

Culture Cluster Designation Guidelines

<Foundational Premise>

Culture clusters offer an alternative for students in certain majors to fulfill the [Language and Culture Requirement](#), in addition to a level of language proficiency. While *culture* can be defined in many ways, the purpose of culture clusters at WCU is to introduce students to a cultural area as an expression of a linguistic community. In practice, culture cluster courses do not need to focus exclusively or even primarily on linguistic or sociolinguistic aspects of the culture. Regardless, the connection between language and culture should be explicitly acknowledged somewhere in the course and the proposal. The degree to which linguistic aspects are examined, whether in their social, historical, artistic, or broader cultural dimensions, remains at the discretion of the preparer.

<Culture Cluster Information>

1. **Course Number and Title:**

2. **Culture Cluster(s) Selected:**

- a. American Sign Language
- b. Arabic
- c. French
- d. German
- e. Italian
- f. Russian
- g. Spanish

3. **Area of the World Covered:**

Identify the region, nation, or multi-country area in which language is dominant. If no specific area is identified with the language, please provide a justification within the narrative.

4. **Time Covered:**

Identify the period covered (e.g., the 21st century, 1960 to the present) and explain the rationale for this choice. If no specific period applies, please provide a justification within the narrative.

5. **Course Narrative:**

- a. Describe how the course introduces students from diverse backgrounds and fields of study to the course content.
- b. Describe how the course fosters students' appreciation for and understanding of the linguistic community (or the various communities in the same area, if applicable), as well as the culture, people, and geographical area associated with the language(s).
- c. Include specific examples of how the course content aligns with the culture cluster designation.
- d. Describe the role of language in the course content.

6. **The attached syllabus and course outline clearly identify:**

- a. Required readings, course organization, or course student learning outcomes (CSLOs) reflect the approaches discussed above.
 - i. An emphasis on the close relationship between language and culture, and

- ii. An understanding of culture as an expression of a linguistic community, approached explicitly somewhere in the course (e.g., a project, assignment, or module)
- b. Course preparers have the flexibility to explore these connections through social, historical, artistic, or other cultural perspectives.
- c. CSLOs are appropriate for students from a wide array of academic backgrounds.
- d. Assignments are explicitly tied to CSLOs.

<Sample Syllabi>

- 1. ESP 318 Speaking Spanish in the United States: language-oriented
- 2. GEO 302 Geography of Latin America: not language-oriented

The role of language in the course context is highlighted in yellow.

ESP318 – Spring 2020

WEST CHESTER UNIVERSITY
DEPARTMENT OF LANGUAGES AND CULTURES
ESP318: *Speaking Spanish in the United States*
Spring 2020

Instructor: Israel Sanz-Sánchez	
Class days/times: Mon / Wed 3:00 – 4:15 pm	Office: Mitchell Hall 126
Classroom: BPM 213	Phone number: 610-436-3584
Office hours: Monday and Wednesday: 1:50-2:50 pm, 7:10-8:10 pm (in office); Tuesday: 1:00-3:00 pm (online via Zoom). <i>For other times, contact instructor.</i>	E-mail: isanzsanch@wcupa.edu



COURSE DESCRIPTION

ESP318 is a course on the different historical, social and cultural issues related to the use of Spanish in the United States alongside other languages, mainly English, including the centuries-long presence of the language, and phenomena such as bilingualism, code-switching, language shift and language death. This course is taught entirely in English. This course fulfills the **Spanish culture cluster requirement**.

COURSE GOALS AND OBJECTIVES

Speaking Spanish in the United States (ESP318) is an undergraduate course on the diversity of historical, social and cultural issues related to the use of Spanish in the United States alongside other languages, mainly English. The goal of this course is three-fold: a) to allow students to familiarize themselves with the **main sociolinguistic facts of Spanish language use** in the United States, b) to encourage students to **establish connections between facts and social perceptions**, or the lack thereof, and c) to use their conclusions to **elaborate a critical vision** of the place of Spanish speakers in the United States as a part of the linguistic, ethnic and cultural makeup of the this country. *Speaking Spanish in the United States* is a course that treats many aspects of the Latino experience in the United States, but focusing primarily on issues of language use, maintenance and loss (in other words, this course is *not a substitute* for ESP324, *Latinos in the United States*). **This course will be conducted entirely in English.**

Why is Spanish spoken in the United States? Who speaks Spanish in the United States, and what is their history? How does Spanish interact with other languages in the United States? How is the use of Spanish perceived by those who speak it and by those who do not, and how do these perceptions affect the social standing of Spanish speakers? How can these questions (and their answers) inform our understanding of larger issues of politics, ethnicity and identity in the United States?

1. Understand the basic facts explaining the historical presence of Spanish speakers in the United States.
2. Understand the basic current trends of distribution of Spanish speakers over the territory of the United States, and the social and economic factors associated with these patterns.
3. Gain insight into the collective ideological bases that determine the place that Spanish has (and should have) in the United States from the mainstream, English-speaking monolingual perspective, as well as the way in which Spanish speakers see their own language vis-à-vis English, and their place in society as compared to that of monolingual English-speakers.
4. Establish connections between these ideological elements and the legal, educational and cultural issues stemming from the use of Spanish and its contact with English as the only language of the majority in the United States.
5. Produce a personal, critical argument about the issues discussed in the class, as well as other issues connected to the main topic of the course.

ESP318 fulfills the Spanish Culture Cluster requirement, by examining language use as part of the broader social and cultural environment of Latino communities in the United States. It is also an eligible elective for the **Linguistics Minor**, and for the **Latin American and Latinx Studies Minor**. **This course specifically contributes to the following General Education goals**, so that by the end of the semester, student's ability to do the following will have been enhanced:

- a. Communicate effectively (goal #1)
- b. Think critically and analytically (goal #3)
- c. Demonstrate the ability to think across and about disciplinary boundaries (goal #4)
- d. Respond thoughtfully to diversity (goal #6)

LINGUISTICS PROGRAM STUDENT LEARNING OUTCOMES

GOAL #1. Students will be able to produce a reflection on human languages as rule-governed systems by showing awareness of the principled, regular nature of all language varieties, whether standard or non-standard.

Measure: Written assignments, midterm and final test

GOAL #2. Students will be able to demonstrate knowledge of the basic concept of linguistic analysis in phonetics and phonology, morphology, syntax, language variation and language acquisition by identifying the core concepts in each of these areas.

Measure: Reading quizzes, written assignments, midterm and final test

GOAL #3. Students will be able to conduct analyses of linguistic elements and processes in authentic English and non-English data by applying the relevant core-concepts to simple but authentic data sets.

Measure: Written assignments, midterm and final test

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GOAL #4. Students will be able to produce a reflection on the connection between their elective courses and the core courses in the minor by using the basic concepts of linguistic analysis specified in goal #2 and identifying how those core concepts apply to the areas covered in their elective courses.

Measure: Written assignments, D2L discussion forums, group project

GOAL #5. Students will be able to produce a reflection on how the courses in their program have contributed positively to their academic performance in their respective major fields, in language-related courses or in language-related career positions.

Measure: Written assignments, D2L discussion forums, group project

COURSE MATERIALS

Textbook: Janet Fuller. 2013. *Spanish Speakers in the USA*. Toronto: MM Textbook.

Scheduled readings other than the textbook will be made available on the 'Contents' section of D2L. Additional course materials will also be posted on D2L, to include readings, audio and video materials.

PREREQUISITES, ATTENDANCE POLICY, AND COURSE COMPONENTS

PREREQUISITES. Students may enroll in this class with no prior academic requirements other than WCU permission to register. Since course materials will be in English and in-class discussions will be conducted in English, no prior knowledge of Spanish is necessary. Knowledge of Spanish will be helpful, but all references to Spanish will be contextualized and translated, as needed.

ATTENDANCE. Attendance is mandatory. **One unexcused absence is allowed and will have no consequences on your grade.** Any additional unexcused absences will be penalized as explained below (see *Participation*) Absences are only excused with adequate written justification (i.e., a doctor's note, a jury duty or court summons, a documented conflict with a professional activity, or evidence of participation in a WCU-approved academic or athletic activity). **Other absences may be important for personal reasons, but do not fall under the definition of an unexcused absence.**

INITIAL COURSE SURVEY. An initial D2L course survey where students will share some basic background information with the instructor and demonstrate their knowledge of course policies will be completed over the first week of the semester. Students will receive full credit by completing the survey (no grade is attached to the answers on the survey). **This survey appears under "quizzes" on D2L, but is not one of the reading quizzes (see below).**

PARTICIPATION. Active class participation is an essential part of the final grade. Participation will be measured on the basis of participation during class sessions with questions, comments, answers to group questions, and group work, and, to a lesser extent, communication between the student and the instructor via e-mail or during office hours. Regardless of their degree of active participation in the class, **all students are expected to read the texts assigned for each class session. Students are warned that the amount of reading required for this course, although perfectly within the**

normal range for a college-level course, may be higher than that encountered in other courses in the past. Coming to class prepared is not considered participation, although it is logically a necessary pre-requisite to participate. To check for preparation, there will be **short reading quizzes on the assigned reading** (cf. *Short Reading Quizzes* below).

You will receive an attendance and participation grade **every week**. For each week, you can receive a maximum of 10 points (5 points for each day). If you are absent one day of class, your maximum grade for that week can only be 5 points (0 if you miss both days). The following rubric explains how your attendance and participation will be graded every day:

<i>Attendance and participation rubric</i>					
0 points	1 point	2 points	3 points	4 points	5 points
Student was absent (unexcused absence)	Student was present for only a part of the class and did not participate when present.	Student was present for only a part of the class and participated minimally.	Student was present for the whole class but did not participate actively, or did participate actively but was not present for the whole duration.	Student was present for the whole class with some active participation.	Student was present for the whole class with frequent active participation.

Notes on **attendance and participation**:

(1) Full attendance means **attendance for the whole duration of the class session**. Coming to class late or leaving early will affect your attendance and participation grade (see rubric above). Informing the instructor about the fact that you will not be in class for the duration of the session is greatly appreciated, but it does not exempt you from the attendance policy (for instance, asking “Is it ok if I leave 15 minutes early today?” is a welcome courtesy, but it does not mean that you will be counted as being present for the whole duration). Also, if you foresee coming to class late or leaving early frequently, consider whether this is the right semester for you to take this course.

(2) Since cell phone use is not permitted (see *Other course policies* below), use of cellphone will affect your participation grade negatively. If you’re told to put your cellphone away more than once during the same class session, you might be asked to consider whether you want to continue texting elsewhere.

(3) Starting with the second week of the semester, you will need to bring your textbook to class. We will use our textbook frequently for activities or to refer to data, so not bringing your textbook will affect your participation grade negatively

SHORT READING QUIZZES. The quizzes will be administered via D2L on a daily basis, and they must be completed before the beginning of the following class session. In order to perform satisfactorily in the quizzes, **it is imperative that the assigned reading be completed before class. Each quiz will have 4 questions, and for each quiz you will have one attempt and a maximum of 5 minutes for completion. Therefore, the reading must be completed before taking the quiz.** The questions in the quizzes are not designed to check for comprehension, but

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they are designed to check for familiarity with the readings. **If you do your reading, the quizzes are very easy.**

Reading tip: As you do your reading, underline (or highlight) the main ideas and concepts. Most of the questions in the reading quizzes will simply ask you to identify these main ideas or concepts.

D2L DISCUSSION FORUMS. There will be a total of **three (3) discussion forum topics on D2L** dealing with issues of language in society and connecting back to our classroom discussions. To receive full credit for the forums, students must post at least **two (2) full answers for each discussion topic (at least 80 words for each contribution)**. Additional responses will contribute positively towards the student's participation grade (see PARTICIPATION above). In order to consolidate the conversation, for each comment, **a maximum of three threads may be opened** (i.e., if three threads have already been started by the time the student wants to participate, the comments must be included as part of one of the existing threads). Further instructions will be discussed in class in due time. For deadlines, refer to the COURSE CALENDAR.

TESTS. There will be a total of **one (1) mid-term test**, and **one (1) final test**. Each of the tests will cover the material previously seen in class. **The final test will not be cumulative**, but students who wish to improve on their original mid-term test grade can take a makeup the day of the final test and keep the higher score of the two (i.e., the original score or the one from the makeup). For dates, please refer to the COURSE CALENDAR. Except for justified absences, **the tests can only be taken on the dates specified in the calendar. If a test is rescheduled for a justified absence, it must be taken before graded tests are given back to the class.**

ASSIGNMENTS. There will be weekly written assignments where students will be expected to apply the knowledge gained in the classroom and from the readings to specific tasks in a **critical way**. Specific topics and instructions will be posted on D2L. For dates, please refer to the COURSE CALENDAR.

Format instructions for assignments: Assignments should conform to the following **format specifications**: 350 words minimum, computer-typed, 12-point type face, 1" page margins, double space. **No hand-written assignments will be accepted.** If more than one page, **you must staple before turning in.** The total number of words (as shown in your word processor's word count) must be typed at the bottom of your assignment. Full credit will only be awarded to complete assignments. Incomplete assignments or assignments that have not been adequately completed (e.g., short answers, answer does not address the issue in question) will have a negative effect on the corresponding credit. **For full formatting instructions**, please refer to the *Formatting instructions for assignments* on D2L. **For specific assignment guidelines**, please refer to the *Assignment List* on D2L.

In order to confirm assignments and other tasks for each week, a **homework update** will be placed on D2L after class every day. Students should always remember to double-check these updates, which may include modifications to the assignments listed on the course calendar.

If the student is not able to turn in the assignment in class, **a properly identified copy must be placed in the course D2L Dropbox by the deadline, understood as the day of the deadline by the end of the time of class, and an e-mail must be sent to the instructor once the**

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assignment has been attached to the Dropbox. Failure to do so will result in no credit being awarded for that assignment.

Assignments should only be placed in the D2L Dropbox **in case of class absences. Otherwise, a hard copy should be turned in in class.** Late assignments that are placed in the Dropbox will not receive credit. **Do not email me your assignments – if you can't come to class, use D2L.**

COLLABORATIVE GROUP WEBSITE. Throughout the semester, students will sign up for groups of **five (5) people**, choose a topic and collaborate in constructing a group website on that topic. Topics will be related to course content. A tentative list of topics will be provided, but students are free to propose alternative topics, **which must be pre-approved by the instructor.** Students will be expected to consult a variety of sources (course readings, media, movies, music, personal visits to neighborhoods, museums, concerts or other venues, websites, literature, etc.) in order to retrieve information and to construct this website. The website will be constructed as the semester progresses, in a series of steps, and they will be assessed by the instructor on two occasions (preliminary and final assessment: for dates, please refer to the COURSE CALENDAR). At the end of the semester, students will present their collaborative websites to the whole class. More specific guidelines will be shared in due time.

Tentative topics for the website include the following:

- A Spanish-speaking community in the vicinity of West Chester: members and challenges
- Recent English-only legislation in the United States and its consequences on Spanish speakers
- Bilingual programs in public and private schools in the vicinity of West Chester
- The response of the local health services in Chester County to the presence of Spanish speakers
- The use of Spanish in political campaigns in the United States / in Pennsylvania
- Demographic trends in the use of Spanish in the United States / in Pennsylvania / in Chester County vs. those of other languages: numbers, reasons and projections
- Attitudes towards the use of Spanish in the community: a comparative study of attitudes among Spanish speakers and monolingual English speakers
- Representation of Spanish and Spanish speakers in the media (news, TV series, music, etc.)
- Role of Spanish proficiency in definitions of Latino/Hispanic ethnic identity and membership
- Different types of bilingual Spanish-English speakers (*balanced, asymmetrical, recessive, additive, etc.*).

EVALUATION. The final grade will be made up by the following categories:

Category	Grade weight
Initial course survey	1%
D2L discussion forums	10%
Group website	15%
STEPS 1 AND 2: Group members and topic:	1%
STEP 3: Preliminary assessment of website:	1%

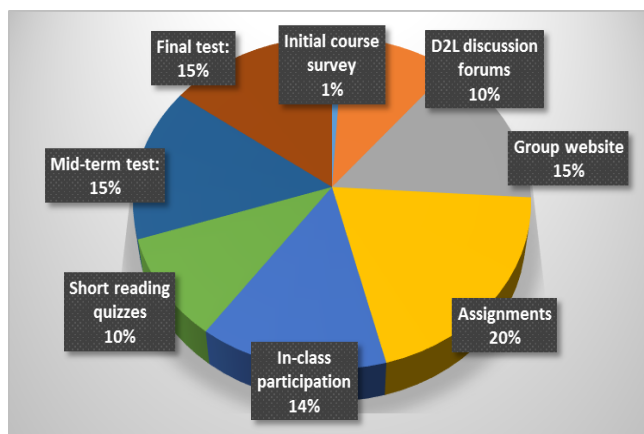
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STEP 4: Pre-presentation assessment of website: 1%

STEP 5: Final assessment of website: 7%

STEP 6: Final presentation to the class: 5%

Assignments	20%
In-class participation	14%
Short reading quizzes	10%
Mid-term test:	15%
Final test:	15%



OTHER COURSE POLICIES

- Laptops and tablets CANNOT be used in class unless you have an accommodation with OSSD or unless we are working on an activity for which your instructor gave you explicit permission to use the laptop or tablet. **This is only to help you.**
- No use of cell phones during class or exams. Cell phones must be put away and in silent mode. Vibration mode is not acceptable. **If I have to ask you to stop using your phone more than once during the same class period, I might ask that you decide whether you want to stay in class or continue using your phone elsewhere.**

Research shows that the use of electronic devices in the classroom leads to lower performance and lower test scores: <https://news.rutgers.edu/cellphone-distraction-classroom-can-lead-lower-grades-rutgers-study-finds/20180723#.XhKKJHtOk2w>

ADDITIONAL INFORMATION ON COURSE AND UNIVERSITY POLICIES

a. **Important:** This course involves the discussion of issues that are sensitive to many people: personal identity, race, ethnicity, sexual orientation, discrimination, bias, etc. Students should be prepared to discuss these issues with other students with an open-minded, tolerant and mutually respectful attitude, although not necessarily from a personal perspective. Adult, open-minded, mutually-respectful participation in these discussions is expected from every student. Upon occasion, language that may be considered discriminatory or offensive may be used in order to illustrate and discuss those very uses of language.

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b. **Use of e-mail and D2L:** The instructor will communicate with the students in the classroom and via campus e-mail. **Only official WCU e-mail addresses will be used.** Failure on the student's part to consult their e-mails regularly is not an excuse to be unaware of course announcements and notifications. Students are responsible for consulting their e-mail accounts regularly. The instructor will make every reasonable effort to respond to e-mails promptly. However, if students contact the instructor via e-mail, a response may not be provided immediately, especially during the weekends. For class announcements, materials to be posted, and updates, D2L will be used. Each student is responsible for securing access to the D2L system and for solving any access problems that may arise during the semester directly with the D2L help desk.

c. **Mutual respect.** Respect for ethical standards of academic behavior will be in place during this course and it will be strictly enforced, including, but not limited to, in-class behavior and plagiarism (see ACADEMIC INTEGRITY PROCESS below). Everybody taking part in this course is expected to conduct themselves in an adult, respectful manner. No breach of these standards will be tolerated, and any dishonest behavior will be immediately reported to university authorities.

AMERICANS WITH DISABILITIES ACT: If you have a disability that requires accommodations under the Americans with Disabilities Act (ADA), please meet with me as soon as possible so that I can support your success in an informed manner. If you would like to know more about West Chester University's services for students with disabilities, please contact the Office of Services for Students with Disabilities which is located at 223 Lawrence Center and can be reached at 610-436-3217 and at ossd@wcupa.edu.

ACADEMIC INTEGRITY PROCESS: It is the responsibility of each student to adhere to the university's standards for academic integrity. Violations of academic integrity include any act that violates the rights of another student in academic work, that involves misrepresentation of your own work, or that disrupts the instruction of the course. Other violations include (but are not limited to): cheating on assignments or examinations; plagiarizing, which means copying any part of another's work and/or using ideas of another and presenting them as one's own without giving proper credit to the source; selling, purchasing, or exchanging of term papers; falsifying of information; and using your own work from one class to fulfill the assignment for another class without significant modification. Proof of academic misconduct can result in the automatic failure and removal from this course. For questions regarding Academic Integrity, the No-Grade Policy, Sexual Harassment, or the Student Code of Conduct, students are encouraged to refer to the Department Undergraduate Handbook, the Undergraduate Catalog, the Ram's Eye View, and the University website at www.wcupa.edu. **Please keep in mind that I will adhere to WCU's policies in any case involving a violation of academic integrity.**

EXCUSED ABSENCES POLICY FOR UNIVERSITY-SANCTIONED EVENTS: Students are advised to carefully read and comply with the excused absences policy for university-sanctioned events contained in the WCU Undergraduate Catalog. In particular, please note that the "responsibility for meeting academic requirements rests with the student," that this policy does not excuse students from completing required academic work, and that professors can require a "fair alternative" to attendance on those days that students must be absent from class in order to participate in a University-Sanctioned Event.

REPORTING INCIDENTS OF SEXUAL VIOLENCE: West Chester University and its faculty are committed to assuring a safe and productive educational environment for all students. In

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order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires faculty members to report incidents of sexual violence shared by students to the University's Title IX Coordinator, Ms. Lynn Klingensmith. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. Faculty members are obligated to report sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred to the person designated in the University protection of minors policy. Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at the webpage for the Office of Social Equity at <http://www.wcupa.edu/admin/social.equity/>.

EMERGENCY PREPAREDNESS: All students are encouraged to sign up for the University's free WCU ALERT service, which delivers official WCU emergency text messages directly to your cell phone. For more information and to sign up, visit www.wcupa.edu/wcualert. To report an emergency, call the Department of Public Safety at 610-436-3311.

ELECTRONIC MAIL POLICY

It is expected that faculty, staff, and students activate and maintain regular access to University provided e-mail accounts. Official university communications, including those from your instructor, will be sent through your university e-mail account. You are responsible for accessing that mail to be sure to obtain official University communications. Failure to access will not exempt individuals from the responsibilities associated with this course.

GRADING SCALE

A: 100-93	B+: 89.9-88	C+: 79.9-78	D+: 69.9-68	F: < 60
	B: 87.9-83	C: 77.9-73	D: 67.9-63	
A-: 92.9-90	B-: 82.9-80	C-: 72.9-70	D-: 62.9-60	

Those students who register for the class with the "pass / no pass" option must get at least a C- (70%) to get a "pass" grade.

TENTATIVE COURSE CALENDAR

Fuller = *Main course textbook*; **D2L** = D2L *Contents* section

Assignments in this calendar are only tentatively assigned. For updated information, **students must consult the corresponding D2L reminder posted after every class. For specific assignment instructions, refer to D2L (Content).** Written assignment are due on Wednesday unless otherwise noted.

Week	Weekly topics, readings, and assignments
Week 1	Course presentation
1/22	Spanish in the United States society – main facts and figures. Multilingualism in the United States: Conflict or coexistence? Reading: US Census Report (D2L) Task: Read syllabus and take initial course survey (D2L > Quizzes) (by 1/29)
Tue 1/28	<i>Last day to add/drop</i>
Week 2	Language and identity: <i>Hispanic, Latin@, Latin American, Spanish, Spanish-speaking, Chican@, Latinx</i> . Race, ethnicity and Spanish speakers in the United States.
1/27 – 1/29	Reading: Fuller Chapters 2 and 3 Task: Daily quizzes, turn in Assignment #1, and take initial course survey (by 1/29)
Week 3	Language ideologies and language policies. Monoglossia – heteroglossia: normative monolingualism, English Only, Mock Spanish.
2/3 – 2/5	Reading: Fuller Chapter 1 Task: Daily quizzes, start D2L forum #1 (open on Monday, 2/3), turn in Assignment #2
Week 4	Representations ethnicity, race and language: Spanish speakers on TV, media, and the movie industry.
2/10 – 2/12	Reading: Zentella 2009 (D2L) and Fuller Chapter 4 (D2L) Task: Daily quizzes, complete D2L forum #1 (close on Friday, 2/14), turn in Assignment #3
Week 5	Introduction to the history and varieties of Spanish in the United States (I): Spanish in the Southwest (Traditional Southwest Spanish, Mexican Spanish, Central American Spanish)
2/17 – 2/19	Reading: Spanish in the Southwest: Zentella 2007 (D2L) Task: Daily quiz, turn in Assignment #4 Group project: Sign up for website group and topic (2/26)
Week 6	Introduction to the history and varieties of Spanish in the United States (II): Spanish in the Northeast (Caribbean Spanish)
2/24 – 2/26	Reading: Spanish in the Northeast: Silva-Corvalán 2007 (D2L) Task: Daily quiz, turn in Assignment #5, prepare for mid-term test, start D2L forum #2 (open on Monday, 2/24) Group project: Sign up for website group and topic (2/26)
Week 7	<i>Complete topics from preceding weeks</i> <i>Mid-term test</i>
3/2 – 3/4	Reading: <i>No new reading: Complete topics for mid-term test</i> Task: Prepare for mid-term test, complete comments on D2L forum #2 (closes Friday, 3/6) In class: MID-TERM TEST (3/4)
3/9 – 3/13	Spring Break

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Week 8 3/16 – 3/18	Spanish and English in contact: Sociolinguistic dynamics. Spanish as a heritage language; language attrition and loss. Maintenance vs. shift. Ethnolinguistic vitality.
	Reading: Fuller Chapter 5 Task: Daily quiz, turn in Assignment #6 Group project: Continue working on group website
Week 9 3/23 – 3/25	Spanish and English in contact: Linguistic dynamics. Contact phenomena. Types of bilingualism; code-switching; Chicana English.
	Reading: Fuller Chapter 6 Task: Daily quiz, turn in Assignment #7 Group project: Complete preliminary website contents for preliminary assessment (3/25)
Tue 3/24	Last day to withdraw
Week 10 3/30 – 4/1	Spanish in the educational system: Bilingual education?
	Reading: Fuller, Chapter 7 Task: Daily quiz, turn in Assignment #8, start comments on D2L forum #3 (opens Monday, 3/30)
Week 11 4/6 – 4/8	Spanish in the legal system, the workplace and the health system
	Reading: Barrett (2006), Du Bard and Gizlice (2008) (D2L) Task: Daily quiz, turn in Assignment #9, complete comments on D2L forum #3 (closes Friday, 4/10)
Week 12 4/13 – 4/15	The wider perspective: a linguistic history of the United States. The English-Only movement
	Reading: Rodby 1992, Pavlenko 2002 (D2L) Task: Daily quiz Group project: Work towards completing group websites for pre-presentation assessment (4/22)
Week 13 4/20 – 4/22	Indigenous Latin American communities in the United States. Beyond monolithic constructions of Latinxs and Spanish speakers.
	Reading: Swanson, Ballash and Kost 2006 (D2L) and additional reading (to be announced). Task: Weekly quiz Group project: Work towards completing group websites for pre-presentation assessment (4/22)
Week 14 4/27 – 4/29	Course recap: The future of Spanish in the United States – perspectives of preservation and loss. Towards a new definition of American citizenship.
	Review for final test Course recap Group project: Work towards in-class group presentation
Last day of class: 5/4	GROUP PRESENTATIONS
	<i>Final test</i> See Calendar on the Registrar's website https://www.wcupa.edu/registrar/calendar/

COURSE BIBLIOGRAPHY

Textbook: Janet Fuller. 2013. *Spanish Speakers in the USA*. Toronto: MM Textbook.

Other references

Barrett, Rusty. 2006. Language ideology and racial inequality: Competing functions of Spanish in an Anglo-owned Mexican restaurant. *Language in Society* 35: 163-204.

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Du Bard, Annette, and Ziya Gizlice. 2008. Language spoken and differences in health status, access to care, and receipt of preventive services among US Hispanics. *American Journal of Public Health* 98: 2021-2028.

Lipski, John M. 2008. *Varieties of Spanish in the United States*. Washington, D.C.: Georgetown University Press.

Rodby, Judith. 1992. A polyphony of voices: The dialectics of linguistic diversity and unity in the twentieth-century United States. In *English in its Social Contexts: Essays in Historical Sociolinguistics*. Ed. Tim W. Machan and Charles T. Scott, 178-203. Oxford: Oxford University Press.

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Swanson, Barbara, Katharine Ballash and Michelle Kost. 2006. No culture left behind: Reaching the Purepecha indigenous people. *ORTESOL Online Journal*. Available online at: http://www.ortesol.org/journal/08/no_culture_left_behind.pdf

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Toribio, Almeida Jacqueline. 2011. Code-switching among US Latinos. In Manuel Díaz-Campos (ed.), *The Handbook of Hispanic Sociolinguistics*, 530-552. Hoboken, N.J.: Wiley.

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GEO 302 – Geography of Latin America

Fall 2025

100% Asynchronous (Distance) Session Syllabus

Professor: Carlos A. Morales-Ramírez, Ph.D., Ed.D.

Email: cmorales-ramirez@wcupa.edu

Phone: 610.436.2683

Office: BPMC 527

Student Consultation Hours: Tuesday: 8:00am – 8:30am; Wednesday: 8:00am – 12:00pm;
Thursday: 8:00am – 8:30am or by appointment

[Zoom link](#) | Password: geovex

Required Materials:

- Required readings (see below)
- Computer with internet or access to one
- ArcGIS Online (free account through the university)
- Microsoft Office 365 (provided by the university)

Required Readings:

- **MANDATORY:** Jokisch, B.D. (2023) *Latin America and The Caribbean: An Environmental and Development Approach*. Rowman & Littlefield.
 - Other assigned readings and content materials will be uploaded to D2L.

Course Description: Central and South America are studied with emphasis on geographic understanding of the major sources of change in recent times. The course focuses on selected individual countries in addition to presentation of the region as a whole.

This course is an approved Gen Ed Attribute for the Foreign Language Culture Cluster, **Spanish Culture Cluster**. This course introduces students to Latin America as a diverse, predominantly Spanish-speaking region, exploring how the interaction between language, culture, and environment has shaped human-environment relationships. Students from diverse fields will gain an appreciation of how Spanish, as a linguistic and cultural vehicle, has both unified and diversified the region's cultural landscapes.

Course Objectives: By the end of the semester, students will be able to:

- SLO1. Evaluate the historical and theoretical foundations of Latin America and the Caribbean, including how regions are defined and the impact of development theories on environmental and societal interactions.

Assessment: Quizzes, Discussions, Labs, and Special Project

- SLO2. Describe the major physical processes shaping Latin America's climate, tectonic activity, and landforms, and assess the implications of natural hazards and global climate change on the region's environmental landscape.

Assessment: Discussions, Labs, and Special Project

- SLO3. Investigate the influence of Indigenous civilizations, their agricultural practices, and the effects of European colonization on environmental and cultural transformations in Latin America, including the effects of the introduction of European languages, particularly Spanish, on Indigenous sociolinguistic and cultural landscapes.

Assessment: Discussions, Labs, and Special Project

- SLO4. Analyze the economic history and transitions from colonial times to the present, focusing on how economic practices, from mercantilism to neoliberalism, have influenced environmental policies and land use in the region, with attention to how the Spanish colonial language framework shaped economic and social systems.

Assessment: Quizzes, Discussions, and Labs

- SLO5. Explore the environmental issues associated with urbanization in Latin American cities, including climate change impacts, and propose sustainable solutions to address these challenges.

Assessment: Quizzes, Discussions, Labs, and Special Project

- SLO6. Compare and contrast deforestation, land use changes, and conservation efforts across different Latin American regions, such as the Amazon, the Andes, and the Southern Cone, and assess their implications for biodiversity and global environmental policies.

Assessment: Discussions, Labs, and Special Project

Geography and Planning's Program Goals: This course contributes to the BS Geography program goals for the Department of Geography and Planning, including:

1. **Fundamental knowledge of the discipline of Geography:** students will be able to demonstrate an understanding of the key concepts of place, space, scale, and location. (GP1)
Student Learning Outcomes (SLO): SLO1, SLO2, SLO3, SLO4, SLO5, and SLO6
Assessment: Quizzes, Discussions, Labs, and Special Project
2. **Technical skills:** students will be able to demonstrate an understanding of geographic analysis and problem-solving. (GP2)
Student Learning Outcomes (SLO): SLO1, SLO3, SLO5, and SLO6
Assessment: Labs and Special Project
3. **Information literacy:** students will be able to demonstrate an understanding of how to conduct geographic research. (GP3)
Student Learning Outcomes (SLO): SLO3, SLO5, and SLO6
Assessment: Special Project

4. **Communication skills:** students will be able to demonstrate an understanding of how to communicate effectively in oral and written formats appropriate for professional audiences. (GP4)

Student Learning Outcomes (SLO): SLO2, SLO3, SLO4, SLO5, and SLO6

Assessment: Quizzes, Discussions, Labs, and Special Project

Attendance Policy:

Students must actively check D2L for updates and complete the assigned materials by the deadlines established. Announcements, special accommodation, and last-minute changes are announced throughout the week on D2L. It is expected that students will actively access D2L and review the assigned materials. Students are responsible for any materials they have missed. GEO302 utilizes an **online asynchronous**. A 100% asynchronous course is a type of online class where all course content and activities are provided online, and students can complete them on their own schedule, without needing to attend live sessions. Students are expected to manage their time effectively, engage with the course materials regularly, and meet deadlines for assignments and assessments. Active participation, self-discipline, and regular check-ins with course updates are crucial for success in this format. Student participation and attendance are determined by logging into D2L. Additional university policies are listed in this syllabus under [EXCUSED ABSENCES POLICY](#) and on the [university website](#).

Technical Assistance (Student Help Desk):

If you have any problems with accessing course materials on D2L or require other technical assistance, you must contact the Student Help Desk via phone (610- 436-3350) or [submit a ticket](#). You can also click on the Student Support link in D2L which provides additional resources on using D2L. **Technical issues with the software used in this course, ArcGIS Online, should be discussed with me first** (cmorales-ramirez@wcupa.edu). Additional technical support information will be provided for tools as needed throughout the course.

- General Technical Support – IT Helpdesk
Call 610-436-3350
Email helpdesk@wcupa.edu

Minimum student preparation and technical skills needed:

There are no prerequisites for GEO302. All students should be familiar with the University D2L system and, if necessary, should complete D2L training. All course materials are listed in this syllabus and other materials are available on D2L. Students are expected to be competent in the use of computers, the World Wide Web, and commonly used software programs such as the Microsoft Office Suite of applications and Adobe PDF readers. In addition, students should be able to utilize a web-camera and microphone. To access D2L:

1. Open an Internet browser (i.e., Microsoft Edge, Firefox, or Safari)
2. Go to D2L (you can also access D2L from the WCU main page.)

3. Enter the same network USERNAME and PASSWORD you use for Webmail and myWCU. Your username is your initials followed by your 6 digit WCUID#@wcupa.edu. Example: John Smith = JS123456@wcupa.edu. The generic password for first-time WCU students is WCU-full birthdate (MMDDYY. Ex. WCU-062482. This should be changed once you set up your e-mail or myWCU account.
 4. Once you have successfully logged in, look for the box labeled My Courses on the RIGHT of the MY Home Screen. The names of the courses will be underlined and in blue type. Click the name of the course.
 5. Once inside the D2L course, use the navigational tool bar along the top of your course homepage. The links located on this tool bar allow you to access materials within the course.
- ✓ Students will be required to use their D2L log-in and password to access course information.
 - ✓ **Proctorio** will be used for exam proctoring.
 - ✓ **Turnitin** will be used to check for plagiarism of all assignments submitted to the assignment tool.
 - ✓ Synchronous sessions will be used to check for understanding of course content.
 - ✓ Students are expected to check their WCU email regularly.

Required hardware and software:

Students are expected to have a computer system that meets the minimum expectations as outlined by West Chester University Information Services on the [Recommend Computer Specs for Windows Computer webpage](#). You need a working web-camera and microphone. You are required to have access to a reliable broadband internet connection and computer with up-to-date software needed to view course materials (e.g., Adobe Reader 8 or later, Microsoft Word 2007 or later). You will also need a digital camera or phone capable of submitting digital images to D2L. The university provides downloads of software you will need to use for this class, including Microsoft Office 365. Just go to the [Student IT Helpdesk Software Downloads](#) page, select the software you need, and enter your WCUPA email and password.

Course evaluation:

Name of assessment	Description	Percentage of overall grade	Course Objective Met	Department Goal Met
Quizzes	Weekly content quizzes completed on D2L starting on Week 2. Total: 13	25%	SLO1, SLO4, and SLO5	GP1 and GP4
	Weekly discussions completed on D2L about a specific			

Discussions	topic. Total: 13	20%	SLO1, SLO4, and SLO5	GP1 and GP4
Labs	Applied activities. Total: 10	25%	SLO1, SLO2, SLO3, SLO4, SLO5, and SLO6	GP1, GP2, and GP4
Special Project	Environmental issue research project.	30%	SLO1, SLO2, SLO3, SLO5, and SLO6	GP1, GP2, GP3, and GP4

Evaluation & Grading:

A letter grade will be assigned based on performance in the course according to the following scale:

Grade	Quality Points	Percentage Equivalents	Interpretation
A	4.00	93-100	Excellent
A-	3.67	90-92	
B+	3.33	87-89	Superior
B	3.00	83-86	
B-	2.67	80-82	
C+	2.33	77-79	Average
C	2.00	73-76	
C-	1.67	70-72	
D+	1.33	67-69	Below Average
D	1.00	63-66	
D-	0.67	60-62	
F	0	< 60%	Failure

Refer to the Undergraduate Catalog for description of NG (No Grade), W, Z, and other grades.

Method of communication and participation expectations:

I will interact and engage with each of you on a regular basis throughout the course to support your learning by providing direct instruction via recorded lectures, responding to your questions via D2L, discussion posts, or email, grading, or providing feedback on your submitted coursework, posting weekly announcements, and/or engaging in the course discussion areas regarding academic course content whenever appropriate. If you have any questions, comments, feedback, or concerns you may use the resources on D2L or email the instructor directly. **When emailing me write the course code on the subject line of the email, GEO302. I will answer your email within 24-48 business hours.** You are required to log into D2L frequently, check your WCU email regularly, and complete the assigned assessments before the deadlines established in this syllabus and D2L.

Missed assessment policy:

All assignments must be submitted by the established deadline. Late submissions will result in a **penalty of one (1) point per day** (this does not apply to the special project), starting from the

due date, unless prior permission is granted by the instructor due to a documented emergency, serious illness, or other unusual circumstances of a serious nature. An excuse will be considered valid only if students provide adequate reason with supporting documentation for missing the assessment deadline. Conflicts with employment or vacation schedules are not considered adequate excuses for missing a deadline. In cases of emergency, students will provide adequate supporting evidence for the absence (note from the doctor, hospital records, etc.). In all cases, supporting documentation is required to excuse the missed deadline. It is the student's responsibility to ensure that they can contact their instructor BEFORE the deadline by phone or e-mail (except in cases of emergency). Therefore, students are advised not to wait until the last minute to attempt an assignment (e.g., an hour before it's due). Once a grade is posted, you have ONE WEEK from the original due date to ask any questions or revisit without a valid excuse.

AI policy:

The use of generative artificial intelligence (AI) tools (ChatGPT, Dall-E, etc.) is not permitted. Relying on AI for writing can lead to plagiarism, as the work produced is not your own. It's important that all submissions reflect your original thought and effort. Writing is a crucial skill that helps you develop critical thinking, research, and communication abilities. Using AI to write your papers deprives you of this learning experience. Academic and professional work should represent your unique voice and perspective. AI-generated content may not accurately reflect your personal insights or style.

Any submitted work may be reviewed for AI-generated content. Submission of AI-generated work for this course will be considered a violation of the [WCU academic integrity policy](#).

Tentative Course Outline:

Week	Dates	Topic	Activities/Important deadlines
1	Aug 25 – 31	Introduction to the course Introduction to geography	Nothing due. Work on Discussion #1
2	Sep 1	<i>NO CLASS – LABOR DAY</i>	
2	Sep 1 - 7	What is Latin America?	<i>Reading: Chapter 1</i> Discussion #1 due Sep 7 at 11:59pm ET. Quiz #1 due Sep 7 at 11:59pm ET. Lab #1 due Sep 7 at 11:59pm ET.
3	Sep 8 - 14	Physical geography and hazards of Latin America and the Caribbean	<i>Reading: Chapter 2</i> Discussion #2 due Sep 14 at 11:59pm ET. Quiz #2 due Sep 14 at 11:59pm ET. Lab #2 due Sep 14 at 11:59pm ET.

4	Sep 15 - 21	Indigenous peoples and European arrival	<i>Reading: Chapter 3</i> Discussion #3 due Sep 21 at 11:59pm ET. Quiz #3 due Sep 21 at 11:59pm ET. Lab #3 due Sep 21 at 11:59pm ET.
5	Sep 22 – 28	Historical foundations	<i>Reading: Chapter 4</i> Discussion #4 due Sep 28 at 11:59pm ET. Quiz #4 due Sep 28 at 11:59pm ET. Lab #4 due Sep 28 at 11:59pm ET.
6	Sep 29 – Oct 5	Economic Geography of Latin American and the Caribbean	<i>Reading: Chapter 5</i> Discussion #5 due Oct 5 at 11:59pm ET. Quiz #5 due Oct 5 at 11:59pm ET. Lab #5 due Oct 5 at 11:59pm ET.
7	Oct 6 - 12	Latin America in Transition	<i>Reading: Chapter 6</i> Discussion #6 due Oct 12 at 11:59pm ET. Quiz #6 due Oct 12 at 11:59pm ET. Lab #6 due Oct 12 at 11:59pm ET.
8	Oct 13 – 14	NO CLASS – FALL BREAK	
8	Oct 13 - 19	International Migration	<i>Reading: Chapter 7</i> Discussion #7 due Oct 19 at 11:59pm ET. Quiz #7 due Oct 19 at 11:59pm ET. Lab #7 due Oct 19 at 11:59pm ET.
9	Oct 20 - 26	The Urban World	<i>Reading: Chapter 8</i> Discussion #8 due Oct 26 at 11:59pm ET. Quiz #8 due Oct 26 at 11:59pm ET. Lab #8 due Oct 26 at 11:59pm ET.
10	Oct 27 – Nov 2	Development and Deforestation	<i>Reading: Chapter 9</i> Discussion #9 due Nov 2 at 11:59pm ET. Quiz #9 due Nov 2 at 11:59pm ET. Lab #9 due Nov 2 at 11:59pm ET.
		Mexico, Central America and the Caribbean	<i>Reading: Chapters 10 and 11</i> Discussion #10 due Nov 9 at 11:59pm ET.

11	Nov 3 - 9		Quiz #10 due Nov 9 at 11:59pm ET. Lab #10 due Nov 9 at 11:59pm ET.
12	Nov 10 - 16	The Andes	<i>Reading: Chapter 12</i> Discussion #11 due Nov 16 at 11:59pm ET. Quiz #11 due Nov 16 at 11:59pm ET.
13	Nov 17 - 23	The Southern Cone	<i>Reading: Chapter 13</i> Discussion #12 due Nov 23 at 11:59pm ET. Quiz #12 due Nov 23 at 11:59pm ET.
14	Nov 24 - 30	Brazil	<i>Reading: Chapter 14</i>
14	Nov 26 - 28	NO CLASS – THANKSGIVING BREAK	
15	Dec 1 - 8	Brazil (cont'd)	<i>Reading: Chapter 14</i> Discussion #13 due Dec 7 at 11:59pm ET. Quiz #13 due Dec 7 at 11:59pm ET. Special Project due on Dec 8 at 11:59pm ET.

Quizzes:

Content quizzes require students to respond to specific questions and integrate ideas from the relevant week's material. Questions on quizzes will include matching, multiple-choice, multiple-select, ranking, short answers, and true-false. **Students have 20 minutes to complete the quiz and have one attempt.**

Discussions:

The discussions in this course involve a short write-up on an assigned topic called your "primary post" (minimum 150 words) and two "secondary posts" (minimum 75 words each) in which you thoughtfully respond to another student's "primary post." The purpose of these assignments is for you to have a chance to express your thoughts, concerns, and questions on the various topics we address this semester in the course. In your two secondary posts, respond to two different students' primary posts. Secondary posts are an opportunity for peer-to-peer teaching and learning to take place in the course. As such, they can be an extremely valuable method of exchanging new ideas and deepening your understanding of course materials. I will also provide comments to your Discussions and response to each other.

- ✓ Discussion #1 – Introduction
- ✓ Discussion #2 – Tectonic Activity and Landforms
- ✓ Discussion #3 – Agriculture in the Americas
- ✓ Discussion #4 – The Political Geography of Colonial Latin America and the Caribbean
- ✓ Discussion #5 – COVID-19: An Economic and Health Crisis

- ✓ Discussion #6 – The Impact of COVID-19 on Latin American and the Caribbean’s Population
- ✓ Discussion #7 – International Migration within Latin America and the Caribbean (Intraregional)
- ✓ Discussion #8 – Environmental Problems of Latin American Cities
- ✓ Discussion #9 – The Value of Forests
- ✓ Discussion #10 – Deforestation, Land Use Change, and Protected Areas
- ✓ Discussion #11 – The Ethnic Diversity of the Andes
- ✓ Discussion #12 – The Physical Geography of the Southern Cone
- ✓ Discussion #13 – Demographic Trends in Brazil

Labs:

Online activities on D2L related to the content of each unit. Students will post their answers to the questions about the activities on D2L. The instructor will also engage with the responses and interact with all the students. More information will be provided on D2L.

Special Project: Students will select an environmental issue affecting the region and will research it. They will research the cause and factors contributing to the issue and what researchers, scientists and/or organizations are doing to help combat it. Students will use the techniques/skills they have learned in one or more of the labs to create interactive aids and put together a Story Map with all the information and analysis performed. More details are provided on D2L.

Additional University Policies:

ACADEMIC & PERSONAL INTEGRITY

It is the responsibility of each student to adhere to the university’s standards for academic integrity. Violations of academic integrity include any act that violates the rights of another student in academic work, that involves misrepresentation of your own work, or that disrupts the instruction of the course. Other violations include (but are not limited to): cheating on assignments or examinations; plagiarizing, which means copying any part of another’s work and/or using ideas of another and presenting them as one’s own without giving proper credit to the source; selling, purchasing, or exchanging of term papers; falsifying of information; and using your own work from one class to fulfill the assignment for another class without significant modification. Proof of academic misconduct can result in the automatic failure and removal from this course. For questions regarding Academic Integrity, the No-Grade Policy, Sexual Harassment, or the Student Code of Conduct, students are encouraged to refer to the [Undergraduate Catalog](#).

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

West Chester University is committed to providing equitable access to the full WCU experience for Golden Rams of all abilities. Students should contact the [Office of Educational Accessibility \(OEA\)](#) to establish accommodations if they have had accommodations in the past or if they believe they may be eligible for accommodations due to a disability, whether or not it may be

readily apparent. There is no deadline for disclosing to OEA or for requesting to use approved accommodations in a given course. However, accommodations can only be applied to future assignments or exams; that is, they can't be applied retroactively. Please share your letter from OEA as soon as possible so that we can discuss accommodations. If you have concerns related to disability discrimination, please contact the university's ADA Coordinator in the [Office of Equal Opportunity and Compliance](#) or 610-436-2433.

UNIVERSITY-EXCUSED ABSENCES POLICY

Students are advised to carefully read and comply with the University-Excused Absences Policy, including absences for university-sanctioned events, contained in the WCU Undergraduate Catalog. In particular, please note that the "responsibility for meeting academic requirements rests with the student," that this policy does not excuse students from completing required academic work, and that professors can require a "fair alternative" to attendance on those days that students must be absent from class in order to participate in a University-Sanctioned Event.

REPORTING INCIDENTS OF SEXUAL VIOLENCE

West Chester University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to comply with the requirements of Title IX of the Education Amendments of 1972 and the University's commitment to offering supportive measures in accordance with the new regulations issued under Title IX, the University requires faculty members to report incidents of sexual violence shared by students to the University's Title IX Coordinator. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. **Faculty members are obligated to report sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred to the person designated in the University Protection of Minors Policy.** Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth on the [WCUPA Sexual Misconduct website](#).

INCLUSIVE LEARNING ENVIRONMENT AND ANTI-RACIST STATEMENT

Diversity, equity, and inclusion are central to West Chester University's mission as reflected in our [Mission Statement](#), [Values Statement](#), [Vision Statement](#) and [Strategic Plan: Pathways to Student Success](#). We disavow racism and all actions that silence, threaten, or degrade historically marginalized groups in the U.S. We acknowledge that all members of this learning community may experience harm stemming from forms of oppression including but not limited to classism, ableism, heterosexism, sexism, Islamophobia, anti-Semitism, and xenophobia, and recognize that these forms of oppression are compounded by racism. Our core commitment as an institution of higher education shapes our expectation for behavior within this learning community, which represents diverse individual beliefs, backgrounds, and experiences. Courteous and respectful behavior, interactions, and responses are expected from all members of the University. We must work together to make this a safe and productive learning environment for everyone. Part of this work is recognizing how race and other aspects

of who we are shape our beliefs and our experiences as individuals. It is not enough to condemn acts of racism. For real, sustainable change, we must stand together as a diverse coalition against racism and oppression of any form, anywhere, at any time.

Resources for education and action are available through WCU's [Office of Equal Opportunity and Compliance](#) (OEOC), DEI committees within departments or colleges, the student [ombudsperson](#), and centers on campus committed to doing this work (e.g., [Dowdy Multicultural Center](#), [Center for Women and Gender Equity](#), [Veterans Center](#), and the [Center for Trans and Queer Advocacy](#)).

Guidance on how to report incidents of discrimination and harassment is available at the University's [Office of Equal Opportunity and Compliance](#).

EMERGENCY PREPAREDNESS

All students are encouraged to sign up for the University's free [WCU ALERT service](#), which delivers official WCU emergency text messages directly to your cell phone. To report an emergency, call the Department of Public Safety at 610-436-3311.

ELECTRONIC MAIL POLICY

It is expected that faculty, staff, and students activate and maintain regular access to University provided e-mail accounts. Official university communications, including those from your instructor, will be sent through your university e-mail account. You are responsible for accessing that mail to be sure to obtain official University communications. Failure to access will not exempt individuals from the responsibilities associated with this course.

TECHNICAL SUPPORT

- The [IS&T Help Desk](#) is the central point of contact for all technology-related hardware, software, and system support such as Office 365 and D2L at West Chester University. Located in Anderson Hall 119, the Help Desk provides first-level customer support for students and employees in locations such as administrative offices, classrooms, residence halls, remote sites & satellite campuses using ServiceNow.
- **Submit a support ticket:** [Login to ServiceNow](#) **Phone:** 610-436-3350
- Hours for support may vary. Check the website for times of operation.

ACADEMIC SUPPORT

- The [Academic Support Resources](#) website is a good place to start looking for academic support services.
- The [Learning Assistance and Resource Center](#) provides tutoring services for free, but availability is limited.
- [WCU Library](#) resources are available remotely.
- You are strongly encouraged to review the [Navigating Digital Learning](#) Orientation D2L module (in the Orientation tab of your My Courses page).

STUDENT SUPPORT

- The [WCU Student Support Center](#) is a good place to start looking for support services.

- [WCU Counseling & Psychological Services](#) offers counseling, referrals, and emergency resources.
- In the event of a health-related absence, the Health and Wellness [Student Assistance](#) webpage can help you notify instructors.
- Need a Laptop? Loaner equipment may be available; see the [Laptop and Equipment Loaner Program](#).

APSCUF

- APSCUF (The Association of Pennsylvania State College and University Faculties) is the union that represents the faculty and coaches who have devoted themselves to providing quality higher education for Pennsylvania students at the ten universities in the Pennsylvania State System of Higher Education, including West Chester University. To learn more about APSCUF, see www.apscuf.org.

WRITING CENTER

- The West Chester University Writing Center provides tutoring **free of charge** for any student on any writing project. To learn more about the WCU Writing Center and to make an appointment, go to www.wcupa.edu/writingcenter.

LGBTQIA+ ALLY PROGRAM

Based on West Chester University's commitment to diversity, I believe that everyone in my classroom should feel safe. I have completed the University's Lesbian, Gay, Bisexual, Transgender, Queer, Questioning Ally training. I am committed to offering a safe space for all my students, not just those who identify as LGBTQIA+. If you want to become a WCU LGBTQIA+ Ally the training is open to all students, staff and faculty. You can register by visiting the LGBTQIA+ services website. If you or someone you know would like to know more about this program or needs to speak confidentially about issues of sexual orientation or gender identity, please feel free to visit me during my office hours or make an appointment. I will work to provide a "safe space" for anyone dealing with issues related to sexual orientation and gender identity and expression. Although I am not an expert on sexual orientation or gender identity/expression issues, I will provide affirming resources and referrals to the best of my ability. I am committed to being a good listener and responding with empathy, educating myself and others about oppression, heterosexism, homophobia, biphobia, and transphobia, combating injustice on a personal level, working towards social justice, working towards providing a safe, confidential support network for students, faculty, staff, and other university constituents, and treating everyone with the dignity and respect they are entitled to as human beings.

LAND ACKNOWLEDGEMENT

A land acknowledgment is a "formal statement that recognizes the unique and enduring relationship that exists between Indigenous Peoples and their traditional territories" (<http://www.lspirg.org/knowtheland/>). As such, it is the first step to a reflection process that will help you be more intentional as you move through spaces. You are welcome to continue to

learn about and build relationships with the communities and the land you are occupying in an effort to continually support and work with those communities. West Chester University is located on the traditional homelands of the Lenape (leh-NAH-pay) Indians (also referred to as the Delaware Indians). [Here's a good piece from NPR](#) that offers a short history of the tribe as well as information about a current member of the Lenape tribe, who has spent the past thirty-six years studying Lenape history and tradition. Here's a link to the [official website of the Delaware tribe of Indians](#). If you are not at WCU you may use this website to identify which traditional homelands you are occupying. As part of the reflection process, please consider doing your own research about local Indigenous communities to understand their perspective and how to correctly pronounce their names.