Dixie State University

Department of Humanities

SPAN 4800 Spanish Senior Capstone, 3 credits – Spring 2016

Section: 1 CRN 27729 Classroom: UPLAZB 114B 11-11:50am MWF

Instructor: Dr. Michael Cartmill Office Hours: M-Th 10-11am; T 11-12 or by appointment

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**Course Materials**

1. Blackwell, Freida H., and Paul E. Larson. *Guía básica de la crítica literaria y el trabajo de investigación*. Boston: Thomson and Heinle, 2002. Print.

2. The Modern Language Association of America. *MLA Handbook of Writers of Research Papers*. 7th ed. New York: The Modern Language Association of America, 2009. Print.

**Introduction:** The capstone project is the time to shine and show what you have learned as a Spanish major. It requires self-motivation and time management skills. It will also be a glimpse into the work required at the graduate level for those wishing to continue their studies by pursuing a Master’s Degree.

**Course Description:** Fulfills Spanish capstone requirement. This course is designed to be a culminating experience in which the student will demonstrate skills and knowledge garnered from his/her experience within the Spanish program. The Spanish major will research, write and revise an extensive research paper under the supervision of a Spanish faculty member. The capstone topic selected will directly relate to the language, literature, culture, history and/or civilization of the Spanish-speaking peoples of the world. The student will present the results of his/her research in a public forum at the end of the semester. Prerequisites: Senior status, Spanish major, and instructor permission.

**Departmental Objectives:** By the end of the Spanish Program, students will be able to show progress in the following areas:

1. **Oral Proficiency:** Students will be able to communicate at the Intermediate High level in accordance with the ACTFL guidelines for Speaking. Description of guidelines available at <http://actflproficiencyguidelines2012.org/speaking>
2. **Writing Proficiency**: Students will be able to express themselves at the Advanced Mid-level in accordance with the ACTFL guidelines for Writing: Description of guidelines available at <http://actflproficiencyguidelines2012.org/writing>
3. **Cultural Awareness:** Students will show understanding of other cultures in accordance with the Standards for Foreign Language Learning. Description of guidelines available at [http://www.actfl.org/sites/default/files/Standardsfor FLLexecsumm\_rev.pdf](http://www.actfl.org/sites/default/files/Standardsfor%20FLLexecsumm_rev.pdf)
4. **Literature Analysis:** Students will be able to analyze literary works in Spanish

**Course Objectives:** The student will undertake a project that will meet the following outcomes:

1. Demonstrate further development of his/her linguistic, cultural and/or literary understanding.

2. Demonstrate a capacity for in-depth research.

3. Demonstrate correct usage of MLA style.

4. Demonstrate appropriate mastery of the target language in written form.

5. Demonstrate the ability to present research findings orally in a public forum.

**General Stipulations**

A. Students will sign up for a three-credits Capstone Project, to be taken during the last semester of their senior year. (Unusual circumstances may necessitate its being taken the semester before.)

B. The course will be graded A-F, it being understood that a grade of C or higher will be needed to graduate.

C. During the course of the semester, the student will meet every class period with the professor and will submit his/her all the assignments to the Spanish capstone professor in paper AND via Canvas. The student will discuss with the instructor, if necessary, the different items selected for inclusion.

D. This syllabus outlining the student’s obligations and a contract outlining the timeline for each step of the project will be given to him/her by each supervising professor. The contract will also indicate the weight (portion of the grade) assigned to each step.

E. The topic chosen must be clearly within the scope of Hispanic literature, culture, or linguistics.

F. **The paper itself will include a minimum of 15 content pages, written in Times New Roman 12, double-spaced, and with one-inch margins in accordance with MLA Style. Title page, bibliography, etc., will be in addition to the minimum 15 pages. The bibliography should include at least ten relevant sources.**

G. At an appropriate points during the semester the students will submit their initial drafts for peer-reading experiences.

H. Towards the end of the semester an official gathering of students and faculty will be called, at which each student will present a well-prepared summary of his or her project. Power Point may be used.

**Faculty Mentors:**

Any full-time permanent faculty member who regularly teaches 4000-level courses may serve as a faculty mentor. It is understood that a professor will work with no more than ten students in any given semester and that the research projects will fall within the scope of his or her expertise. The responsibilities of the mentor will be:

\* to assist the student in the selection of an appropriate topic,

\* to oversee and direct the student’s research,

\* to assure that the student adheres to the deadlines established for each phase of the project,

\* to read and critique each draft,

\* to grade the final draft, student performance throughout the project, and the presentation of the paper at the end of the project.

**Time Line / Grading**

All students will adhere to the same basic timeline for submission of their thesis statement, first version, and for the public presentation. Each phase will be graded. Failure to meet the specific deadlines with an appropriate product may result in the termination of the capstone contract by the faculty member. No final grade will be assigned without satisfactory submission of all the assignments. Only under extreme circumstances the professor will accept late work with a reduction of the grade for that assignment. Late work is not advisable since it will affect the final project.

**During the semester of the project the student will adhere to the:**

- date for the submission of the proposal (topic description)

- date for the Oral Interview

- date for the Thesis Statement

- date for the submission of outlines and bibliography

- date for the submission of the first version of the project

- date for the peer editing experience

- date for the oral presentation of the project to the classmates

- date for the final submission of the project

- date for the Public oral presentation of the project

**Assignments and Grading**

-Topic Description 5%

-Thesis Statement 5%

-Bibliography 10%

-Oral Interview with an Oral Proficiency Tester 10%

-First Draft (5 páginas) 5%

-Second Draft (10 páginas) 5 %

-Oral presentations (2) 20%

-Final Project (draft version) 10%

-Final Project (final version) 30%

Grading Scale: 93-100 = A 90-92 = A- 87-89 = B+ 83-86 = B

80-82 = B- 77-79 = C+ 73-76 = C 70-72 = C-

67-69 = D+ 63-66 = D 60-62 = D- 0-59 = F

Less absences.

**A note about absences:**

Attendance is required. More than three (3) excused or unexcused absences incurs a reduction of the final grade. Starting with the fourth absence, one percentage point per absence will be subtracted from the final grade. IMPORTANT: With a total of 12 absences or more, the grade in the course will automatically be an F.

**Oral Interviews:** Oral Proficiency Interviews (OPIs) will be given during the semester to assess your level on the ACTFL scale. These interviews typically last from 15-30 minutes depending on the individual. These will be scheduled out of class with the OPI tester.

**Final Public Oral Presentation:**  This will be given in a public forum with students and faculty. It will consist of a well-prepared summary of your project from 15-20 minutes and will be recorded.

**Class Policies:** Speak Spanish at all times.

Turn off cell phones and ***DO NOT*** get them out during class. There may be specific activities where cell phones can be used, you will be notified when that happens.

**No food or drink except for water**

Arrive on time and stay the entire time. If you do have a legitimate need to arrive late to class or to leave early, let me know.

Cheating in any form will be disciplined according to policy.

Be respectful of the learning environment and your classmates.

**Disability Accommodations**: If you are a student with medical, psychological, or learning disability or think you might have a disability and would like accommodations, contact the Disability Resource Center (DRC) located at the North Plaza Building. The DRC (<http://dixie.edu/drcenter/>) will determine eligibility of the student requesting special services and determine the appropriate accommodations related to their disability. Phone # 435-652-7516 .

**Academic integrity:** In order to ensure that the highest standards of academic conduct are promoted and supported at the University, students must adhere to generally accepted standards of academic honesty, including but not limited to, refraining from cheating, plagiarizing, falsification, misrepresentation, and/or inappropriately colluding or collaborating. The University shall consistently hold students accountable for instances of academic dishonesty and apply appropriate consequences. For more information, see the Student Academic Misconduct section of DSU policy at <http://dixie.edu/humanres/polstu.html>

**Dmail**: You are required to frequently check your Dmail account. Important class and university information will be sent to your Dmail account, including DSU bills, financial aid/scholarship notices, notices of cancelled classes, reminders of important dates and deadlines, and other information critical to your success at DSU and in your courses. To access your Dmail account, visit [go.dixie.edu/dmail](http://go.dixie.edu/dmail/). If you do not know your Dmail username or you have forgotten your PIN, visit [go.dixie.edu/mydixie](http://go.dixie.edu/mydixie) and click the Forgot Pin button.

**Classroom expectations:** It is the responsibility of an instructor to manage the classroom environment to ensure a good learning climate for all students. This means not talking when the professor is talking, following instructions, and speaking and acting respectfully to the professor and fellow students. For more details, please see the disruptive behavior policy at: <http://www.dixie.edu/humanres/policy/sec3/334.html>

**Campus resources:**  Click on this link— <http://www.dixie.edu/reg/syllabus/> for comprehensive information on the Semester Dates, the Final Exam Schedule, University resources such as the library, Disability Resource Center, IT Student Help Desk, Online Writing Lab, Testing Center, Tutoring Center, Wellness Center and Writing Center. In addition, please review DSU policies and statements with regards to Academic Integrity, Disruptive Behavior and Absences related to university functions.

**University approved absences:** Dixie State University Policy explains in detail what needs to happen if you anticipate being absent from class because of a university-sponsored activity (athletic events, club activities, field trips for other classes, etc). Please read this information and follow the instructions carefully! The policy can be found at: <http://www.dixie.edu/humanres/policy/sec5/523.html>

**Title IX:** DSU seeks to provide an environment that is free of bias, discrimination, and harassment. If you have been the victim of sexual harassment/misconduct/assault we encourage you to report this to the college's Title IX Director, Cindy Cole, (435) 652-7731, [cindy.cole@dixie.edu](mailto:cindy.cole@dixie.edu). If you report to a faculty member, she or he must notify the Title IX Director about the basic facts of the incident.

**Spanish 4800 – Primavera 2016 -- Horario de clases (tentativo)**

**enero**

11 lunes Introducción

13 miércoles Capítulo 1—Rasgos…

15 viernes Temas y tesis

18 lunes **Día feriado (no hay clase)**

20 miércoles Capítulo 2—Teorías…

22 viernes Enfoque en los temas

25 lunes Capítulo 3—El trabajo… Entrega de la **Descripción del tema (5%)**

27 miércoles Biblioteca

29 viernes Búsqueda de fuentes

**febrero**

1 lunes Capítulo 4-Elementos…

3 miércoles Estilo MLA

5 viernes Estilo MLA

8 lunes Capítulo 5—Elementos…

Entrega de **Bibliografía (10%)**

10 miércoles Elementos de tesis

12 viernes Día de trabajo--tesis

15 lunes **Día feriado (no hay clase)**

17 miércoles Evaluación de tesis en clase

19 viernes Bosquejos/Entrega de la **Tesis (5%)**

22 lunes Trabajo del borrador

24 miércoles Evaluación en clase

26 viernes Día de trabajo--borrador

29 lunes El OPI, Entrega del **borrador de 5 páginas mínimo (5%)**

**marzo**

2 miércoles Revisiones en clase

4 viernes Día de trabajo—selección personal

**7-11 VACACIONES DE PRIMAVERA**

14 lunes Elementos de PowerPoint,

rúbrica

16 miércoles Ayudas visuales, búsqueda

18 viernes Día de trabajo—presentación

21 lunes Trabajo escrito

23 miércoles Evaluación en clase

25 viernes Entregar **borrador 10 páginas (5%)**

28 lunes Evaluación de presentación en clase

30 miércoles Trabajar en lo escrito o presentación

**abril**

1 viernes Día de trabajo--presentación

4 lunes **Presentaciones Orales en clase (10%)**

6 miércoles **Presentaciones Orales en clase (10%)**

8 viernes **Presentaciones Orales en clase (10%)** si es necesario

11 lunes Crítica de presentaciones

13 miércolesTrabajar en versión final

15 viernes Trabajar en versión final

18 lunes Evaluación en clase de versión final

20 miércoles Entregar **versión final preliminar (10 %)**

22 viernes Día de trabajo--presentación

25 lunes **Presentaciones Orales en público (10%)**

27 miércoles **Presentaciones Orales en público (10%)**

El lunes, 2 de mayo, a las 11:00 entrega del **PROYECTO FINAL** **(30%)**