

FALL 2019
SPAN 3000
Advanced Spanish Language Skills

Instructor (fill in for your section):

Office:
Office Hours:
Phone & e-mail:

Course Coordinator:

Mary K. Long, PhD
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(303) 735-4888
Office Hours: T/TH 2:15-3:15 pm or by appointment

Course Description:

Spanish 3000 is a bridge course designed to move students beyond the intermediate level toward an advanced command of the language with a focus on communication appropriate for carrying out academic research and professional interactions. With those goals in mind, the course activities focus on helping students solidify and deepen interpretive, interpersonal, and presentational communication skills in order to prepare them for upper-division content courses in literature, linguistics, culture, business, medical and other professional topics. SPAN 3000 is the first required course for the Spanish major and minor and is one of the prerequisites for all upper division Spanish courses except SPAN 3001.

The design of the course and the book that we are using are based on the premise that linguistic competence and cultural knowledge are equally necessary in order to advance in acquisition of the language. Thus, the aim of the courses is to increase overall Spanish language proficiency as well as cross-cultural competence and awareness, i.e. the ability to critically understand, reflect on, and analyze political, social, and cultural events and manifestations of Spanish-speaking societies, and to relate them to one's own society and culture. Students will acquire an introductory awareness of key historical, political, and cultural content which at the same time will serve as the vehicle through which students build their skills in reading comprehension, listening comprehension, writing, and speaking.

Spanish is the main communication tool and authentic materials (audiovisual and written) are used. During class time, active and constant communication among students is expected. Continuous and autonomous work out of the classroom is essential, in order to consolidate the knowledge and linguistic skills developed during class time. We use multimedia materials to facilitate and enhance language learning, and a number of computer based assignments.

Required materials:

- Textbook: de la Fuente, María J. and Beatriz Cobeta. *Puntos de encuentro: a cross-cultural approach to Advanced Spanish*, 2nd Edition. Cognella Publishers (2018) (paperback or ebook) (Available through the book store or directly from the publisher. Your instructor will provide information about direct purchase from publisher)
- Active Learning Activities available on-line with purchase of the textbook. You will receive instructions in class about how to access these materials through the CANVAS site for your course.
- Website: http://www.puntosdeencuentro.com/Puntos_de_Encuentro/SECOND_EDITION.html
The videos to accompany readings and activities in the book are available through this website.

Accessibility

This course requires the use of the website for the book *Puntos de encuentro* (http://www.puntosdeencuentro.com/Puntos_de_Encuentro/SECOND_EDITION.html) which currently has not yet been reviewed fully for accessibility. If you use assistive technology to access the course material, please contact your course instructor and the course coordinator, as well as Disability Services at 303-492-8671 or by e-mail at dsinfo@colorado.edu as soon as possible to discuss other effective means for providing equal alternate access.

- University Libraries Subject Guide for Spanish Language and Literature:
<http://libguides.colorado.edu/portal/spanish>

Note on use of electronic devices: Department policy (see below) prohibits the use of electronic devices such as cell phones and laptops without your instructor's consent. In this class, laptops or tablets may be used in class within parameters which will be set and explained by your instructor in ways **exclusively related** to class activities, class readings, and /or to take notes.

Recommended dictionaries:

Wordreference.com: <http://wordreference.com/>:

This on-line dictionary and accompanying language forums are an acceptable place for students of Spanish to start exploring definitions and approximate word equivalencies. The Real Academia Española: <http://www.rae.es> provides links to several dictionaries.

Furthermore, the long-term scholar of Spanish should become familiar with a wide variety of monolingual, bilingual, and multilingual resources in both electronic and print format. Many are listed at this website "Recursos para escritores":

<https://www.escritores.org/recursos-para-escritores/diccionarios-digitales>

Grammar Reference Works:

It is assumed that students know how to conjugate regular and irregular verbs in all tenses and modes. The following book is recommended for those who wish to review verb conjugations:

Kendris, Christopher. *Barron's 501 Spanish Verbs*, 2017

Learning goals:

- **GOAL 1.** Develop strategies for reading and listening comprehension that allow students to continue to accumulate vocabulary and to identify the linguistic structures which provide nuances in register and tone related to the presentation of content and which shape the meaning of texts. Through this process students will further develop **analytical, critical, collaborative**, and **interpretive thinking** skills.
- **GOAL 2.** Demonstrate **advanced linguistic proficiency** in Spanish: i.e. the ability to communicate as a capable interlocutor with native speakers in Spanish. This includes presentational, interpretive, and interactional modes of *speaking*; as well as presentational and interpretive *written* communicative ability.

- **GOAL 3.** Demonstrate an introductory level of **knowledge and understanding** of Spanish-speaking societies related to key: peoples, histories, traditions, literary, cultural, and artistic manifestations -within their historical framework and context-.
- **GOAL 4.** Demonstrate **cross-cultural competence** (awareness) of some of the practices, products, and perspectives of the Spanish-speaking cultures studied, and the ability to reflect critically on these differences.

All of the above goals can be accomplished through continuous engagement (during whole-class discussions, group collaborative tasks and debates, essays, and homework assignments) with historical, political, social, and cultural topics. It involves *understanding* authentic written and spoken texts (documentary, news, literature, music), and also *reflecting* on, *analyzing*, and *evaluating* specific issues. Students will justify their viewpoints by formulating clear and valid arguments both in written and spoken form. Many of the activities involve cross-cultural comparisons on areas such as pre-Columbian civilizations, independence, democracy, human rights, nationalism, or political systems. Students will also examine and reflect on several cultural products (art, literature, music, cinema).

GOALS 1 and 2 Linguistic skills upon completion of SPAN 3000: Advanced Low

Interpretive reading/listening

- I can understand the main idea and most supporting details on a variety of topics of personal and general interest.
- I can follow stories and descriptions of considerable length and in various time frames.
- I can understand narrative, informational, and descriptive texts even on unfamiliar topics.

Interpersonal communication

- I can express myself in conversations about familiar topics that go beyond my everyday life, and also some social and academic topics.
- I can talk in an organized way and with some detail about events and experiences in various time frames.
- I can describe people, places, and things in an organized way and with some detail.
- I can share my point of view on some complex issues.

Presentation speaking

- I can deliver an organized presentation appropriate to my audience on some concrete social and academic topics.
- I can present information about events and experiences in various time frames.

Presentation writing

- I can write on general interest, academic, and professional topics.
- I can write organized paragraphs about events and experiences in various time frames.

PEDAGOGICAL APPROACH:

CONTENT-BASED LANGUAGE LEARNING AND GRAMMAR INSTRUCTION IN SPAN 3000 (as described by the authors of the textbook):

Content-based language learning (combining language with content learning objectives) is an effective approach to classroom, academic foreign language learning through which students don't just learn *about the language*, but rather *learn to use the language*. Grammar is not an “add-on” to lessons: it is aligned with relevant cultural, political, social, and historical content related to the Spanish-speaking countries. Research provides ample evidence for the benefits of making grammar rules *explicit* to adult language

learners. However, we will not approach grammar in the traditional way. All language happens in a *context*, so you will not work with isolated grammar structures, but rather with **texts**.

Explicit grammar instruction starts with the students: students need to study the grammar explanations in the textbook, self-assess their understanding of these explanations, and apply this explicit knowledge -by doing the assigned online exercises-. There are days when the class will focus on grammar understanding and grammar use in context, and the instructor will clarify/explain further anything that students did not understand after their independent study of grammar. Then the class will move on to tasks that will require students to process both grammar and content at higher levels, for example comparing or synthesizing information, or distinguishing opinions from facts. While doing these tasks, students will try to actively **use** the grammar they are studying; the instructor will correct mistakes when appropriate, and this productive process will move students a little bit closer to **acquiring** the Spanish grammar. The key? **Language use**, in and out of the classroom. Remember that learning a rule explicitly does not translate into correct use: each student will need to transform that explicit knowledge into acquired knowledge.

Explicit knowledge: "I know the imperfect and preterit tenses; I know the rules that determine when to use one or the other tense in Spanish"

Acquired knowledge: "I can distinguish and interpret the differences in meaning between the imperfect and preterit tenses when reading a text" and "I can use the imperfect and preterit tenses fairly well when I narrate a story"

Instructors help with the first type of knowledge by clarifying/explaining how grammar works and facilitate conditions in the classroom for the second type of knowledge (the ultimate goal). To progress in the area of acquired knowledge, students need to be **active users** of the language. They must experiment, take risks, and make errors (an inevitable part of language learning).

Administrative Information:

Students moving into SPAN 3000 from the lower division language program at CU or through guaranteed transfer must have completed SPAN 2120 or 2150 (or equivalent) with a C- or better. Transfer students must show a C- or better in a course equivalent to SPAN 2120 or 2150 from their previous institution. Incoming freshman or anyone taking their first formal Spanish course must take the on-line placement exam and receive the appropriate score for SPAN 3000. If you have questions after taking the placement exam you may meet with the course coordinator Dr. Mary K. Long in order to receive further guidance (see contact information on page one of this document and in the paragraph "Course coordinator" below). The information and link to the on-line placement exam are available through the ALTEC (Anderson Language and Technology Center) website. Here is the link to that website:

https://altec.colorado.edu/sec/express/students/placement-exams#how_do_i_take_a_language_placement_exam_-68)

[Please note: If you received a 5 on the AP Language Exam or the following IB exam scores: Spanish A-1 Level: Higher, Score: 4; Spanish A-2 Level: Higher, Score: 7,6; Spanish B Level: Higher, Score: 7,6, you will receive credit for (and thus do not need to take) SPAN 3000 and may enroll in the appropriate next upper division course(s).]

SPAN 3000 is one of the prerequisites for all upper division classes in the Spanish Department (some courses also have other prerequisites; consult the course catalog for complete list). In order to move on to the next courses, you must earn a C- or better in this class.

Course coordinator:

SPAN 3000 is a multi-section course with multiple instructors and one coordinator/supervisor. If you have a question or problem, please speak with your instructor first. If this does not work, or if there is a problem a student does not wish to discuss with the instructor, then the student may always contact **the course coordinator, Dr. Mary K. Long, at MKNA 132B, Phone: (303) 735-4888, e-mail: mary.long @ colorado.edu.** Walk-in office hours for Fall 2019 are T/TH 2:15-3:15 pm. Students may also request an appointment.

Course Requirements, Grade Distribution and Scale and Attendance policy:

Grade Distribution:

Debates	5%
In-class participation	5%
Homework	5%
Active Learning	5%
6 quizzes	10%
Writing	30% (2% for first short summary and 7% each of the four long essays)
2 mid-term exams	20% (10% each mid-term)
Final exam	20 %

Absences will affect the overall grade as described in the Attendance Policy below

Grading Scale:

A...94-100	B -80-83.99	D+...68-69.99
A-...90-93.99	C+.....78-79.99	D ... 64-67.99
B+...88-89.99	C.....74-77.99	D - ...60-63.99
B.....84-87.99	C-.....70-73.99	F 0-59

Attendance Policy:

Daily interaction with the instructor and classmates is an integral part of achieving language fluency, therefore perfect attendance is expected and excessive absences can lead to the loss of up to 10% of the overall grade: There are 3 allowed absences (these can be for any reason and students do not need to bring in an excuse). With the fourth absence the student must provide documentation in order for the absence to be excused. In the case of unexcused absences, after the first 3 allowed absences, each unexcused absence will reduce the final grade by 2% to a maximum of 10% of the final grade. Thus if a student has 5 unexcused absences above the 3 allowed absences (or a total of 8 absences), the entire class grade will be lowered by 10 %. In extreme cases (10 total absences or more), even excused absences may put the overall grade in jeopardy and will require that a special meeting be held with the instructor and coordinator. Thus if you have an unexpected crisis of any kind it is imperative that you communicate immediately with your instructor and the coordinator of the course.

In-Class participation (5%)

In-class participation includes the degree to which you have prepared before-class assignments; arriving to class prepared to comment on, and react to, the assignments; your involvement and active participation in collaborative work during class; and your efforts to communicate in Spanish (to convey abstract and complex ideas).

Assessment: You will receive two grades: one in the middle of the semester that will be weighted for 2%, and one at the end of the semester which will be weighted 3%, based on a series of criteria established by your instructor.

Debates: (5%)

Students will be graded on participation (i.e. attending the day of the debate and speaking at least once during the debate), speaking not reading, and content preparation. They will also receive feedback on their oral expression and presentational style (pronunciation, volume, posture) but these elements will not impact the grade.

Homework (5%)

Homework for this class is meaningful: it is integral to the next day's class, and it ensures much-needed contact with the language outside the class. It also prepares you to meet midterm and final proficiency goals. It will be assigned daily. Homework includes exercises from your textbook, activities from the website for the book and other additional assignments as defined by your instructor. You are expected to do this homework before class, and turn it in at the end of class when required. No late work is accepted. If you are going to miss a class, you must send your work that day. Instructors will explain their homework grading policy for their own section.

Active Learning (5%)

Purchase of your book includes access to the on-line Active learning site. Here you will find explanations and exercises that provide grammar review and practice for grammar, vocabulary, and reading and listening comprehension. These activities are graded automatically and the overall Active Learning score will be weighted 5% of the overall grade. Your instructor will assign specific exercises related to activities and goals from the main textbook.

Self-assessment and creation of personal learning goals:

During the first week of classes students will complete the ACTFL (American Council on the Teaching of Foreign Languages) "Can-do" statements self-evaluation checklist (this will be made available by your instructor). They will use the results of this self-assessment to set personal learning goals in consultation with the instructor. Students will write a one-page evaluation of their progress mid-way through the semester and turn it in on Friday, October 25th.

Quizzes: (10% total, 1.6% each)

There will be 6 quizzes. These will focus on specific vocabulary and functional grammar points studied for each unit. They will be created by each instructor for his/her/their section and dates will be announced by the instructor. Quiz dates will be announced at least one week in advance by course instructor.

Service Learning (22 hours to replace 3 quiz scores):

Students in Spanish 3000 have the opportunity to replace three quiz scores while participating in a Service Learning volunteer program in which they offer volunteer service to the Boulder community using the language they learn in the classroom in real-life situations. ***Students must complete a total of 22 hours of volunteer service to receive Service Learning credit.*** Students should take all the quizzes and then may substitute the service learning for the three lowest quiz grades. Please attend one of the Information sessions to meet with the volunteer organizations and to get signed up: McKenna 103, Thursday, Sept. 5, 11am and Friday, Sept. 6, 10am

Students must be signed up by the end of the first month of classes to participate. For more information please check the SL bulletin board across from McKenna 103, ask your instructor or contact Mrs. Karen Gaston Malcolm at Karen.malcolm@colorado.edu.

Unit Exams: (20% total; 10% each exam)

There will be two mid-term exams. Each mid-term will be administered over two class periods. Exam dates are: Exam 1 Day one, Thursday September 19, Day two September 20, Tuesday October 22, Day 2 Wednesday October 23. The first day of the exam includes listening comprehension: watching a video twice and then answering multiple choice and short response comprehension questions in writing and a reading comprehension section which will include content and linguistic analysis. On the second day of the exam, students write an essay following a prompt about topics studied. Mid-terms will be the same for all sections and will be created by a panel of instructors for the course.

Date changes for mid-terms exams and quizzes:

Please take exams at the designated dates and times. Dates for exams are listed above and on the course calendar. Changes to these dates will only be allowed in the following circumstance: If you have a disability accommodation letter that allows for special exam accommodations or if you have a previously scheduled commitment (for example a family event, religious holiday, professional event (i.e. conference or job interview) participation in University sanctioned sports event as member of the team or staff, medical, or court appointment) that conflicts with an exam date you must inform the instructor no later than the second week of class for all exams. Quizzes dates will be set by each section instructor at least 1 week in advance. Communicate immediately with your instructor about any conflict. No alternate dates will be arranged for personal, recreational travel. In the event of a last minute emergency that prevents you from arriving at the quiz or exam, please notify or have someone notify your instructor the same day by e-mail and present documented evidence of the emergency as soon as possible. Decisions to allow for make-up exams/quizzes will be made by the instructor in conjunction with the coordinator after documentation has been presented.

Final Exam: (20%)

The final exam will be administered according to the University designated common final schedule. **THE FINAL EXAM FOR THIS COURSE IS MONDAY, DECEMBER 16, 7:30-10:00 AM.** The final exam will be the same for all sections and will be created by a panel of instructors for the course.

Date changes for final exam: Please read the University and Department Policy listed below. Please contact your instructor and the coordinator of the course with any questions about or requests in relation to this policy no later than Friday, November 2, 2019.

Writing: One summary and Four Essays: (30% total;):

You will write one short summary (100-150 words, 2% of writing grade) during the first week to provide a writing sample for later reference. Throughout the semester you will write 4 longer essays (7% each of writing grade) based on the essay genres discussed in the “Lectura y Escritura” sections of the book. Each of the long essays will be a minimum of 250 words long. You will turn in a rough draft and a final draft for the first two long essays and write one version of the last two essays. Due dates are listed on the class calendar. The instructor will use the essay grading rubric for the first draft but will not calculate total points. The grade for the essay will be based on the final draft. Please note, failure to turn in a rough draft when required will result in a loss of 30% of the final grade on the essay. Late rough drafts will lose 5% per day. The final essay is in the form of a newspaper column. Before turning in the final version, students will share their column with classmates and receive peer feedback. Your instructor will explain the format for this interactive activity which may be carried out on-line, in class or both, depending on the instructions provided by the instructor of each section.

University Honor Code and class policies in regard to essays:

Please consult the Honor Code heading under University and Spanish Department policies for general information about the Honor Code and a link to the complete Honor Code. What follows are additional policies specific to this class.

Writing in any form, is an integral part of learning to master a second language. It is assumed that students will write their own work and cite appropriate sources or direct quotations as they would with any composition or research paper. (Consult the *MLA Handbook for Writers of Research Papers* for the standard formats for citations and lists of works cited.) Essays are graded both for content and Spanish language skills. Because there are many human and electronic resources available outside the classroom that are related to writing in Spanish, the following information is provided in order to clarify how students can best represent their own Spanish language skills in their composition.

PLEASE DO NOT GET ANY OUTSIDE HELP (INCLUDING FROM TUTORS OR OTHER INSTRUCTORS/PROFESSORS IN THE DEPARTMENT OR AT THE UNIVERSITY WRITING CENTER) ON YOUR COMPOSITIONS OR RESEARCH PAPER. ALL QUESTIONS ABOUT COMPOSITIONS SHOULD BE DIRECTED TO YOUR INSTRUCTOR. GETTING OUTSIDE HELP WILL BE CONSIDERED CHEATING AND WILL RESULT IN A 0 (F) FOR THE ASSIGNMENT.

DO NOT USE GOOGLE TRANSLATE OR ANY OTHER TRANSLATION PROGRAM TO TRANSLATE YOUR ESSAYS IN PART OR WHOLE.

Essays submitted by any student, written in part or in whole by someone other than that student (except in the case of clearly documented quotations) or that have been corrected by someone other than the student or the instructor of the section or which have been created with the use of an electronic translation program shall be considered to constitute fraud under the University Honor Code, and will result in the assignment of an 'F' (0) for the paper.

Electronic resources: It is acceptable to use the standard word processing tools (spell check, style check etc) available with standard word processing programs in the final drafts of the compositions. It is acceptable to use standard and/or electronic dictionaries to look up single words. It is not acceptable to use translation programs to translate part (i.e. short phrases, sentences) or all of the composition into Spanish.

By participating in this class, the student implicitly and explicitly agrees that the following honor code statement applies to all work produced for this class:

“On my honor, as a University of Colorado at Boulder student, I have neither given nor received unauthorized assistance on this assignment.”

University and Department Policies

(1) Add / Drop / Waitlist - If you are waitlisted for this class, it is **IMPERATIVE** that you familiarize yourself with departmental policies and deadlines. For this, please visit <http://www.colorado.edu/spanish/resources/dropadd-policy>

(2) Prerequisites not met - If your instructor informs you that the system has flagged you because you do not meet the pre-requisites for this course, you should meet in person with Esther Brown, the associate chair for undergraduate studies, or the coordinator for your class level. If you fail to do so, you may be dropped from the class. Your instructor will inform you of the date and time to meet with the associate chair or the coordinator for your class.

(3) Honor Code – All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to [the academic integrity policy](http://www.colorado.edu/policies/academic-integrity-policy) (<http://www.colorado.edu/policies/academic-integrity-policy>). Violations of the policy may include plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, resubmission, and aiding academic dishonesty. For details on these violations, students must go to <http://honorcode.colorado.edu/student-information> and read the links “What is a violation?” “Standards of Academic Integrity,” “Understanding and preventing plagiarism,” and “Citation guide and plagiarism information.” All incidents of academic misconduct will be reported to the Honor Code Council (honor@colorado.edu; 303-492-5550). Students who are found responsible for violating the academic integrity policy will be subject to non-academic sanctions from the Honor Code Council as well as academic sanctions from the faculty member. Additional information regarding the academic integrity policy is found at <http://www.colorado.edu/honorcode>

(4) Final Exams - Final exams are taken on the day determined by the university and the department. No excuse such as family meetings, employment, or travel will grant an exception to this. If you have three or more final exams on the same day, you are entitled to arrange an alternative exam time for the last exam or exams scheduled on that day. If you have two final exams scheduled to meet at the same time, you are entitled to arrange an alternative exam time for the later course offered that day or week. To be eligible to reschedule a final exam, you must provide evidence of either of these situations and make arrangements with your instructor no later than Friday, November 1, 2019. For the complete final examination policy, see <http://www.colorado.edu/policies/final-examination-policy>

(5) Use of electronic devices in the classroom - While some course content may be accessible in electronic format, use of electronic devices such as cell phones, tablets or laptop computers is permitted only to access course readings and other materials or to take class notes, and only with the instructor's consent. Failure to request permission or to comply with these rules of use will result in your instructor counting the date of occurrence as an unexcused absence. If you feel you need to use any electronic device during class for any other purpose outside these parameters, please speak with your instructor.

(6) Classroom Behaviour - Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important concerning individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Class rosters provide the instructor with the student's legal name. They will gladly honor your request to address you by an alternate name or gender pronoun. Please advise them of this preference early in the semester so they may make appropriate changes to their records. For more information, see the policies on [classroom behavior](http://www.colorado.edu/policies/student-classroom-and-course-related-behavior) at <http://www.colorado.edu/policies/student-classroom-and-course-related-behavior> and the [Student Code of Conduct](http://www.colorado.edu/osccr) at <http://www.colorado.edu/osccr>.

(7) Disability Services - If you qualify for accommodations because of a disability, please submit to your instructor a letter from Disability Services in a timely manner so that your needs can be addressed. For exam accommodations, provide your letter at least one week before the exam. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the Disability Services website <http://www.colorado.edu/disabilityservices/students>. Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition or injury, see [Temporary Medical Conditions](http://www.colorado.edu/disabilityservices/students/temporary-medical-conditions) under the Students tab on the Disability Services website <http://www.colorado.edu/disabilityservices/students/temporary-medical-conditions> and discuss your needs with your instructor.

(8) Religious Observances - Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. See details at <http://www.colorado.edu/policies/observance-religious-holidays-and-absences-classes-andor-exams>. Please contact your Instructor during the first two weeks of class to let her/him know of any possible conflicts to make the necessary arrangements.

(9) Discrimination and Harassment - The University of Colorado Boulder (CU Boulder) is committed to fostering a positive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct intimate partner abuse (including dating or domestic violence), stalking, protected-class discrimination or harassment by members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or cureport@colorado.edu. Information about the OIEC, university policies, [anonymous reporting](#), and the campus resources can be found on the [OIEC website](#).

Please know that faculty and instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources.

(10) Policy on Enrolment in Undergraduate Language Courses - Undergraduate introductory 1000 and 2000-level language courses are designed for non-native speakers. Fluent speakers of that language are not allowed to enroll in these courses and can be dropped from these courses by the department or the course instructor. Fluent speakers should consult the department website and the catalog as well as the course instructor or department language coordinator about their eligibility to enroll in upper-division 3000 and 4000-level language courses. Departments can exclude fluent speakers from upper-division language courses based on course content and instructional resources. Speakers who have not formally studied the language but have spoken the language in their home should consult with the associate chair of the language department or the department language coordinator about appropriate placement before enrolling in a language course.

(11) Subject Librarian - Your Subject Librarian, [Kathia Ibacache](#), specializes in research in the Romance Languages at CU. She can help you with learning search skills, managing citations, scholarly activities like publishing, and other information needs. You contact her by phone (303-492-3134), email (kathia.ibacache@colorado.edu), or request an appointment online: <http://colorado.libcal.com/appointments/Kathia-Ibacache>. Kathia also updates and maintains the libraries' physical and electronic resources related to French, Italian, Spanish, Portuguese, & Catalan. You are welcome to suggest a library purchase through our website <https://www.colorado.edu/libraries/services/suggest-library-purchase> or contact her directly.