

SPAN 2051 Hispanics in the US Block 1 Winter 2020

Instructor: Dr. Mike Wilson (ADM 405, office 704-637-4302, cell 704-223-2197

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Office hours: by appt.

Course Description: In this course we will learn about U.S. Latino culture through contemporary literature and film, with special emphasis on the Mexican, Cuban, Puerto Rican, and Dominican groups.

Student Learning Outcomes

Upon successful completion of the course, students will be able to 1) Describe the history and status of major Latino groups in the U.S. and 2) Compare American Latino cultures with mainstream Anglo-American culture.

Course Learning Outcomes

- **Course Learning Outcome 1:** Students will read and understand primary works in literature, religion, philosophy, or the fine arts.
- **Course Learning Outcome 2:** Students will analyze how these works reflect, respond to, and shape social, political, religious and/or intellectual contexts.
- **Course Learning Outcome 3:** Students will write about these works from rhetorical, aesthetic, analytical, or ethical perspectives.
- **Course Learning Outcome 4:** Students will describe at least one topic beyond western society.
- **Course Learning Outcome 5:** Students will interpret at least one text or artifact from beyond western society.

Module Learning Outcomes:

Course Module Learning Outcomes: Upon successful completion of the course, students will be able to 1) Describe the history and status of major Latino groups in the U.S. and 2) Compare American Latino cultures with mainstream Anglo-American culture.

Module 1:

- **Module 1 Outcome 1:** Students will read work by Francisco Jiménez and demonstrate good comprehension of the memoir *The Circuit*.
- **Module 1 Outcome 2:** Students will view the movie *My Family* and demonstrate good comprehension of the movie.

Module 2:

- **Module 2 Outcome 1:** Students will read selected short stories by Junot Díaz and demonstrate good comprehension of the stories.
- **Module 2 Outcome 2:** Students will view the movie *Under the Same Moon* and demonstrate good comprehension of the movie.

• **Module 3:**

- **Module 3 Outcome 1:** Students will read work by Junot Díaz and demonstrate good comprehension of the short stories presented in the collection *Drown*.
- **Module 3 Outcome 2:** Students will view *Real Women Have Curves* and demonstrate good comprehension of the movie.

• **Module 4:**

- **Module 4 Outcome 1: Students will read work by Junot Díaz and demonstrate good comprehension of the short stories presented in the collection *Drown*.**

- **Module 4 Outcome 2: Students will view *Stand and Deliver* and demonstrate good comprehension of the movie.**

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- **Module 5:**

- **Module 5 Outcome 1: Students will read work by Ana Martínez and demonstrate good comprehension of the short stories presented in *In Cuba I Was a German Shepherd*.**
- **Module 5 Outcome 2: Students will view *The Lost City* and demonstrate good comprehension of the movie.**

- **Module 6:**

- **Module 6 Outcome 1: Students will read work by Ana Martínez and demonstrate good comprehension of the short stories presented in *In Cuba I Was a German Shepherd*.**
- **Module 6 Outcome 2: Students will view *Nothing Like the Holidays* and**

demonstrate good comprehension of the movie.

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Textbooks:

- Francisco Jiménez, *The Circuit*
- Junot Díaz, *Drown*
- Ana Martínez, *In Cuba I Was a German Shepherd*

Grading: 50% discussion forum posts, 50% final essay exam. Essay exam will be judged on the basis of content (appropriateness, sufficiency, correctness, thoughtfulness) 70%, grammar (syntax, spelling, diction) 20%, and style/structure (readability, paragraph formation, etc.) 10%.

Standard grading scale will be used (i.e., A=94-100, A-=90-93, B+=87-89, B=84-86, B-=80-83, etc.

Structure of Course:

START BY CLICKING THE START HERE BUTTON ON THE LEFT. After fulfilling the Start Here activities, you will begin Module 1 by reading *The Circuit*, a memoir by Mexican-American author Francisco Jiménez.. Enter your impressions (minimum 100 words) of the stories in the corresponding Discussion Boards. It is neither necessary nor desirable to recount the plot; I want you to react to the story, compare it to your own vital experience (bearing in mind that sometimes the contrast is most telling), attempt to discern what the author wants to communicate through his art, and react to the comments of fellow students. It is helpful and prudent to go back to forums you have already completed and read additional observations there. Please note that the discussion boards have been set up such that you must enter your own response before you can view the comments of others. You will undertake the Modules in order as the course progresses. The required movies are widely available through popular streaming services such as Amazon Prime, Netflix, etc. and also via libraries. One source that has an amazing collection is www.netflix.com/dvd One must plan in advance, however, to receive the discs by mail.

Each post you submit will be judged on both content and expression for a holistic mark on a scale of 10 (best). Marks of 10 are rare and are reserved for truly insightful commentary coupled with essentially error-free prose. An 8 will be awarded to posts that correspond to the general expectations for an advanced undergraduate: occasional grammar, spelling, and/or diction errors and not especially sophisticated analysis. Posts that offer no "response" but instead simply recap or summarize the plot of the story, play, or movie will receive a mark of 6. There are also marks of 9 and 7 possible for posts that seem to "bridge" the categories outlined above. Of course, failure to submit a post by the deadline will earn a mark of 0. Be sure to read the information on academic writing expectations included under the Start Here section. We are not texting each other; this is the place to use your best writing.

The discussion is asynchronous, a fancy Greek word for "not at the same time." There are no scheduled interfaces; you are responsible for pacing yourself to get the work done on time. **IMPORTANT: Federal guidelines require that you complete at least one graded assignment (in this case, a discussion forum post) per week.** There is one essay exam whose questions will be distributed approximately a week before its due date, 7 am on January 7. **YOU MUST SUBMIT IT ON TIME!!!!**. If you need to communicate with me, please send email directly from your Catawba account to mine (jmwilson@catawba.edu) instead of using the Message tool in Blackboard.

Online Attendance Policy

Catawba professors retain the right to fail any student who is absent from 25% of class sessions. Two absences (cumulative) may result in a one letter grade deduction from the final grade after the earned points are calculated for the course. More than two absences can result in a grade of "F" (see The Catawba Catalog for details). An instructor may allow late work but that does not override or negate the absence. All absences will be used in calculating the cumulative 25% missed attendance limit.

Attendance for online sessions is based on completing assignments due for that session. A session may be referred to as a module on the syllabus; the terms are interchangeable for the purposes of attendance. A minimum of one graded assignment must be submitted during an online session to be recorded as present for that session. Failure to submit any online assignments by the last date of an online session is considered an absence for that session. For example, an online session of March 19 may be identified to include March 18-20, with specific assignments due on March 18 and March 20. At least one designated assignment from March 18-20 must be submitted by March 20 to be recorded as present during the March 18-20 session. Turning in a late assignment from a prior session does not count as attendance in a current session.

Examples of an absence that may justify an extension for online sessions:

- **Serious illness or injury requiring you to seek medical care and miss work for at least 48 hours prior to an online due date. If you are well enough to go to work, you are well enough to post your online work.**
- **Serious illness or injury of a direct family member (child or step child, grandchild, parent, spouse, mother/father-in-law, sibling) for which you are a primary caregiver which would cause you to miss work for at least 48 hours prior to an online due date.**
- **Funeral of a direct family member (child or step child, grandchild, parent, spouse, mother/father-in-law, sibling) within 48 hours of the end of an online session.**
- **Military duty within 48 hours of the end of an online session.**
- **A system-based power outage or system-based loss of internet-connectivity at your residence for at least 48 hours prior to an online due date. A system-based outage or loss means one that is caused by the power company or internet provider, or someone other than the student or a resident of the dwelling of the student.**
- **Documentation may be required to request an excused absence.**

Examples of an absence that will not justify an extension for online sessions:

- **Weddings including your own**
- **Protests, charity and fund-raising events, social or competitive events**
- **Work and/or business trips**
- **Internet connectivity problems at home or work that are due to acts of the subscriber**

Note: An excused absence does not change the overall attendance requirement for the course, nor that any particular assignment is required. An excused absence may provide justification for a revised due date.

Students should note that attendance is also a factor in financial aid, and the receipt of financial aid may be contingent upon attending online sessions. Failure of a course due to attendance is a reportable event to financial aid

Online Discussion Policy.

There are two components of proper online discussion interactions—content and style which is also known as netiquette. Each is equally important for successful online discussions that earn maximum points.

Content.

Discussions forums form a significant portion of many online courses, and are often the first place that you will demonstrate mastery of the course concepts. Points are earned based on your substantial contribution to these discussions. Therefore, each learner is expected to be a credible, engaged, and academic participant in the discussions.

Each discussion assignment will have instructions for the length and timing of your initial post and the length and timing of reply posts to other learners, if required.

You are required to answer any questions directed at you by the instructor—this is an interactive discussion just as you would find in a live face-to-face classroom.

Your initial post must completely and accurately answer the assignment.

Many discussions involve analysis of an idea. Analysis requires a detailed and systematic review and examination of relevant facts. This will require, at a minimum, a thorough and analytical reading of any assigned text and usually additional research of sources that are academically credible.

Your initial post should combine the ideas or concepts from multiple sources in a logical and coherent manner to provide a thorough explanation of the topic using your own words.

Reply posts to other learners must be substantive and lead to greater depth and understanding of the concepts to earn interaction or reply post points. Simply agreeing with another learner does not meet the criteria for increasing the understanding or demonstrating mastery of course content, nor does an anecdotal story that does not contain specific concepts and terminology from the course.

If there is a minimum number of reply posts to other learners, then all reply posts that count towards the minimum must meet the requirements for length, depth, and content.

Discussions must be completed per the stated due dates; discussion posts date stamped by Blackboard after the end of the module or workshop for which they are assigned may not earn points, and will render the learner absent for that module or workshop if there were no other assignments due and submitted during the module or workshop. Because these are interactive discussions, there is no exception to this attendance and grading policy.

All posts are to reflect college-level writing including spelling, grammar, sentence structure, noun/verb matching, and punctuation. The use of texting or social media-based emoticons and abbreviations or slang is not allowed. This link from [Lumen Learning](#) discusses the concept and standards of college-level writing.

All copied material or material that is not common knowledge must be properly cited. Unless otherwise noted, citations must be in APA format. If you are unsure if something is common knowledge, the [Purdue Online Writing Lab](#) and [Citation Machine](#) websites are good sources to help you make the correct determination of the need to cite your work. When in doubt, include a citation.

Unless specifically approved, write all responses in the text boxes of the forum and do not attach as files. You may write them in some other software and copy/paste them to the text box.

Most discussions are set to “post first” which means you cannot see other posts until you have posted. Do not attempt to bypass or circumvent that feature; doing so will result in 0 points for that discussion.

All posts in a discussion forum must be on topic; off-topic posts may be removed by the instructor.

Style or Netiquette.

How we interact online is often referred to as “netiquette” which is etiquette for the internet. Just as there are standards for classroom behavior, there are standards for online discussion behavior.

Proper netiquette rules include but are not limited to:

- Never write something you would not say face-to-face or wish your employer, parents, and/or children to see attached to your name.
- The learning environment is one that challenges opinion and provides alternative perspectives, which is encouraged. Insulting, derogatory, demeaning, or aggressive wording in expressing opinion or providing alternative opinion is not allowed. You can disagree with an idea, and still respect the person.
- Use clear and concise language, while avoiding such brevity that the other person must guess at what you mean.
- Do not use ALL CAPS as it is considered yelling.
- Use standard fonts, typically 12 or 14 pt., in black, and preferably sans serif fonts which display better on all devices. If you need to emphasize a word, use bold or italics.
- Use full sentences that are properly constructed with correct spelling, verb tense, punctuation, pronouns, and capitalization. Using texting or social media-based abbreviations and emoticons is not appropriate in a discussion forum.
- Treat all members of the class with respect and refer to your instructor as Dr. or Prof. unless specifically told to use some other greeting.

- **Leave writing correction of other learners to the instructor, who will do it privately.**
- **If you do not present yourself as a professional, your content may be taken less seriously by your instructor and classmates. Therefore, using the correct style of language online is very important to avoid being misunderstood and possibly unintentionally insulting or upsetting someone. You are responsible for what you post.**

Because online communications do not have the same non-verbal cues of facial expression, body posture, pace, and volume, it can be harder to gauge the subtle nuances of language and message. Remember that much of humor and sarcasm is indicated by facial expression, gestures, body position or stance, tone and pitch in our voice, and pace and pauses in how verbal communication is delivered. Since those are not available in written online discussions, any attempt at humor or sarcasm should be carefully considered, and it is typically better to leave them out of academic discussions.

We are all human and have opinions and can get upset. If you find a topic or post that generates these emotions, the best practice is to write your response offline and review it 24 hours later for revision before copying it as a response. Many times upon review we may find that we misread the initial message, and/or that our response could be made in a more professional manner. Intentionally insulting or upsetting someone, sometimes known as “flaming” in the online environment, is a violation of Catawba policy and may result in disciplinary actions, regardless of if you were provoked.

Late Work Policy

Late permission must never be assumed. Students are required to contact me before due dates if you have a reason for missing an assignment. Requests are granted at the discretion of the instructor and partial credit or full credit will be given at the discretion of the instructor. However, you should never assume that late permission will be granted.

Discussion posts have set timelines in the assignments. Because they are to be a discussion, it is very unlikely that an extension will be granted unless requested more than 5 days before the due date.

Course Technology Requirements

To successfully complete this course, the learner will need the following technology:

- **Reliable Internet access**

- Internet attached device to view videos and lectures with a current browser. It is highly recommended that a laptop or desktop computer is used. Tablets may work but may have some limitations in viewing online textbooks due to screen size. Accessing and completing quizzes and exams on cell phones is not recommended and may not provide access to the materials. Tech support cannot help if there are access problems due to using a cell phone for access.
- Microsoft Word (all documents must be submitted as Word .doc files; PDF or any Apple file format are not acceptable unless approved in advance).
- Microsoft PowerPoint

Catawba Help Desk Information:

- Phone Number: 704-637-4666
- Email: ithelp@catawba.edu
- Website: <https://catawba.edu/about/offices/information-technology-it/>

Help Desk Hours:

- Monday and Thursday: 7:45 AM to 6:30 PM
- Tuesday, Wednesday, and Friday: 7:45 AM to 5 PM
- Saturday and Sunday: Closed

Blackboard Support:

- Phone Number: (800) 424-9299
- Website: <https://www.blackboard.com/support/>
- Blackboard Privacy Statement: <http://www.blackboard.com/legal/privacy-policy.html>

Student Success Support Services

The Office of Student Academic Success at Catawba College is here for you, our student / learner.

Catawba College is committed to equal educational opportunities for qualified students with disabilities in compliance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. The purpose of the Academic AccessAbility Office is to assist students with disabilities to realize their academic and personal potential. Students with disabilities who wish to request accommodations are to contact Daryl Bruner (drbruner16@catawba.edu) for an appointment. All requests for accommodations need appropriate advance notice by the student to avoid a delay in services.

The office can be contacted at (704) 637-4175.
<http://catawba.edu/about/our-campus/offices/success/>

Catawba College Policies

Please read carefully the following statements of college policy and online practice:

The Honor Code: “As a member of the Catawba College Community, I will uphold the value of academic honesty that grounds our institution, and I will not lie, cheat, or steal.”

The Pledge: “On my honor, I have not violated the Honor Code in completing this work.”

Effective with the 2016/17 academic year, there are significant changes in the policies and procedures for dealing with violations of the Catawba College Honor Code:

- Faculty and staff members will use the newly-revised Settlement Form to report all academic instances of lying, cheating, or stealing to the Office of the Associate Provost for Student Academic Success on a timely basis. Individual faculty members determine the consequences for violations in their courses, which may range from a 0 on an assignment, to an additional partial or full-letter final grade reduction, to an F in the course.
 - A second violation of the Honor Code—in any course—results in a hearing with the Honor Board. The Honor Board may assign additional penalties—up to and including suspension from the College—as it sees fit. Typically, a second violation leads to suspension for the remainder of the semester in which the violation occurs, an F in the course in which the violation took place, and a W in all other courses. Suspended students must apply for re-admission to the College and be approved by the Honor Board. The Board and Associate Provost for Student Academic Success maintain detailed records of all Honor Code violations and subsequent hearings and penalties.

- The Honor Board consists of two faculty members and a staff member appointed by the Associate Provost for Student Academic Success and two students appointed by the SGA president. The Board convenes as needed throughout the school year when a student declines to admit responsibility on the Settlement Form and requests a hearing to dispute an accusation or commits a second violation and faces suspension. Final appeals of Honor Board decisions will be directed to the Associate Provost for Student Academic Success. Honor Board verdicts are based on whether the accused student is more likely than not to have violated the Honor Code. Only members of the Honor Board will be present for deliberations after pertinent evidence has been introduced.
- Accused students may request that a trusted member of the college community serve as an advocate and advisor in Honor Board hearings, which are not courts of law and may not be attended by parents, legal counsel, or other witnesses.
- Faculty members have the option of requiring students to write out and sign the Pledge on their examinations or written projects.

Additional information concerning our policies and procedures can be found [on the Catawba College website](#).

Students are expected to follow the Catawba College honor code guidelines.

Academic dishonesty includes, but is not limited to, cheating, plagiarism, and lying about academic work. Cheating, lying, and stealing in any format are honor code violations.

Taken from the Catawba College Student Handbook (2017-2018, page 25):

- The term cheating is a form of academic dishonesty which includes, but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests or examinations; (2) use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems or carrying out other assignments; (3) the acquisition, without permission of tests or other academic material belonging to a member of the College faculty or staff; (4) engaging in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion.
- The term plagiarism refers to a form of academic dishonesty that includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials

prepared by another person or agency engaged in the selling of term papers or other academic materials.

- Lying about academic work is also a form of academic dishonesty, which involves providing dishonest information about class attendance, written work or other matters pertinent to the student--instructor relationship. Examples include, but are not limited to, claiming to have submitted an assignment when the student has not submitted the assignment; responding dishonestly to an instructor's inquiries into potential honor code violations; falsely implicating another student in an honor code violation, or lying to protect another student; and submitting the same paper to more than one instructor for credit without the permission of each instructor.

Additional information is available in the [Catawba College Student Handbook](#).

Plagiarism is a serious academic offense. All directly copied material, from any source, must be in quotation marks with a properly formatted citation. Paraphrasing can also involve plagiarism. Plagiarism through paraphrasing is using the thoughts of another person in creating your own words but not attributing the thoughts and ideas to the source by failing to include a proper citation.

Additional information can be found at [Plagiarism.org](#).

The unauthorized use of publisher-supplied materials or websites that require a fee to access which are used or accessed contrary to the copyright restrictions and/or payment of appropriate fees is considered stealing. Stealing is an honor code violation. Complimentary access may be provided by a publisher to allow short-term access during add/drop but complimentary access may not be used to complete the entire course, whether or not such length of access covers the duration of the course. Sharing access with another student who has not paid for his or her own access is unauthorized access and therefore an honor code violation for both parties involved.

All instances of suspected honor code violations will be submitted to the Office of the Associate Provost for Student Academic Success.