

Span 262/Hum 262: Intro to Chican@ Studies

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Office Hours:
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WED. 3-4PMgf
T-TH: 8:AM-8:30AM

Room: 1711
FALL 2014

Imperial Valley College					
Fall 2014					
Full Term					
12 AUG 2014					
Census Date:		02 SEP 2014			
CRN	SUBJ	CRSE		CREDITS	DIVISION
10467	SPAN	262	INTRO TO CHICANO/A STUDIES	3.00	ALLS
10468	HUM				
INSTRUCTOR(S) - (P)rimary		TYPE	DAYS	TIME	BUILDING
Rangel, Javier (P)		Lecture/Discussion	MW	0130-0255pm	300
Class Start Date:		18 AUG 2014	Last Date to Add:		30 AUG 2014
Class End Date:		13 DEC 2014	Deadline to drop WITH "W":		08 NOV 2014

I. Course Description

This course offers an introduction to Chicano/a studies as an academic discipline, with a focus on the cultural values, social organization, urbanization patterns of the Chicano/a in the U.S., as well as their struggles in education, politics and legislation. Due to the nature of the subject, students will be exposed to some Spanish phrases, words, and expressions.(Same as HUM 262)(CSU,UC)

NOTE: THIS IS A WRITING AND READING INTENSIVE CLASS.

You will re required to apply your critical thinking skill extensively during class discussions.
This course will a use the internet extensively.

II. Course Learning Objectives

Student Learning objectives:

Research, analyze and identify cultural values and contributions of Mexican Americans to the United States through writing or oral report (rubric and/or portfolio).

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able:

1. To provide students with sufficient knowledge and understanding of Chican@ history in the United States.
2. To provide students with sufficient knowledge and understanding of Chicano Culture, customs, traditions, and values.
3. To acquaint students with Chican@ / Latin@ issues in the area of the history, arts, education, health, and politics.
4. Students will demonstrate understanding of the process of acculturation and assimilation and they relate to issues of identity in the U.S.
5. It is expected that, through group discussions, presentations, and exams, students will show inter-cultural understanding, and explore connections with his/her cultural enclave.
6. Students will develop a critical perception of Chican@ migration, and immigration in the Western Hemisphere, historical and sociological issues that affect Mexican origin communities in the U.S, as well as other Latino groups.
7. Students will demonstrate knowledge and understanding of Chican@ community issues.

III. Required Texts:

*Chicano Studies : Survey and Analysis
[Dennis J. Bixler-Marquez](#), [Lorenzo G. Lafarelle](#), [Carlos F. Ortega](#), [Rosalia Solorzano Torres](#)
(Kendall Hunt Pub Co; 3 edition (May 30, 2008))

***Canicula:** Snapshots of a Girlhood En la Frontera
Author: [Norma Elia Cantu](#).

***Film: The U.S. Mexican War (1846-1848)**

NOTE: ON RESERVE AT THE LIBRARY. ALSO ON YOUTUBE:

<https://www.youtube.com/watch?v=6SP-nez7I1o&list=PL4FB761427E3E310F>

***Film:** "Chicano: The History of the Mexican American Civil Rights Movement" (pts 1-4). Also Available through **Youtube**. (You will view parts 1 through 4).

NOTE: PURCHASE THE BOOKS AS SOON AS POSSIBLE. THE BOOKSTORE WILL NOT HOLD THEM FOR AN EXTENDED PERIOD OF TIME.

A Note on Reading

Reading is a practice that is common to all great civilizations. Most mentioned are the ancient civilizations of the Middle East and North Africa. However, many Indigenous American civilizations (the Maya, Aztecs, Teotihuacanos, Toltecas, Soque, and Incas, among others) also independently produced systems of writing and mathematics, with the Maya independently producing and applying the concept of Zero to architecture, cosmology, and calendar systems). Still, writing is a learned behavior. It is a skill that requires regular use to maintain efficiency. You need to read your assignments regularly and to have read the material by the beginning of the week for which it is assigned. Films viewed in class are to be considered required ♦texts♦, so notes should be taken and films should be ♦read♦ for their content.

Since this is a cross-listed course with humanities, it will alternate between English and Spanish. Students taking the course via World Languages can answer in Spanish or English, and can submit written material in Spanish or English. But it is assumed that the student can proficiently read, write, and apply his/her critical thinking skills in English. If a student is still learning English, it is strongly recommended that he/she first acquire an adequate English proficiency level in order to succeed in this class.

IV. Grading

Competence will be measured by tests, class participation, assessment of written critiques, and/or by actively participating in group projects.

Grading will be based on book critiques, section exams, reading summaries, class participation, and experiential learning project. In order to participate, students must attend class.

Section Exams (5) ONE FOR Each section 20%

Online discussion (1) Based on “US/Mexico War.... 5%

Book Critique (1)CANICULA..... 5%

Reflection Papers (5)* 15%

(FOR CREDIT ONE PER SECTION, AT THE END OF EVERY SECTION. MUST TAKE ALL ESSAYS READ FOR A PARTICULAR SECTION)

Class participation ** 10 %

Experiential Learning Project..... 20 %

Individual final Presentation 5%

Question Submission 10

Essays: (2) My Community..... Race and Ethnicity..... 10

V. (Essay 1) My Community

This is your first week paper. You are to write a paper of not less than three (3) and not more than five (5) pages. **It should be typed/printed. DO NOT SUBMIT BY EMAIL. SUBMIT HARDCOPY TO INSTRUCTOR.**

In this essay you are to describe yourself and your community. What kind of community do you think of as your ♦primary♦ or ♦most important♦ community outside your family. This may be your church,

an on-line community, your peer (friendship) group, your local neighborhood or barrio, or your family.

Your community may be many things (at the same time). Please be clear and answer the following questions.

What is the meaning and the significance of “community” as an idea and as a place/space? In essence, How do you define “community” and how does “community” define you?

What is your community?

Who are you within your community?

How do others perceive you, how would they describe you?

What do you need from your community?

And, what does your community need from you? Please be detailed.

Do as well on this assignment as you can. You should turn this assignment in on the second day of class.

If you sign up for the class late, you must turn the assignment in on the following Tuesday or you will be dropped from the class.

ESSAY II

RACE AND ETHNICITY. Same length as essay one. You will also explore the **meaning and significance** of these concepts in your critique.

You will need to

- provide an opinion of the main idea (s);
- a definition of race and ethnicity as stated in this chapter; **analyze and critique** the intersection of both terms as they relate to identity.
- Analyse and examine how these terms relate to the Chicano/a experience.
- Express your agreement/disagreement in relation with the author’s use of the terms.

FILM ONLINE DISCUSSION. This is a reflections on the historical meaning and significance of the Documentary: “U.S Mexico War”. Your instructor will provide discussion guidelines. **FOCUS ON THE MAIN IDEAS** exposed in the documentary, but don’t forget the details (names, dates, places). Analyze:

- The conditions that led to the conflict: Reason for war.
- The similarities and differences between the two emerging societies.
- The military engagement: historical characters, places and decisions.
- The outcome: The Treaty of Guadalupe Hidalgo.
- Present day implications.

IMPORTANT”THIS IS A LENGHTY DOCUMENTARY. START VIEWING AS SOON AS POSSILBE. THEREFORE, RESPECT DISCUSSION DEADLINES. Your instructor may divide discussion into four sections:

SECTION 1&2

SECTION 3&4

SECTION 5&6

SECTION 7&8

(ONE PAGE ANALYSIS PER SECTION)

. TBA.

QUESTION SUBMISSION: For every essay read. You are to bring a question to class.

Questions should be submitted at the beginning of the class. NO LATE SUBMISSIONS WILL BE ACCEPTED.

Your question must include the page number from which it was elicited. Questions should be typed. No handwritten questions will be accepted.

For Example, You are to turn in a question about the “Introduction”, and one question for “Empire”... separately. (Remember to include the page number from which you draw the question). If you turn it in late you will not get credit

VI. PARTICIPATION/ATTENDANCE

ATTENTION: Attendance is the basis for participation, but it is not the only factor. . **Attendance is mandatory.** EVERYTIME YOU ARE ABSENT YOU WILL BE PENALIZED THREE (3) PERCENTAGE POINTS FROM YOUR TOTAL GRADE.

You will be dropped* from this class on your fifth **unexcused absence** and for excessive tardiness. If you fail to officially withdraw, and stop coming to class you will receive an <<F>> NO EXCEPTIONS.

*Participation is graded using the criteria below. The criteria focus on what you demonstrate **and do not presume to guess**, at what you know but do not demonstrate. This is because what you offer to the class is what you and others learn from. I expect the average level of participation to satisfy the criteria for a 10%.

Grade	Criteria
0	Absent.
3%	<ul style="list-style-type: none"> · Present, not disruptive. · Tries to respond when called on but does not offer much. · Demonstrates very infrequent involvement in discussion.
5%	<ul style="list-style-type: none"> · Demonstrates adequate preparation: knows basic case or reading facts, but does not show evidence of trying to interpret or analyze them. · Offers straightforward information (e.g., straight from the case or reading), without elaboration or very infrequently (perhaps once a class). · Does not offer to contribute to discussion, but contributes to a moderate degree when called on. · Demonstrates sporadic involvement.
8%	<ul style="list-style-type: none"> · Demonstrates good preparation: knows case or reading facts well, has thought through implications of them. · Offers interpretations and analysis of case material (more than just facts) to class. · Contributes well to discussion in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion. · Demonstrates consistent ongoing involvement.
10%	<ul style="list-style-type: none"> · Demonstrates excellent preparation: has analyzed case exceptionally well, relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.). · Offers analysis, synthesis, and evaluation of case material, e.g., puts together pieces of the discussion to develop new approaches that take the class further. · Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, contributes to the cooperative argument-building, suggests alternative ways of approaching material and helps class

analyze which approaches are appropriate, etc. · Demonstrates ongoing very active involvement.

CRITICAL THINKING: Your written or oral contributions to discussions online or in class should reflect your critical thinking skills, that is, your contributions should be based on your rational/logical analysis of the class readings and not solely on your experience. **Your experience is valid, but it is not enough.**

*Are my comments logical?

*Are my comments rational?

*Are my comments factual?

“Rationality is related to more to the idea of reason in the sense if one is rational one is able to infer or extrapolate in an ordered matter. Yet rationality is not certain i.e. it is based on probability and expectation. However logic is based more on facts that can be proved. It is very precise and cannot be argued with.”

More on critical thinking here:

“Standards of thought”

<https://www.youtube.com/watch?v=gNCOOUK-bMQ>

Book on critical thinking:

<http://www.openpolytechnic.ac.nz/assets/Learning-Central/Critical-thinking-Open-University.pdf>

VII . Exams

Exams are designed to challenge the student’s critical/analytical thinking skills.

Five (5) section exams. There will be an exam at the end of every section covering all readings up to that point. Each exam will include the lectures, films, reading assignments, and class discussions. Exams will combine a variety of strategies: essay questions, multiple choice and / or true or false, and concept identification.

NOTE: For true/false sequences, the student will have to explain why the question is true or false. If the explanation is sound, the answer is correct, and vice versa.

Exams may contain questions related to the films viewed for this class. NOTE: EXAMS ARE NOT SOLELY TRUE/FALSE, OR MULTIPLE CHOICES. BE READY TO EXPLAIN YOUR ANSWER.

Except for medical reason, NO MAKE-UP exams will be given. Student must provide proof of doctor’s appointment.

NOTE: students will not be given any special hand-outs for exam preparation. The PowerPoint presentations serve that purpose. Study the PowerPoint and read the sections essays assigned in order to be successful in this class.

Book Critique. Students will write one book critiques during the course of the semester. The book critiques will be based on your analysis of Canícula, by Norma Cantu. Use the instructions below when writing your critiques. **3 ½ to 4 pages long. Once again, it is important to focus on the meaning and significance of the story.**

VIII. Reflection Papers. (Apply this guidelines when posting your reflections online. Remember, you are to write a reflection at the end of every section. Reflections must include all essays read for that particular section) Yet again, focus on the meaning and significance of the essays/articles. Reflections will be posted on Blackboard. Please note due dates.

Suggestions and Guidelines for Writing Reflection Papers

Why do I have to write a reflection paper?

Four reasons:

1. First and foremost, they are a way to make sure you keep up with the readings. I find that if students aren't required to hand something in each week, they will simply not do the readings. The reflection papers kind of "force" you to make sure you keep up with your responsibilities in the class.
2. Reflection papers are a way for you to develop your own ideas and thoughts on topics we read about and discuss. It helps you build your critical thinking skills.
3. Writing on a weekly basis will help you improve your writing skills.
4. Reflection papers serve as a basis for class discussion on the day they are due – so I will know everyone has something to talk about because each person wrote about something!

What is a reflection paper?

The reflections you will be posting online are your chance to add your own thoughts and analysis to what you have read. I do **NOT** want you to summarize the readings - I already know what the content of the readings is. You don't need to regurgitate it back at me. What you **SHOULD** do is use the readings as a "jumping off" point to write on your thoughts about the reading (see list of tips below).

Reflection papers are worth 15% of your total grade and are used for discussion during the class when they are due. **As such, you need to have your reflection paper posted on the day it is due.** This is part of being prepared for class and your class participation grade will be lowered if you aren't prepared to share your ideas with the class when a reflection paper is due. **If you don't have your reflection posted on the day it is due, it will be considered late, and you will not get credit.**

You should be writing your reflection paper on the reading you did. If there are numerous readings, you need to discuss every single article or chapter intelligently. Regardless of how many articles you write about, **you are still expected to have all the readings done when they are due.**

How to get full credit for your reflection papers

- Make sure everything is grammatically correct, spelled correctly and makes linguistic sense. You may have great ideas in your paper, but if I can't understand what you are trying to communicate due to horrible grammar and spelling, you will not get credit
- Go into **detail** in explaining yourself and your ideas. I am looking for depth of thought in your writing. Show me you truly understand the concepts in the reading.
- **Don't** summarize the readings. You may refer to something in the reading, but I **don't** want the entire reflection paper to be a summarization of the reading. Instead, comment on your thoughts regarding the reading - do you agree or disagree with what was written? Why or why not? Did the reading make you question or think about something else? What questions were you left with after doing the reading? Can you relate the reading to something going on in the media today? Does the author of a given reading have a valid and logical argument? If an article details a study that was done, was the study done in a manner that is valid?
- Double space your papers.
- Staple your papers if more than one page long.
- Submit your papers in **on time**. If your paper is late, you won't get **any** points. NO EMAIL SUBMISSIONS. They will not be accepted.
- Length of reflection papers should be at least one 2 -4 pages long. A one page paper should be extremely well-written and concise (in other words, not just rambling about nothing for the sake of getting a page worth to hand in). Most students tend to write about **2 1/2 pages**.
- Chicano Studies Survey and Analysis reflections must address the assigned essay.

Please include the following information at the top of each reflection paper:

Your Name
Date Due
Class & Semester
Reading Reflection #?
Readings Commented On: (name of Essays)

ONLINE PROCEDURE:

1. You will post your reflections online via blackboard.
2. Once you post, you are to read and comment on a fellow student's reflection.
3. If a student already has been commented on, move on to another; does not have any comments. (do you agree? Disagree? Why?)
4. If you get a comment, you must respond.
5. You will have a week to answer.
6. Once the response period closes, students will not be able to respond. SEE SCHEDULE FOR DATES.

IX. Attendance is important. I will keep a record of attendance throughout the semester. Attendance will be taken at the beginning of every class. **NOTE: 3 % PTS WILL BE DEDUCTED from the overall grade FOR EVERY UNEXCUSED ABSENCE. Student must provide a note from his/her doctor. Furthermore, 5 unexcused absences will merit dismissal from the course.**

X. Experiential Learning Project:

What is experiential learning? Experiential learning is learning through reflection on doing, which is often contrasted with rote or [didactic](#) learning. Experiential learning is related to, but not synonymous with, [experiential education](#), [action learning](#), [adventure learning](#), [free choice learning](#), [cooperative learning](#), and [service learning](#). While there are relationships and connections between all these theories of education, importantly they are also separate terms with separate meanings. [3]

Experiential learning focuses on the learning process for the individual (unlike [experiential education](#), which focuses on the transactive process between teacher and learner). Thus, one makes discoveries and experiments with knowledge firsthand, instead of hearing or reading about others' experiences. For a genuine learning experience to occur certain elements must be present. According to [David Kolb](#), an American educational theorist, knowledge is continuously gained through both personal and environmental experiences. [4] He states that in order to gain genuine knowledge from an experience, certain abilities are required:

1. the learner must be willing to be actively involved in the experience;
2. the learner must be able to reflect on the experience;
3. the learner must possess and use analytical skills to conceptualize the experience; and
4. the learner must possess decision making and problem solving skills in order to use the new ideas gained from the experience. [citation needed]

Procedure:

This will be a group project.

1. The group will develop a **plan of action** that addresses a specific issue or topic (see below). ONLY 3-5 STUDENTS PER GROUP. The group will also execute the plan.
2. The group will report its findings periodically (see schedule). Consequently, your reportage will construct a plan or journal of your project's execution. Save all the data!!! YOUR FINDING, REFLECTIONS, VIDEO INTERVIEW, AND BIBLIOGRAPHICAL DATA, ETC. WILL BE COLLECTED IN A JOURNAL TO BE TURNED IN AT THE END OF THE SEMESTER.
3. **The purpose of the journal** is to chronicle your learning process and to detail your proposed project. Therefore, the journal will be evaluated on whether you address specific issues dealt in class.

4. THE PRIMARY APPROACH WILL REQUIRE STUDENTS TO INTERVIEW A SUBJECT. STUDENTS WILL VIDEO RECORD THE INTERVIEW, AND PROVIDE A VIDEO COPY OF THE INTERVIEW TO THE PROFESSOR.

Meaningful reports are 1 to 2 pages in length.

The journal in turn will become a guideline on how to better or improve that specific topic being addressed.

5. **In addition to the groups in-class update, each group will post its report via Blackboard.**
6. **At the end of the course, each group will submit a well organized folder (title, table of content, addendums, and any reference material used) to your instructor**

*****5 journal entries minimum.**

*****AT THE END EACH MEMBER WILL DETAIL HIS/HER PARTICIPATION IN THE GROUP'S PROJECT IN A two (2) PAGE REPORT ATTACHED TO THE FINAL REPORT.**

NOTE:

*****THE GROUP REPORT INCLUDES THE INDIVIDUAL REPORTS. IT IS THE INDIVIDUAL STUDENT'S RESPONSIBILITY TO INCLUDE IT. .**

*******AT THE END OF THE SEMESTER, EACH MEMBER WILL GIVE A BRIEF AND INFORMAL ORAL PRESENTATION ABOUT WHAT HE/SHE HAS LEARNED ABOUT THE ISSUE ADDRESSED BY BEING INVOLVED IN THE PROJECT.**

RUBRIC FOR GROUP REPORT UPDATES:

The log will include:

- *Student Names
- *Duties and responsibilities of each group member.
- *Meeting times
- *Description of issue or topic addressed
- * Community contacts (make sure to get addresses or phone numbers)
- * Bibliography or verification of outside sources.

Analysis of issues encountered (1-2 pages)

***Steps taken so far**

***How were issues solved?**

***Steps taken toward execution of your plan?**

What have you learned so far from this experience?

Participants are free to choose from the following activities.

1. **Plan a community garden or a farmer's market in your city.**
2. **Plan and organize a student based commuter carpool program for IVC.**
3. **Establish a M.E.CH.A chapter at IVC. (meet as a student assn..)**
4. **Coming Home: Iraq/Afghanistan war veterans interviews.**
5. **Non-violent Culture: A directory of NGO's (and GO's) dedicated to promoting peace, non-violence, democracy, and human civil rights, and/or ecological justice in Northern Mexico and in the Southwestern United States. (establish a resource blog).**

*All projects imply a recorded interview.

*IMPORTANT: IN ORDER TO RECEIVE CREDIT GROUPS MUST SUBMIT VIDEO COPIES OF ALL INTERVIEWS CARRIED OUT.

*GROUPS WILL ALSO SHOW EVIDENCE OF BIBLIOGRAPHICAL RESEARCH.

GROUPS MUST ARRANGE ONE MEETING WITH INSTRUCTOR AT A CONVENIENT TIME AND PLACE.

XI. ACADEMIC INTEGRITY

Cheating and plagiarism can result in any one of a variety of sanctions. Such penalties may range from an adjusted grade on the particular exam, project, or assignment to a failing grade in the course at the discretion of the instructor subject to certain conditions. The instructor may also summarily suspend the student for the class meeting when the infraction occurred as well as the following class meeting; extreme cases can result in extended suspension or expulsion as stipulated by the college's Disruptive Student Behavior Policy.

Students will treat each other and the professor with verbal and nonverbal dignity and respect. Do not use profanity under any circumstances. Offensive behavior of any kind will not be accepted. SEE STANDARDS OF STUDENT CONDUCT BELOW.

NOTE: THIS COURSE REQUIRES THAT STUDENTS BECOME SENSITIVE, UNDERSTANDING AND TOLERANT OF EACH OTHER'S POINT OF VIEW IN REGARD TO ETHNICITY, RACE, GENDER, RELIGION, AND SEXUAL PREFERENCE. OFFENSIVE LANGUAGE AND/OR BEHAVIOR OF ANY KIND IS UNACCEPTABLE IN THIS CLASS.

XII. Critique.

When writing your book critique:

These assignments are designed to expand and explore your critical and analytical skills.

You will provide evidence that links your claim with the essence of text (s). Use your readings as a reference point. You may opt to compare-contrast points within the readings, support your claims by outside readings, or use a literary method of exploration. Critiques must be 3-4 ½ pages long. I expect you to analyze and evaluate, **not just summarize**. A summary merely reports what the text or film said; that is, it answers only the question, "What did the author say?" **A critique, on the other hand, analyzes, interprets, and evaluates the text, answering the questions how? Why? And, how well?** A critique does not necessarily have to criticize the piece in a negative sense. Your reaction to the text may be largely positive, negative, or a combination of the two. It is important to explain why you respond to the text in a certain way.

Step 1. Analyze the text as you read the book or article(s) you plan to critique; the following questions will help you analyze the text:

- **What is the author's main point?**
- **What is the author's purpose?**
- **Who is the author's intended audience?**
- **What arguments does the author use to support the main point?**
- **What evidence does the author present to support the arguments?**
- **What are the author's underlying assumptions or biases?**

You may find it useful to make notes about the text based on these questions as you read.

Step 2. Evaluate the text after you have read the text, you can begin to evaluate the author's ideas. The following questions provide some ideas to help you evaluate the text:

- **Is the argument logical?**
- **Is the text well-organized, clear, and easy to read?**
- **Are the author's facts accurate?**
- **Have important terms been clearly defined?**
- **Is there sufficient evidence for the arguments?**
- **Do the arguments support the main point?**

- **Is the text appropriate for the intended audience?**
- **Does the text present and refute opposing points of view?**
- **Does the text help you understand the subject?**
- **Are there any words or sentences that evoke a strong response from you? What are those words or sentences? What is your reaction?**
- **What is the origin of your reaction to this topic? When or where did you first learn about it? Can you think of people, articles, or discussions that have influenced your views? How might these be compared or contrasted to this text?**
- **What questions or observations does this reading suggest? That is, what does the book make you think about?**

STEP 3: PLAN AND WRITE YOUR CRITIQUE.

Write your critique in standard essay form. It is generally best not to follow the author's organization when organizing your analysis, since this approach lends itself to summary rather than analysis.

Begin with an introduction that defines the subject of your critique and your point of view. Defend your point of view by raising specific issues or aspects of the

Students with Disabilities Statement.

Students with disabilities, registered and documented with the Office of Disabled Student Services, shall be allowed the use of audio recorders upon presentation of a Disabled Student Services accommodation letter to the instructor. The instructor may also require an Audio Recording Lecture Agreement form, available from the Office of Disabled Student Services, be signed by the student before allowing recording.

Disabled Student Programs and Services is designed to provide supportive services to students with physical disabilities, learning disabilities, psychological disabilities, developmental delay, acquired brain injury, visual impairments, health problems and to students that are deaf and hard of hearing. The program provides priority registration, counseling, class scheduling, tutoring, mobility assistance, interpreting, alternate text production, adaptive physical education, special parking, and health and wellness assessments.

We are located in the
 Mel Wendrick Access Center (Building 2100)
 (760) 355-6312 or (760) 355-4174 (TDD)

STANDARDS OF STUDENT CONDUCT

Imperial Valley College is maintained for the purpose of providing students in the community with programs of instruction in higher education. The College is concerned with the fostering of knowledge, the search for truth and the dissemination of ideas. Free inquiry and free expression are indispensable to the achievement of these goals. As members of the College community, students are

encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students at Imperial Valley College may rightfully expect that the faculty and administration will maintain an environment where there is freedom to learn. This requires that there be appropriate conditions and opportunities in the classroom and on campus. As members of the College community, students shall be encouraged to develop the capacity for critical judgement and to exercise their rights to free inquiry and free speech in a responsible, non-violent manner.

Students shall assume an obligation to conduct themselves in a manner compatible with the college's function as an educational institution. Students shall observe the rules and regulations of the College and shall refrain from conduct which interferes with the College's teaching and administration, or which unreasonably interferes with the rights of others. Misconduct while on the college campus, or at a College-sponsored function for which students and student organizations are subject to disciplinary action includes, but is not limited to, the following:

- (1) Willful disobedience to lawful directions of College officials acting in the performance of their duties.
- (2) Violation of College rules and regulations, including those concerning student organizations, the use of College facilities, or the time, place and manner of public expression or distribution of material.
- (3) Dishonesty, such as cheating, or for knowingly furnishing false information to the college.**
- (4) Willful persistent smoking where smoking has been prohibited.
- (5) Unauthorized entry to, or use of College facilities.
- (6) Forgery, alteration, or misuse of College documents, records, or identification.
- (7) Disruption of classes, administration, disciplinary procedures or unauthorized College activities.**
- (8) Theft of, or damage to property belonging to the College, a member of the College community, or campus visitor.
- (9) Disorderly, lewd, indecent, or obscene conduct or expression.**
- (10) Assault, battery, or the threat of force or violence directed toward any member of the College community or campus visitor.**
- (11) Unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance and possession, use, or distribution of alcohol.
- (12) Possession, while on the College campus or at a College sponsored function, of any instrument or weapon of a kind commonly known as a blackjack, fire bomb, billy club, brass knuckles, dagger, or firearm (loaded or unloaded) such as a pistol, revolver, or rifle, or any knife having a blade longer than five (5) inches, any switch-blade longer than two (2) inches, or any metal pipe, bar, or instrument used, or intended to be used as a club, or to be used to threaten bodily harm.

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(13) Commission of any crime on campus, or commission of a crime

off-campus, when such off-campus crime is of such a nature that the College needs to impose sanctions in addition to those imposed by the criminal authorities for the protection of other students, or to safeguard the academic process.

Violation of such rules are subject to the following types of disciplinary actions.

- (1) Warning.
- (2) Reprimand.
- (3) Disciplinary action.
- (4) Restitution, reimbursement for damage or misappropriation of property.
- (5) Suspension or removal by instructor.
- (6) Expulsion

The complete policy on Standards of Student Conduct, Disciplinary Action, and Due Process can be found in the Handbook for Faculty Advisors and Student Leaders in the Student Affairs Office or online at <http://student.imperial.edu>.

Professor: Javier Rangel
Fall 2014
Español/Hum 262
CRN :

COURSE OUTLINE AGREEMENT

Course agreement contract: By signing this note understand and agree to comply with the information outlined in the course syllabus and with the instructions of conduct of the instructor.

Name :(print) _____

Signature: _____

Date: _____

Please return to the instructor on the second class meeting, after reading the syllabus carefully.