Global Literacy
Global literacy (GL) is the **ability to participate in sociocultural practices** by both interacting with others in different languages and by creating, presenting, and interpreting ideas through oral and written texts **in more than one language**. You cannot be global if you only live in one language. GL includes written and oral communication, critical thinking and social responsibility, and appreciation of cultural artifacts, artistic products, and new technologies in more than one language.

Student Learning Outcomes for Global Literacy
A. In 100- and 200-level courses in Basic Language Programs (both heritage and second language), learning outcomes are introduced. Learners will work on the following:

WRITTEN AND ORAL COMMUNICATION
   a. Begin to develop communicative abilities in the target language to attain an intermediate low level of written and oral proficiency so as to allow students to participate effectively in formal and informal conversations concerning a variety of topics: university life, families, hobbies, childhood, food, health, current events, new technologies, political, cultural, and religious issues.
   b. Begin to develop an intermediate level of proficiency to present and explain information in the target language in front of an audience related to academic and non-academic topics. Introduce the writing of a solid final research paper based on an analytical topic (2-3 pages).

CRITICAL THINKING & SOCIAL RESPONSIBILITY
   a. Be introduced to basic descriptions, simple narrations, and basic analytical tools to write short argumentative essays, and introduction to the basic grammar that accompanies each one of these three major grammatical functions.
   b. Begin to develop social responsibility, tolerance and understanding of diversity, and a nuanced understanding of the diversity and richness of the cultures and people of the Spanish-speaking world: from basic geographical knowledge to issues connected to history, politics, and cultural diversity.

ARTISTIC APPRECIATION & NEW TECHNOLOGIES
   a. Begin to appreciate and understand non-artistic and artistic cultural products written or produced in a different language. Introduction to the contextualization and analysis of authentic and current newspaper articles, brief literature pieces (short stories and poems), short films, and feature films. Read in the target language with sufficient accuracy so as to understand the main idea and supporting details in a variety of short genres: from newspapers articles to short literature pieces and feature films.
   b. Begin to work with new technologies and develop digital literacies when studying and learning new languages and cultures. Begin to participate on blogs, discussion board, and virtual collaborations. Learners begin to be partially proficient in defining, accessing, and managing, information in multilingual digital environments. (See the department's Information and Communication Technologies rubric below, that includes defining an information need, accessing, managing, and evaluating information in digital environments, as well as integrating, creating, and communicating information in such environments.)

B. In 200-level courses in the advance language programs (202 and 203, 204, and 208), learning outcomes are reinforced. Learners will work on the following:

WRITTEN AND ORAL COMMUNICATION
   a. Reinforce their written and oral communicative abilities in the target language to attain an advanced low level of written and oral communicative proficiency so as to allow students to participate effectively and appropriately in formal and informal conversations concerning a variety of topics: university life, families, hobbies, childhood, food, health, current events, new technologies, political, cultural, and religious issues. Learners of non Indo-European languages reach a lower level of proficiency when compared to learners of Romance languages because of the complexities of non-romance alphabets, and lack of similarities between first language and language to be learned.
   b. Reinforce presentation abilities. Learn to build and present coherent arguments orally and in writing. Reinforce the production of a solid final paper based on an analytical topic of comparative nature, at least three different texts unified by a topic (6 to 8 pages).

CRITICAL THINKING & SOCIAL RESPONSIBILITY
   a. Reinforce analytical tools to carry out close analyses of narrative texts: short stories, novels, films, and cultural essays. Reinforce grammatical understanding and analysis as relevant to analysis of texts. Learners are exposed to sophisticated grammatical concepts, and there is extensive work on strengthening L2 vocabulary.
   b. Reinforce social responsibility, tolerance and understanding of diversity, and development of a nuanced understanding of the diversity and richness of the cultures and people of world: geographical and societal information, historical and critical moments in the target culture, main political figures and critical political issues, and understand cultural diversity avoiding stereotypes.

ARTISTIC APPRECIATION & NEW TECHNOLOGIES
   a. Reinforce the appreciation and understanding of non-artistic and artistic cultural products written or produced in a different language. In-depth sociocultural contextualization and analysis of authentic and current media, new technologies, legal and scientific texts, literature, theater, and feature films. Read in the target language with accuracy and fluency so as to understand critical ideas in all their complexity, and understand the relative relevance of supporting details in a variety of genres: newspapers articles to literature (novels, poems, short stories), performing arts, and feature films.
   b. Reinforce the use of new technologies and digital literacies when studying and learning new languages, literatures, and cultures (continue to participate on blogs, discussion board, and virtual collaborations; learners become proficient in defining, accessing, managing, integrating, and evaluating information in multilingual digital environments).

C. In upper level of 300, 400, and 500 level courses (see appendix D for description of Capstone course for majors in Spanish and French), learning outcomes are consolidated as follows:

WRITTEN AND ORAL COMMUNICATION
a. Consolidate their written and oral communicative abilities in the target language to attain an advanced high or superior level of written and oral communicative proficiency so as to allow students to participate effectively, appropriately, and with complexity in formal and informal conversations concerning a variety of topics: universities and social institutions, human relationships, childhood and memory, health issues, migration, transnationalism, current events, new technologies, political, cultural, and religious issues. Master reading in the target language with precise accuracy, rapid fluency, and sophisticated complexity so as to understand critical ideas in all their details, and understand the relative relevance of supporting information in a wide variety of genres: fiction, poetry, drama, journalism, advertising, political rhetoric, legal documents, visual forms, music, and films.
b. Consolidate presentation abilities. Master the ability to present coherent arguments orally and in writing. Be able to produce a solid final research paper based on an analytical topic that dialogues with previous academic readings done in class (12-15 pages).

CRITICAL THINKING & SOCIAL RESPONSIBILITY
a. Consolidate analytical tools to carry on close analyses of narrative texts: short stories, novels, films, and cultural essays. Develop tools for the interpretation of a very wide variety of texts in a given cultural, historical, social, and theoretical framework provided by the course. Ability to approach and understand every type of expressive form. Develop abilities to find and evaluate sources of information according to the topics of the class and with the methodological tools provided by the professor. Consolidate grammatical understanding and analysis of language as learners are exposed to in-depth study of sophisticated and complex grammatical concepts, and there is extensive and intensive work on strengthening L2 vocabulary.
b. Master social responsibility, tolerance and understanding of diversity, and an extensive and nuanced understanding of the diversity and richness of the cultures and people of the world: extensive geographical and societal information, precise historical and critical moments in the target culture history, in depth knowledge of main political figures and critical political issues, and understand cultural diversity avoiding stereotypes. Learner will develop the ability to identify national imaginaries, national stereotypes, understanding of cultural symbols and sites of memory (buildings, historical figures, popular heroes, monuments, currency, landscapes, fashion, and cuisine), develop their sensitivity to contexts of language, and a solid command as well as an analytic knowledge of specific metaphors and key terms that inform cultures and societies under study.

ARTISTIC APPRECIATION & NEW TECHNOLOGIES
a. Consolidate the ability to appreciate, interpret, and understand non-artistic and artistic cultural products written or produced in a different language. Acquire a broad, structured knowledge of the history, literature and culture in the target language. In-depth sociocultural contextualization and analysis of authentic and current media, legal and scientific texts,

literature, performing arts, and feature films. Develop an understanding of literary and artistic works as projection of a nation's self-understanding, identity issues, the social and historical narratives in literary texts, the structure of the legal system, the political system, the educational system, the economic system, and the social welfare system.

b. Master the use of new technologies and digital literacies when studying and learning new languages, literatures, and cultures. Learners are active and expert participants on blogs, discussion boards, and virtual collaborations. They are proficient in defining, accessing, managing, integrating, evaluating, creating, and communicating information in multilingual digital environments.

Required Criteria	0 - Unsatisfactory	1 - Partially Proficient	2 - Proficient	3 - Exemplary	POINTS
Define Using digital tools to identify and represent an information need	Information need not identified; no understanding of using digital tools	Digital tool applied; information need not identified	Appropriate digital tool used; information need generally identifiable	Information need clearly outlined and addressed; used more than one relevant digital tool;	
Access Collecting and/or retrieving information in digital environments	Collection/retrieval not performed; no understanding of various digital environments.	Minimal collection/retrieved of information; information not relevant; digital environment used improperly	Relevant information; information generally organized; appropriate digital environment applied	Relevant information collected/retrieved; information well organized; very knowledgeable about various digital tools; uses advanced features available in digital environment	
Manage Using digital tools to apply an existing organization or classification scheme for information	No understanding of information management; digital tools not used	Incorrect tool used; organization or classification scheme applied incorrectly	Appropriate tool used; generally understands concepts for information management;	Used alternative tools; organization of information clear and concise; applies the concepts of information management appropriately	
Integrate Interpreting and representing information, such as by using digital tool to synthesize summarize, compare, and contrast information from multiple sources	No use of digital tools to integrate information; does not understand the general concepts of synthesizing, summarizing, etc.	Ineffective use of digital tool; purpose partially achieved	Interpretation and representation of information is clearly identifiable; basic use of digital tool; multiple sources not used to contrast	Information fully integrated; organization precise; effective comparison and contrast; understands and applies the concepts of integrating information	
Evaluate Judging if the information satisfies the needs of an information problem, including determining authority, bias, and timeliness	Sources biased and unscholarly; materials irrelevant or marginally relevant to topic; out-dated information; own and other's biases and assumptions not recognized	Most sources scholarly or reliable; materials generally relevant to topic; generally current; own and other's biases and assumptions recognized but not analyzed	All sources scholarly or reliable; all materials relevant to topic and current; own and other's biases and assumptions generally analyzed	All sources scholarly or reliable; primary sources may be included; all materials relevant to topic and current; own and other's biases and assumptions analyzed methodically	
Create Adapting, applying, designing or constructing information in digital environments	Information not created within digital environment	Ineffective approach for creating information; minimal use of digital tools	Consistent and effective creation of information; understanding of the digital tools	Innovative and effective approach to creating information; deep understanding of the digital tools	
Communicate Disseminating information relevant to a particular audience in an effective digital format	No understanding of how to disseminate information in digital format; audience not considered	Dissemination of information is organized although inconsistent; ineffective digital format used; audience generally understood	Digital format of information is organized and consistent; audience understood	Innovative approach used for digitizing and disseminating information; advanced features of digital tool are used; audience understood and addressed	

MLL ATTENDANCE POLICY

BLP: You are allowed up to **three (3) unexcused absences** (two (2) unexcused absences in classes that meet TR) during the semester without any official documentation. On **your fourth unexcused absence** (third unexcused absence in classes that meet TR), ONE percentage point will be deducted from the final course grade, and each subsequent absence will result in the deduction of one further percentage point (of 100 total points).

Per departmental guidelines for basic language courses, any student with **more than 12 unexcused absences** (including the three absences for which you will not incur a grade penalty) will automatically be assigned the grade of F for the course. In addition, those with **more than 12 absences (excused or unexcused)** may be asked to withdraw from the course by their instructor on the recommendation of the Language Program Director.

Upper-level courses: Attendance to all classes is mandatory. Only two absences are allowed. More than four absences will remove all your points for participation and attendance in your final grade. More than five absences will remove your points for participation and attendance plus 2 other points in your final grade. More than 8 unexcused absences will automatically give you an "F" in the class. **Those with more than 8 absences (excused or unexcused) may be asked to withdraw from the course by their instructor on the recommendation of the Director of Undergraduate Studies.**

Excused absences are for documented illnesses and personal/family emergencies, for religious holidays (see below) and for participating in UM team sports (documentation must be provided). If you must be absent for a university-sponsored event, please provide a letter from the organizer at least one week before the planned absence. If you are ill, you must e-mail the professor before class each day that you are to be absent for your absence to be considered excused. Please provide verification from your doctor. Absences without prior notification, however, will never be excused.

Observance of Religious Holy Days: Students must provide written notification to their instructor no later than August 26, 2016 for MWF or August 30, 2016 for TTh of any classes from which they will be absent during the semester due to the observance of religious holy days. Students who enroll in the course after the last day to add a course must inform the instructor within two calendar days of any classes from which they will be absent for the above reason. The time spent travelling to and from observances will not be excused. Absences for which the student has failed to provide written notice by the dates indicated above will not be excused.

RELIGIOUS HOLY DAY POLICY

The University of Miami, although a secular institution, is determined to accommodate those students who wish to observe religious holy days. It seeks to reflect its awareness of and sensitivity to religious holy days whenever possible when scheduling University activities. The following provisions are meant to apply equitably to all religious groups and to provide opportunities to all to meet their religious obligations.

Except as specifically provided to the contrary, this policy is binding on all students in undergraduate programs. Schools offering graduate or professional programs, including undergraduate professional programs, are strongly encouraged to adhere to these policies to the maximum extent practicable. Any student absent from class in observance of a religious holy day shall not be penalized in any way for an examination or assignment missed during the period of absence. Absence in observance of a religious holy day does not relieve students from responsibility for any part of the course work required during the period of absence. Students who are absent on days of examinations or class assignments shall be offered a reasonable opportunity to make up the work without penalty, if the student previously arranged to be absent. Nothing in this policy shall preclude faculty members from limiting the number of student absences to a reasonable number of absences for any reason. The faculty member has discretion to determine how the make-up obligation will be fulfilled. A faculty member who penalizes a student contrary to these provisions may have committed unprofessional conduct, and thus may be subject to a complaint to the Committee on Professional Conduct under the provisions of Section B4.9 of the Faculty Manual.

It is the student's obligation to provide faculty members with notice of the dates they will be absent due to observance of religious holy days, preferably before the beginning of classes but no later than the end of the first three class days. For religious holy days that fall within the first three class days, students must provide faculty members with notice no later than two class days before the absence. Missing a class due to travel plans associated with a particular religious holy day does not constitute an excused absence. Absences due to observance of religious holy days that are not pre-arranged with the relevant faculty member within the first three class days may be considered unexcused, and the faculty member may therefore prevent the student from making up examinations or assignments missed during the period of absence.

Faculty members are encouraged to anticipate days when a substantial number of students will be absent for observance of religious holy days and should avoid scheduling examinations and assignment deadlines on those days. Faculty members are expected to reasonably assist students in obtaining class information the student missed during the period of absence in observance of a religious holy day. In that regard, faculty members are urged to allow taping or recording of the class session, with the reproduction limited to the student's personal use, when a student misses a class due to observance of a religious holy day. To assist in identifying religious observance days, faculty members are encouraged to consult the illustrative list provided in the Interfaith Calendar (http://www.interfaithcalendar.org). Faculty members are urged to remind students of their obligation to inform faculty members within the first three class days of any anticipated absences due to observance of religious holy days and should include that information in the syllabus or course requirements document for that course.

MLL HONOR CODE AND PLAGIARISM STATEMENTS

Students enrolled in this course are expected to abide by the University of Miami Honor Code [https://umshare.miami.edu/web/wda/deanstudents/pdf/undergrad_honorcode.pdf]. The purpose of the Honor Code is to protect the academic integrity of the university by encouraging consistent ethical behavior in assigned coursework. Academic dishonesty of any kind, for whatever reason, will not be tolerated.

ANY STUDENT FOUND IN VIOLATION OF THE CODE WILL AUTOMATICALLY RECEIVE A GRADE OF ZERO FOR THE ASSIGNMENT IN QUESTION; ASSIGNMENT CANNOT BE REWRITTEN. IN ADDITION, THE STUDENT MAY ALSO RECEIVE AN F FOR THE COURSE AND BE SUBJECT TO THE JUDGMENT OF THE HONOR COUNCIL. HONOR COUNCIL SANCTIONS INCLUDE SUSPENSION OR DISMISSAL FROM THE UNIVERSITY.

No honest student wants to be guilty of the intellectual crime of plagiarism or collusion, even unintentionally. Therefore, we provide you with these guidelines so that you don't accidentally fall into the plagiarism/collusion trap.

Collusion is working together on an assignment that a student is supposed to complete individually. You should never solicit the assistance of a native speaker or a tutor to write a paper; have your work **proofread** by anybody other than your instructor or the MLL Dept. tutor. They may proofread versions of your essays in order to help you to understand the revisions that need to be made, but will not write your work for you or correct your mistakes; have **native speakers** or **other students** help you to produce any work that you submit for a grade in this course, unless such collaboration is approved by your instructor, e.g., in the case of peer-reviewing.

Acceptable form of assistance or tutoring is one in which a tutor explains basic tenets of language and reviews errors encouraging self-correction. Tutors should never be correcting your essays; you should always be the sole author of your paper.

Plagiarism is the taking of someone else's words, work, or ideas, and passing them off as a product of your own efforts. Plagiarism may occur when a person fails to place quotation marks around someone else's exact words, directly rephrasing or paraphrasing someone else's words while still following the general form of the original, translating someone else's words, and/or failing to issue the proper citation to one's source material. A word of caution about the internet: If you incorporate information from the internet without properly citing the source from which you obtained the information, you are committing plagiarism and you will fail the course. Of course, if you use information from other written sources such as books, newspaper, magazine, or academic journal articles without properly citing them, you will also incur in plagiarism. Please consult the latest edition of *The MLA Handbook for Writers of Research Papers* for more information on how to cite sources properly (https://style.mla.org/).

In student papers, plagiarism is often due to:
- turning in someone else's paper as one's own;
- turning in your own paper from another course, even if edited, altered or expanded;
- using another person's data or ideas without acknowledgment;
- failing to cite a written source (printed or internet) of information that you used to collect data or ideas;
- copying an author's exact words and putting them in the paper without quotation marks;
- rephrasing an author's words and failing to cite the source;

- translating an author's words and failing to cite the source;
- using an internet translator or any translation program to translate your own or somebody else's words.

Note on translation: You should never use human translators or translation tools (e.g., Google Translate, Babelfish) to translate full sentences, passages, paragraphs, etc., written in another language that you later submit to your instructor as your own work. If somebody or something did the translating for you, you did not produce the work independently!

- copying, rephrasing, or quoting an author's exact words and citing a source other than where the material was obtained. (For example, using a secondary source which cites the original material, but citing only the primary material. This misrepresents the nature of the scholarship involved in creating the paper. If you have not read an original publication, do not cite it in your references as if you have!)
- using wording that is very similar to that of the original source, but passing it off as one's own.

The last item is probably the most common problem in student writing. It is still plagiarism if the student uses an author's key phrases or sentences in a way that implies they are his/her own, even if s/he cites the source. When in doubt about how to cite correctly, please contact your instructor.