readings and viewings are posted on the class schedule.

Evaluation Criteria

Attendance / Class Participation / Peer-to-Peer Engagement.....	10%
Homework Journal.....	15%
Moodle Quizzes.....	10%
Class Presentations (quote of the day, academic article, research presentation).....	10%
Short Analysis Papers.....	5%
Midterm Exams.....	20%
Annotated Bibliography.....	10%
Research Paper.....	20%
Extra Credit:	Up to 3% (added to final grade)

Grading Scale

A 94-100	B+ 87-89	C+ 77-79	D 60-69	F 0-59
A- 90-93	B 83-86	C 73-76		
	B- 80-82	C- 70-72		

Pass / Fail Option

If you decide to take this course pass /fail, you must earn a minimum of 70% as a final grade percentage at the end of the semester. Please take this into consideration if you decide to take the course Pass/No Pass. Earning below 70% does not allow you to pass the course. Also, courses taken Pass/No Pass cannot count toward the major or minor in Spanish.

Learning Objectives and Outcomes

The learning objectives and outcomes for this course align with the following [Graduate Qualities](#) of the College of Wooster: Independent Thinking; Integrative and Collaborative Inquiry; Effective Communication; and Global Engagement. The learning objectives and outcomes are:

- 1) To develop an appreciation of the study of Spanish as a field of humanistic inquiry through reading and learning about *Don Quijote* and its author, Miguel de Cervantes (1547-1616);
- 2) to gain a deep and nuanced understanding of *Don Quijote* in relation to its socio-historic context;
- 3) to acquire basic knowledge of two important historical periods in Spain (Renaissance and Baroque) and explore their relevance to the 21st century;
- 4) to obtain structured practice in literary analysis and research;
- 5) to gain experience reading scholarly studies on Spanish literature, history, film, and culture;
- 6) to continue gaining advanced practice in reading, speaking, writing, and listening comprehension for everyday communication and higher-order reasoning.

Required Work and Expectations

All assignments must be completed before class on the dates indicated on the course agenda. Generally, preparing for class entails: 1) actively reading or viewing the assignments that appear on the schedule of classes; 2) taking careful notes on the reading or viewing assignments; 3) completing the writing assignment in the homework journal; 4) completing any additional assignments including online quizzes or short analysis papers. As a discussion-based course, it is imperative that you come to class ready to share your ideas on the assigned readings or viewings and that every day you show a willingness to collaborate with your peers. **Note 1:** It is expected that you bring your copy of *Don Quijote* and the homework journal every day. **Note 2:** Each class session will require approximately 2-3 hours of careful preparation.

Student Responsibilities

- ❖ To prepare all assignments thoroughly.
- ❖ To attend all classes.
- ❖ To engage with peers and the professor in a productive manner, always demonstrating professionalism;
- ❖ To take ownership of your learning by preparing conscientiously for class, reviewing Spanish grammar independently, and utilizing the resources made available to you via the course website;
- ❖ To consult with the professor during office hours to address any difficulties that you might be experiencing in the course.

Professor Cope's Teaching Philosophy

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

A Few Things About Professor Cope

I hold M.A. and Ph.D. degrees in Spanish. My scholarly work focuses on 20th-century philosophy, literature, and cinema from Spain. As an undergrad, I majored in Art History and Spanish, and I direct-enrolled for one year at the University of Salamanca (Spain). I am from a rural area of California (Prunedale, population 17,000). My maternal grandparents were from Nogales, México/Arizona and Spanish was their first language. I began learning Spanish as a teenager in an environment where bilingualism was and still is common. I genuinely enjoy helping students learn Spanish, at all levels. This is my 19th year at The College of Wooster. My pronouns are he/his/him.

Attendance

Regular attendance and participation are essential for success in this course. Therefore, attendance is required. Please be on time and remain engaged for the duration of class. Coming to class late or coming and going during class will result in a reduction to your participation grade. Similarly, for every absence you will receive a zero for class participation for that given day. More than TWELVE absences will result in an automatic F in the course, regardless of the circumstances. There are no excused or unexcused absences. It is not possible to receive participation points for the days missed nor recuperate missed class work. However, your class participation will be calculated based on the total number of scheduled class periods *minus* two, which means that TWO absences will be automatically forgiven at the end of the semester. I recommend being judicious about the way you use these absences, as they are intended to provide some relief for having missed class due to illness, co-curricular activities, or religious observances. If you become ill and the illness persists for such a length of time as to cause you to miss more than twelve classes, then you should withdraw from the course since it will no longer be possible to receive a passing grade. Keeping me apprised of the circumstances causing you to miss class or to not complete assignments on time is a welcome gesture. Although I cannot make exceptions to the rules outlined in the syllabus, my objective will always be to work with you to help you improve your performance.

Class Participation and Peer-to-Peer Engagement

The success of this course depends on your daily preparation and active participation. In class, you will be asked to engage with your peers in structured conversations about the assigned readings and viewings. Your class participation grade will be calculated based on the *substance* of your contributions, your ability to remain focused and on task, and on your willingness to work constructively with your peers. You can expect to find a relaxed, informal atmosphere in the classroom. I view your willingness to volunteer as a sign that you are prepared and have completed the required assignments. Your reluctance to volunteer or unwillingness to participate will be viewed as lack of preparation. As the professor, my role is to facilitate discussions, lend support to you as you develop and hone your ability to read, understand and interpret the assigned pages of the text, and set the intellectual parameters within which you will carry out your own inquiries and reach your own unique understanding of *Don Quijote* and its multifaceted legacy. In other words, the purpose of the course is not for me to share with you everything that I know about the subject matter, but rather to help you make your own discoveries in a controlled, systematic, and relevant way. Finally, I expect the full and equal participation of all of the students—not just a select few. Having little or nothing to say during class is the best way to lose what should be easy points. Conversely, you can do much to ensure your overall success by coming to class well prepared and willing to discuss and debate in a respectful and collegial manner. **Note:** Eating is not allowed in class because, in addition to being a distraction, it can interfere with your ability to communicate and do the assigned tasks. However, drinking a beverage is fine. Participation will be assessed periodically throughout the semester, and the following explains how the grades you receive should be interpreted. Receiving a particular grade means that all or

some of the description for that particular range applies to you. Please note that absences, whether excused or unexcused, entail an automatic and cumulative reduction in your grade:

9-10 points (A): Student remained fully engaged and involved in the conversation for the entire class period; student participated regularly and voluntarily; student did his or her part to move the conversation along in a productive direction; student offered relevant and thoughtful comments on the assigned readings or viewings; student was noticeably well prepared and did not use English.

8 points (B): Student was deficient in one of the above categories, but overall made a notable contribution to the discussion.

7 points (C): Student was deficient in two of the above categories, but overall made an acceptable contribution to the discussion.

6 points (D): Student was deficient in three of the above categories or made little overall effort to contribute to the discussion.

5 points (F): Student was noticeably unprepared, did not do his or her part to move the conversation along in a productive direction, and offered either no comments on the assigned readings or viewings or comments that showed little to no understanding of the assigned material. Student receives 5 points for being present, paying attention and not impeding the flow of the discussion.

1-4 points (F): Student was noticeably unprepared, did not do his or her part to move the conversation along in a productive direction, and offered either no comments on the assigned readings or viewings or comments that showed little to no understanding of the assigned material. Moreover, student's lack of preparation impeded the flow of the conversation or the productivity of his or her peers.

0 points (F): Student was absent. Or, student exhibited disruptive behavior that impacted negatively on the learning environment.

Homework Journal

Acquiring and maintaining competency in a second language entails regular and informal practice in *producing* the language in a way that fosters the development of fluency and higher-order thinking skills. In the interest of achieving these goals, you will be required to complete timed writings (15-20 minutes) in a hand-written journal in response to homework questions related to the assigned readings and viewings. These assignments will give you an opportunity to receive informal feedback on your writing and progress in the course and are designed to help you reflect on the reading and viewing assignments, make broad connections, and practice your writing in Spanish. After these assignments have been graded and returned to you, you should look carefully at the corrections in order to avoid making the same errors in the future. Continuing to make the same errors on subsequent assignments, including exams, analysis papers, and the final research paper, will incur penalties. Plan to write in the journal before each class, bring it every day, and refer to it during class. The journal will be collected on the days preceding each exam. Finally, every student will post a minimum of four corrected homework assignments that represent their best and most thoughtful work to the course blog and write thoughtful comments for a minimum of four posts by other students in the interest of returning to particular threads explored in class and continuing the conversation outside of class. The deadline for completing the blog component of this project is **Friday, April 25**. Up to 10% may be deducted from the final overall score for not completing or fully completing the blog component. Students who go above and beyond the minimum required posts and show a genuine interest in engaging with peers via the *Blog*, however, will receive some form of extra credit at the end of the semester. The following explains how the grades for the homework assignments are assigned:

9-10 points (A): Student has completed a thoughtful, well-written entry of at least one paragraph in length that demonstrates close familiarity with the assigned reading or viewing. Although this is not a formal essay, the entry contains a clear beginning, middle and end, uses correct grammar and punctuation, thoroughly explores an idea or spells out a valid and reasoned interpretation, is original and insightful, and serves as an excellent point of departure for the forthcoming class discussion. Entry does not appear to have been written in class, and more generally the entries are clearly much more than just class notes (although class notes can be written in the journal).

8 points (B): Student's post shows some modest deficiencies, but makes a substantive contribution.

7 points (C): Student's post shows some notable deficiencies, but makes a substantive contribution.

6 points (D): Student's post shows some notable deficiencies and makes only a nominal contribution.

5 points (F): Student's post shows some glaring deficiencies and makes no substantive contribution.

0 points (F): Student failed to post anything.

Quizzes

Short quizzes on the reading and viewing assignments will be administered via Moodle and linked to the agenda. Because these quizzes are as much teaching tools as ways to measure understanding, you will be allowed two attempts to complete each one. These quizzes should be taken before class on the day they appear on the agenda in order to help you prepare for class. Quizzes will be given on a fairly regular basis and can be used to review for the exams.

Class Presentations

Students will give different types of short presentations throughout the semester as well as one ten-minute presentation on their research topic during the last week of classes. Starting on January 27, individual students will be assigned to select a quote from the assigned pages of *Don Quijote* and asked to type it into a shared document before introducing it at the beginning of class. The presentations for each quote can last no more than 5 minutes and should include a brief summary of the events leading up to the passage quoted, identify the themes at work in the passage, and articulate its connection (if there is one) to themes or moments previously discussed in the novel. Finally, the student should convey to the class why they chose the quote and the relevance that they see in it. Students can expect to be responsible for the *quote of the day* approximately four times during the semester. In addition, each student will present one academic article from their annotated bibliography on April 4. The presentation should provide a useful overview of the article that summarizes its focus, shares its thesis statement, identifies the premises used to support its argument, and recaps its argumentative position(s). The presentation should also include a critical evaluation of the strengths and weaknesses of the article. The in-class activity planned for February 26 will serve as a model for reading and evaluating academic sources for the purpose of completing the annotated bibliography and preparing for the individual article presentations. Finally, each student will give a 10-minute presentation during the last week of class on a pre-arranged topic related to *Don Quijote*. Your task is to define the scope of your topic, give an overview of your research, discuss your discoveries/findings, make two direct references to your sources during the actual presentation, and communicate a working hypothesis or preliminary thesis. Each student will receive a pre-assigned date to give their presentation during the last week of class. It is expected that all class presentations will show effective communication and make an original contribution to the class.

Short Analysis Papers

Students will complete four short analyses of passages selected from *Don Quijote* that inspire reflection or that exemplify a given theme in the novel. Each analysis should include a brief summary of the events leading up to the passage quoted, identify the themes at work in the passage, articulate how it connects to themes or moments previously discussed in the novel (if relevant), and offer a controlled and well-structured interpretation of it, focusing on its specific details. The purpose of this exercise is to gain practice in literary analysis in anticipation of producing a research paper by the end of the semester that uses specific passages from *Don Quijote* to illustrate and support its argument. Each analysis paper is expected to be short (1^{1/2} to 2 double-spaced pages), and the passages analyzed can come from the ongoing chronicle of daily quotes collected in our shared document. The submission dates are posted on the agenda and are flexible to a certain degree, meaning that students can turn these assignments in on a rolling basis up to two weeks after each deadline. **Note:** A selected passage that lends itself to a compelling three-page paper (double-spaced) will be counted as two papers. It is recommended that you bring a rough draft of your first analysis paper to office hours to receive informal feedback before submitting it. The quality of thought as well as the effectiveness and persuasiveness of the analysis will count for 75% of the grade, and the quality of writing will count for 25%. With regard to grammar, it is expected that your analyses will: (1) exhibit a broad range of verb forms; (2) make use of subjunctive and compound verb forms; (3) show command of subject-verb and noun-adjective agreement; (4) utilize pronouns effectively. The criteria for evaluating the response papers can be found on the course website. *Students who struggle with these assignments will be allowed to revise and resubmit for a better grade after meeting with the professor to devise a strategy for improvement.*

Midterm Exams

These exams consist of short answer questions completed at home along with a short multiple-choice component completed in class on the day of each scheduled exam. The short answer questions will draw, to some degree, from the daily quotes archived in our shared document, and the multiple-choice questions will draw, to some degree, from the daily quizzes. The short answer questions are designed to foster critical thought and explore meaningful intersections; and the multiple-choice questions are designed to measure your retention of information. From a general standpoint, the purpose of the midterm exams is to assess your understanding of *Don Quijote* as well as your knowledge of its literary and socio-historic context.

Annotated Bibliography

Don Quijote holds an important and privileged place in world literature and has inspired numerous scholarly studies. In fact, a search in the MLA's International Bibliography yields 5,560 academic articles. Because the purpose of this course is to read, examine and study *Don Quijote*, some attention will be given to the scholarship on it. With this in mind, we will build and maintain an ongoing list of relevant themes as we read the novel, which we will keep in the shared document used to archive the daily quotes. As the semester progresses, your task will be to identify the themes that most hold your interest and to research them in the MLA and JSTOR databases, developing an academic bibliography of at least ten entries, three of which you will be required to summarize below their corresponding entry. The in-class activity planned for February 26 will serve as a model for reading and evaluating academic sources for the purpose of completing the annotated bibliography project and preparing for the individual article presentations. The bibliographical annotations should provide a useful overview of each of the specific articles. Doing so will entail summarizing the focus of each article, recapping their thesis statements, identifying the evidence used to support their arguments, and stating their argumentative position(s). The due date for this project is **April 4**.

Research Paper

This assignment represents a culmination of the work done in the course, and you are encouraged to think creatively, take risks, and draw broad connections. You have three options to fulfill this assignment: 1) Analyze and interpret an episode or a recurring motif in *Don Quijote*; 2) Analyze and interpret a novel, poem, play, or film (in any language) inspired by *Don Quijote* that has not been assigned for class and contrast it with *Don Quijote*; 3) Research and study an organization whose mission was inspired by *Don Quijote* and explore the range of connections between the organization's mission and the novel. No matter which option you choose, your final paper must devote ample space to discussing *Don Quijote*, must be rigorously and systematically researched using *primarily* academic databases from the library, and must incorporate and discuss, in a deliberate and appropriate manner, all of the sources that appear in the bibliography. Also, your paper must be argumentative, thoughtful, and insightful. The library databases that yield the most academic articles on *Don Quijote* are JSTOR and MLA. In contrast, SocIndex should be used to research sociological topics. Similarly, scholarly books can be found in Consort and OhioLINK. Finally, it is highly recommended that you make an appointment with a research librarian once you have devised a topic and it has been approved by the professor in order to develop the very best strategy for carrying out your research. Projects that rely heavily on sources that do not derive from the library or library's databases will receive an **F**. All papers must contain a well formulated and evident thesis statement, a cohesive and coherent argument in support of the thesis, and a relevant and logical conclusion. Essays must be word processed (using Times 12 font) and formatted according to the specifications of the most recent edition of the *MLA Handbook for Writers of Research Papers*. With regard to grammar, it is expected that your final paper will: (1) exhibit a broad range of verb forms; (2) make use of subjunctive and compound verb forms; (3) show command of subject-verb and noun-adjective agreement; (4) utilize pronouns effectively. The criteria used to grade the final paper can be found on the course website, and papers that merit an **A** will demonstrate excellence in the following areas: organization, cohesion, clarity, complexity, cogency, depth, insightfulness, thoughtfulness, precision, and expression. **NOTE:** Resources related to academic writing can be found on the course website and are also available at the Writing Center. The minimum length of the paper is 3,000 words (not including the bibliography), and the paper must contain the following components (**Note:** the indicated word lengths are recommended):

- 1) Title Page
- 2) Synopsis (100 words)
- 3) Introduction, discussion of the scope of the project, and thesis statement (300-600 words)
- 4) Literature review (250-500 words)
- 5) Analysis, or, analysis and comparison (1,500-2,000 words)
- 6) Conclusion (250-500 words)
- 7) Works Cited (# of words N/A)

A brief research proposal (50-100 words), written in English or Spanish, should be emailed to the professor by no later than **Monday, April 7 at 4pm**. The final paper is due via email by no later than **11:00 AM on Friday, May 9**. Please submit the paper to Moodle as a Word document.

A Note on Writing

Successful writing entails following a process of outlining, composing, revising, more revising, even more revising, and polishing. If you follow this strategy, you will succeed. Consider investing in a grammar manual and a writing manual. Links to online grammar and writing manuals can be found on the course website, and you can consult with me during office hours to go over how to best utilize a grammar and/or writing manual for this and future courses. On another note, whenever I read a paper that you have turned in, my expectation is that I am reading only your work. As the semester proceeds, I will be thinking of ways to help you grow as a writer. If I am reading work that is not yours, then the process does not work. Therefore, please embrace the struggles of writing, do not take short cuts, and see me for assistance as needed.

Extra Credit

Students can receive extra credit worth up to 3 percentage points added to the final grade by completing a 4-page critical examination of a film or series from the list below or chosen in consultation with the professor. Papers submitted for extra credit should: 1) examine the connection or commonalities between the selected film or series and *Don Quijote*; 2) represent original work done only for this course; and 3) incorporate at least two secondary sources that are academic or theoretical in nature. In addition, the paper must contain a well formulated and evident thesis statement, a cohesive and coherent argument in support of the thesis, and a relevant and logical conclusion. Essays must also be word processed (using Times 12 font) and formatted according to the specifications of the most recent edition of the *MLA Handbook for Writers of Research Papers*. With regard to grammar, it is expected that your final paper will: (1) exhibit a broad range of verb forms; (2) make use of subjunctive and compound verb forms; (3) show command of subject-verb and noun-adjective agreement; (4) utilize pronouns effectively. **Note:** Students become eligible for extra credit only once they have submitted the required analysis papers. This extra credit assignment is **due by noon on Friday, April 25**. Suggested films:

- *A cambio de nada* (biblioteca); *El orfanato* (biblioteca); *La plataforma* (Netflix); *Vivir es fácil con los ojos cerrados* (biblioteca); *Hable con ella* (biblioteca); *Central do Brasil* (biblioteca); *Matando Cabos* (biblioteca); *Machuca* (biblioteca); *Techno Boys* (Netflix); *Ya no estoy aquí* (Netflix)

POLICIES AND FURTHER INFORMATION

Spanish is the language of instruction for this course.

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

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

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

Discriminatory and Bias-Related Harassment Reporting: The College of Wooster is committed to promoting its mission of inclusivity and equity in all aspects of the educational enterprise. This commitment extends to all rights, privileges, programs, and activities, including housing, employment, admissions, financial assistance, and educational and athletic programs at the College. For more information about your rights and reporting options at Wooster, please visit the College's [Discriminatory and Bias-Related Harassment](#) website.

Academic Integrity at The College of Wooster: The College's understanding and expectations in regard to issues of academic honesty are fully articulated in the Code of Academic Integrity as published in The Scot's Key and form an essential part of the implicit contract between the student and the College. The Code provides framework at Wooster to help students develop and exhibit honesty in their academic work. You are expected to know and abide by these rules. Dishonesty in any of your academic work is a serious breach of the Code of Academic Integrity and is grounds for serious penalties. Such violations include turning in another person's work as your own, copying from any source without proper citation, violating expectations for a group project, submitting an assignment produced for a course to a second course without the authorization of all the

instructors, and dishonesty in connection with your academic work. If you are unsure as to what is permissible, please contact your course instructor.

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

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

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

Policy on Acceptance of Late Work: All assignments are due at the beginning of class on the date specified on the agenda. Points will be deducted for work received during the first 48 hours after the deadline at the professor's discretion unless otherwise noted in the syllabus. All papers turned in more than 48 hours late without having consulted the professor will receive an automatic F.

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

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

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

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