



## Course Syllabus **SPAN 150: Spanish I** (Spanish Language 150)

### **Course Information**

**Credit Hours:** 4 credit hours, 60 contact hours  
**Program Location:** South America (Bolivia/Peru)  
**Faculty of Record:** TBD  
**Email:** TBD

### **Course Description**

This course introduces students to the Spanish language and is designed for students with no or minimal previous background in spoken or written Spanish. Students in this course focus on learning essential vocabulary, practicing pronunciation, and understanding simple grammatical structures. This knowledge prepares students to effectively communicate in Spanish on a limited range of topics related to everyday situations. Students practice listening and speaking in real-life situations and examine how culture and language interact in South America. In-class activities and course assignments aim to assist students as they develop the oral proficiency and confidence necessary to initiate simple conversations. Out-of-classroom experiences such as field trips and guided interactions with native speakers supplement formal classroom instruction and provide ample opportunities for practical engagement. In addition, language skills gained in this course support students to deepen participation in other program and academic activities such as homestays and the Independent Study Project.

### **Course Materials**

- Experience Spanish (Amores, Suarez-Garcia, and Wendel) (Second Edition)
- Authentic materials collected and supplied by local teachers.

### **Recommended Reference Works**

- HarperCollins Spanish-English Dictionary
- English Grammar for Students of Spanish: A Study Guide for Those Learning Spanish, Spinelli

## **Method of Instruction**

This course is delivered through a series of classroom instruction sessions, activities, homework, in-class practice, and non-classroom structured activities. All four skills of language learning (listening, speaking, reading, and writing) will be covered, with a particular focus on communication skills necessary in the host country.

## **Outcomes**

### **Student Learning Outcomes**

By the completion of this course, students will be able to:

- Converse effectively in rudimentary/beginning Spanish, showing a sound understanding of the grammatical structure of the language as well as a good working vocabulary.
- Demonstrate listening comprehension in a number of simple circumstances.
- Use the Spanish language to confidently communicate on a range of topics related to everyday situations such (e.g. to order food, ask and give directions, count, bargain for and purchase goods, tell time, discuss family, hobbies, likes and dislikes, book hotel rooms and arrange transportation).
- Read and write simple sentences in Spanish.

### **Knowledge Outcomes**

This course is designed to assist students to acquire and demonstrate knowledge about:

- The history and linguistic development of the Spanish language.
- Essential vocabulary, pronunciation, and grammatical structures.
- The differences and similarities between Spanish and the student's native language.

### **Skills Outcomes**

This course is designed to assist students in acquiring or enhancing the following skills:

- Basic communication skills in the Spanish language.
- Ability to read and write in Spanish.
- Confidence to initiate simple conversations with people in the host country.

## **Evaluation Matrix**

<b>Number</b>	<b>Evaluation Area</b>	<b>Weight</b>	<b>Due Date</b>
1	Participation in all lectures, field studies, reading assignments, discussions, and other course activities	20%	Continuous
2	Assignments	15%	TBD
3	Quizzes	15%	TBD
4	Mid-Course Oral and Written Exam	20%	TBD
5	Final Examination	20%	TBD
6	Final Oral Presentation	10%	TBD

## Description of Evaluation Areas

Number	Evaluation Area	Description/Instructions
1	Participation	Students are expected to attend all regularly scheduled classes and activities. Further, students should come prepared to participate fully and be prepared to demonstrate concepts presented in assigned reading. Students should be on time for all classes.
2	Assignments	Homework assignments will be announced in class. Please submit your homework on time to receive full credit and note that all homework assignments should be handed in before the class begins.
3	Quizzes	There will be quizzes held throughout the term either on vocabulary, sentence patterns, or the lesson text.
4	Mid-Course Oral and Written Exam	The written exam will cover grammar, sentence structure, and vocabulary. The oral exam will be conducted individually with the students and teacher and focus on pronunciation.
5	Final Examination	The written exam will cover grammar, sentence structure, and vocabulary.
6	Final Oral Presentation	You will make a final presentation on a topic of your choice. You should focus on demonstrating the language skills gained over the course of the term and also on correct pronunciation. The format of the presentation can vary and is up to the student to determine in consultation with the faculty. Your presentation should be approximately 5-10 minutes in length.

## Required readings

*These readings will be provided by faculty on-site.*

- The story of the Incas. Popular legend
- Rituales de vida en la cosmovision andina. Greta Jimenez Sardon. 1995.
- La leyenda de la coca. Antonio Díaz Villamil
- El matrimonio de Suttu y la llegada de Ato, Dominga Titizano

## Spanish I Curriculum Topics

### 1. Greetings and Farewells

#### **Communicative Competence:**

- Greet and say goodbye formally and informally
- Introduce yourself and others

#### **Grammatical competence:**

- Use, vowels, syllables and the alphabet
- Use personal pronouns
- Use the verb *ESTAR* in its function: states of mind (adjectives)

### 2. Personal Presentation

#### **Communicative Competence:**

- Give and ask: name, profession, nationality, age and marital status

#### **Grammatical competence:**

- Use the gender and number agreement
- Use the verb *SER* in its function: identification, profession, nationality, marital status and corresponding vocabulary
- Use some interrogative pronouns
- Use the verb *HAVE* + age
- Use numbers
- Introduction of regular verbs

### **3. Transportation and Purchases**

#### **Communicative Competence:**

- Use public transport, paying for tickets, asking for change, indicating the destination and negotiating the price, using the appropriate expressions to the situation
- Distinguish risky situations when taking a means of public transport and respond appropriately to problems or threats in public transport

#### **Grammatical Competence:**

- Vocabulary and expressions of transport and purchases in the host country

### **4. Presentation of the Members of the Family**

#### **Communicative Competence:**

- Identify family members
- Give and ask for information about the family

#### **Grammatical Competence:**

- Family vocabulary
- Interrogative words
- The verb LIKE

### **5. Physical Descriptions and Personal Qualities**

#### **Communicative Competence:**

- Describe the physical appearance and inherent qualities of people

#### **Grammatical Competence:**

- Make comparisons of equality and inequality
- Adjectives
- Verb *SER*: function description

### **6. Physical Environment**

#### **Communicative Competence:**

- Describe your environment

#### **Grammatical Competence:**

- Demonstrative adjectives
- Verb TO BE: identification of objects, belongings, materials, origins, description of characteristics with the corresponding vocabulary

### **7. Location and State of Objects**

#### **Communicative Competence:**

- Talk about the location of different objects, people, etc.
- Describe the status of different objectives of their environment

#### **Grammatical Competence:**

- Prepositions of place
- Adjectives
- Verb BE function: location and state of affairs

### **8. Customs and Family Habits**

#### **Communicative Competence:**

- Talk about occupations and daily activities in the city and in the countryside
- Indicate the time of activities

#### **Grammatical Competence:**

- Regular verbs (revision)
- Groups of irregular verbs
- Frequency adverbs

### **9. Daily Personal Activities**

#### **Communicative Competence:**

- Describe your routine activities

**Grammatical Competence:**

- Reflective verbs of the daily routine
- Reflective verbs that express emotion
- Vocabulary of articles for personal use

**10. Holidays and Celebrations**

**Communicative Competence:**

- Find out and explain about the activities that are carried out on holidays in the host country and in your home country

**Grammatical Competence:**

- Application of regular and irregular verbs in present tense
- Vocabulary of parties and celebrations

**11. Future Plans and Obligations**

**Communicative Competence:**

- Talk about future plans - individual and group
- Describe responsibilities in the house, program they are in, and in their life
- Learn and become familiar with the security measures in their environment

**Grammatical Competence:**

- Double verb structures
- Have that + infinitive verb
- Future with IR a + infinitive verb
- *POR* and *PARA* prepositions
- Expressions of time to express the future

**12. Activities in Progress**

**Communicative Competence:**

- Talk about activities that occur at the moment

**Grammatical Competence:**

- *Estar* + *gerundio* regular and irregular verbs

**13. Socializing**

**Communicative Competence:**

- Talk about activities, emphasizing the use of direct object pronouns to avoid redundancy

**Grammatical Competence:**

- Direct Object Pronoun and transitive verbs

**14. Reporting Events**

**Communicative Competence:**

- Ask and give information about something that happened to yourself
- Report something to someone using verbs such as: say, ask to count, ask, etc.

**Grammatical Competence:**

- Indirect object pronouns
- Direct object vs. Indirect object

**15. Past Activities**

**Communicative Competence:**

- Talk about past events

**Grammatical Competence:**

- Preterit - regular and irregular verbs
- Expressions of past time

**16. Past Habitual Activities**

**Communicative Competence:**

- Tell what you did when you were a child, adolescent, and young.

- Describe people, places, objects and activities of the past
- Grammatical Competence:**
- Imperfect, regular and irregular verbs

**17. Past Experiences**

**Communicative Competence:**

- Talk about past events

**Grammatical Competence:**

- Preterite Vs. Imperfect

**18. Future Plans**

**Communicative Competence:**

- Talk about future plans

**Grammatical Competence:**

- Simple future

**Detailed Course Schedule**

Note that many of Dragons courses are taught in intensive blocks, with contact hours taking place during very specified times of the program. You may notice an intense amount of work in several particular weeks but know that other coursework will be spread out during other portions of the program.

<b>Weeks of program</b>	<b>Topic</b>	<b>Readings</b>	<b>Activities</b>	<b>Assignments &amp; Due Dates</b>
Week 1	Introduction to the Course, Overview of the Syllabus, & Assessing Student Spanish Language Levels	<ul style="list-style-type: none"> <li>Survival Spanish Language Sheets</li> </ul>	<ul style="list-style-type: none"> <li>Review and practice survival Spanish language materials</li> <li>Scavenger hunt, with a focus on utilizing vocabulary and expressions from the survival Spanish language materials such as greetings, introducing oneself (family, nationality, and basic personal details), as well as basic needs.</li> <li>Spanish lunches</li> <li>Individual assessments of language abilities</li> </ul>	<ul style="list-style-type: none"> <li>Spanish Baseline Assessment: Due Date TBD</li> </ul>
Week 2	Functional Spanish	<ul style="list-style-type: none"> <li>La leyenda de la coca</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary, grammar, and activities focused on ordering food, numbers, currency, purchasing goods in markets, and basic descriptions.</li> <li>Scavenger hunt to practice asking for directions and retrieving/communicating basic personal information</li> </ul>	<ul style="list-style-type: none"> <li>Homestay Family Tree: Due Date TBD</li> </ul>
Weeks 3-6	Intensive Spanish Instruction	<ul style="list-style-type: none"> <li>Rituales de vida en la cosmovision</li> </ul>	<ul style="list-style-type: none"> <li>Intensive Spanish instruction in small groups.</li> </ul>	<ul style="list-style-type: none"> <li>Daily worksheets/text</li> </ul>

		andina. Greta Jimenez Sardon. 1995. <ul style="list-style-type: none"> <li>• El matrimonio de Suttu y la llegada de Atoij</li> <li>• The story of the Incas. Popular legend</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary, grammar, and activities focused on asking and giving personal information, talking about interests and intentions, communicating feelings, the family, describing places, shopping (buying &amp; appropriate bargaining), and food and drink.</li> <li>• Activities focused on using language in daily interactions with homestay family and for use with Independent Study Projects</li> </ul>	book activities: Due Date TBD <ul style="list-style-type: none"> <li>• Reader Digests: Due Date TBD</li> <li>• Midcourse Examination: Due Date TBD</li> <li>• Presentation of Independent Study Topics in Spanish: Due Date TBD</li> <li>• Weekly Quizzes</li> </ul>
Week 7 & 8	Using Spanish to Understand Context		<ul style="list-style-type: none"> <li>• Integration of Spanish with Student Leadership Roles: identifying and sharing words and phrases as areas of focus of the week.</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets/text book activities: Due Date TBD</li> </ul>
Week 9 & 10	Using Spanish for the Common Benefit		<ul style="list-style-type: none"> <li>• Practicing translation for group activities</li> <li>• Organized Spanish lunches</li> </ul>	<ul style="list-style-type: none"> <li>• Final Examination: Due Date TBD</li> </ul>
Week 11	Closing the Course		<ul style="list-style-type: none"> <li>• Practicing translation for group activities</li> </ul>	<ul style="list-style-type: none"> <li>• Final Presentation: Due Date TBD</li> </ul>

## **Grading & Attendance**

### **Late Work Policy**

Be sure to pay close attention to deadlines—there will be no make up assignments or quizzes, or late work accepted without a serious and compelling reason and instructor approval.

### **Grading Scale**

Letter Grade	Corresponding Percentage Points	Numerical Equivalent
A	94-100	4.0
A-	90-93	3.7
B+	87-89	3.3
B	84-86	3.0
B-	80-83	2.7
C+	77-79	2.3
C	74-76	2.0
C-	70-73	1.7
D+	67-69	1.3

D	64-66	1.0
D-	60-63	0.7
F	60 and below	0.0

### **Attendance and Participation**

Students are expected to attend all regularly scheduled classes and come prepared to participate fully in class activities. Students are further expected to be on time for all classes. Arriving late for class or an activity is disrespectful of both the instructor and fellow students.

#### Overview of Attendance Policy

In courses that meet once a week, students are permitted one unexcused absence; in courses that meet twice a week students are permitted two unexcused absences; in courses that meet three or more times a week students are permitted three unexcused absences. If a student has more than the permitted number of unexcused absences his/her grade for the course will be lowered by one “mark” for each additional unexcused absence.

In other words,

- in a course that meets once a week only one unexcused absence is allowed. After two unexcused absences an A becomes an A-; after three an A becomes a B+; after four an A becomes a B, etc.
- in a course that meets twice a week, only two unexcused absences are allowed. After three unexcused absences an A becomes an A-; after four an A becomes a B+; after five an A becomes a B, etc.
- in courses that meet three or more times a week, only three unexcused absences are allowed. After four unexcused absences an A becomes an A-; after five an A becomes a B+; after six an A becomes a B, etc.

An unexcused absence is one not caused by illness or otherwise not approved by Dragons staff. An excused absence means written approval from the Dragons staff justifying the absence. Arriving late to class may also count towards an absence. The Student may not make up quizzes, exams, or other assignments which he/she misses as a result of unexcused absences. The Student may not arrange for or take quizzes or exams, or turn in other assignments, at a time or on a date other than the regularly-scheduled time and date.

The participation grade will depend on both the quality and the quantity of student’s comments and questions and shall account for a portion of the total course grade.

#### Summary of Attendance Policy

1. Three occurrences of tardiness are equivalent to one unexcused absence; each subsequent instance of tardiness is considered an additional unexcused absence.
2. Students are expected to do the required reading before class, volunteer for presentations and participate actively in class discussions.

3. Excused absences are determined by the lead Dragons staff member; in some instances a doctor's certification may be required.
4. Deadlines must be respected, even in cases of excused absences.
5. Students are responsible for getting homework assignments they miss and submitting them in a timely manner. Assignments turned in after the due date will result in a penalty to be determined by the instructor.
6. Any assignments not submitted will result in that assignment being given a grade of 0 (zero).
7. The Attendance Policy is applied until the last day of the program.

### **Accommodations for Disabilities**

Students with disabilities should contact Dragons for information and support. Please contact [info@wheretherebedragons.com](mailto:info@wheretherebedragons.com) with any requests for accommodation or to discuss additional learning needs you may have.

### **Statement of Inclusivity**

In keeping with Naropa's mission, the instructor and class members in this course strive to support an inclusive learning community, respecting those of all backgrounds and beliefs. As a community, we aim to be respectful to all people regardless of race, ethnicity, religion, age, veteran status, ability, immigration or economic status, gender or sexual orientation.

### **Gender Pronoun**

This course affirms people of all gender expressions and gender identities. Please let your instructor know the appropriate gender pronoun to use for you. Also, if you would like to be called a name other than what is on the class roster, please let your instructor know. If you have any questions or concerns, do not hesitate to contact your instructor.

### **Other Academic Policies**

Please refer to the Where There Be Dragons College Study Abroad Academic Policies for additional policies on related to academic integrity, ethics, diversity/disability accommodations, and the academic appeals process.



## Course Syllabus **SPAN 250: Spanish II** (Spanish Language 250)

### **Course Information**

**Credit Hours:** 4 credit hours, 60 contact hours  
**Program Location:** South America (Bolivia/Peru)  
**Faculty of Record:** TBD  
**Email:** TBD

### **Course Description**

This course introduces students to more challenging linguistic Spanish language material in order to establish a solid foundation for the use of the language. Students in this course focus on building on past language exposure to improve speaking, listening, reading, and writing skills. Students expand their oral expression abilities by increasing vocabulary, improving understanding of grammar concepts, strengthening pronunciation abilities, and focusing on listening comprehension. This course introduces new language concepts to allow students to speak about topics pertaining to their daily lives and also focuses on deepening knowledge of South American culture and customs. By the end of the semester, students are expected to be able to engage in basic daily conversations, read simple texts, and write for daily needs. In-class activities and course assignments aim to assist students as they develop the ability to appropriately use language and improve proficiency. Out-of-classroom experiences such as field trips and guided interactions with native speakers supplement formal classroom instruction and provide ample opportunities for practical engagement. In addition, language skills gained in this course support students to deepen participation in other program and academic activities such as homestays and the Independent Study Project.

### **Course Materials**

- Experience Spanish (Amores, Suarez-Garcia, and Wendel) (Second Edition)
- Authentic materials collected and supplied by local teachers.

### **Recommended Reference Works**

- HarperCollins Spanish-English Dictionary
- English Grammar for Students of Spanish: A Study Guide for Those Learning Spanish, Spinelli

### **Method of Instruction**

This course is delivered through a series of classroom instruction sessions, activities, homework, in-class practice, and non-classroom structured activities. All four skills of language learning (listening, speaking, reading, and writing) will be covered, with a particular focus on communication skills necessary in the host country.

### **Outcomes**

#### **Student Learning Outcomes**

By the completion of this course, students will be able to:

- Discuss issues related to daily life and present well-organized information about themselves, friends, study, travel, and some aspects of Bolivian/Peruvian culture at an intermediate level.
- Understand information conveyed in sentence-length speech on familiar topics.
- Combine and recombine learned materials in personal communication.
- Continue to master the sound system and acquire correct pronunciation skills.
- Write in the Spanish language at an intermediate level.
- Write essays in Spanish related to topics related to the content of class lessons.

#### **Knowledge Outcomes**

This course is designed to assist students to acquire and demonstrate knowledge about:

- The history and linguistic development of the Spanish language.
- Essential vocabulary, pronunciation, and grammatical structures.
- The differences and similarities between Spanish and the student's native language.

#### **Skills Outcomes**

This course is designed to assist students in acquiring or enhancing the following skills:

- Confidence to engage in general conversations on a range of topics in Spanish.
- Ability to use more complex grammatical constructions.
- Ability to read newspapers and other short texts with general understanding.

### **Evaluation Matrix**

<b>Number</b>	<b>Evaluation Area</b>	<b>Weight</b>	<b>Due Date</b>
1	Participation in all lectures, field studies, reading assignments, discussions, and other course activities	20%	Continuous
2	Assignments	15%	TBD
3	Quizzes	15%	TBD
4	Mid-Course Oral and Written Exam	20%	TBD
5	Final Examination	20%	TBD
6	Final Oral Presentation	10%	TBD

## Description of Evaluation Areas

Number	Evaluation Area	Description/Instructions
1	Participation	Students are expected to attend all regularly scheduled classes and activities. Further, students should come prepared to participate fully and be prepared to demonstrate concepts presented in assigned reading. Students should be on time for all classes.
2	Assignments	Homework assignments will be announced in class. Please submit your homework on time to receive full credit and note that all homework assignments should be handed in before the class begins.
3	Quizzes	There will be quizzes held throughout the term either on vocabulary, sentence patterns, or the lesson text.
4	Mid-Course Oral and Written Exam	The written exam will cover grammar, sentence structure, and vocabulary. The oral exam will be conducted individually with the students and teacher and focus on pronunciation.
5	Final Examination	The written exam will cover grammar, sentence structure, and vocabulary.
6	Final Oral Presentation	You will make a final presentation on a topic of your choice. You should focus on demonstrating the language skills gained over the course of the term and also on correct pronunciation. The format of the presentation can vary and is up to the student to determine in consultation with the faculty. Your presentation should be approximately 10-15 minutes in length.

## Spanish II Curriculum Topics

### 1. Personal Introduction and Family Members

#### **Communicative Competence:**

- Present host country and home country family and identify self: name, address, age, profession, nationality, marital status, etc.
- Explain the reason for your stay in the host country

### 2. Idioms and Idiomatic Expressions

- Vocabulary (members of the family)

#### **Grammatical Competence:**

- Verb review: "to be" - function identification, profession, nationality and marital status
- Idiomatic expressions
- Verb review, to have + age
- Interrogative pronouns, Who is it? What is it...? Etc.

### 3. Travel (Land and Air)

#### **Communicative Competence:**

- Use of the rural and urban transport of the country (trufis, taxis, radio taxis, trucks, fleets, etc.): become familiar with the common expressions of each type of transport
- Describe unusual situations related to transportation, e.g. describe a crash, technical failures, and flat tires
- Compare airplane tickets
- Confirm flights
- Find out and coordinate flight itineraries

#### **Grammatical Competence:**

- Expressions related to transportation

### 4. Physical Descriptions and Inherent Qualities vs. Temporary Status of Things/People

#### **Communicative Competence:**

- Describe in detail the physical appearance of people and make comparisons
- Describe in detail physical spaces and make comparisons
- Indicate and give reasons for the current state of people and things

#### **Grammatical Competence:**

- SER vs. ESTAR verb functions

## 5. Shopping

### **Communicative Competences:**

- Buy in different places: neighborhood stores, popular markets, supermarkets, street vendors
- Become familiar with the different sizes and local measurements
- Become familiar with the different weight systems and local measures
- Bargaining
- Practice different unusual situations related to shopping: return, change, and request products

### **Grammatical Competence:**

- Expressions related to shopping
- Regular verbs in the present tense

## 6. Food and Restaurants

### **Communicative Competence:**

- Practice proper ways to refuse food at the table
- Become familiar with local food and different types of restaurants
- Express satisfaction and compliments for the meal
- Ask, accept and / or refuse the food kindly
- Become familiar with host country customs different from those of your home country
- Make complaints, if necessary

### **Grammatical Competence:**

- Review the verb *GUSTAR*
- Expressions

## 7. Holidays - Civic Dates and Celebrations

### **Communicative Competence:**

- Explain and find out about the activities that are carried out on holidays
- Compare home country festivities with host country
- Give and request information about important dates in the host country
- Talk and compare about activities in the countryside and in the city
- Speak and comment on popular host country customs
- Update and comment on the most important news nationally and internationally (reading and newspapers)

### **Grammatical Competence:**

- Review and reinforcement: present "AR", "ER" and "IR"
- All irregular verbs in present tense
- New vocabulary appropriate for each topic
- Use of connectors: however, although, therefore, consequently, etc

## 8. Daily Personal Activities

### **Communicative Competence:**

- Describe one's and others' daily personal activities
- Use of reflexives

### **Grammatical Competence:**

- Reflexive verbs

## 9. Past Activities

### **Communicative Competence:**

- Narrate important historical facts and reforms of host country and the home country (What happened in 19 ...?)
- Tell stories, unforgettable experiences, anecdotes, incidents that occurred in the past: work experiences, during your stay in the host country, past vacations

### **Grammatical Competence:**

- Present Perfect / Preterite (regular and irregular verbs), (use in host country of the present perfect instead of the preterite)
- Expressions of time in the past: yesterday, in 1994, or last Sunday
- Reflexive verbs in the past

## **10. Tastes and Preferences**

### **Communicative Competence:**

- Express like and / or dislike
- Talk about your interests to members of the community

### **Grammatical Competence:**

- Verbs "GUSTAR" and its different uses.
- Indirect object verbs (*quedar, interesar, molestar, encantar, etc.*)
- Past tense objective pronouns. Ind.

## **11. Health/Illness**

### **Communicative Competence:**

- Ask for help in case of being sick.
- Describe symptoms and minor illnesses and indicate the circumstances in which symptoms presented
- Advise about certain health problems
- Talk about traditional medicine
- Report on home remedies
- Describe symptoms after an accident

### **Grammatical Competence:**

- Indirect pronoun verbs "DOLER", "HACER DAÑO"

## **12. Activities in the Past**

### **Communicative Competence:**

- Recount about what you did when you were children, adolescents, or when young generally
- Describe people, places, and activities in the past
- Talk about previous habitual activities
- Talk about the social, economic and political changes of past years with the present time of the country and the community
- Make comparisons between past with present (before ... and now)

### **Grammatical Competence:**

- Imperfect
- Expressions of time to express the idea of a habitual action: every day, sometimes, etc.

## **13. Customs**

### **Communicative Competence:**

- Host country and Latin American customs
- Talk about global changes

### **Grammatical Competence:**

- Imperfect Vs. Preterite

## **14. Socialization**

### **Communicative Competence:**

- Ask and talk about friends, co-workers, and acquaintances
- Ask and talk about familiar places
- Comment on movies and characters

### **Grammatical Competence:**

- Direct object pronouns
- Ask yes / no questions with transitive verbs

## **15. Reporting Events**

### **Communicative Competence:**

- Ask and give information about something that has happened to you
- Report something to someone using the verbs: *decir, pedir, contar, preguntar, responder*

### **Grammatical Competence:**

- Indirect object pronouns

## **16. Recommendations and Advice**

### **Communicative Competence:**

- Talk about appropriate behavior in meetings, parties, celebrations in the host country
- Indicate what is necessary / good to do in case of emergencies
- Indicate what is necessary / good to integrate into a work community

- Talk about what is important and necessary to stay healthy
- Explain a technical topic according to the lesson

**Grammatical Competence:**

- Impersonal phrases

**17. Instructions**

**Communicative Competence:**

- Ask for a favor from a friend, an acquaintance, or a group of people in case of need
- Accept and / or deny favors
- Follow and give instructions from a doctor, secretary, instructor, boss, environmental education instructor, or organize an event
- Ask and indicate the steps to reach a certain place
- Give instructions related to your program

**Grammatical Competence:**

- Regular and irregular mandates

**18. Cooking, Recipes, and Ads**

**Communicative Competence:**

- Explain how some local and international dishes are prepared
- Search and place ads in newspapers
- Post notices / public signs in case of need (e.g. masons are needed)
- Explain your independent study project

**Grammatical Competence:**

- "SE" impersonal

**19. Daily Personal Activities**

**Communicative Competence:**

- Talk about future trips before returning to your home country
- Talk about possible future changes
- Talk about future projects

**Grammatical Competence:**

- Simple future tense
- Prepositions *Por* and *Para*

**20. Conditional and Future Conjectures**

**Communicative Competence:**

- Express probability in different situations
- Make conjectures regarding weather, age, events, people situations, etc.

**Grammatical Competence:**

- Simple future
- Simple conditional
- Future compound: future of *HABER* + past participle

**21. Work and the Current Situation in the Host Country**

**Communicative Competence:**

- Indicate what one wants, desires, and/or expects from work, the environment and the people around him / her
- Indicate what the program director requires, hopes, and/or requests of the student during their stay
- Talk about what some government social groups want, expect, desire, and or request

**Grammatical Competence:**

- Present subjunctive - first function: desire, order (I request that...I want that ...)

**22. Suggestions**

**Communicative Competence:**

- Decide what is important, advisable, and/or necessary for a student to do in case of illness
- Indicate that it is advisable to do in case of some type of problem presenting itself
- Talk about the role of women and men

**Grammatical Competence:**

- Present subjunctive - second function: impersonal phrases (it is important that ...it is necessary that...)

### **23. Doubt and Possibility**

#### **Communicative Competence:**

- Make predictions about the weather
- Talk about the possibility or doubt of getting help for your independent study project
- Express doubt or possibility in specific cases of the life of a student

#### **Grammatical Competence:**

- Present subjunctive - third function: doubt, possibility (I doubt that...I do not think...it is possible that..., etc.)

### **24. Emotion and Expression of Feelings**

#### **Communicative Competence:**

- Express emotion when dealing with specific issues of host country history, host country reality and the current world (poverty, street children, economic, social and political situation, etc.)
- Express emotions when dealing with emotional issues

#### **Grammatical Competence:**

- Present subjunctive - fourth function: emotion (it is a pity that...what a pity that...hopefully..., etc.)

### **25. Emotion and Expression of Past Feelings**

#### **Communicative Competence:**

- Express past feelings
- Express emotion by touching specific points in the history of the host country and the world

#### **Grammatical Competence:**

- Perfect present of the subjunctive - Structure: *haya* + past participle

### **26. Daily Personal Activities**

#### **Communicative Competence:**

- Indicate the characteristics of the house in which one wants to live
- Indicate the characteristics of one's ideal partner
- Indicate the characteristics of an ideal world
- Indicate characteristics of work that the student wants

#### **Grammatical Competence:**

- Present subjunctive - fifth function: indefinite background (I look for / I want / I need a house that...)

### **27. Indefinite Future Situations**

#### **Communicative Competence:**

- Express indefinite future actions in different situations of real life

#### **Grammatical Competence:**

- Present subjunctive with adverbial clauses: After...when...so that..., etc.

### **28. Attendance at Conferences, Meetings and Talks**

#### **Communicative Competence:**

- Interact in conferences, meetings and debates
- Give opinions, points of view and defend them
- Show agreement or disagreement, give reasons and propose solutions

#### **Grammatical Competence:**

- Connectors, introductory phrases (In my opinion, from my point of view, to start, etc.)

### **29. The Relationship of Ideas and Giving Opinions**

#### **Communicative Competence:**

- Talk about topics of labor and social interest using relative pronouns
- Give general opinions based on statements made and received

#### **Grammatical Competence:**

- Relative Pronouns: *QUE, LO QUE, QUIEN*
- Structure: *LO* + singular masculine adjective

### **30. Unintentional Actions**

#### **Communicative Competence:**

- Talk about intentional actions

**Grammatical Competence:**

- Reflexive for unexpected events (reflexive pronoun + person involved + verb = + subject)  
eg. I forgot the notebook
- Se me, te, le, nos, les + verb
- Verbs: *caer, olvidar, perder, quemar*, etc.

**31. Hypothetical Situations in the Present**

**Communicative Competence:**

- Say what you do in different hypothetical situations in the present: if you eat a lot, if you miss an appointment, class, talk, meeting, if you do not eat well, etc.

**Grammatical Competence:**

- Clause with real situations
- Clause if + present simple + present simple

**32. Hypothetical Situations in the Future**

**Communicative Competence:**

- Talk about what one would do in different hypothetical situations in the future: on vacations, trips, accidents, work strikes, civic strikes, fights, losses, robberies, etc.
- Provide possible solutions to social, political, and economic problems

**Grammatical Competence:**

- Review of the simple conditional tense
- Clause with unreal situations
- Clause yes + subjunctive past + simple conditional

**33. Hypothetical Situations in the Past**

**Communicative Competence:**

- Talk about what one would have done in different hypothetical situations in real life, for example in case of not having come to the host country
- Talk about changes that would have occurred in the world or in society for different reasons

**Grammatical Competence:**

- Clauses with hypothetical situations of the past
- Clause yes + subjunctive past compound + conditional compound

## Detailed Course Schedule

Note that many of Dragons courses are taught in intensive blocks, with contact hours taking place during very specified times of the program. You may notice an intense amount of work in several particular weeks but know that other coursework will be spread out during other portions of the program.

<b>Weeks of program</b>	<b>Topic</b>	<b>Activities</b>	<b>Assignments &amp; Due Dates</b>
Week 1	Introduction to the Course, Overview of the Syllabus, & Assessing Student Spanish Language Levels	<ul style="list-style-type: none"> <li>Review and practice refresher Spanish language materials</li> <li>Scavenger hunt, with a focus on utilizing vocabulary and expressions from the refresher Spanish language materials.</li> <li>Spanish lunches</li> <li>Individual assessments of language abilities</li> </ul>	<ul style="list-style-type: none"> <li>Spanish Baseline Assessment: Due Date TBD</li> </ul>
Week 2	Functional Spanish	<ul style="list-style-type: none"> <li>Vocabulary, grammar, and activities focused on making oneself understood in various situations and communities</li> <li>Scavenger hunt</li> </ul>	<ul style="list-style-type: none"> <li>Homestay Family Tree: Due Date TBD</li> </ul>
Weeks 3- 6	Intensive Spanish Instruction	<ul style="list-style-type: none"> <li>Intensive Spanish instruction in small groups.</li> <li>Vocabulary, grammar, and activities pulled from curriculum topics.</li> <li>Activities focused on using language in daily interactions with homestay family and for use with Independent Study Projects</li> </ul>	<ul style="list-style-type: none"> <li>Daily worksheets/text book activities: Due Date TBD</li> <li>Reader Digests: Due Date TBD</li> <li>Midcourse Examination: Due Date TBD</li> <li>Presentation of Independent Study Topics in Spanish: Due Date TBD</li> <li>Weekly Quizzes</li> </ul>
Week 7 & 8	Using Spanish to Understand Context	<ul style="list-style-type: none"> <li>Integration of Spanish with Student Leadership Roles: identifying and sharing words and phrases as areas of focus of the week.</li> </ul>	<ul style="list-style-type: none"> <li>Worksheets/text book activities: Due Date TBD</li> </ul>
Week 9 & 10	Using Spanish for the Common Benefit	<ul style="list-style-type: none"> <li>Practicing translation for group activities</li> <li>Organized Spanish lunches</li> </ul>	<ul style="list-style-type: none"> <li>Final Examination: Due Date TBD</li> </ul>
Week 11	Closing the Course	<ul style="list-style-type: none"> <li>Practicing translation for group activities</li> </ul>	<ul style="list-style-type: none"> <li>Final Presentation: Due Date TBD</li> </ul>

## **Grading & Attendance**

### **Late Work Policy**

Be sure to pay close attention to deadlines—there will be no make up assignments or quizzes, or late work accepted without a serious and compelling reason and instructor approval.

### **Grading Scale**

Letter Grade	Corresponding Percentage Points	Numerical Equivalents
A	94-100	4.0
A-	90-93	3.7
B+	87-89	3.3
B	84-86	3.0
B-	80-83	2.7
C+	77-79	2.3
C	74-76	2.0
C-	70-73	1.7
D+	67-69	1.3
D	64-66	1.0
D-	60-63	0.7
F	60 and below	0.0

### **Attendance and Participation**

Students are expected to attend all regularly scheduled classes and come prepared to participate fully in class activities. Students are further expected to be on time for all classes. Arriving late for class or an activity is disrespectful of both the instructor and fellow students.

#### Overview of Attendance Policy

In courses that meet once a week, students are permitted one unexcused absence; in courses that meet twice a week students are permitted two unexcused absences; in courses that meet three or more times a week students are permitted three unexcused absences. If a student has more than the permitted number of unexcused absences his/her grade for the course will be lowered by one “mark” for each additional unexcused absence.

In other words,

- in a course that meets once a week only one unexcused absence is allowed. After two unexcused absences an A becomes an A-; after three an A becomes a B+; after four an A becomes a B, etc.
- in a course that meets twice a week, only two unexcused absences are allowed. After three unexcused absences an A becomes an A-; after four an A becomes a B+; after five an A becomes a B, etc.

- in courses that meet three or more times a week, only three unexcused absences are allowed. After four unexcused absences an A becomes an A-; after five an A becomes a B+; after six an A becomes a B, etc.

An unexcused absence is one not caused by illness or otherwise not approved by Dragons staff. An excused absence means written approval from the Dragons staff justifying the absence. Arriving late to class may also count towards an absence. The Student may not make up quizzes, exams, or other assignments which he/she misses as a result of unexcused absences. The Student may not arrange for or take quizzes or exams, or turn in other assignments, at a time or on a date other than the regularly-scheduled time and date.

The participation grade will depend on both the quality and the quantity of student's comments and questions and shall account for a portion of the total course grade.

### Summary of Attendance Policy

1. Three occurrences of tardiness are equivalent to one unexcused absence; each subsequent instance of tardiness is considered an additional unexcused absence.
2. Students are expected to do the required reading before class, volunteer for presentations and participate actively in class discussions.
3. Excused absences are determined by the lead Dragons staff member; in some instances a doctor's certification may be required.
4. Deadlines must be respected, even in cases of excused absences.
5. Students are responsible for getting homework assignments they miss and submitting them in a timely manner. Assignments turned in after the due date will result in a penalty to be determined by the instructor.
6. Any assignments not submitted will result in that assignment being given a grade of 0 (zero).
7. The Attendance Policy is applied until the last day of the program.

### **Accommodations for Disabilities**

Students with disabilities should contact Dragons for information and support. Please contact [info@wheretherebedragons.com](mailto:info@wheretherebedragons.com) with any requests for accommodation or to discuss additional learning needs you may have.

### **Statement of Inclusivity**

In keeping with Naropa's mission, the instructor and class members in this course strive to support an inclusive learning community, respecting those of all backgrounds and beliefs. As a community, we aim to be respectful to all people regardless of race, ethnicity, religion, age, veteran status, ability, immigration or economic status, gender or sexual orientation.

### **Gender Pronoun**

This course affirms people of all gender expressions and gender identities. Please let your instructor know the appropriate gender pronoun to use for you. Also, if you would like to be called a name other than what is on the class roster, please let your instructor know. If you have any questions or concerns, do not hesitate to contact your instructor.

### **Other Academic Policies**

Please refer to the Where There Be Dragons College Study Abroad Academic Policies for additional policies on related to academic integrity, ethics, diversity/disability accommodations, and the academic appeals process.



## Course Syllabus **SPAN 350: Spanish III** (Spanish Language 250)

### **Course Information**

**Credit Hours:** 4 credit hours, 60 contact hours  
**Program Location:** South America (Bolivia/Peru)  
**Faculty of Record:** TBD  
**Email:** TBD

### **Course Description**

This course is designed to develop advanced skills in the Spanish language and is intended for students with extensive prior exposure to the language. This course focuses on consolidating linguistic knowledge and development of speaking, listening, reading, and writing skills. Students in this course will develop advanced comprehension of and competence in using spoken Spanish in a wide-variety of experiences. Grammatical functions will be reviewed and incorporated as they relate to particular communication needs. A mix of communicative and interactive methods are used to develop advanced proficiency and materials are drawn from a variety of media sources and texts. In addition, students develop their understanding of the relationship between the Spanish language and culture. By the end of the semester, students are expected to be able to express sophisticated and nuanced ideas both orally and in writing. Out-of-classroom experiences such as field trips and guided interactions with native speakers supplement formal classroom instruction and provide ample opportunities for practical engagement. In addition, language skills gained in this course support students to deepen participation in other program and academic activities such as homestays and the Independent Study Project.

### **Course Materials**

- Authentic materials collected and supplied by local teachers.

### **Recommended Reference Works**

- HarperCollins Spanish-English Dictionary
- English Grammar for Students of Spanish: A Study Guide for Those Learning Spanish, Spinelli

## **Method of Instruction**

This course is delivered through a series of classroom instruction sessions, activities, homework, in-class practice, and non-classroom structured activities. All four skills of language learning (listening, speaking, reading, and writing) will be covered, with a particular focus on communication skills necessary in the host country.

## **Outcomes**

### **Student Learning Outcomes**

By the completion of this course, students will be able to:

- Communicate with accuracy in both formal and informal settings and discuss special fields of competence at an advanced level.
- Understand the concepts and main ideas when listening to a native speaker.
- Read and understand authentic materials such as newspapers and magazines on a variety of subjects, both familiar and unfamiliar.
- Write at an advanced level using the Spanish language.
- Write lengthy essays using advanced-level vocabulary and sentence structure on both concrete and abstract topics.

### **Knowledge Outcomes**

This course is designed to assist students to acquire and demonstrate knowledge about:

- The history and linguistic development of the Spanish language.
- Essential vocabulary, pronunciation, and grammatical structures.
- The differences and similarities between Spanish and the student's native language.

### **Skills Outcomes**

This course is designed to assist students in acquiring or enhancing the following skills:

- Confidence to engage in most conversations on a wide variety of topics.
- Control of a full range of grammatical structures, particularly those which are most challenging to non-native speakers, and significant vocabulary.
- Accurate and clear pronunciation.

## **Evaluation Matrix**

<b>Number</b>	<b>Evaluation Area</b>	<b>Weight</b>	<b>Due Date</b>
1	Participation in all lectures, field studies, reading assignments, discussions, and other course activities	20%	Continuous
2	Assignments	15%	TBD
3	Quizzes	15%	TBD
4	Mid-Course Oral and Written Exam	20%	TBD
5	Final Examination	20%	TBD
6	Final Oral Presentation	10%	TBD

## Description of Evaluation Areas

Number	Evaluation Area	Description/Instructions
1	Participation	Students are expected to attend all regularly scheduled classes and activities. Further, students should come prepared to participate fully and be prepared to demonstrate concepts presented in assigned reading. Students should be on time for all classes.
2	Assignments	Homework assignments will be announced in class. Please submit your homework on time to receive full credit and note that all homework assignments should be handed in before the class begins.
3	Quizzes	There will be quizzes held throughout the term either on vocabulary, sentence patterns, or the lesson text.
4	Mid-Course Oral and Written Exam	The written exam will cover grammar, sentence structure, and vocabulary. The oral exam will be conducted individually with the students and teacher and focus on pronunciation.
5	Final Examination	The written exam will cover grammar, sentence structure, and vocabulary.
6	Final Oral Presentation	You will make a final presentation on a topic of your choice. You should focus on demonstrating the language skills gained over the course of the term and also on correct pronunciation. The format of the presentation can vary and is up to the student to determine in consultation with the faculty. Your presentation should be approximately 15-20 minutes in length.

## Spanish III Curriculum Topics

### 1. The Host Country Family

#### **Communicative Competence:**

- Differentiate between a rural and urban family, expressed in their roles.
- Identify the paternalistic attitude of the family in relation to the children and their activities
- Analyze machismo and feminism in family roles
- Change of roles, responsibilities

#### **Grammatical Competence:**

- Review of the present, present perfect, and past

### 2. Transportation And Personal Security In Transportation

#### **Communicative Competence:**

- Transport from the community to the city and vice versa in public transport (Taxi, micro, trufi, taxi-trufi, etc.)
- Differentiate the types of transportation: local, interprovincial, interdepartmental, and corresponding rates and schedules
- Taking the necessary precautions in public transport, during the day and late at night

#### **Grammatical Competence:**

- Common transportation expressions
- Ser vs. Estar

### 3. Purchases

#### **Communicative Competence:**

- Differentiate between neighborhood stores, popular markets and supermarkets
- Bargain and ask for yapa
- Become familiar with different systems of local weights and measurements
- Recognize the possible dangers in popular markets

#### **Grammatical Competence:**

- Phrases and expressions related to purchases
- Reflexive verbs and their different uses

#### **4. Customs At The Table, Types Of Food And Restaurants**

##### **Communicative Competence:**

- Use of appropriate forms of rejection and acceptance of foods and beverages at home and in the community
- Become familiar with the host country diet, some typical foods in contrast to the food of other countries, typical customs during the meal according to the social setting (community, group, family)
- Put into practice a culinary activity
- Ask for a meal, make complaints if necessary in a restaurant taking into account host country customs
- Differentiate types of restaurants and tips

##### **Grammatical Competence:**

- Appropriate use of common expressions at the table
- Review of the present progressive
- Uses of the gerund

#### **5. The History of Host Country And The United States**

##### **Communicative Competence:**

- Differentiate the history of host country in its different historical periods to the present: pre-Colombian culture, colonial period, republica
- Compare with the history of your country

##### **Grammatical Competence:**

- Review of the Preterite vs. Imperfect

#### **6. Gender**

##### **Communicative Competence:**

- Identify gender types
- Feminism and machismo
- Types of gender-based violence

##### **Grammatical Competence:**

- Review of direct and indirect object pronouns

#### **7. Art In The Streets**

##### **Communicative Competence:**

- Discuss different expressions of communication/protest in the streets
- Discuss the reasons for these kinds of demonstrations

##### **Grammatical Competence:**

- Relative Pronouns

#### **8. Social Networks**

##### **Communicative Competence:**

- Talk about the importance and influence of social networks in society
- Credibility of what is published

##### **Grammatical Competence:**

- Connectors

#### **9. Holidays, Civic Dates And Celebrations**

##### **Communicative Competence:**

- Talk about festivities in your country
- Give and ask for information about important dates in host country
- Find out about family and public celebrations such as: Carnival, All Saints, etc.
- Find out about national, international, religious, labor and civic holidays

##### **Grammatical Competence:**

- Vocabulary of the subject
- Passive voice
- Uses of the "SE"

#### **10. Youth**

##### **Communicative Competence:**

- Analyze aspects of education - professionalization - aspirations - dangers - alcoholism - drug addiction - sex

**Grammatical Competence:**

- Simple future tense
- Compounded future tense

**11. The Political And Administrative Organization Of Host Country**

**Communicative Competence:**

- The three powers of the State
- Research how the political and development institutions of the country, such as the governorships and city halls, work
- Compare the political institutions of host country with your country

**Grammatical Competence:**

- Review of the present subjunctive and the present perfect subjunctive

**12. New Host Country Laws**

**Communicative Competence:**

- Discuss modern host country laws: Health, Education, Discrimination and Pension Laws
- Comment on the different government bonus programs

**Grammatical Competence:**

- Review of the subjunctive imperfect

**13. Andean Cosmivision.**

**Communicative Competence:**

- Understand the meaning of the Pachamama in Andean culture, different host country traditions, beliefs and customs.

**Grammatical Competence:**

- Achievable hypothesis
- Hypothesis contrary to reality

**14. Food And Health**

**Communicative Competence:**

- Learn about nutrition, child malnutrition and eating disorders

**Grammatical Competence:**

- Health vocabulary
- Verbs such as doler, gustar, etc.

**15. The Environment**

**Communicative Competence:**

- Analyze forest conservation, pollution, erosion and ecological tiers in the Andes
- Deforestation, climate change and its impact on the environment, technology, local issues/conflicts
- Influence of ethnic groups on environmental conservation
- Alternative energies

**Grammatical Competence:**

- Hypotheses contrary to reality - past tense

**16. Structures Of Host Country**

**Communicative Competence:**

- Social classes, location, social mobility
- Socio-economic structure of the country

**17. Cultural Differences**

**Communicative Competence:**

- Compare stereotypes and forms of nonverbal communication
- Compare bureaucratic systems and corruption in public institutions in host country and the United States

**Grammatical Competence:**

- Idioms and local expressions

**18. Andes/ Host Country Folklore**

**Communicative Competence:**

- Research local music traditions and dances
- Talk about traditional clothing
- Comment on musical instruments

**Grammatical Competence:**

- Idioms and local expressions

**19. Various Expressions Of Art**

**Communicative Competence:**

- Talk about theaters, sculpture, shows, poetry, crafts, music, textiles

**Grammatical Competence:**

- Idioms and local expressions

**Detailed Course Schedule**

Note that many of Dragons courses are taught in intensive blocks, with contact hours taking place during very specified times of the program. You may notice an intense amount of work in several particular weeks but know that other coursework will be spread out during other portions of the program.

<b>Weeks of program</b>	<b>Topic</b>	<b>Activities</b>	<b>Assignments &amp; Due Dates</b>
Week 1	Introduction to the Course, Overview of the Syllabus, & Assessing Student Spanish Language Levels	<ul style="list-style-type: none"> <li>• Review and practice refresher Spanish language materials</li> <li>• Scavenger hunt, with a focus on utilizing vocabulary and expressions from the refresher Spanish language materials.</li> <li>• Spanish lunches</li> <li>• Individual assessments of language abilities</li> </ul>	<ul style="list-style-type: none"> <li>• Spanish Baseline Assessment: Due Date TBD</li> </ul>
Week 2	Functional Spanish	<ul style="list-style-type: none"> <li>• Vocabulary, grammar, and activities focused on making oneself understood in various situations and communities</li> <li>• Scavenger hunt</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets/text book activities: Due Date TBD</li> </ul>
Weeks 3-6	Intensive Spanish Instruction	<ul style="list-style-type: none"> <li>• Intensive Spanish instruction in small groups.</li> <li>• Vocabulary, grammar, and activities pulled from curriculum topics.</li> <li>• Activities focused on using language in daily interactions with homestay family and for use with Independent Study Projects</li> </ul>	<ul style="list-style-type: none"> <li>• Daily worksheets/text book activities: Due Date TBD</li> <li>• Reader Digests: Due Date TBD</li> <li>• Midcourse Examination: Due Date TBD</li> <li>• Presentation of Independent Study Topics in Spanish: Due Date TBD</li> <li>• Weekly Quizzes</li> </ul>
Week 7 & 8	Using Spanish to Understand Context	<ul style="list-style-type: none"> <li>• Integration of Spanish with Student Leadership Roles: identifying and sharing words and phrases as areas of focus of the week.</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets/text book activities: Due Date TBD</li> </ul>
Week 9 & 10	Using Spanish for the Common Benefit	<ul style="list-style-type: none"> <li>• Practicing translation for group activities</li> <li>• Organized Spanish lunches</li> </ul>	<ul style="list-style-type: none"> <li>• Final Examination: Due Date TBD</li> </ul>
Week 11	Closing the Course	<ul style="list-style-type: none"> <li>• Practicing translation for group activities</li> </ul>	<ul style="list-style-type: none"> <li>• Final Presentation: Due Date TBD</li> </ul>

## **Grading & Attendance**

### **Late Work Policy**

Be sure to pay close attention to deadlines—there will be no make up assignments or quizzes, or late work accepted without a serious and compelling reason and instructor approval.

### **Grading Scale**

Letter Grade	Corresponding Percentage Points	Numerical Equivalent
A	94-100	4.0
A-	90-93	3.7
B+	87-89	3.3
B	84-86	3.0
B-	80-83	2.7
C+	77-79	2.3
C	74-76	2.0
C-	70-73	1.7
D+	67-69	1.3
D	64-66	1.0
D-	60-63	0.7
F	60 and below	0.0

### **Attendance and Participation**

Students are expected to attend all regularly scheduled classes and come prepared to participate fully in class activities. Students are further expected to be on time for all classes. Arriving late for class or an activity is disrespectful of both the instructor and fellow students.

#### Overview of Attendance Policy

In courses that meet once a week, students are permitted one unexcused absence; in courses that meet twice a week students are permitted two unexcused absences; in courses that meet three or more times a week students are permitted three unexcused absences. If a student has more than the permitted number of unexcused absences his/her grade for the course will be lowered by one “mark” for each additional unexcused absence.

In other words,

- in a course that meets once a week only one unexcused absence is allowed. After two unexcused absences an A becomes an A-; after three an A becomes a B+; after four an A becomes a B, etc.
- in a course that meets twice a week, only two unexcused absences are allowed. After three unexcused absences an A becomes an A-; after four an A becomes a B+; after five an A becomes a B, etc.

- in courses that meet three or more times a week, only three unexcused absences are allowed. After four unexcused absences an A becomes an A-; after five an A becomes a B+; after six an A becomes a B, etc.

An unexcused absence is one not caused by illness or otherwise not approved by Dragons staff. An excused absence means written approval from the Dragons staff justifying the absence. Arriving late to class may also count towards an absence. The Student may not make up quizzes, exams, or other assignments which he/she misses as a result of unexcused absences. The Student may not arrange for or take quizzes or exams, or turn in other assignments, at a time or on a date other than the regularly-scheduled time and date.

The participation grade will depend on both the quality and the quantity of student's comments and questions and shall account for a portion of the total course grade.

#### Summary of Attendance Policy

1. Three occurrences of tardiness are equivalent to one unexcused absence; each subsequent instance of tardiness is considered an additional unexcused absence.
2. Students are expected to do the required reading before class, volunteer for presentations and participate actively in class discussions.
3. Excused absences are determined by the lead Dragons staff member; in some instances a doctor's certification may be required.
4. Deadlines must be respected, even in cases of excused absences.
5. Students are responsible for getting homework assignments they miss and submitting them in a timely manner. Assignments turned in after the due date will result in a penalty to be determined by the instructor.
6. Any assignments not submitted will result in that assignment being given a grade of 0 (zero).
7. The Attendance Policy is applied until the last day of the program.

#### **Accommodations for Disabilities**

Students with disabilities should contact Dragons for information and support. Please contact [info@wheretherebedragons.com](mailto:info@wheretherebedragons.com) with any requests for accommodation or to discuss additional learning needs you may have.

#### **Statement of Inclusivity**

In keeping with Naropa's mission, the instructor and class members in this course strive to support an inclusive learning community, respecting those of all backgrounds and beliefs. As a community, we aim to be respectful to all people regardless of race, ethnicity, religion, age, veteran status, ability, immigration or economic status, gender or sexual orientation.

### **Gender Pronoun**

This course affirms people of all gender expressions and gender identities. Please let your instructor know the appropriate gender pronoun to use for you. Also, if you would like to be called a name other than what is on the class roster, please let your instructor know. If you have any questions or concerns, do not hesitate to contact your instructor.

### **Other Academic Policies**

Please refer to the Where There Be Dragons College Study Abroad Academic Policies for additional policies on related to academic integrity, ethics, diversity/disability accommodations, and the academic appeals process.



Course Syllabus  
**ANTH 325 / ISP 325:**  
**Independent Study Project (ISP): Methods and  
Application**  
(Anthropology 325 / Independent Study Project 325)

**Course Information**

**Credit Hours:** 4 credit hours, 60 contact hours

**Program Location:** Varies

**Faculty of Record:** TBD

**Email:** TBD

**Course Description**

This course is focused on providing students with a basic understanding of ethnographic research methods and skills, while also giving students the opportunity to develop specialized knowledge in a topic of study. During the first half of the course, a series of thematic seminars focus on research methodologies, the importance of ethics in research, best practices in working in cross-cultural partnerships in the host country, and skills training related to designing a study proposal. Students develop an understanding of how to refine research question(s), determine appropriate research and learning methods, and address ethical issues related to their projects. During the second half of this course, students use the plan outlined in their approved study proposal to carry out an individualized and in-depth study on a subject of their choice using primary sources. With the support of an academic advisor and/or a local mentor, students select a topic which relates to the program's scope, design an approach to study this subject, and conduct an individual project. The chosen topic of independent study may involve either an academic inquiry or the learning of a traditional skill through an apprenticeship.

**Course Materials**

- **Reader:** Dragons ISP Reader (includes all articles listed in the Required Reading section of the syllabus)
- Additional readings to be determined by student, faculty advisor, and ISP mentor

## **Method of Instruction**

This course is delivered through a series of lectures, readings, class discussions, reflections, presentations, independent research and non-classroom structured activities.

## **Outcomes**

### **Student Learning Outcomes**

By the completion of this course, students will be able to:

- Design a method to investigate a specific topic, including creating an individual learning plan which describes methods of research, timeline, and goals.
- Understand a variety of research methodologies and demonstrate the ability to conduct research using culturally appropriate research methods.
- Analyze and evaluate information/data gathered from primary sources or from a local mentor.
- Identify and recognize ethical issues as they relate to research, and specifically to research in the host country.

### **Knowledge Outcomes**

This course is designed to assist students to acquire and demonstrate knowledge about:

- The process of conducting independent research.
- Their specific topic; the student will demonstrate a strong working knowledge of information related to the topics.
- The challenges and opportunities of conducting research in the host culture specifically, and in carrying-out research in cross-cultural settings generally.

### **Skills Outcomes**

This course is designed to assist students in acquiring or enhancing the following skills:

- Competence in carrying out independent research and investigations of a topic.
- Effective oral presentation skills.
- Greater self-confidence in abilities to interact with and learn about the host culture.
- (If applicable) Confidence using local language when conducting research.

## **Evaluation Matrix**

<b>Number</b>	<b>Evaluation Area</b>	<b>Weight</b>	<b>Due Date</b>
1	Participation in all lectures, field studies, reading assignments, discussions, and other course activities	10%	On-Going
2	Response papers, leading discussions, and other assignments	15%	On-Going
3	ISP Journal	10%	On-Going Due by TBD
4	Project Proposal	10%	TBD
5	Project Plan Outline	10%	TBD
6	Final Paper	25%	TBD
7	Oral Presentation	20%	TBD

## Description of Evaluation Areas

A total of 21-26 pages of written work are required for this class through a series of written assignments. Note that all work should be presented in Times New Roman font, 12pt size, and double spaced.

Number	Evaluation Area	Description/Instructions
1	Participation	Students are expected to attend and be on time to all regularly scheduled classes and activities. Students should come prepared to participate fully and be prepared to demonstrate concepts presented in assigned reading.
2	Assignments & Homework	Completion of all assignments and homework, including response papers, and full participation in leading/facilitating discussions and other class time.
3	ISP Journal	A portion of your participation grade will be assessed based on your regular upkeep of an ISP Journal. This journal should outline the time and activities you have spent on your project, contacts, interviews, and other observations. You should log all hours spent on your project (see sample log below) and include activities such working with a local mentor, participant observations, note transcription, interviews, information analysis, reading supplementary materials, writing, etc.). Your final ISP Journal should be a minimum of 4 pages in length.
4	Project Proposal	After meeting with the faculty member to discuss potential ISP topics, you should then submit a Research Project Proposal. See instructions in the Appendix. The Project Proposal should be at least 1 page in length and should also include the supplemental Independent Study Travel Proposal (if applicable).
5	Project Plan Outline	Following feedback from the faculty member on your Project and Independent Travel Proposal, you should write a Project Plan Outline. See Instructions in the Appendix. The Project Outline should be at least 4 pages in length and should include the supplemental Independent Study Travel Plan (if applicable).
6	Final Paper	<p>The final paper should be 12-17 pages in length and must include a minimum of 10 sources that are properly cited. In-person interviews and other oral sources can be used as additional references. Your research sources, bibliography and citations will factor into your final grade. Please use proper APA or MLA formatting.</p> <p>Your paper will be evaluated based on the following criteria: description of topic and research goals, focus of research project/question, description of why this topic is relevant to your program, outline of the parameters of your study (the scope and any limitations), methodology used to investigate topic (including use of primary sources available in the host country), degree of accuracy, analysis of subject matter, grammar, use of intercultural communication skills and references.</p>
7	Oral Presentation	Depending upon the nature of ISP, presentations should be a minimum of 30 minutes. Presentations should introduce (and will be assessed on delivery of) your ISP topic and research question, objectives, methods used/strategy, overall experience, and learning outcomes. Presentations should model experiential methods, fully engaging your audience and be organized.

## **Required Readings**<sup>12</sup>

- Select readings from “The Basics of Social Research” (4th edition) by Earl Babbie, 2008. Thomson Wadsworth.
- Select readings from “Research Methods in Anthropology: Qualitative and Quantitative Approaches” (6th edition) by Russell H. Bernard. 2017. AltaMira Press,
- Select readings from “Qualitative Research Methods: A Data Collector’s Field Guide” by Natasha Mack, Cynthia Woodsong, Kathleen M. MacQueen, Greg Guest, and Emily Namey. 2005. FHI,
- Rockquemore, Kerry Ann. July 19, 2010. “Writing IS Thinking.” Inside Higher Education, 19 <https://www.insidehighered.com/advice/2010/07/19/writing-thinking>
- Select readings from “Social Research Methods.” By Aidan P. Kelly. 2016. University of London, The London School of Economics and Political Science.
- Hung and Popp. “How to frame a researchable question.” Learning Historical Research. <http://williamcronon.net/researching/questions.htm>
- Telling Secrets, Revealing Lives, Relational Ethics In Research With Intimate Others. Carolyn Ellis, 2007. Qualitative Inquiry, 13:1.
- Select readings from "An Introduction to Qualitative Research". (4<sup>th</sup> Edition) by Uwe Flick. 2009. Sage Publications.
- Additional readings to be determined by student, faculty, and ISP mentor (if applicable)

---

<sup>1</sup> Included here are a set of possible readings for this course. Specific readings will be determined by the faculty throughout the course.

<sup>2</sup> Copyright and Fair Use Statement:

Copyright laws and fair use policies protect the rights of authors. Materials used on Dragons courses such as articles, music, etc. may at times be copyrighted. It is important to note that these materials are provided for private study, scholarship, or research. Materials are sometimes provided in a printed format (one copy per participant) and sometimes electronically. If materials are provided electronically, participants may download one copy of the materials on any single electronic device for non-commercial, personal, or educational purposes only, provided that you do not modify it and use it only for the duration of this course. Beyond these uses, no materials provided may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. Where There Be Dragons and employees of Dragons do not assume any any responsibility for individuals who improperly use copyrighted material.

## Detailed Course Schedule

Note that many of Dragons courses are taught in intensive blocks, with contact hours taking place during very specified times of the program. You may notice an intense amount of work in several particular weeks but know that other coursework will be spread out during other portions of the program.

Week(s) of Program	Topic	Readings	Activities	Assignments & Due Dates
			<ul style="list-style-type: none"> <li>• Introduce ISP syllabus, schedule of course, and expectations</li> <li>• Explore and review potential ISP topics and brainstorm individual interests</li> </ul>	
TBD	Unit 1: Introduction to ISP and Human Inquiry	<ul style="list-style-type: none"> <li>• Chapter 1: What is social research? Kelly, Aidan P. "Social Research Methods". 2016. University of London. [20 pages]</li> <li>• Babbie, Earl. The Basics of Social Research Chapter 1: Human Inquiry and Science. [29 pages]</li> </ul>	<ul style="list-style-type: none"> <li>• Review sections in the Appendix of this syllabus related to choosing an ISP topic</li> <li>• Meet with faculty to discuss possible ISP options and resources available</li> </ul>	<ul style="list-style-type: none"> <li>• Submission of 3-5 individual possible projects/topics/questions with short description, list of potential challenges, and pros/cons of carrying-out these projects in the host country.</li> <li>• Response Paper (2 pages) on the potential benefits and challenges of social research. What can it teach us and where are its limitations?</li> <li>• Pairs or small groups come prepared with discussion/guiding questions and to facilitate conversations.</li> </ul>
TBD	Unit 2: Introduction to Ethical Research Guidelines	<ul style="list-style-type: none"> <li>• The "Ethics and Independent Study Projects" section of the Dragons Academic Policies (not included in course reader – reference policies directly)</li> <li>• Babbie, Earl. The Basics of Social Research Chapter 3: The Ethics and Politics of Social Research [28 pages]</li> <li>• Flick, Uwe. 2009. "Ch: 4 Ethics of Qualitative Research." An</li> </ul>	<ul style="list-style-type: none"> <li>• Non-graded quiz on Protecting Human Research Participants</li> </ul>	<ul style="list-style-type: none"> <li>• Pairs or small groups come prepared with discussion/guiding questions and to facilitate conversations.</li> <li>• Reviewing previous submissions of brainstormed 3-5 topics, re-submit with added thoughts and</li> </ul>

<b>Week(s) of Program</b>	<b>Topic</b>	<b>Readings</b>	<b>Activities</b>	<b>Assignments &amp; Due Dates</b>
		<p>Introduction to Qualitative Research. [10 pages]</p> <ul style="list-style-type: none"> <li>• Telling Secrets, Revealing Lives, Relational Ethics In Research With Intimate Others. Carolyn Ellis, 2007. [20 pages]</li> </ul>		<p>consideration of ethics and human research participants.</p> <ul style="list-style-type: none"> <li>• 1.5 page response paper critiquing a student-chosen pre-modern historical human research experiment using modern ethics considerations.</li> </ul>
TBD	Unit 3: Designing a Project Proposal	<ul style="list-style-type: none"> <li>• Flick, Uwe. 2009. "Ch: 12 How to Design Qualitative Research: An Overview." An Introduction to Qualitative Research. [20 pages]</li> <li>• Qualitative Research Methods: Module 1 Qualitative Research Methods Overview [15 pages]</li> <li>• Hung and Popp: "How to frame a researchable question" [7 pages]</li> </ul>	<ul style="list-style-type: none"> <li>• Pair or small group sharing of draft Project Proposals to elicit comments and suggestions</li> <li>• Meet with faculty to discuss Project Outline</li> </ul>	<ul style="list-style-type: none"> <li>• Pairs or small groups come prepared with discussion/guiding questions and to facilitate conversations.</li> <li>• Maintain ISP Journal</li> <li>• Complete Project Proposal</li> </ul>
TBD	Unit 4: Research Methods & Best Practices	<ul style="list-style-type: none"> <li>• Qualitative Research Methods: Module 2 Participant Observation [18 pages]</li> <li>• Qualitative Research Methods: Module 3 In-Depth Interviews [23 pages]</li> <li>• Bernard, Russell. Research Methods in Anthropology, Chapter 13: Field Notes and Database Management. [14 pages]</li> </ul>	<ul style="list-style-type: none"> <li>• Participant Observation Activity</li> <li>• Semi-Structured Interview Activity</li> <li>• Present individual draft Project Plan Outline to solicit group feedback, considerations, and suggestions</li> </ul>	<ul style="list-style-type: none"> <li>• Pairs or small groups come prepared with discussion/guiding questions and to facilitate conversations</li> <li>• Meet with faculty to discuss refined ISP proposal and research plan</li> <li>• Submit a Project Plan Outline</li> <li>• Maintain ISP Journal</li> </ul>
TBD	Unit 5: Independent Data Gathering / Learning	<ul style="list-style-type: none"> <li>• Rockquemore, "Writing IS Thinking." Inside Higher Education. [2 pages]</li> <li>• Self-identified readings that support research topic</li> </ul>	<ul style="list-style-type: none"> <li>• Self-identified activities as required by individual research projects</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly check-in with faculty member to update on progress.</li> <li>• Maintain ISP Journal</li> </ul>
TBD	Unit 6: Independent Data Analysis and Reflection	<ul style="list-style-type: none"> <li>• Self-identified readings that support research topic</li> </ul>	<ul style="list-style-type: none"> <li>• Self-identified activities as required by individual research projects</li> <li>• Meet with faculty to discuss project progression</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly check-in with faculty member to update on progress.</li> <li>• Maintain ISP Journal</li> </ul>

<b>Week(s) of Program</b>	<b>Topic</b>	<b>Readings</b>	<b>Activities</b>	<b>Assignments &amp; Due Dates</b>
TBD	Unit 7: ISP Wrap-Up	<ul style="list-style-type: none"> <li>Self-identified readings that support research topic</li> </ul>	<ul style="list-style-type: none"> <li>Self-identified activities as required by individual research projects</li> <li>Meet with faculty to discuss project progression</li> </ul>	<ul style="list-style-type: none"> <li>Complete Final Paper</li> <li>Give Oral Presentation</li> <li>Submit final ISP Journal</li> </ul>

## **Grading & Attendance**

### **Late Work Policy**

Be sure to pay close attention to deadlines—there will be no make up assignments or quizzes, or late work accepted without a serious and compelling reason and instructor approval.

### **Grading Scale**

Letter Grade	Corresponding Percentage Points	Numerical Equivalents
A	94-100	4.0
A-	90-93	3.7
B+	87-89	3.3
B	84-86	3.0
B-	80-83	2.7
C+	77-79	2.3
C	74-76	2.0
C-	70-73	1.7
D+	67-69	1.3
D	64-66	1.0
D-	60-63	0.7
F	60 and below	0.0

### **Attendance and Participation**

Students are expected to attend all regularly scheduled classes and come prepared to participate fully in class activities. Students are further expected to be on time for all classes. Arriving late for class or an activity is disrespectful of both the instructor and fellow students.

### **Overview of Attendance Policy**

In courses that meet once a week, students are permitted one unexcused absence; in courses that meet twice a week students are permitted two unexcused absences; in courses that meet three or more times a week students are permitted three unexcused

absences. If a student has more than the permitted number of unexcused absences his/her grade for the course will be lowered by one “mark” for each additional unexcused absence.

In other words,

- in a course that meets once a week only one unexcused absence is allowed. After two unexcused absences an A becomes an A-; after three an A becomes a B+; after four an A becomes a B, etc.
- in a course that meets twice a week, only two unexcused absences are allowed. After three unexcused absences an A becomes an A-; after four an A becomes a B+; after five an A becomes a B, etc.
- in courses that meet three or more times a week, only three unexcused absences are allowed. After four unexcused absences an A becomes an A-; after five an A becomes a B+; after six an A becomes a B, etc.

An unexcused absence is one not caused by illness or otherwise not approved by Dragons staff. An excused absence means written approval from the Dragons staff justifying the absence. Arriving late to class may also count towards an absence. The Student may not make up quizzes, exams, or other assignments which he/she misses as a result of unexcused absences. The Student may not arrange for or take quizzes or exams, or turn in other assignments, at a time or on a date other than the regularly-scheduled time and date.

The participation grade will depend on both the quality and the quantity of student’s comments and questions and shall account for a portion of the total course grade.

#### Summary of Attendance Policy

1. Three occurrences of tardiness are equivalent to one unexcused absence; each subsequent instance of tardiness is considered an additional unexcused absence.
2. Students are expected to do the required reading before class, volunteer for presentations and participate actively in class discussions.
3. Excused absences are determined by the lead Dragons staff member; in some instances a doctor’s certification may be required.
4. Deadlines must be respected, even in cases of excused absences.
5. Students are responsible for getting homework assignments they miss and submitting them in a timely manner. Assignments turned in after the due date will result in a penalty to be determined by the instructor.
6. Any assignments not submitted will result in that assignment being given a grade of 0 (zero).
7. The Attendance Policy is applied until the last day of the program.

#### **Accommodations for Disabilities**

Students with disabilities should contact Dragons for information and support. Please contact [info@wheretherebedragons.com](mailto:info@wheretherebedragons.com) with any requests for accommodation or to discuss additional learning needs you may have.

### **Statement of Inclusivity**

In keeping with Naropa's mission, the instructor and class members in this course strive to support an inclusive learning community, respecting those of all backgrounds and beliefs. As a community, we aim to be respectful to all people regardless of race, ethnicity, religion, age, veteran status, ability, immigration or economic status, gender or sexual orientation.

### **Gender Pronoun**

This course affirms people of all gender expressions and gender identities. Please let your instructor know the appropriate gender pronoun to use for you. Also, if you would like to be called a name other than what is on the class roster, please let your instructor know. If you have any questions or concerns, do not hesitate to contact your instructor.

### **Other Academic Policies**

Please refer to the Where There Be Dragons College Study Abroad Academic Policies for additional policies on related to academic integrity, ethics, diversity/disability accommodations, and the academic appeals process.



## ISP APPENDIX: Additional Resources/Instructions

### Types of ISP Topics

As you begin to consider an ISP topic, it may be helpful to consider topics as they might fall into two different categories.

**Analytical ISP:** Some students choose to complete an analytical ISP on a particular topic that relates to the host country/culture. This type of ISP may focus more on an investigation of a social topic, current-event, or traditional or cultural practice. An analytical ISP tends to focus research on collecting information from observations, interviews, or academic/media resources.

**Practical ISP:** Many students choose to investigate an ISP in which they can work with a local mentor on a practical topic which may be more hands-on or creative. A Practical ISP should be directly related to the host country/culture and generally involves working with a local expert in order to gain practical understanding and skills related to an ISP. Students who choose to do a Practical ISP may create a final product (such as a work of art or music) and present this during their oral presentation. (Oral Presentations will likely require the student to carry out some research in order to be able to talk knowledgeably about context). That being said, these students also required to complete other written assignments as described in the syllabus.

### Choosing a Topic

As you are in the process of selecting an ISP topic, go through the following questions.

- Is this project one that can only be done because I am in the host country? Ideally, your answer will be yes. Your topic should be pertinent to the place and not something you could easily do at home.
- Is this a project that will help me better understand the host country/culture? Ideally, your answer will be yes.
- Will I need a great deal of online or library materials to sufficiently investigate this project? Ideally, the answer will be no as you will have limited access to the internet and library resources.
- Can I describe my topic in one sentence or less? Ideally, your answer will be yes – demonstrating that it is a focused topic.
- Given the amount of time and resources I have to spend on my ISP, can I realistically look at this topic in a meaningful way? Ideally, your answer will be yes.



## **Project Proposal**

*Use the below format to write your ISP Project Proposal.*

### **Research Topic**

Clearly state your research topic.

### **Research Question**

What is your primary research question?

### **Goals of Research**

What are your goals/reasons for choosing this ISP topic? What do you hope to learn from this project? Is this project connected to any other personal, academic or career interests and what are the corresponding learning objectives? Where will you step outside your comfort zone during this project? How are you going to motivate yourself and take responsibility for your learning?

### **Back Up**

Do you have a second-choice of ISP topic that you would like to pursue?



## **Project Outline**

Use the below format to write your ISP Project Outline.

### **Research Topic and Goals Statement**

Based on any feedback you received, further refine your research topic, question, and goals.

### **Methodology**

What are your proposed methods of research? In other words, how you will collect/analyze information or learn about the topic Explain how you will approach this project? If you are doing a practical ISP, how do you plan to work with a local mentor?

### **Resources**

What are the resources (people, places, books, articles, experiences, interviews, etc.) that you plan on using for this project? What, if any, monetary funds are needed to complete this project (note, some funds may be provided by the program and some may be considered personal expenses)? What requests do you have for support from faculty/instructors? Please also provide a list of supplementary readings will you engage with as part of this ISP.

### **Timeline**

Create a detailed timeline of how you will carry out this project. Include dates, times, resources, interviews, research, reading, practicing or any other methods you think you may be devoting your time to during this project.

### **Potential Challenges**

What barriers could potentially hinder you from accomplishing your ISP goals? What is your plan for overcoming those challenges?

### **Ethical Issues**

Please include an analysis of the ethics related to your project. Please answer the following questions:

- 1) What, if any, human subjects that will be involved with your research?
- 2) What risks will your project involve to the subjects of your study? How you will work to reduce or manage potential risks to participants? What are the benefits?
- 3) Does your project involve any sensitive topics or confidential information that could put any human subjects at risk if disclosed?
- 4) Does your project involve personal from vulnerable populations?
- 5) Will human subjects participate in your project voluntarily, without any coercion or pressure to participate?
- 6) Do you plan to distribute the results of the project outside of the classroom or Dragons?

*Note that faculty will review your reflections on ethics, and students may be asked to revise their proposal or the proposal may require review by Naropa University's Institutional Review Board (see Academic Policies for more information related to the IRB Review Process).*



