



Cervantes: *Don Quijote*
(SPAN 301 | Section 1 | Hybrid Course)
Spring 2021

"La verdad es lo que es,
y sigue siendo verdad
aunque se piense al revés."
-Antonio Machado

Instructor: Dr. Brian Cope email: bcope@wooster.edu TA: Elizabeth Suárez email: esuarez21@wooster.edu	Office Hours on Teams: <i>By appointment</i> Room (for in-person sessions): Kauke 244
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Day	Time
Mon, Wed, and Fri	9:15 am - 10:05 pm

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. Since the advent of cinema in 1895, hundreds of film adaptations of *Don Quijote* have been made in several languages, and moreover, monuments commemorating Cervantes and his literary achievement inhabit parks and plazas in numerous cities across the globe. *Don Quijote* is a witty novel that contains deep layers of meaning. 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). Our purpose will be to read it closely (most of it) and to identify and examine the layers of meaning that pique our curiosity and hold our interest. Some attention will be given to the historical context in which the novel was written in order to better understand the social satire contained in it, much of which has enduring relevance.



"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

This course does not prescribe a particular approach to understanding *Don Quijote*. On the contrary, it is expected that every student will invest in the experience of reading the novel and will commit to working individually and collectively to identify and excavate the themes that they deem to be the most relevant—whatever those may be—in collaboration with the professor. This course is writing centered, and students will write short reflections as homework assignments on the assigned pages as well as two short papers (4+ pages). *Prerequisite:* SPAN 223 or 224, or permission of the instructor. Spanish majors can use this course to fulfill Junior Seminar by completing an additional annotated bibliography. [C, AH]

Learning Objectives and Outcomes

- ❖ To develop an appreciation of the study of Spanish as a field of humanistic inquiry through reading and learning about Cervantes and his novelistic masterpiece, *Don Quijote*;
- ❖ to gain a deep and nuanced understanding of *Don Quijote* in relation to its socio-historic context;

- ❖ to acquire basic knowledge of two important historical periods in Spain (Renaissance and Baroque) and explore their relevance to the 21st century;
- ❖ to obtain structured practice in literary analysis;
- ❖ to continue gaining advanced practice in reading, speaking, writing, and listening comprehension for everyday communication and higher-order reasoning.

The learning objectives and outcomes align closely with the following *Graduate Qualities* of the College of Wooster: *Independent Thinking; Integrative and Collaborative Inquiry; Effective Communication; and Global Engagement*. **Note:** *Each class session will require approximately 2-3 hours of careful preparation.*

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. *Spanish Grammar*, Bar Charts. ISBN: 978-14-232-1963-7 **(recommended)**
3. *Spanish Grammar*, Christopher Kendris, et.al. Barron’s. ISBN: 978-07-641-4607-7 **(recommended)**

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

Evaluation Criteria

Preparation / Active Participation / Attendance.....	30%
Written Homework and Quizzes.....	30%
Compositions.....	40%
Extra Credit:	up to 5% (added to final percentage)

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 and Dropping a Course

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/fail. **EARNING BELOW 70% DOES NOT ALLOW YOU TO PASS THIS COURSE.**

The Dean for Curriculum and Academic Engagement has issued the following policy:

- ❖ Students may drop one course, up to 1.25 credits, at any time through the last day of classes (Tuesday, April 27 by 4:00PM), as long as their total remaining credits are above 3.0. This may be done without documentation of extenuating circumstances.

Expectations and Required Work

All assignments must be completed before class on the dates indicated on the schedule of classes. Generally, preparing for class entails:

- ❖ actively reading or viewing the assignments that appear on the schedule of classes;
- ❖ taking careful notes on the reading or viewing assignments;
- ❖ completing and submitting the writing assignments.

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 and support your peers. **NOTE:** It is expected that you bring the book and a notebook to class.

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.

Course Design

This hybrid course is designed to accommodate in-person and remote learning. In-person instruction will occur at the discretion of the professor for as long as the college deems that it is safe to do so. Any student not wishing to physically attend any or all of the in-person sessions *will not be required to do so*. Those who do physically attend will be required to practice the college's mandatory safety protocols at all times (mask wearing, 6-foot distancing, etc.). Under no circumstances should anyone who is not feeling well attend in-person class sessions. The delivery method for this course will alternate between remote and in-person instruction.

Whether we meet remotely or in person, class will follow a student-centered conversation format. At the beginning of class, the professor will usually give a short review or presentation (5-10 min) in order to clarify doubts and/or provide contextualized information needed for group discussion. During remote classes, the students will be divided into breakout rooms to work collaboratively on the task at hand. During in-person classes, one physically present student will be paired with one or two remote students for class discussion. It is required that all students who attend class in-person wear their masks, keep social distance, and *bring their laptop and earphones*. After 15-20 minutes of group discussion each group will report out to the class.

Preparation, Participation and Class Dynamic

Participation means taking an active part in classroom activities and demonstrating knowledge of the assigned material. You are expected to study all of the assigned pages and complete all of the preparatory assignments *prior* to each class meeting. Furthermore, you are expected to remain in the classroom and actively engaged for the entire fifty minutes. Lack of preparation, unsatisfactory participation, and/or speaking English during class will result in a reduction to your class participation grade. You may consult with me at any time during the semester to review your participation.

We need each other to create a community of Spanish speakers! In order to afford you with an optimal environment to promote your active learning, I kindly request that you **keep your cameras on during the synchronous classes on Teams**. There is no problem with blurring your background or setting backgrounds to reflect your mood. Feel free to get creative! Also, I encourage you to mute your microphone whenever necessary.

And rest assured! There is no problem with turning off your camera when you feel that the circumstances require it. After all, we are in our personal spaces when we are connecting remotely. Just be sure to be attentive and keep connected with your camera on for the majority of the class session.

Please be thoughtful about leaving the class session while we are online. If it becomes routine for you not to respond when I call on you, this will impact your participation grade.

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, in randomly assigned groups, 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 engage and work constructively with 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 texts, and set the intellectual parameters within which you will carry out your own inquiries and reach your own unique understanding of the assigned material. 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, and perhaps most importantly, I expect the full and equal participation of all of the students—not just a select few. **NOTE:** *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.* Participation will be assessed daily, 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, thoughtful and/or insightful comments on the assigned readings or viewings; student was noticeably well prepared and did not revert to 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

Attendance

Regular attendance and participation are essential for success in this course. Due to Covid, in-person attendance is not required. Remote synchronous attendance is required for students living on campus and for those living off-campus in Pacific, Central or Eastern time zones.

Please be on time and be engaged for the duration of class. Being late on a regular basis will have a negative impact on your daily participation grade, and eventually, your final grade. **Please do not eat during class time.**

Note: For every absence, you will receive a zero for class participation for that given day. Also, more than NINE absences will result in an **automatic F** in the course, regardless of the circumstances. There are no excused absences or unexcused absences. An absence is considered an absence. 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* four, which means that **FOUR absences** will be automatically forgiven at the end of the semester. I recommend being judicious about the way you use these absences. If you miss a day for a co-curricular activity or a religious observance, or because you are ill or didn't hear the alarm clock, this absence is subtracted from your allotted four. The 4 permitted absences are meant to cover eventualities, such as common illnesses. If you become ill and the illness persists for such a length of time as to cause you to miss more than nine classes, then you should withdraw from the course since it will no longer be possible to receive a passing grade.

Note: *The only way to earn points for class participation is by attending class. Because the work done in class cannot be recuperated, there is simply no way to make up points missed for days that you do not attend. However, writing to me about the nature of your absence is a welcome gesture. It is a good idea to keep me*

informed about circumstances that will affect your ability to attend class and complete your assignments. This explanation will not, however, eliminate the absence or allow you more time to submit any assignment.

Written Homework and Quizzes

Short writing assignments and quizzes will be given on a regular basis in order to measure your understanding of the assigned material, elicit your reflection on what you have read, and help you prepare for class. All assignments must be completed and submitted by the beginning of the class for the day which they are assigned.

Quizzes will be administered via Moodle and linked to the schedule of classes. In order to provide you with plenty of practice opportunities to achieve your best work, you will be allowed two attempts to complete each quiz.

Written homework assignments will also be administered via Moodle and linked to the schedule of classes. These are designed to help you reflect on the reading and viewing assignments, make broad connections, and practice your written Spanish. 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 increased fluency and bettering your ability to think critically and objectively in Spanish, you will be required to submit short written assignments to a class forum in response to preassigned questions related to the assigned readings and viewings. The required length of your responses will vary between 50 and 250 words. After these assignments have been graded, you should look carefully at the feedback provided to you by the professor and avoid making the same errors in the future. **NOTE:** Continuing to make the same errors on subsequent homework assignments will incur severe penalties. The following explains how the grades for the homework assignments are assigned:

9-10 points (A): Student's response demonstrates strong familiarity with the assigned reading or viewing and is insightful and/or thoughtful. The entry contains no more than three errors in grammar and spelling. Entries receiving a 10 contain no errors in grammar and spelling. The response thoroughly explores an idea or gives a valid and reasoned interpretation. The response serves as an excellent point of departure for the forthcoming class discussion.

8 points (B): Student's response demonstrates strong familiarity with the assigned reading and is insightful and/or thoughtful. The entry contains more than three errors in grammar and spelling. The response thoroughly explores an idea or gives a valid and reasoned interpretation. The response serves as an excellent point of departure for the forthcoming class discussion.

7 points (C): Student's response demonstrates adequate familiarity with the assigned reading but is not especially insightful and/or thoughtful. And/or the entry contains more than five errors in grammar and spelling. The response adequately explores an idea or gives a valid and reasoned interpretation. The response serves as a viable point of departure for the forthcoming class discussion.

6 points (D): Student's response demonstrates inadequate familiarity with the assigned reading and is not sufficiently insightful and/or thoughtful. And/or the entry contains more than ten errors in grammar and spelling. The response might barely explore an idea or give a valid and reasoned interpretation. The response serves as an unlikely point of departure for the forthcoming class discussion.

5 points (E): Student's post shows little effort and makes no substantive contribution.

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

Note: The policies regarding quizzes and homework cannot be waived for any reason. Alternative assignments will not be given for students who do not complete them.

Compositions (2)

Students will complete an argumentative essay (4+ pages in length) after finishing each of the two books that comprise *Don Quijote*. All papers must follow MLA guidelines with regard to documentation and formatting, as well as be word processed and double-spaced. Times 12 is the required font and size with standard margins of 1 inch (left, right, top, and bottom). All papers must include an analysis of at least one specific passage of *DQ*. The criteria used to grade these papers can be found on Moodle. These assignments must contain an introduction (with a clearly stated thesis); a body (which provides evidence for the thesis and

analysis of the evidence); a conclusion (which draws connections and provides relevant reflection and insight); and a bibliography. It is expected that your writing will: (1) exhibit a broad range of verb forms; (2) make use of subjunctive and compound verb forms; (3) show command of subject-verb and noun-adjective agreement; (4) utilize pronouns and prepositions effectively; and (5) be insightful and persuasive as well as make an original contribution to the class through the analysis of the novel.

Extra Credit

Students can receive extra credit worth up to 5 percentage points added to the final grade by completing a third composition on a film or Netflix series from the list below or chosen in consultation with the professor. Papers submitted for extra credit must represent original work *done only for this course* and must follow the instructions for the two required compositions in addition to also incorporating at least two critical sources (*preferably academic in nature). This assignment will be graded the same as the required two compositions. **Note:** Students become eligible for extra credit only once they have submitted, on time, the two required compositions. This extra credit assignment is **due by noon on May 3** (official time of final exam).

Suggested films:

- *A cambio de nada* (library);
- *El orfanato* (library);
- *La plataforma* (Netflix);
- *Magical Girl* (Kanopy);
- *Átame* (*Tie me up, Tie me down*, Kanopy)
- *Hable con ella* (library)

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 as they devote their time to learning Spanish over the course of the semester. 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.

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 16th year at The College of Wooster. My pronouns are he/his/him.

Additional Resources

You are encouraged to take full advantage of the additional resources available to you:

- ❖ Course page on Moodle with links to grammar reviews and exercises and online cultural content related to the course.
- ❖ Consultations with the teaching apprentice, Elizabeth Suárez.
- ❖ The Learning Center, which is in APEX 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 Learning Center also coordinates accommodations for students with diagnosed disabilities. At the beginning of the semester, students should contact the Learning Center (ext. 2595) to make arrangements for securing appropriate

accommodations. Although the Learning Center will notify professors of students with documented disabilities and the approved accommodations, students are encouraged to speak with professors during the first week of each semester. If a student does not request accommodations or does not provide documentation to the Learning Center, faculty are under no obligation to provide accommodations.

Policies and Statements

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.

Academic Integrity at The College of Wooster: Members of The College of Wooster community are committed to the high standards of academic integrity and to this end have accepted a Code of Academic Integrity. As a student at The College of Wooster you are a part of this tradition and are expected to be familiar with the Code, to understand what constitutes academically dishonest behavior, and to avoid such behavior. Established violations of the code will result in appropriate punishment and is recognized as grounds for failure in the course. If you have any questions about the code and what it prohibits please contact me.

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. Any 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. If you have questions on what constitutes plagiarism, I encourage you to make an appointment with a staff member at the Writing Center (<https://www.wooster.edu/offices/writing/>).

Policy on receiving or giving help on any of the assigned writing tasks: It is not permitted to receive or give help with writing assignments for this class 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 Acceptance of Late Work: All assignments are due at the beginning of class on the date specified on the agenda. Extensions will be granted on a case-by-case basis for circumstances beyond the control of the student. Points will be deducted for work received during the first 48 hours after the deadline at the professor's discretion unless an extension was previously given. All work turned in more than 48 hours late without a satisfactory reason will receive an automatic **F** unless an extension was previously given.

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, regardless of what is listed on the roster. Please know and keep in mind, however, that what appears in The College of Wooster system will be what displays in Teams. There is no way for individuals to change their name or add pronouns, but you can add a background which includes them. For instructions on designing a personalized background, see <https://www.wooster.edu/offices/sgi/pronouns/pronouns-virtually/>. If you are interested in changing your chosen name and/or including your pronoun(s) in The College of Wooster system, you can find information on how to do so at: <https://www.wooster.edu/offices/sgi/resources/name/>. I encourage everyone to contribute to creating a space of mutual respect and support in the classroom by taking the time to learn the correct pronunciation of each other's names as well as each other's preferred pronouns. I encourage everyone to exercise patience during the learning process and to politely correct, help, and support one another. If I make a mistake with an individual's name, pronunciation, or gender identification, I hope that the person will bring the mistake to my attention (however they deem appropriate) so that I can learn to address and refer to them correctly.

Course Materials & Recording of Classes: Some of our discussions, whether held online or face-to-face, may be recorded this semester. These sessions will allow students who miss class to keep up with the course. The video and audio recording and other course materials are to be used for educational purposes only and are meant only for students currently enrolled in the course. No one should distribute recordings, screenshots, or other class material beyond class without the express permission of all involved in the recording. College classrooms are places to test out new ideas, challenge assumptions, and engage timely and sometimes sensitive issues. Students who enter this space should be able to do so with the assurance that their comments will not be shared beyond the classroom.

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

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

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

Important to Keep in Mind

- 1) The structure of the course and its governing policies are designed to accomplish the proposed objectives 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.
- 2) **ELECTRONIC DEVICES** including cell phones may be used during class only for purposes related to the course. I reserve the right to deduct participation points whenever I observe electronic devices being used for purposes unrelated to the course.
- 3) The **SPANISH SUITE** will organize virtual activities open to the campus community throughout the

semester. You are encouraged to attend and consider applying to live in the Suite next year if you plan to continue with Spanish.

4) It is expected that students will demonstrate courtesy, respect and professionalism towards their peers at all times, in accordance with the College's Core Values and the Wooster Ethic. Students can expect the same from the professor. A constructive attitude is appreciated by all.

5) As a college-level Spanish course, it is expected that each student will devote a **minimum of 8 hours** per week outside of class to studying for the course. The schedule has been organized with this workload in mind.

6) The **COURSE SCHEDULE** provides precise information of the topics and exam dates, as well as submission dates for compositions. The link to the course schedule can be found on Moodle. I reserves the right to modify any aspect of the calendar if circumstances require it. This is especially important because of the fluctuating conditions brought upon by the pandemic.

7) **QUESTIONS ABOUT GRADES** should be asked during virtual office hours. Information regarding grades is never sent via email. Please meet with me as many times as necessary throughout the semester if you are concerned about your grade. I am committed to helping you achieve your highest potential in the acquisition of the language.

8) **OFFICE HOURS** Please email me with your available weekday afternoon times up to 5:30 pm. We will find a time that is practical for both of us. I am extremely flexible with availability. Do not hesitate to write to me. I can also make time to meet during the weekend if necessary.

9) **Teams** is our communication and collaboration platform. All synchronous online classes and office hour consultations will take place on Teams.

10) We are living through a moment of great uncertainty because of the effects of the **coronavirus**. Whether you are just starting out college or this is your senior year, the present situation is not quite what we expected. All of us have had to reimagine the way we proceed with life and invest our energies in making it seem normal again. In the spirit of compassion and understanding, I invite you to let me know if something is happening that is preventing you from fully engaging with the course and completing the required work. Please be aware that I will do everything possible to create a sense of community of learning and compassion in these challenging times.