

**UNIVERSITY OF NEVADA, LAS VEGAS**  
**DEPARTMENT OF WORLD LANGUAGES AND CULTURES**  
**SPANISH DIALECTOLOGY**

Course Number: SPAN 496

Credits: 3

Prerequisite: SPAN 302

**COURSE DESCRIPTION**

This class will study different regional varieties of the Spanish Language worldwide, including pronunciation, grammar, and vocabulary differences. Historical and sociolinguistic aspects will also be covered.

**COURSE OBJECTIVES**

The students will:

- Identify and differentiate regional varieties of the Spanish language worldwide.
- Identify differences in pronunciation, grammar, and vocabulary of Spanish in the Spanish-speaking world, with a particular focus on the Americas and the Iberian Peninsula.
- Demonstrate an understanding of the historical and sociolinguistic context of the diversification of Spanish.

**UNIVERSITY LEARNING OUTCOMES**

The course learning outcomes adjust to the **University Undergraduate Learning Outcomes:**

- Intellectual Breadth and Lifelong Learning- Graduates can understand and integrate fundamental principles of the natural sciences, social sciences, humanities, fine arts, and health sciences and develop skills and a desire for lifelong learning.
- Inquiry and Critical Thinking- Graduates can identify problems, articulate questions, and use various forms of research and reasoning to guide the collection, analysis, and use of information related to those problems.
- Communication- Graduates can write and speak effectively to general and specialized audiences, create compelling visuals that support written or spoken communication, and use electronic media common to one's field or profession.
- Global/Multicultural Knowledge and Awareness- Graduates will have developed knowledge of global and multicultural societies and an awareness of their place in and effect on them.
- Citizenship and Ethics- Graduates are able to participate knowledgeably and actively in the public life of our communities and make informed, responsible, and ethical decisions in their personal and professional lives.

**REQUIRED TEXTBOOK**

Lipski, John. El español de América. Cátedra. 3rd edition, 2004

## BOOKS ON LIBRARY RESERVES OR ACCESSIBLE ONLINE

- Arteaga, Deborah, and Lucía Llorente. 2009. Spanish as an International Language: Implications for Teachers and Students. Clevedon: Multilingual Matters. Alvar, Manuel. Manual de dialectología hispánica
- Chambers and Trudgill. 1980. Dialectology. Cambridge University Press.
- Cotton, Eleanor, and John Sharp. 1988. Spanish in the Americas. Washington DC: Georgetown University Press.
- Escobar Anna María, and Kim Potowski. 2015. El español de los Estados Unidos. Cambridge. Escobar, Anna María. Variación lingüística en español. En: Hualde, Ignacio, Antxon Olarrea, Ana María Escobar, and Catherine Travis. 2010. Introducción a la lingüística hispánica. Cambridge University Press.
- Escobar, Anna María. El español en los Estados Unidos. En: Hualde, Ignacio, Antxon Olarrea, Ana María Escobar, and Catherine Travis. 2010. Introducción a la lingüística hispánica. Cambridge University Press.
- Gutierrez-Rexach, Javier. 2016. Enciclopedia de Lingüística Hispánica. Routledge.
- Hualde, Olarrea, Escobar. Introducción a la lingüística hispánica. Lope Blanch. El español de América.
- Klee, Carol, and A. Lynch. 2009. El español en contacto con otras lenguas. Georgetown University Press.
- Lipski, John. Varieties of Spanish in the United States. Georgetown University Press, 2008
- Montes Giraldo. Dialectología general hispanoamericana.
- Moreno-Fernández, Francisco. 2020. Variedades de la lengua española. Routledge.
- Moreno-Fernández, Francisco and Caravedo, Rocío. 2022. Dialectología hispánica. The Routledge Handbook of Spanish Dialectology.
- Penny, Ralph. Variation and change in Spanish (online)
- Zamora Munné, Juan & Guitart, Jorge, Dialectología hispanoamericana: teoría, descripción, historia.
- Zamora, Vicente. Dialectología Española

## ADDITIONAL MATERIALS FOR STUDENTS:

Additional materials for each topic are available on WebCampus. The instructor will also recommend journal articles and book chapters for your assignments.

## GRADING

Attendance and class participation	10%
Group presentation	15%
Final exam	10%
Quizzes	15%
Group Research project	
*Group annotated bibliography	15%
*Group paper proposal	15%
*Group paper	20%

(\*) If a student wants to work with Peruvian Spanish Data, they need to go to the IRB process. Please, make an appointment with the instructor by the end of January if you want to explore this option.

## ATTENDANCE AND CLASS PARTICIPATION (10%)

Student attendance is essential, especially when we meet only twice a week. Steven J. Corbett says that: "When students miss class, they miss out on important details, changes to the syllabus, and new assignments, not to mention the opportunity for a deeper understanding of a topic. They miss the chance to ask questions, learn from their peers, and show us where we may need to slow down, speed up, or retrace elements of the course content." Lafrance, M., & Corbett, S. J. (2014, July 14). A 21st-Century Attendance Policy. The Chronicle of Higher Education. Retrieved from

We should add that when a student is absent, they cannot collaborate with classmates and participate in class activities, which is an essential part of the language-learning process.

Therefore, a student may miss class three (3) times for any reason (e.g., medical, hospitalization, jury duty, transportation issues, funerals, personal, family trips, emergency conditions, employment commitments, extracurricular activities, other course commitments, etc.) without it affecting their grade. After three (3) absences, their final course grade for each absence will be lowered by one letter grade. For example: if a student has 4 absences and his/her grade is "B" it will change to a "B- ". Missing eight (8) or more classes will result in an automatic final grade of F. Absences related to religious holidays or representing UNLV are exempted (see below).

If a student arrives late to class (15 minutes maximum), a tardy will be marked next to his/her name. After 15 minutes you will be allowed to stay in class, however, an absence will count against you. After three (3) tardies, an absence will be counted against the student. If a student steps out of class for more than 5 minutes (emergencies exempt) or if you depart prior to dismissal by the instructor, you will be counted absent for that class period.

The student must give their instructor verifiable documentation on official letterhead (with missed days & excuse for the missed days) clearly outlining one (1) class meeting after returning. If no acceptable documentation is provided, it will be an unexcused absence.

It is the responsibility of the student to come to class with exercises and prepared readings and to participate actively in class. This component takes into account various aspects: 1) its consistent use of Spanish in class, 2) attendance and punctuality, 3) preparation of the previous class assignments, 4) your desire to participate individually and in groups, and 5) respect for your peers.

The instructor will assign 10 points for attendance and class participation in each class. Late arrivals will affect this grade.

**LATE ASSIGNMENTS:** Please, check the deadline carefully. Any assignment submitted after the deadline will receive a **deduction of 3% per day**. WebCampus has an extended deadline, after which student work will not be accepted, and the submission will be closed for the specific assignment. Please, check the deadline carefully. Late assignments due to extraordinary circumstances will be evaluated on a "case by case" basis and accepted at the instructor's discretion.

#### GRADING SCALE:

A	93-100
A-	90-92
B+	88-89
B	84-87
B-	80-83
C+	78-79
C	74-77
C-	70-73
D+	68-69
D	64-67
D-	60-63
F	59 & Below

**Extra credit policy** - There will be no extra credit in the class.

### GROUP PRESENTATION (15%)

Students will work in groups. Each Group will choose a Latin American country. The students will make a PowerPoint presentation in Spanish containing all relevant information researched: general linguistic features, maps, demography, history, social information, etc. Make sure to include real audio from politicians, celebrities, YouTubers, podcasters, or similar sources. Spelling and grammar will be considered in the evaluation. The PPT presentation should be submitted to WebCampus Assignments. Additional instructions and the rubric for this assignment will be posted to WebCampus.

Choose a country:

1. Colombia
2. Uruguay
3. Honduras
4. Nicaragua
5. Costa Rica
6. El Salvador
7. Panamá
8. República Dominicana
9. Bolivia
10. Chile

### QUIZZES (15%)

There will be two online quizzes. The study guides for each quiz are posted to WebCampus. The quizzes have multiple-choice and fill-in-blank questions.

### FINAL EXAM (10%)

The in-class final exam will be comprehensive. Topics will cover all the readings scheduled in the syllabus. The exam has two sections. In the first section, you will have to briefly define basic linguistic concepts, fill in the blanks with the correct information, and answer multiple-choice questions. You will be asked to write a short essay in the second section.

### RESEARCH PROJECT

#### GROUP ANNOTATED BIBLIOGRAPHY (15%)

Choose a specific topic on a particular Spanish dialect. After researching the library, select six references published after 2015 that you consider relevant to your project. If the group has more than two students, consult with the instructor because the number of readings increases. Write an annotated bibliography. Additional instructions and the rubric for this assignment will be posted to WebCampus. Annotated Bibliography links:

- <http://guides.library.cornell.edu/annotatedbibliography>
- <https://owl.english.purdue.edu/owl/resource/614/03/>

The students need to use an online corpus to extract examples as needed for their presentations.

Corpora will help the students to find examples:

- Corpus BYU <https://www.corpusdelespanol.org/>
- KU Libraries <http://guides.lib.ku.edu/c.php?g=95315&p=617267>

#### GROUP PAPER PROPOSAL (15%)

Students will write a draft of the complete research paper (4 pages) containing an introduction, a theoretical framework, research questions, and a discussion. The instructor will give more specific guidelines two weeks before the submission date.

#### RESEARCH PAPER, FINAL VERSION (20%)

Write a final draft of your research paper. The paper should have a minimum of 8 pages, excluding maps, figures, tables, and references. The guidelines for the final version will be published on

WebCampus.

Writing a Research Paper:

<http://owl.english.purdue.edu/workshops/hypertext/ResearchW/>

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## **PROGRAM**

### **Week 1**

January 16, 2023

Martin Luther King Jr. Day recess

January 18, 2023

#### Introduction

- Syllabus: Course objectives and assignments
- Syllabus Quiz

#### Readings

- Muñoz Basols, J et al. Variación: diversidad lingüística y dialectal en el mundo hispanohablante. En: Introducción a la lingüística hispánica actual. Teoría y práctica. Routledge.

### **Week 2**

January 23 & 25

#### The field of dialectology

- Spanish phonetic symbols chart
- Linguistic variation and linguistic change
- What is a dialect?
- Isoglosses and the Dialect Continuum

#### Readings

- Pilar García Mouton. (2016) Dialectología y geografía lingüística. In Javier Gutiérrez Rexach (ed.). Enciclopedia de Lingüística Hispánica. Routledge.

### **Week 3**

January 30 & February 1

#### The peninsular dialects

- The Northern Spanish dialects
- Andalusian Spanish

#### Readings

- Francisco Moreno Fernández. 2020. Panorama lingüístico de la península ibérica. En *Variedades de la lengua española*. Routledge.
- Francisco Moreno Fernández. 2020. Variedades del español de España. En *Variedades de la lengua española*. Routledge.

### **Week 4**

February 6 & 8

#### Latin American Spanish

- Latin American Spanish dialect classifications

#### Readings

- Francisco Moreno Fernández. 2020. Panorama lingüístico de Iberoamérica. En *Variedades de la lengua española*. Routledge.
- Lipski, John. El español de América. Capítulo I. La clasificación de los dialectos de América. Pp. 15-47.

February 8: Submission of research project topic for approval

## **Week 5**

February 13 & 15

### Latin American Spanish

- Peninsular heritage

### Readings

- Lipski, John. El español de América. Capítulo II. La herencia lingüística de España. Pp. 48-78

February 13: Quiz 1

February 15: The class meets at the Lied Library

## **Week 6**

February 20: Presidents' Day Recess

February 22

### Latin American Spanish

- The indigenous contribution

### Readings

- Lipski, John. El español de América. Capítulo III. La contribución indígena.

## **Week 7**

February 27 & March 1

### Latin American Spanish

- The African connection
- Caribbean Spanish

### Readings

- Lipski, John. El español de América. La conexión africana.
- Lipski, John. El español de América. El español de Puerto Rico (pp 251-260)
- Lipski, John. El español de América. El español de Cuba (xxx).

## **Week 8**

March 6 & 8

### Latin American Spanish

- Mexico

### Readings

- Lipski, John. El español de América. El español de México. pp 294-307
- Klee and Lynch: El español en contacto con otras lenguas. Chapter 4 Contacto del español con lenguas indígenas en Hispanoamérica

March 8: Group annotated bibliography submission

## **Week 9**

March 13 & 15: Spring break

## **Week 10**

March 20 & 22

### Latin American Spanish

- Latin American Spanish: Mesoamerica

### Readings

- Lipski, John. El español de América. El español de Guatemala
- Lipski, John. El español de América. El español de El Salvador

### **Week 11**

March 27 & 29

#### Latin American Spanish

- Latin American Spanish: Andean Spanish

#### Readings

- Lipski, John. El español de Ecuador March 29:

Quiz 2

### **Week 12**

April 3 & 5

#### Latin American Spanish

- Latin American Spanish: Andean Spanish

#### Readings

- Lipski, John. El español de Perú
- Lipski, John. El español de Ecuador April 5: Group research proposal submission

### **Week 13**

April 10 & 12

#### Latin American Spanish

- The Guaranian zone

#### Readings

- Lipski, John. El español de Paraguay
- Lipski, John. El español de Argentina. pp 204-218

### **Week 14**

April 17 & 19

#### Spanish in the US

- Anna Maria Escobar y Kim Potowski. El español de los Estados Unidos. Cap. Características dialectales del español de los EEUU.

### **Week 15**

April 24 & 26

April 24: Group presentations and ppt submission

### **Week 16**

May 1 & 3

May 1: Research paper submission deadline

Study week

### **Week 17**

Final Examinations begin

Final exam: Wednesday May 10<sup>th</sup>, 2023

## **UNIVERSITY POLICIES**

All instructors are required to include the academic policies listed below in the syllabi for their courses, perhaps under a section entitled University Policies. This document is posted on the [University Policies](https://www.unlv.edu/policies/additional) webpage, <https://www.unlv.edu/policies/additional>, in the Executive Vice President and Provost section, under Academic Semester Memos.

Please address questions to Kate Korgan, Senior Vice Provost for Academic Affairs, via [Email](mailto:Email) at [SVPA@unlv.edu](mailto:SVPA@unlv.edu) or (702) 895-5950.



### **Public Health Directives**

Face coverings are currently optional for all faculty and students in the classroom. Students must follow all active UNLV public health directives while enrolled in this class. UNLV public health directives are found at Health Requirements for Returning to Campus (<https://www.unlv.edu/coronavirus/health-requirements>). Students who do not comply with these directives may be asked to leave the classroom. Refusal to follow the guidelines may result in further disciplinary action according to the UNLV Student Conduct Code, ([https://www.unlv.edu/sites/default/files/page\\_files/27/StudentConduct-Code.pdf](https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf)), including being administratively withdrawn from the course. Information about COVID-19 reporting may be found here (<https://www.unlv.edu/coronavirus/reporting>).

### **Accessibility**

UNLV and the Nevada System of Higher Education require digital educational materials, including syllabi, to be accessible, in alignment with equal opportunity mandates by the Americans with Disabilities Act (ADA). The Office of Accessibility Resources, <https://www.unlv.edu/accessibility>, offers interactive training sessions, <https://www.unlv.edu/accessibility/accessible-syllabus>, to help UNLV personnel create digital syllabi and other educational materials in accessible formats. For more information, contact the Office of Accessibility Resources.

### **Americans with Disabilities Act Accommodations**

For all accommodation determinations allowed under the Americans with Disabilities Act, please contact the Disability Resource Center, <https://www.unlv.edu/drc>, located in the Campus Resource Center (CRC), across Harmon from the Lied Library, telephone (702) 895-0866.

### **Classroom Guidelines**

Per UNLV General Counsel, instructors determine what is and what is not acceptable behavior in the classroom (e.g., late arrival, use of electronic devices). Instructors have the authority to determine who can be present during a class period, including whether visitors are allowed. Instructors should clearly communicate their expectations to the students at the start of the semester.

### **Classroom Procedures**

All instructors are expected to:

- Hold class meetings that are consistent with the course schedule. When instructors must miss an occasional class (e.g., for attending professional meetings, due to sickness, or for the observance of a religious holiday), they are expected to reschedule that class meeting or to arrange for a guest lecturer, or to provide alternative instruction or assignments. The complete Class Cancellation Policy for Instructors is on the University Policies webpage, <https://www.unlv.edu/policies/class-cancellation-policy-instructors>.
- Maintain a predictable number of office hours that are posted, and during which the instructor will be available to students, colleagues, and others.
- Evaluate academic performance fairly and equitably.
- Counsel students.
- Carry through with their workload commitment in accordance with UNLV, College/School, and Department/School bylaws. Except for emergencies, instructors should have prior approval from their supervisor before missing/rescheduling classes and/or missing other scheduled duties.
- Continue their professional development.
- Meet their obligations to the University community.

### **Consensual Relationships**

UNLV prohibits romantic or sexual relationships between members of the University community when one of the individuals involved has direct professional influence or direct authority over the other. For further information, see UNLV Consensual Relationships Policy, <https://www.unlv.edu/hr/policies/consensual>.

### **Credit by Examination for Undergraduate Courses**

Credit by Examination (CBE) for undergraduate courses offers students the opportunity to demonstrate previous mastery of college-level learning, and accelerates progress toward completion of their degrees, while decreasing tuition costs. CBE benefits the Department/School by freeing up seats in classes and increasing completion rates with a relatively low impact on faculty workload. In an effort to ensure that CBE is administered consistently across Campus, the following best practices are suggested as a list of minimal criteria for the creation/review of these exams.

Credit by Examination shall...

- Benefit students (e.g., provide flexibility and remove barriers to completion).
- Benefit the Department/School (e.g., free up seats in high-demand courses, increase Retention,



Progression, and Completion [RPC] metrics).

- Match the course in academic quality and rigor.
- Demonstrate mastery of the course's student learning outcomes.
- Demonstrate appropriate college-level learning.
- Not duplicate a course already completed by the student.
- Not be in opposition to Northwest Commission on Colleges and Universities (NWCCU) or discipline-specific accreditation policies.
- Not be used to replace a failing grade.
- Not be permitted if the student has previously received credit for a more advanced course covering the same subject matter (e.g., CBE will not be permitted to satisfy Art History I if the student has already received credit for Art History II).
- Not apply toward satisfying the minimum on-Campus resident credit requirement, <https://www.unlv.edu/advising/policies-forms>, of the institution from which graduation is sought, and does not constitute an interruption of the resident credit requirement.

#### **Departments, Schools, and Colleges shall...**

- Have documented policies/procedures for awarding credit that are made available to undergraduate students, and that are universally and consistently enforced.
- Verify that the student is eligible to take CBE: o Student is fully admitted and enrolled. o Student is in good academic standing. o Student has completed all prerequisites required for the course in which he/she is requesting CBE.
- Ensure that the student does not use CBE to surpass 25% of the total credits required for graduation.
- Ensure that native speakers of languages other than English do not receive lower-division foreign language credit for courses in their native tongue.
- Ensure that CBE for variable unit courses does not exceed 5 credits. Exceptions may be granted with Dean and Provost approval.
- Request that the Registrar's Office post the satisfactorily completed CBE to the student's permanent academic record and clearly identify that the credit was earned by examination. The only acceptable grades for CBE are S (Satisfactory) or U (Unsatisfactory).

#### **Disability Resource Center Accommodations**

Instructor compliance in collaborating with the Disability Resource Center ("DRC" located in the Campus Resource Center (CRC), across Harmon from the Lied Library, <https://www.unlv.edu/drc>, telephone 702-895-0866), is critical to uphold the University's federal mandate to provide equal access to students with disabilities. If instructors believe that accommodations may fundamentally alter course requirements, such concerns must be discussed with the DRC in a timely manner. Failure to comply with DRC academic accommodation plans given to instructors by students may put the instructor and the University at risk for litigation and may subject an instructor to discipline under the Nevada System of Higher Education (NSHE) Code, Title 2, Chapter 6.

**Note-taking Services:** It is mandatory that instructors assist in the recruitment of note-takers for their classes should note-taking accommodations be requested by the DRC. Instructors are legally obligated to assist the DRC in the recruitment process, and to ensure that the accommodation needed for note-taking is being met consistently. In partnership with the DRC, if you receive an email notification from the Rebel Access Portal (RAP) system that a note-taker is needed for your class, please follow the detailed instructions contained in that email. Please always refer any students interested in note-taking to the DRC. If a DRC student asks you about note-taking services, please refer them to the DRC note-taking unit, [notetaking@unlv.edu](mailto:notetaking@unlv.edu).

**Adaptive Furniture:** If you see tables and chairs with DRC identification on them placed in your classroom, please do not move, remove, or alter their placement in your class. The furniture is placed in the room for students whose disability precludes them from sitting in a conventional table/chair or at a tablet desk, and is considered an official DRC accommodation. The furniture may or may not be used by students in your class; however, the students who need that furniture have a class in that same classroom. If there are issues regarding furniture placement, please contact the DRC immediately; they will do their best to remedy any issues.

**Testing Accommodations:** To expedite and streamline the process for administration of examinations and quizzes for students requiring testing accommodations, it is imperative that instructors do their best to adhere to the procedural guidelines of the DRC for the provision of examinations and associated materials. We wish to emphasize that instructors are partners with the DRC in the accommodation obligations. To that end:

- Testing Accommodation Forms (TAFs) must be completed in their entirety by the instructor of record and submitted through the Rebel Access Portal (RAP) within one business day of receipt of the link on the Faculty Notification Letter (FNL). For purposes of mandated access, it is necessary that the DRC has a means to contact the instructor or responsible Department/School official should a student have questions, or if there are issues with the examination. Please consider providing a mobile number for calling/texting to the DRC Testing Coordinator, or on the TAF, in case there is a problem or question during testing.
- Examinations/Quizzes must be received by the DRC a minimum of 24 hours in advance of the assessment date, by uploading them to the RAP portal, sending them by email to [drctest@unlv.edu](mailto:drctest@unlv.edu), or by dropping them off at the DRC, located in the Campus Resource Center (CRC) across Harmon from the Lied Library, <https://www.unlv.edu/drc>, telephone 702- 895-0866). If due to extenuating circumstances an instructor is unable to provide the exam at least 24 hours in advance, the instructor must notify the DRC immediately. The DRC may contact the appropriate administrator (Chair, Director, Dean) to request assistance to obtain an exam.
- If there are any changes to the exam (such as allowing a longer time for the class to complete the test once it has commenced; placing information needed by the students to complete the exam on a board in the room; providing formula sheets to students upon their arrival to the test), it is essential that the DRC student who is testing away from the classroom location be afforded the same access to any additional information, as well as to any assistance that the instructor provides to the class during the exam. Not providing to the DRC student any information that is provided to the class could place the DRC student at a disadvantage. For this reason, it is incumbent upon the instructor to notify the DRC of any such changes that occur while administering an exam.
- The DRC will assist instructors in facilitating the accommodation process. Instructors should not hesitate to contact the DRC with questions or concerns about policies, procedures, service provision, and/or any issues with students.

#### Early Alert Progress Reporting

The Office of the Vice Provost for Undergraduate Education, <https://www.unlv.edu/units/undergraduate-education>, is actively engaged in implementing best practices for student success at UNLV. As part of this effort, the University works with instructors to provide formative feedback to primarily first-year students through Early Alert Progress Reporting. Instructor participation in this program is not mandatory, but it is strongly encouraged.

During the first six weeks of the semester, Early Alert Progress Reports will be distributed via email to instructors of select, high-impact courses using the Campus Connect platform, <https://www.unlv.edu/studentsuccess/rpc/campusconnect>. This email will include instructions and a link to the class roster, where instructors can identify students who are demonstrating early challenges with course performance, and provide encouragement to those who are off to a good start.

Following submission, students will automatically receive an email regarding their course status, available resources, and other relevant information. Academic advisors in each College/School will have access to the Progress Report results within the Campus Connect platform, and will have the opportunity to engage students in additional dialogue.

Please address any questions about Early Alert Progress Reports to the Campus Connect team ([campusconnect@unlv.edu](mailto:campusconnect@unlv.edu)).

#### Electronic Educational Learning Tools

Instructors using electronic educational learning tools (e.g., Pearson Publishing, Socrative, Top Hat, Turning Technologies) designed to enhance student learning may not market their own materials for sale through any of those systems. Additional costs to students for the use of these tools, or for additional materials available within them must be disclosed in the course registration system (MyUNLV), and clearly labeled as required materials in the course syllabus, so that students may use financial aid awards to obtain them.

#### Final Examinations and Study Week

The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The general schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the

Final Exam Schedule, <https://www.unlv.edu/registrar/calendars>. Final exams cannot be given during Study Week, as to do so shortens the length of the semester by one week, and thereby results in a course having fewer than the minimum required number of contact hours.

The standard time scheduled for final exams is two hours. Faculty are encouraged to allot sufficient time for students to complete the final exam, and it is expected that the final exam length and content will be commensurate with the time allotted. However, faculty are generally discouraged from offering final exams that do not meet for the standard two-hour period, as doing so negatively affects students' schedules during an already stressful time. If faculty must allot more or less time for the final exam than the standard two-hour period, the Dean of the College or School must approve the non-standard exam time. In addition, the length of exam time must be indicated on the syllabus to provide proper notice to students and also communicated to the Registrar's Office before the class schedule goes live for the term (generally around the midpoint of the previous regular semester) so that the exam time can be appropriately noted.

### **Grading**

All syllabi should clearly indicate processes for administering assessment exercises, grading, and reporting grades. In keeping with the Family Educational Rights and Privacy Act (FERPA), grades should not be posted publicly, unless complete confidentiality for individual students is ensured. The preferred method for posting grades is to use WebCampus-Canvas. Final course grades must be submitted within the MyUNLV Faculty Center website by 4:00 p.m. on the first Tuesday after the end of the academic semester. For the few courses that end after that date, the due date to submit final grades is the Tuesday following course completion.

Beyond the professional responsibility to provide final grades to students in a timely manner, late grades have a negative impact on UNLV's share of the NSHE performance funding formula. It is ultimately the Department/School/College's responsibility to have all final grades posted on time. The grade submission deadlines for the upcoming academic terms are:

- |                        |                 |
|------------------------|-----------------|
| • Spring Semester 2023 | May 16, 2023    |
| • Summer Session I     | June 6, 2023    |
| • Summer Session II    | July 11, 2023   |
| • Summer Session III   | August 15, 2023 |

### **Grading, Incomplete Grades**

The grade of "I" (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reasons beyond the student's control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the period indicated, a grade of "F" will be recorded, and the student's GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not re-register for the course. It is expected that they will make individual arrangements to complete all course requirements with the instructor who assigned the "I" grade.

### **Grading, Recording Date of Last Attendance for Incomplete and "F" Grades**

Under NSHE and UNLV policy, instructors are not required to take attendance, as defined under federal financial aid guidelines. However, both federal financial aid and NSHE policy require instructors to record (i) a measure of a student's educational engagement at the beginning of the semester, and (ii) when assigning an Incomplete or "F" grade, a student's "date of last attendance," to determine whether the student completed more than 60% of the instruction of a course. Individual instructors may, at their discretion, record an "FN" grade (F for non-attendance) in the case of a student who did not complete more than 60% of instruction and did not withdraw from the course. In all these instances, the percent of instruction achieved is based upon the student's date of last attendance, defined as the "last date of attendance at an academically related activity" associated with the course, based upon federal financial aid guidelines. This date could be later than the last date of physical classroom attendance.

"Academically related activity" is defined at UNLV as any of the following actions, all of which are taken from Title VI federal financial aid guidelines:

- physically attending a class where there is an opportunity for direct interaction between the instructor and students;
- submitting an academic assignment;
- taking an exam, an interactive tutorial, or computer-assisted instruction;

- attending a study group that is assigned by the academic unit;
- participating in an online discussion about academic matters; or
- initiating contact with an instructor to ask a question about an academic topic studied in the course.

Academically related activities do not include activities where a student may be present, but not academically engaged, such as:

- living in institutional housing; • participating in the University's meal plan;
- logging into an online class without active participation; or
- participating in academic counseling or advisement.

Note about logging into an online course without active participation, above: The acceptable standard is that an institution can demonstrate "that a student participated in class or was otherwise engaged in an academically related activity, such as contributing to an online discussion or initiating contact with an instructor to ask a course-related question."

### **International Activities**

UNLV has launched our Global Education Initiatives, a new unit which includes: Global Partnerships & International Recruitment; the Office of International Students and Scholars; the English Language Center; and the Office of International Programs. Faculty, instructors, or staff considering the development of international programs, international partnerships, or international recruitment must contact Leslie Hunter (leslie.hunter@unlv.edu) and she will connect you to the right person to coordinate efforts and benefit from our new GEI infrastructure to support internationalization in all forms.

The Office of International Programs is part of our new Global Education Initiatives and is the central academic support unit that assists UNLV with study abroad programs and student opportunities, instructor exchange, field study projects, student Fulbright applications, and other initiatives related to the export of UNLV students to other countries for educational, scholarly, and research purposes.

UNLV instructors and staff who initiate activities with an international component that includes accompanying students or guests must contact the Office of International Programs (located in CBC-B 325, telephone 702-895- 3896) during the initial planning stages of the activities, to obtain information regarding UNLV and NSHE policies for foreign study, research, or travel. Similarly, faculty, instructors, and staff must advise students who are planning international travel for educational, scholarly, research, or co-curricular engagement to reach out to the Office of International Programs early in their trip planning to ensure compliance with all university and NSHE policies and processes.

Faculty and staff who are planning UNLV work-related international travel and/or who are being paid by UNLV for any part of their travel outside the U.S. must also complete a Faculty/Staff travel form no less than one month prior to departure. Additional information is available on the UNLV website COVID Travel webpage, <https://www.unlv.edu/coronavirus/travel>.

UNLV employees have a contractual obligation to comply with UNLV policies and the NSHE Code. Failure to work within UNLV and NSHE policies for the development and approval of international travel may result in employee noncompliance with institutional policy. In addition, employees may not be provided institutional support to cope with any professional or legal consequences that arise from out-of-compliance activities, which may be the sole responsibility of the instructor or staff member.

### **Library Resources**

The UNLV University Libraries provide reserves to support access to materials that faculty have designated for student course use. Faculty may link to full-text resources available from the Libraries directly within Web Campus- Canvas. For materials that are in print, please consult with the Libraries for possible electronic or alternative course reserve resources at <https://www.library.unlv.edu/research/reserves>.

The UNLV University Libraries also provide instructional and research support to assist faculty in research and teaching. Librarians are available to design and deliver discipline-specific instruction for students meeting course objectives, including data visualization, multimedia, and research processes. Librarians can meet individually with faculty and students to provide customized one-on-one consultations in support of specific classes and research interests. For complete information on library services for faculty, visit <https://www.library.unlv.edu/instruction/request-library-instruction>.

### **Mid-Semester Courses**

Mid-semester courses allow five weeks of instruction before the start of the final exams for semester-long

courses. Mid-semester courses should include a minimum of 750 minutes of classroom instruction per credit. Mid- semester courses are designed, approved, and built within academic Departments, Schools, and Colleges. This process should be completed as early as possible, to allow for proper scheduling and advertising. Please note that these courses are FTE-generating courses, just as any others offered by that academic unit. Thus, each Department/School needs to complete any necessary employment documents for instructors teaching mid- semester courses. If the week-long Spring Break Recess falls within a mid-semester course, Spring Break does not count as part of the five weeks of instruction.

The start date for Spring 2023 mid-semester courses is April 3.

#### **Missed Classwork**

Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for mid-semester, modular, and Summer courses, and of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Missed Classwork policy, under Registration Policies, on the Academic Policies webpage, <https://catalog.unlv.edu/content.php?catoid=39&navoid=10666&hl=>.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student submits official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a “drop one” option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate’s policy, and an infringement on the student’s right to complete all work for the course.

This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could be reasonably avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/School Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee. For purposes of definition, extracurricular activities may include, but are not limited to: academic recruitment activities, competitive intercollegiate athletics, fine arts activities, liberal arts competitions, science and engineering competitions, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

#### **Rebelmail**

Rebelmail is UNLV’s official email system for students and by University policy instructors and staff should only send emails to students’ Rebelmail accounts. Rebelmail is one of the primary ways students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Students’ email prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. Emailing within Web Campus-Canvas is also acceptable.