



SPA1311 –22253

Elementary Spanish I

COURSE SYLLABUS: Spring 2020

INSTRUCTOR INFORMATION

Instructor: Flavia Belpoliti, PhD.

Class meetings: Online in D2L-MyLeoOnline.

Office hours: Tuesdays 10:00 am -12:00 pm; Thursdays, 1:00 pm-4:00 pm @ DTH 318.

Office phone: 903 886-5271.

Email: flavia.belpoliti@tamuc.edu (Important note: *I will respond to emails within 24 hours during the work week and by the next business day on weekends and holidays.*)

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

- Goodall, Grant and Darcy Lear (2019). *Conéctate: Introductory Spanish*. 2nd Edition. McGraw-Hill with *Connect* access card. (*Connect* is an online platform including access to the Workbook/Lab Manual (WBLM) and LearnSmart adaptive software). Important! If you buy a pre-owned textbook, you need to acquire the *Connect* access card separately in order to complete online assignments.
- A good Spanish-English bilingual dictionary (for instance, *Harper Collins' Spanish Concise Dictionary*. New York: Harper Collins; *Diccionario Español-Inglés Cumbre*. Madrid: Everest).

Other required materials

Access to a computer with good video interface; also recommended a good headset to complete speaking and listening activities. See the *Technology Requirements* section for details.

Course Description

Elementary Spanish I is the initial course in the four-course sequence of the Spanish Language Program at TAMUC. The course has been designed for second-language learners (this is, students whose first language is not Spanish). The Spanish Program has adapted the 'CAN-DO' performance standards based on the MCER and ACTFL frameworks; considering these standards, students will start developing competence in the four communication skills, and they are expected to reach the Novice-Mid level by the end of the course (ACTFL 2012). They will also gain knowledge of various cultural aspects of the Spanish-speaking world by exploring cultural products and practices from Hispanic communities in the US and abroad.

Important note: This course will be conducted fully online and requires that students understand the effort and time commitment that this course format entails. Please see details in the *Course Structure* and *Course Activities* sections in this syllabus.

Student Learning Outcomes (SLOs)

By the end of the semester, students who have successfully completed all activities and requirements will be able to perform the following tasks in Spanish:

1. Demonstrate basic Spanish production skills (speaking and writing) by discussing information about themselves, their families / friends, their preferences, and topics related to the immediate environment (classes, weather, seasons, daily routines /activities, etc.).
2. Demonstrate initial listening and reading skills by analyzing and understanding Spanish simple texts (news, brochures, short descriptions, etc.) related to daily life routines/activities.
3. Demonstrate management of initial communicative strategies to support oral interactions and reading/listening comprehension.
4. Investigate, describe, and reflect on cultural products and practices of the Spanish-speaking communities, in the US and abroad.

Collection of Data for Measuring Institutional Effectiveness

In order to measure the level of compliance with the university's Institutional Effectiveness guidelines, I will collect some of the ungraded materials you will produce for the class. These materials will be part of a portfolio created on your behalf and will be measured to ensure that our program "promotes practices that result in higher student academic achievement; an enhanced student experience; aligned and transparent decisions; and readily available information for improvement, accountability, and accreditation" (Institutional Effectiveness, <http://www.tamuc.edu/aboutus/institutionalEffectiveness/default.aspx>). This is solely an assessment of program effectiveness and in no way affects students' course grades or GPAs.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Structure

The following 'road map' describes the alignment of the course components, including main tasks, assessments and time commitment. Please consider that some activities will require synchronous communication with your instructor and classmates, so plan your schedule to be able to participate in those activities.

	Learning objectives (can-do)	Activities	Assessment	Time
Introduction (first days)	Understand course content, scope and structure. Use course tools and resources.	Watch Intro video Read syllabus Complete Student Survey Sign-in in Connect Meet and greet	Participation 'Meet and greet' = 1%	3 hs.
Unit I (weeks 1-3)	Greet someone and ask them basic questions. Count 0-99. Say dates, month, seasons. Identify things and people.	Watch/ Read unit content Complete practice activities Participate in the interaction activities Complete test 1	Online HW = 6% Participation = 2% Test 1 = 10%	5-6 hs. x week
Unit II (weeks 4-6)	Express likes and dislikes. Talk about your interests. Describe people, things and places. Say where you are going.	Watch/ Read unit content Complete practice activities Participate in the interaction activities Complete test 2	Online HW = 6% Participation = 2% Test 2 = 10%	5-6 hs. x week
Unit III (weeks 7-9)	Talk about schedules and time. Say when events occur. Talk about what you do in your free time.	Watch/ Read unit content Complete practice activities Participate in the interaction activities Complete test 3	Online HW = 6% Participation = 2% Test 3 = 10% Participation 'Hang in there' = 1%	5-6 hs. x week
Unit IV (weeks 10-12)	Talk about your family. Talk about your plans. Compare people and things. Compliment people.	Watch/ Read unit content Complete practice activities Participate in the interaction activities Complete test 4	Online HW = 6% Participation = 2% Test 4 = 10%	5-6 hs. x week
Unit V (weeks 13-15)	Talk about your routine. Ask for and give directions. Count 100-9,999. Describe cities Compare urban and rural life	Watch/ Read unit content Complete practice activities Participate in the interaction activities Prepare for IPA	Online HW = 6% Participation = 2%	5-6 hs. x week
IPA (week 16)	Demonstrate comprehension of Spanish reading/listening material. Interact with a classmate to talk about selected topics. Present information about a selected topic.	Participate in the three IPA tasks: <i>interpretative</i> , <i>interpersonal</i> , <i>presentational</i> .	IPA cycle = 18%	3 hs. x week

Course Activities

1. Participation: Participation, involvement and interaction in the online sessions—including participation in the discussion boards and video boards in D2L-MyLeoOnline—are fundamental to succeed in this course. Your comments, responses and shared activities will allow you to increase your communicative abilities in Spanish, which will be measured in the final IPA activity (see IPA description below). Please see the schedule for details.

2. Tests: There will be four short tests based on each chapter content, focusing on management of vocabulary, language structures, and strategies; each test can be attempted twice (second attempt

reduces your grade by 20%). Each test represents 10% of the final grade. For dates, please see “Tentative Schedule”.

3. Online activities: Students will complete diverse online exercises every week in the *Connect* online workbook, including vocabulary and grammar acquisition exercises, and listening, reading, and writing activities. Completion of the online HW is required to fully participate in the interactive sessions and to succeed in the IPA evaluation. The activities are to be completed by the due date indicated in the workbook schedule, and they will be evaluated by level of completion and accuracy. The online HW represents 30% of the final grade.

Important! No late work will be accepted. As technology is sometimes prone to hiccups depending on the browser or device that you are using, please make sure you give yourself plenty of time to complete all tasks before they are due.

4. Integrated Performance Assessment (IPA).

The Spanish Language Program has incorporated the Integrated Performance Assessment (IPA) framework as primary model for assessing students’ progress. Following CARLA (2019) description, IPA is a set of interrelated linguistic tasks which allows students to demonstrate their Spanish competence on the three modes of communication: *Interpretive* (reading/listening and completing a comprehension activity); *Interpersonal* (interacting with another student or the instructor); and *Presentational* (writing or orally presenting information to an audience). The three tasks are aligned within a single theme, reflecting the manner in which learners will naturally use the language in the real world beyond the classroom. Students in SPA 1311 will complete a final IPA cycle at the end of the semester (please see the “Tentative Schedule” for relevant dates). Students are required to complete the full IPA cycle in order to be assessed; an incomplete cycle cannot be evaluated, therefore if the student misses any of the three tasks, the resulting grade will be 0 (zero). The IPA cycle will be evaluated with scoring rubrics that rate performance in terms of whether the task meets expectations, exceeds expectations, or does not meet expectations.

The *Interpersonal* and *Presentational* tasks will require that you connect with your instructor and classmates through the online communication tool in D2L-MyLeoOnline; please plan ahead so you have the date and hour reserved to complete these tasks at the end of the semester. See the course calendar for more information.

GRADING

Online Participation:	12%
Online activities:	30%
Tests:	40% (4 x 10%)
Final IPA:	18%
Total:	100%

Final grades in this course will be based on the following scale:

A = 100%-90% B = 89%-80% C = 79%-70% D = 69%-60% F = 59% or Below

Course Specific Procedures

1. Course communication.

Good communication in an online setting is a fundamental component of success. Please consider the different types of media available for communication with your instructor and classmates, in individual and group formats. Please follow [Netiquette rules](#) to keep our

conversation professional, engaging and polite. During the course, we will use three main means of communication:

- *Announcements*: General tool for course communication; I will post short messages or reminders related to due dates or changes in the assignments.
- *Email*: Please only use the D2L-MyLeoOnline email system, or the official TAMUC Leo Email to communicate with me and your classmates. I will send general emails with information related to the course, date changes, assignments modifications, etc. or with information that relate to our content. I will send individual emails during the semester as needed. I will respond to emails in 24 hs. during the work week and by the next business day on weekends and holidays. (To setup the TAMUC email contact **HelpDesk** helpdesk@tamuc.edu or 903-468-6000; you may also access information at <https://leo.tamuc.edu>).
- *General Discussion Board*: Located in the “Introductory module”, this board is open to all participants; anyone can post a comment, question or suggestion related or unrelated to the course. All are encouraged to participate and post responses; I will visit this board regularly.

2. Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance; please make sure you check *Announcements* in D2L-MyLeoOnline daily.

3. Withdraws & Incomplete grade.

A student may drop a course by logging into his/her myLeo account and clicking on the hyperlink labeled “Drop a class” from among the choices found under the myLeo section of the web page. I reserve the right to drop a student from the course administratively for excessive absences or violations of the Code of Student Conduct. Incomplete grades (grade of “X”) are granted only under rare and extraordinary circumstances which are fully documented; students requesting an incomplete grade should contact the instructor as soon as possible, provide all pertinent documentation, and sign the ‘X’ grade contract which details the coursework they need to complete to pass the class.

4. Grievance procedures.

Students who have concerns regarding their courses should first address those concerns with the assigned instructor in order to reach a resolution. Students who are unsatisfied with the outcome of that conversation or have not been able to meet individually with their instructor, whether in-person, by email, by telephone, or by another communication medium, should then schedule an appointment with the Director of the Spanish Program, Dr. Flavia Belpoliti (flavia.belpoliti@tamuc.edu). If there are still unresolved issues, students need to schedule an appointment with the Department Head, Dr. Hunter Hayes (hunter.hayes@tamuc.edu), by completing a Student Grievance Form (available in the Main Office, HL 141). In the event that the instructor is the Department Head, the student should schedule a meeting with the Dean of the College of Arts, Sciences, and Humanities after following the steps outlined above; if the instructor is the Assistant Department Head, students should schedule a meeting with the Department Head. Where applicable, students should also consult University Procedure 13.99.99.R0.05 (“Student Appeal of Instructor Evaluation”).

5. Extra-credit

The Spanish Program at TAMUC presents a variety of events each fall and invites you to actively participate. 3 extra-points will be granted after attending the event/s and completing the assigned activities.

University Specific Procedures

1. Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette http://www.albion.com/netiquette/corerules.html](http://www.albion.com/netiquette/corerules.html)

2. TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

3. Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

4. ADA Statement - Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Email: Rebecca.Tuerk@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

5. Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

6. Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also

permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 911.

TENTATIVE COURSE SCHEDULE

This course schedule is subject to revisions and changes as the instructor deems necessary. Any changes to the course schedule will be announced in class and on the course website in advance.

Week	Topics & Activities	Assignments
1	Course presentation Language learning strategies Unit I: En la clase	Watch Intro video Read syllabus Complete Student Survey Sign-in in Connect Participate in 'Meet and greet' (synch.)
1/20	<i>Martin Luther King, Jr. Day</i>	
2	Unit I: En la clase.	Watch/ Read unit content Complete practice activities in McGraw Hill- Connect HW Participate in the interaction activities
3	Unit I: En la clase.	Watch/ Read unit content Complete practice activities in McGraw Hill- Connect HW Participate in the interaction activities Complete test 1
4	Unit II. Mis amigos y yo.	Watch/ Read unit content Complete practice activities in McGraw Hill- Connect HW Participate in the interaction activities
5	Unit II. Mis amigos y yo.	Watch/ Read unit content Complete practice activities in McGraw Hill- Connect HW Participate in the interaction activities
6	Unit II. Mis amigos y yo.	Watch/ Read unit content Complete practice activities in McGraw Hill- Connect HW Participate in the interaction activities Complete test 2
7	Unit III: ¿Qué haces?	Watch/ Read unit content Complete practice activities in McGraw Hill- Connect HW Participate in the interaction activities
8	Unit III: ¿Qué haces?	Watch/ Read unit content Complete practice activities in McGraw Hill- Connect HW Participate in the interaction activities Participate in 'Hang in there' (synch.)
3/9-3/15	<i>Spring Break</i>	
9	Unit III: ¿Qué haces?	Watch/ Read unit content Complete practice activities in McGraw Hill- Connect HW Participate in the interaction activities Complete test 3

10	Unit VI: ¡Qué bonita familia!	Watch/ Read unit content Complete practice activities in McGraw Hill- Connect HW Participate in the interaction activities
11	Unit VI: ¡Qué bonita familia!	Watch/ Read unit content Complete practice activities in McGraw Hill- Connect HW Participate in the interaction activities
12	Unit VI: ¡Qué bonita familia!	Watch/ Read unit content Complete practice activities in McGraw Hill- Connect HW Participate in the interaction activities Complete test 4
13	Unit V: Por la ciudad.	Watch/ Read unit content Complete practice activities in McGraw Hill- Connect HW Participate in the interaction activities
14	Unit V: Por la ciudad	Watch/ Read unit content Complete practice activities in McGraw Hill- Connect HW Participate in the interaction activities
15	Unit V: Por la ciudad	Watch/ Read unit content Complete practice activities in McGraw Hill- Connect HW Participate in the interaction activities Complete test 5
16	IPA	<i>Interpretative task</i> (1 hour): Monday May 4 th . <i>Interpersonal task</i> (10 minutes, synch.): Tuesday, May 5 th , 9am-1pm CT. <i>Presentational task</i> (30 minutes) Wednesday, May 6.

D2L-MYLEOONLINE TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Ensure that your browser has JavaScript and Cookies enabled. For desktop systems, you must have Adobe Flash Player 10.1 or greater. The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:

- 512 MB of RAM, 1 GB or more preferred
- Broadband connection required courses are heavily video intensive
- Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
- Sound card, which is usually integrated into your desktop or laptop computer
- Speakers or headphones.

*For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.

Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site](#)

- Current anti-virus software must be installed and kept up to date.

- Running the browser check will ensure your internet browser is supported.
- Pop-ups are allowed.
- JavaScript is enabled.
- Cookies are enabled.

You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:

[Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>

[Adobe Flash Player \(version 17 or later\)](https://get.adobe.com/flashplayer/) <https://get.adobe.com/flashplayer/>

[Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>

[Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>

At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

Access and Navigation

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

Communication and Support

NOTE: If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the Live Chat or click on the words "click here" to submit an issue via email.



System Maintenance

D2L runs monthly updates during the last week of the month, usually on Wednesday. The system should remain up during this time unless otherwise specified in an announcement. You may experience minimal impacts to performance and/or look and feel of the environment.

Academic Dishonesty Appendix

Department of Literature and Languages

Texas A&M University-Commerce

Policy #12

April 28, 2003

ACADEMIC HONESTY

Preamble. Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all their scholastic work. Faculty members are expected to employ teaching practices that encourage academic honesty.

1. Academic Dishonesty Defined. Texas A&M University-Commerce defines “academic dishonesty” in the following way (Procedure A13.12 “Academic Honesty”): Academic dishonesty includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material.

2. “Plagiarism” Further Specified. The Department of Literature and Languages builds on the university definition of “plagiarism,” given in 1, in the following manner (taken from “Defining and Avoiding Plagiarism: The Council of Writing Program Administrators’ Statement on Best Practices” undated, pages 1-2, 12,2003. <http://www.ilstu.edu/~ddhesse/wpa/positions/WPAplagiarism.pdf>) Plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source. [. . .] Ethical writers make every effort to acknowledge sources fully and appropriately in accordance with the contexts and genres of their writing. A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately.

3. “Collusion” Further Specified. Collusion specifically includes selling academic products. According to the Texas Penal Code (Title 7 Offenses Against Property, Chapter 32 Fraud, § 32.50 Deceptive Preparation and Marketing of Academic Product), an “academic product” means a term paper, thesis, dissertation, essay, report, recording, work of art, or other written, recorded, pictorial, or artistic product or material submitted or intended to be submitted by a person to satisfy an academic requirement of the person.”

The Texas Penal Code also specifies that person commits a Class C misdemeanor offense “if, with intent to make a profit, the person prepares, sells, offers or advertises for sale, or delivers to another person an academic product when the person knows, or should reasonably have known, that a person intends to submit or use the academic product to satisfy an academic requirement of a person other than the person who prepared the product.”

4. Responsibility. Matters of academic dishonesty are handled initially by the instructor. If the instructor feels the problem warrants more attention, it should then be pursued through the department head. If the department head and instructor wish, it should be brought to the attention of the Dean of the college for study and review before being referred to the University Discipline Committee (adapted from Texas A&M University-Commerce Procedure A13.04, “Plagiarism”). Instructors may also choose to refer cases directly to the University Discipline Committee (Texas A&M University-Commerce Code of Student Conduct 6.a [2]).

5. Statement for Course Outlines. Instructors of record in the Department of Literature and Languages are required to include an Academic Honesty statement in all course outlines. The following language is suggested for that statement:

Instructors in the Department of Literature and Languages do not tolerate plagiarism and other forms of academic dishonesty. Instructors uphold and support the highest academic standards, and students are expected to do likewise. Penalties for students guilty of academic dishonesty include disciplinary probation, suspension, and expulsion. (Texas A&M University-Commerce Code of Student Conduct 5.b [1,2,3])

6. This Policy supersedes Department of Literature and Languages Policy #12, “Plagiarism,” dated October 10, 1990, and will be effective until further notice.

7. The Head of the Department of Literature and Languages is responsible for maintaining this policy current.

Dr. Hunter Hayes, Head, Department of Literature and Languages
April 28, 2003