

Dixie State University  
Department of Humanities  
SPAN 4800 Spanish Senior Capstone, 3 credits – Spring 2019

Section:	1 CRN 21299	Classroom:	UPLAZB 202B 12-12:50am MWF
Instructor:	Dr. Michael Cartmill	Office Hours:	MWF 11-12; T-Th 10-10:30
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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*. 7<sup>th</sup> 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.

### PROGRAM LEARNING OUTCOMES:

Expected Learning Outcomes to be accomplished by the end of the Spanish program:

1. **Oral Proficiency:** Students will be able to communicate in the presentational, interpersonal and Interpretive modes at the advanced low level according to ACTFL.
2. **Writing Competency:** Students will be able to express themselves in the presentational, interpersonal and interpretive written modes of communication at the Advanced Mid-level according to ACTFL.
3. **Culture Awareness:** Students will be able to analyze the relationship between the products, practices and perspectives of the Spanish culture.
4. **Literature analysis:** Students will be able to demonstrate analytic, interpretative and critical thinking skills with respect to texts from Latin America, and Spain.

**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 is 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 academic 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.

### **DSU POLICIES, PROCEDURES, AND SEMESTER DATES**

Click on this link - <http://academics.dixie.edu/syllabus/> - for comprehensive information on Semester Dates, the Final Exam Schedule, and university resources such as the library, Disability Resource Center, IT Student Help Desk, Online Writing Lab, Testing Center, Tutoring 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.

**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/policy/sec5/533.html#appeals>

**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.

