NYU Buenos Aires
SPAN-UA 9064
La lengua de Buenos Aires

Instructor Information

- Mariano López Seoane, PhD.
- NYU BA, Anchorena 1314
- Office hour: By appointment
- Mon & Wed 11:45-1:15
- mls379@nyu.edu

Course Information

- Course Description
  La lengua de Buenos Aires is a 4-credit advanced conversation course, which counts towards the Spanish minor and major. This class seeks to make students familiar with the most outstanding features of the Spanish of the Rio de la Plata area. It does also work as a map of the local effects of well known global processes. Buenos Aires is justly regarded as a cosmopolitan city, unique in Latin America for its multicultural mélange of European and American cultural influences. Yet Buenos Aires is cosmopolitan in another, deeper sense: as a city, it has been defined by the same global forces that affect and shape London, New York and Shanghai. The course will focus on six problems that can be studied in any major city in the world: tensions around immigration; poverty, social exclusion and its impact in urban life; discrimination and violence in connection to racial, sexual and class difference; drugs and the narco-machine; violence against women and femicide; religious tensions in a modern society. All these social, cultural and political problems are present everywhere, and global in their character. However, they assume peculiar and specific forms in Buenos Aires and Argentina. This tension between a global process and its local forms is what we will explore in the course.
- Students must have passed all levels of Spanish as a second language and they should have taken (or be taking at the moment) the course Advanced Grammar and Composition in order to be able to attend this course.
- Mon & Wed 11:45-1:15
  ○ Room: TBD

Course Overview and Goals

This course aims at improving the students’ oral skills in Spanish. At the end of the semester they will become more fluent and they will also be able to participate in discussions involving key issues in Argentine politics, history, literature, film and the arts.
Upon Completion of this Course, students will be able to:

- Speak more fluently in Spanish
- Participate in discussions involving current local issues
- See the links between certain modes of speech and deep cultural and social structures

Course Requirements

Attendance and Class Participation

- Attendance is required to each class. Should an absence be unavoidable, make every effort to let your instructor know in advance. Late arrivals and early departures disrupt the flow of class and are unacceptable.
- Regardless of the nature of your absence, you will be held responsible for all work missed as well as for that which is due the following class (including preparation for exams). This means that if you are absent, it is your responsibility to show your lecturer the homework due on the day(s) that you missed as well as the one due on the day you are in class.
- For each day of class you will earn a maximum of 10 points for participation in all aspects of the class. If you are absent, you cannot participate and will not receive the points for that day. Every 10-minutes late arrival or early departure will be penalized -4 points. You will receive two participation grades, the first one before fall break and the second at the end of the course.
- Class participation is a key element in language learning, and is also a very important factor in your grade. Participation refers to your attendance, preparation, and contribution to the class activities. Participation means voluntary contribution to the class—do not wait to be asked. Your contributions should be informed and reflect that you have studied the material. The grade will also respond to questions such as: Do you take part in the various exercises? Do you attempt to correct your own errors when using the language? Do you consistently speak Spanish in class? Is the accuracy of your responses improving? English is not allowed in this class.

Two reaction papers

You will be asked to write 2 brief (2 pages, double-spaced, TNR 12) reaction papers during the semester. They will be responses to a guest lecturer or to special activities done outside the classroom (like visits to museums, etc.). In these responses you will be expected to reflect on the activity and connect it to the topics and concepts discussed in class. Written assignments must be handed in in class, they should be typed and double-spaced. Late or incomplete homework will NOT be credited.

Short individual presentation

Each student will do at least one oral presentation on a topic assigned by the instructor. This presentation should be around 12 minutes and the student will have to prepare some
accompanying visual material (a Powerpoint document or similar, a clip, images). The idea of these individual presentations is that students present a topic to the class so that we can have a group discussion about it. This presentation must be accompanied by an individual 2-page written assignment.

Dates of short individual presentation TBD the first day of class.

**Group presentation**

There will be a group presentation in which students will present the results of their fieldwork on immigrant communities in Buenos Aires. Students will visit in groups a neighborhood densely populated by migrants and will conduct research guided by the instructor. This research will imply participant observation but also the development of some basic ethnographic skills. The presentation is expected to be audiovisual: students will be encouraged to prepare a Powerpoint document or similar in which they will present the information they gathered, together with relevant images and audio clips. Using this audiovisual document as point of departure they will be asked to present orally the conclusions of their research to the rest of the class. There will be a group grade reflecting the collective effort but then also each student will be evaluated bearing in mind his individual performance at the presentation. This presentation must be accompanied by an individual two-page written assignment.

**Final presentation**

Each student will have to do a final and longer final presentation (of around 25 minutes). For this presentation the student will choose a topic connected to the ones discussed in class but not necessarily covered in class. For instance, we will be discussing slums in Buenos Aires and also forms of violence against women. Students could choose to present on violence against women in the slums, which is something we will not be covering but that is obviously connected to the questions of the course. The idea is then that students will use what they learnt in class (concepts, topics, areas of research) and use it to formulate their own topic or problem. This final presentation will be accompanied by a two-page text in which they students explain why they have decided to present on that topic and why they feel it is relevant to the class.

**Grading of Assignments**

The grade for this course will be determined according to the following formula:

<table>
<thead>
<tr>
<th>Assignments/Activities</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation and preparation</td>
<td>20%</td>
</tr>
<tr>
<td>Oral (individual) presentation</td>
<td>20%</td>
</tr>
<tr>
<td>Assignments/Activities</td>
<td>% of Final Grade</td>
</tr>
<tr>
<td>----------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Group presentation</td>
<td>20%</td>
</tr>
<tr>
<td>Written assignments</td>
<td>20%</td>
</tr>
<tr>
<td>Final presentation</td>
<td>20%</td>
</tr>
</tbody>
</table>

Failure to submit or fulfill any required course component results in failing the class.

**Letter Grades**

Letter grades for the entire course will be assigned as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Example: 92.5% and higher</td>
</tr>
<tr>
<td>A-</td>
<td>Example: 90.0 – 92.49%</td>
</tr>
<tr>
<td>B+</td>
<td>Example: 87.5% - 89.99%</td>
</tr>
<tr>
<td>B</td>
<td>Example: 82.5% - 87.49%</td>
</tr>
<tr>
<td>B-</td>
<td>Example: 80% - 82.49%</td>
</tr>
<tr>
<td>C+</td>
<td>Example: 77.5% - 79.99%</td>
</tr>
<tr>
<td>C</td>
<td>Example: 72.5% - 77.49%</td>
</tr>
<tr>
<td>C-</td>
<td>Example: 70% - 72.49%</td>
</tr>
<tr>
<td>D+</td>
<td>Example: 67.5% - 69.99%</td>
</tr>
<tr>
<td>D</td>
<td>Example: 62.5% - 67.49</td>
</tr>
<tr>
<td>D-</td>
<td>Example: 60% - 62.49%</td>
</tr>
<tr>
<td>F</td>
<td>Example: 59.99% and lower</td>
</tr>
</tbody>
</table>

**View Grades**

Grades will be available through Albert.
Spanish Tutoring Sessions

- Spanish Tutoring Sessions are mandatory for all students who obtain a B- or below in any assignment.
- Students must enroll in the tutoring sessions with the Language Coordinator, Silvia Luppino, snl3@nyu.edu. Tutoring services must be requested with no less than 72 hours-notice.
- During tutoring sessions, students will not be assisted with homework or written assignments that they have been assigned and must turn in for their classes. Please consult the Tutoring Policies tab in NYUClasses for further information.

Course Schedule

This syllabus is subject to change

Topics and Assignments

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semana 1</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Clase 1, lunes 3/2</strong></td>
<td>Introducción al curso. Lo local y lo global</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Clase 2, mierc 5/2</strong></td>
<td>¿Qué es el neoliberalismo? La idea de aldea global</td>
<td>David Harvey. <em>Breve Historia del Neoliberalismo</em> (intro, pp. 7-45)</td>
<td></td>
</tr>
<tr>
<td><strong>Semana 2</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Clase 3, lunes 10/2</strong></td>
<td>Efectos locales del neoliberalismo</td>
<td>Vicky Funari and Sergio de la Torre. <em>Maquilapolis</em></td>
<td></td>
</tr>
<tr>
<td><strong>Clase 5, Viernes 14/2</strong></td>
<td>La inmigración reciente en Argentina.</td>
<td><em>Bolivia</em>, de Adrián Caetano</td>
<td>Short individual presentation</td>
</tr>
<tr>
<td>Week/Date</td>
<td>Topic</td>
<td>Reading</td>
<td>Assignment Due</td>
</tr>
<tr>
<td>----------------</td>
<td>----------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Semana 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clase 6, lunes 17/2</td>
<td>Historia de la inmigración en Argentina</td>
<td>Fernando Devoto <em>Historia de la inmigración en Argentina</em>, pp. 1-50</td>
<td>Report: la historia de inmigración de sus host families</td>
</tr>
<tr>
<td>Clase 7, mierc 19/2</td>
<td>Historia de la inmigración en Argentina</td>
<td>Visita Museo de la Inmigración</td>
<td></td>
</tr>
<tr>
<td>Semana 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lunes 24/2</td>
<td>NO HAY CLASES</td>
<td>Make up: Viernes, 14 de febrero</td>
<td>Reaction paper sobre visita al Museo</td>
</tr>
<tr>
<td>Clase 8, mierc 26/2</td>
<td>Presentación grupal sobre barrios inmigrantes de acuerdo con la guía elaborada.</td>
<td></td>
<td>La presentación grupal irá acompañada de un escrito de dos páginas en el que se reflexiona sobre la experiencia de esta visita, destacando especialmente cómo ayudó a entender la problemática de la inmigración reciente.</td>
</tr>
<tr>
<td>Semana 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clase 9, Lunes, 2 de marzo</td>
<td>Villas, pobreza, exclusión</td>
<td>Mike Davis: <em>Planet of Slums</em>, Capítulos 1 y 2.</td>
<td></td>
</tr>
<tr>
<td>Clase 10, mierc 4 de marzo</td>
<td>Villas, pobreza, exclusión</td>
<td>Natalia Jauri, “Las villas de la ciudad de Buenos Aires: una</td>
<td></td>
</tr>
<tr>
<td>Week/Date</td>
<td>Topic</td>
<td>Reading</td>
<td>Assignment Due</td>
</tr>
<tr>
<td>-----------------------</td>
<td>------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>Semana 6 Clase 11, lunes 9 de marzo</td>
<td>Villas, pobreza, exclusión</td>
<td>historia de promesas incumplidas” Visionado en clase: Mundo Villa TV (producciones audiovisuales realizadas en la villa)</td>
<td></td>
</tr>
<tr>
<td>Clase 12, miércoles 11 de marzo</td>
<td>Villas, pobreza, exclusión</td>
<td>Jorge Miceli, “Cumbia villera y pobreza”</td>
<td>Short individual presentation</td>
</tr>
<tr>
<td>Semana 7 Clase 13, lunes 16 de marzo</td>
<td>La narcomáquina y sus efectos sobre la sociedad argentina</td>
<td>Elefante Blanco, de Pablo Trapero. Los estudiantes pueden pedir el DVD en la biblioteca de NYU o hacer streaming de la película.</td>
<td>Short individual presentation</td>
</tr>
<tr>
<td>Clase 14, mierc 18 de marzo</td>
<td>La narcomáquina y sus efectos sobre la sociedad argentina</td>
<td>Mauro Federico, País Narco (introducción)</td>
<td>Short individual presentation</td>
</tr>
</tbody>
</table>

Vice news, “Paco: la droga de los pobres en la Argentina”
<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semana 8</td>
<td>NO HAY CLASES</td>
<td>Make up: Martes 28 de abril, 7pm</td>
<td></td>
</tr>
<tr>
<td>Lunes, 23 de marzo</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clase 15, mierc 25</td>
<td>Discriminación a inmigrantes</td>
<td>Alejandro Grimson, “Nuevas xenofobias, nuevas políticas étnicas en Argentina”</td>
<td>Short individual presentation</td>
</tr>
<tr>
<td>de marzo</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SEMESTER BREAK</td>
<td></td>
<td>30 DE MARZO-5 DE ABRIL</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semana 9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clase 16, lunes 6</td>
<td>Discriminación por orientación sexual e</td>
<td>Educ.ar, “Dia internacional contra la discriminación por orientación sexual e identidad de género”</td>
<td></td>
</tr>
<tr>
<td>de abril</td>
<td>identidad de género</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lohana Berkins, “Un itinerario político del travestismo”</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clase 17, mierc 8</td>
<td>El lenguaje inclusivo</td>
<td>Mariana Carbajal, “Con acento en la é”</td>
<td>Short individual presentation</td>
</tr>
<tr>
<td>de abril</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semana 10</td>
<td>Violencia de género: violencia verbal</td>
<td>Mariana Carbajal, “Los piropos en la mira” (articulo entero)</td>
<td>Short individual presentation</td>
</tr>
<tr>
<td>Clase 18, lunes 13</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>de abril</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clase 19, mierc 15</td>
<td>Violencia de género: trata de mujeres</td>
<td>La casa del encuentro, “Violencia sexista – Trata de Personas” (articulo entero)</td>
<td></td>
</tr>
<tr>
<td>de abril</td>
<td></td>
<td>Mariana Carbajal, “El infierno de ser una mujer y tener precio” (articulo entero)</td>
<td></td>
</tr>
<tr>
<td>Week/Date</td>
<td>Topic</td>
<td>Reading</td>
<td>Assignment Due</td>
</tr>
<tr>
<td>-------------------</td>
<td>------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Semana 11 Clase 20, lunes 20 de abril</td>
<td>Violencia de género: trabajo sexual</td>
<td>Charla TED de Georgina Orellano (AMMAR)</td>
<td></td>
</tr>
</tbody>
</table>
| Clase 21, mierc 22 de abril | Violencia de género: femicidios y transfemicidios | La casa del encuentro, “Observatorio de femicidios en la Argentina” (articulo entero)  
Blas Radi y Alejandra Sardá, “Coordenadas para pensar los crímenes de travestis y mujeres trans en Argentina” (articulo entero) | Short individual presentation. Preparar preguntas para el diálogo con la activista invitada. Cada estudiante debe preparar al menos 5 preguntas. Tener en cuenta lo discutido en las últimas semanas y las lecturas trabajadas en clase. |
| Semana 12 Clase 22, lunes 27 de abril | Violencia de género: respuestas de activistas | Visita de activista trans | Short individual presentation |
| Clase 23, martes 28 de abril, 7 pm | Lucia Cavallero (Ni Una Menos) |  |  |
| Clase 24, mierc, 29 de abril | Violencia de género: representaciones visuales | Visita a una exhibición |  |
| Semana 13 Clase 25, lunes 4 de mayo | La iglesia católica en Argentina hoy | Juan Cruz Esquivel, “Iglesia Católica, política y sociedad” | Entregar reaction paper visita al Museo  
Short individual presentation |
| Clase 26, mierc 6 de mayo | Cristianismo mestizo: los santos populares en Buenos Aires | Rubén Dri Símbolos y fetiches religiosos en la construcción de la | Short individual presentation |


<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><em>identidad popular</em> (pp. 113-135).</td>
<td></td>
</tr>
<tr>
<td>Semana 14</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clase 27, lunes</td>
<td>Presentaciones finales</td>
<td></td>
<td>Presentaciones Finales</td>
</tr>
<tr>
<td>11 de mayo</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clase 28, miércoles 13 de mayo</td>
<td>Presentaciones finales</td>
<td></td>
<td>Presentaciones Finales</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semana 15</td>
<td>Presentaciones finales</td>
<td></td>
<td>Presentaciones Finales</td>
</tr>
<tr>
<td>Clase 29, lunes</td>
<td>Presentaciones finales</td>
<td></td>
<td>Presentaciones Finales</td>
</tr>
<tr>
<td>18 de mayo</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clase 30, miércoles 20 de mayo</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Required Co-curricular Activities**

- Lecture Series:
  Martes, 28 de abril, 7pm. Luci Cavallero
- Field Trips:
  Mierc 19/2. Visita Museo de la Inmigración.
  Lunes 29/4. Visita a una exhibición

**Suggested Co-curricular Activities**

- We encourage students to participate in the Spanish Exchange with English language local students to be celebrated on Wednesday, September 12, 5:00pm, and others that may be announced.
- Non-mandatory Conferences of Lecture and Outings Series as well as activities organized by Student Life are also strongly recommended in order to gain more contact with Spanish and the local culture and reality.

**Course Materials**

**Required Textbooks & Materials**

• Adrián Caetano. *Bolivia* (2001)
• La casa del encuentro, “Violencia sexista – Trata de Personas” [http://www.lacasadelencuentro.org/trata.html](http://www.lacasadelencuentro.org/trata.html)
• Vera Fogwill. *Las mantenidas sin sueños* (2005)
• Pablo Trapero, *Elefante Blanco* (2012)

**Optional Textbooks & Materials**

- Insert optional textbook or material name
- Insert optional textbook or material name

**Resources**

- Access your course materials: [NYU Classes](nyu.edu/its/classes)
- Databases, journal articles, and more: [Bobst Library](library.nyu.edu)
- Obtain 24/7 technology assistance: [IT Help Desk](nyu.edu/it/servicedesk)

**Course Policies**

**Attendance and Tardiness**

- NYU’s Global Programs (including NYU Buenos Aires) must adhere to a **strict policy regarding course attendance. No unexcused absences are permitted.**
- Each unexcused absence will be penalized by deducting 1% from the student’s final course grade.
- Absences are only excused if they are due to illness, religious observance or emergencies.
- Absences due to illness or mental health issues must be discussed with the Assistant Director for Academic Programs, Moira Pérez **within one week** of your return to class.
- A doctor’s note excusing your absence is mandatory.
- **The date on the doctor’s note must be the date of the missed class or exam**
- Being absent to any kind of examination must be informed at or before the time of said examination via email to the Assistant Director for Academic Programs, Julia Tomasini, [jt145@nyu.edu](mailto:jt145@nyu.edu)
- Requests to be excused for non-illness purposes must be discussed with your professors prior to the date(s) in question. (If you want the reasons of your absence to be treated confidentially and not shared with your professor, please contact the Assistant Director for Academic Programs, Julia Tomasini, [jt145@nyu.edu](mailto:jt145@nyu.edu)).
- If students have more than four unexcused absences, they will fail the course.
- Each class lasts one hour and half or two hours. **Missing one class represents one absence. For those courses that meet once a week (three-hour block), missing one class represents two absences.**
- Students are responsible for making up any work missed due to absence.
- NYU BA also expects students to arrive to class promptly (both at the beginning and after any breaks) and to remain for the duration of the class. Three late arrivals or early departures (10 minutes after the starting time or before the ending time) will be considered one absence. Missing more than 20 minutes of a class will count as a full absence.
• Please note that for classes involving a field trip or other external visit, transportation difficulties are never grounds for an excused absence. It is the student's responsibility to arrive at an agreed meeting point in a punctual and timely fashion.
• Make-up classes for Holidays are mandatory as regular scheduled classes.
• Students observing a religious holiday during regularly scheduled class time are entitled to miss class without any penalty to their grade. This is for the holiday only and does not include the days of travel that may come before and/or after the holiday. Students must notify their professor and the Office of Academic Support in writing via email one week in advance before being absent for this purpose.

Late Assignment
• No make-up tests will be given. Be sure to attend class on the day of the presentations.
• Under no circumstances is a student permitted to take an exam before the day it is scheduled; this includes the final exam and the compositions. You are advised to make travel plans accordingly.
• Final Exam dates cannot be changed under any circumstance. Unexcused absences from exams are not permitted and will result in failure of the exam.
• Written work due in class must be submitted during the class time to the professor. Work submitted within 2 days after the submission time without an agreed extension receives a penalty of 10 points on the 100-point scale. Written work submitted after 2 days after the submission date without an agreed extension fails and is given a zero.

Incomplete Grade Policy
[Insert Policy Here]

Academic Honesty/Plagiarism
Academic Integrity is intimately related to the teaching and learning process. Especially in acquiring skills in a foreign language, what matters is not “perfection” as much as each student’s natural, authentic expression in and use of the new language. Objectives for the learning process are set in accord with what would be expected for foreign speakers' levels, not with “perfect” use.
This is why it is so important that the work you do for your language class – organizing, writing, and rewriting compositions, as well as preparing oral presentations and homework – be your own, done without the help of others. This includes tutors, friends, family members, and on-line tools as well. The use of electronic translators and the excessive use of dictionaries are counter-productive for the learning process and hence must be avoided (unless otherwise indicated by your professor).
When writing research papers, you need to keep in mind that plagiarism also includes presenting and/or paraphrasing discourse or ideas from a published work (in print or on internet) without quotation marks and clear acknowledgment of the original source. For formatting in your papers, refer to MLA guidelines.
On matters regarding academic integrity, refer to the section “Academic Standards and Discipline” in the College of Arts and Science Bulletin
http://bulletin.cas.nyu.edu/page/academic.policies#STANDARDS and to “Statement on Academic Integrity” in NYU Expository Writing Program: Policies and Procedures:
http://www.nyu.edu/cas/ewp/html/policies___procedures.html#statementacademicintegrity

Disability Disclosure Statement

Academic accommodations are available for students with disabilities. Please contact the Moses Center for Students with Disabilities (212-998-4980 or mosescsd@nyu.edu) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center as early as possible in the semester for assistance.

Classroom Etiquette

Classroom etiquette is meant to optimize the learning environment and help create a sense of community, mutual respect and clear cooperation for all. In that spirit, it is required that students not consume food or gum in the class. Also, electronic devices can only be used if the lecturer deems them appropriate. Cell phone calls, text messaging, social media, etc. have no place in the class and are obstacles to a learning community’s group dynamic. Please use them only outside the classroom and with your lecturer’s authorization.

Lecturer bio