



Course Syllabus v. January 6, 2024

Course Number - Title: Spanish 209 - (SPAN 209) "Composition and Conversation"

Instructor: Mr. Brad Martin

Office/Class Hours: Monday 9:00am - 4:00pm by request (In-person or virtual)

Phone/Email: Cell: 304-516-3366 E-mail: martinj@dewv.edu

Academic Term: Spring 2024

Days/Time: Mondays 10:00-11:00am 1:1 meetings by appointment*

*virtual only as needed

Credit: 3 hours Credit

Course Description: 1 semester hour

Students will further develop proficiency in presentational writing and conversational exchange (both spoken and written) in extemporaneous contexts using story-based sources and other resources. A thorough review of relevant grammar (mainly verb usage) and other language learning fundamentals will be concurrently studied and applied. Students will begin from a foundation of at least Intermediate-Mid proficiency in Spanish and work towards establishing an Intermediate High proficiency level or higher.

Learning Outcomes: By the end of this course, students will have developed a more consistent proficiency in writing and speaking at an intermediate mid-to-high level. Students will review all time frames and other modalities of verb usage. Students will also develop skill in discussing and writing about a variety of issues based on story narratives.

Required Apps and Materials:

WhatsApp (WA) *You are to use WhatsApp for public or private posts in the Spanish relevant to your learning. Communications will be both written or spoken and may include images, screen shots, links, documents, video and audio messages.*

Spiral Notebook - Journal

The standard size 8.5 x 11" lined page notebook should be exclusive to this course. You will need to bring it to each in-person meeting. (If virtual, be prepared to show it on camera.) You are to write a dated **HEADING** for each entry. **Don't write header ahead of time!**

What Do I Need To Do?

- 1. Get in communication with the instructor, Brad Martin. While email is OK, SMS texting is better, but the primary medium will be WhatsApp. Download the app if you don't already have it and provide Mr. Martin with your cell number. Once you are in the master contact list, you will be divided up into GROUPS (by language and college).**
- 2. Get a SPIRAL NOTEBOOK. Dedicate it to only this course. Bring it with you to all in-person 1:1 meetings with Mr. Martin. You will receive LOG sheets for the entire semester at your first 1:1 in-person meeting. Keep the LOG sheets in your notebook. Bring your NOTEBOOK and LOG sheet to all in-person meetings.**
- 3. BY THE BEGINNING OF WEEK 1, you should have received a SCHEDULED 1:1 in-person MEETING TIME. If you have not sent Mr. Martin you schedule, do so ASAP.**
- 4. According to the SEMESTER CALENDAR (see next page in syllabus), you will meet with Mr. Martin TEN times in person. You will be responsible for TWO WRITTEN and TWO SPOKEN submissions through WhatsApp. These submissions will be from the previous week indicated on the CALENDAR. Mr. Martin will give follow-up feedback at the next 1:1 In-Person meeting or no later than 11:59 pm of Friday of the following week if no 1:1 is scheduled.**
- 5. At the "Week 1 In-Person Meeting" (either Wednesday or Thursday, January 17 or 18) all communication will be in Spanish. Proficiency at A2 (ACTFL Proficiency Level-5) will be assumed. With Mr. Martin's help, set a reasonable goal and learning plan for the remainder of the semester.**
- 6. The minimum length (word count for written and seconds for spoken) of your OUTPUT submissions will be 75 (words or seconds).**
- 7. For weeks 1-10, you are required to send Photos of your Written entries for the previous week with "laundered" (Google corrected) results as well. (See page 6) THESE ARE DUE BY 11:59 pm on the Sunday at the end of the week.**
- 8. READ this SYLLABUS thoroughly. Become acquainted with the PROGRAM website and the TARGET LANGUAGE website relevant to you. Pay particular attention to Calendar navigation and Input/Output guidelines. Familiarize yourself with the Target Language website for easy navigation.**

Semester Calendar: SPAN 209

Spring 2024 v. Dec 6, 2023

<u>Week</u>	<u>Mon or Tue 1:1 / 1 hour</u>	<u>1:1 or Virtual</u> Sunday Submission	<u>Week's Practice Period</u>
1	Jan 15 (in person) 1:1	Syllabus, Placement and Goals	Wk. 1: Mon 1/16 - Sun 1/21 - 4 dates
2	Jan 22 (in person) 1:1	Wk 1 LOG + 2x S/W	Wk. 2: Mon 1/22 - Sun 1/28 - 4 dates
3	Jan 29 (in person) 1:1	Wk 2 LOG + 2x S/W	Wk. 3: Mon 1/29 - Sun 2/4 - 4 dates
4	Feb 5-11 (Log + 2x S/W)	Virtual - Wk 3 LOG + 2x S/W	Wk. 4: Mon 2/5 - Sun 2/11 - 4 dates
5	Feb 12-18 (Log + 2x S/W)	Virtual - Wk 4 LOG + 2x S/W	Wk. 5: Mon 2/12 - Sun 2/18 - 4 dates
6	Feb 19-25 (Log + 2x S/W)	Virtual - Wk 5 LOG + 2x S/W MID-TERM PROGRESS REPORT	Wk. 6: Mon 2/19 - Sun 2/25 - 4 dates
7	Feb 26-Mar 10 (Log + 2x S/W)	Virtual - Wk 6 LOG + 2x S/W Spring Break (March 2-10)	Wk. 7: Mon 2/26 - Sun 3/10 - 4 dates (2 weeks)
8	Mar 11 (in person)	1:1 Wks 1-7 LOG + 2x S/W Mid-Term Exam: Conversational (spoken) in class; Written out-of-class	Wk. 8: Mon 3/11 - Sun 3/17 - 4 dates
9	Mar 18 (in person)	1:1 Wk 8 LOG + 2x S/W	Wk. 9: Mon 3/18 - Sun 3/24 - 4 dates
10	Mar 25 (in person)	1:1 Wk 9 LOG + 2x S/W	Wk. 10: Mon 3/25 - Sun 3/31 - 4 dates
11	Apr 1 (in person)	1:1 Wk 10 LOG + 2x S/W	Wk. 11: Mon 4/1 - Sun 4/7 - 4 dates
12	Apr 8 (in person)	1:1 Wk 11 LOG + 2x S/W	Wk. 12: Mon 4/8 - Sun 4/14 - 4 dates
13	Apr 15 (in person)	1:1 Wk 12 LOG + 2x S/W	Wk. 13: Mon 4/15 - Sun 4/19 - 4 dates
14	Apr 22 (in person)	Conversational Final Exam - Weeks 8-13 (all Inputs)	
15	Apr 29-May 3	Written Final Exam - Weeks 8-13 (all Inputs)	

Grading:

Your **GRADE** will be calculated as follows:

Weeks with a required 1:1 meeting will be scored on a 100-point scale including submitted homework (2x Written; 2 x Spoken) and the in-person See RUBRIC (page 7). (Weeks 1,2,3,8,9,10, 11,12,13,14) The Conversational Mid-Term and Final Exams will take place during the 1:1 Meetings Weeks 8 and 14.

"Virtual" Weeks in which only logged input and output submitted by WhatsApp (2x Written; 2 x Spoken) will be scored on a 100-point scale. (Weeks 4,5,6,7) See RUBRIC (page 7)

The MID-TERM grade will be the AVERAGE of Weeks 1-7; 50% of the FINAL grade will be the AVERAGE of weeks 1-13 plus the combined mid-term exams (25%) and the combined final exams (25%).

Program Website: *This will be your reference site for program and course information. Use as reference.*
p2p-de.weebly.com (information on program and links to language websites)

Target Language Website:
spanishp2p.weebly.com (links to Spanish resources)

Structured Learning Programs: (SLP) (web and app) + Other INPUTS

Ideally, an SLP should give you opportunities to practice the four skill areas tested on the STAMP test - Reading, Writing, Listening, Speaking. We add the "interpersonal" domain in this course as well. Different SLPs have strengths and weaknesses concerning emphasis on these skills. No SLP will take you into a higher level proficiency (intermediate or advanced) unless you ACTIVELY ENGAGE with the program. How to actively engage is the primary focus of this course.

Duolingo - Learn (DUO-L) - Divided into SECTIONS, UNITS, LEVELS (circles), LESSONS

See the corresponding "DUO-L" page on your Target Language website listed above - Try out Duolingo Super if frustrated.

Duolingo - Stories (DUO-S) - Stories are embedded in Sections 1-6

See the corresponding "DUO-L" page on your Target Language website listed above

Duolingo - Radio (DUO-R) - Currently embedded in Spanish Sections 3-6

See the corresponding "DUO-L" page on *spanishp2p.weebly.com*

Duolingo - Podcasts (DUO-P) - Found where most podcasts are found.

See the corresponding "DUO-P" page on *spanishp2p.weebly.com* or *frenchp2p.weebly.com*

Mango Learning (MAN) - Divided into UNITS, CHAPTERS, LESSONS (Secondary SLP)

See the corresponding "MAN" page on your Target Language website listed above

BBC Mundo (BBC) (web and app) - Spanish language version of the acclaimed journalistic site - BBC. Most instructor-selected "authentic" (AU) inputs will come from this source. World news and much more.

SpanishDict.com (SD) (web and app) - Spanish language translator, conjugator, grammar teacher and much more. Verb conjugator and grammar teaching is among the best around. Avoid premium version.

Sol y Viento (SV) - Story-based Spanish learning video series. It's about a bilingual American businessman who takes an assignment to Chile and finds obstacles, romance, betrayal, friendships, conflict, tension, challenges... the stuff of stories. It's about the total running length of a typical movie, but broken up into nine episodes which get more complex with each episode. Videos can be found on *spanishp2p.weebly.com* under **Resources (SB Videos) = Story-Based Videos**

SUPER VERBS + 2nd List Verbs - (Q) = On Quizlet Get really fluent in just 8 forms (tenses) of 12 "high octane" verbs as well as 24 other mostly-regular verbs and... it will rock your Spanish-speaking world. Quizlet sets can be found on *spanishp2p.weebly.com* under **Resources (Verbs)**

Homework Submissions - Logging the INPUT

(left side) - LOG PDF downloadable on p2p-wwwc.weebly.com

On the weekly LOG sheet, the left side is for INPUT (practice Reading and Listening with some practice Speaking and Writing included in Duolingo (**DUO**) L/S/R/P, SpanishDict (**SD**) for grammar, Quizlet (**Q**) for verbs and pronouns, (**BBC**) for authentic journalism, (**SV**) - Sol y Viento video series, possibly Mango (**MAN**). Use the bold-faced abbreviations shown in this paragraph. Here's how to log:

1. Be sure to **DATE** every day's activity Write the **WEEK NUMBER** (from the calendar).
2. Label logged practice with **abbreviations** and as many numbers and titles that fit on line.
3. **Logging "DUO-L"**- After DUO write "L" for a complete "level up" (closing of the circle consisting of 3-6 "lessons" - parts of the circle). After the "L" write the THREE NUMBERS corresponding to the **SECTIONS, UNITS, LEVELS**. For example, 2.4.1 would indicate Section 2, Unit 4, Level 1. You are very much encouraged to LEVEL UP, (complete the circle) but if on a given day you only make it as far as Lesson 2 of Level 1, (a "lesson" usually takes 4-6 minutes) then the example would have a fourth number = 2.4.1.2
4. **Logging "DUO-S"**- After DUO write "S" for a completed story. As there are usually only 2-3 stories each UNIT, it's only necessary to write the **SECTION. UNIT.** numbers, then the **TITLE** of the story in English. Space is tight. You may only have room for the first two or three words of a long title. Write small but clearly. For example, in DUO Spanish, Section 2. Unit 1, there is a story entitled "I Need a New Video Game." You could write: (DUO)-S 2.1. I Need a... Write more if you have room.
5. **Logging "DUO-R"**- This "Radio" call-in "show" (2-3 minutes each) is currently only for more intermediate Spanish learners on DUO. Write **DUO-R**. Like the Stories, write the **SECTION. UNIT.** numbers, then the **TITLE** of the story in English.
6. **Logging "DUO-P"**- (Podcast) These bilingual podcasts are helpful for a touch of the "authentic" for Intermediate learners. Each is about 25 minutes. Write **DUO-P** and then the episode number.
7. **Logging "SD"**- Write **SD** and then the **TITLE** of the grammar video.
8. **Logging "BBC"**- Write **BBC**, the **DATE** and as much of the **Spanish headline** that fits.
9. **Logging "Q"**- Write **Q** and then the **VERB FORM TITLE** (or use **VERB ICONS**) of the online Quizlet set.
10. **Logging "SV"**- Write **SV** and the **Episode Number (1-9)** for these videos. Each about 8-12 minutes.
11. **Logging "PERS"**- (personal) This is when the PROMPT for your OUTPUT (writing or speaking) is NOT based in any way on the content from any particular input source. It's your personal journal in Spanish.
12. **Logging "MAN"**- After MAN write three numbers for the **UNIT. CHAPTER.LESSON** from Mango. Same format as Duolingo; they just use different terminology. May be used as an alternative to DUO-L.
13. **Logging "Engagement"+ Time:** Lower left part of the Input side is a space for giving a value of 0, 1, 2 or 3 to your "Engagement" with the learning material.
After the forward slash (/) write the approximate time spent. (Ex: :20 = minutes)
 - "3" day would look something like this: 25-40+ minutes working on DUO (or other), speaking out loud with the program and writing notes in your notebook. You should complete at least 1-2 levels, learn from the increasingly fewer errors you make, create at least one PROMPT card; spend time writing or speaking an OUTPUT submission, etc. Busy day.
 - a "1" day: minimal (but some!) contact with the language. Maybe a "lesson" or two, (not a "level"), a few notes, no output, limited 4-skills practice. A "0" day = no contact.
 - a "2" day: more than a "1" day; less than a "3" day...

Homework Submissions - Logging the OUTPUT

(right side) - LOG PDF downloadable on p2p-wvwc.weebly.com

On the weekly LOG sheet, the right side is for logging the OUTPUT (Speaking and Writing submissions sent through WhatsApp to the instructor/coach).

1. Be sure to DATE every day's activity Write the WEEK NUMBER (from the calendar).
2. The **PROMPT** should be short (not much space), in English and often related to the Input. Preferably, you will "pick" a card at random from a deck of prompts you will have created. (see below)
3. Though you could do both, more generally you are going to either produce a SPOKEN (S) or a WRITTEN (W) "free response" to be submitted via WhatsApp on a given day. You are assigned a MINIMUM LENGTH [ML] (words for W; second for S) of at least 75. Write the ML on the line after either the "S" or the "W". If I see "S - 85" that tells me you created and sent an authentic, prompted spoken submission of 85 seconds via WhatsApp, based on the Input content. "Authentic" in this case means: 1. Not copied and pasted. (W) 2. Not "read" from a paper (S) 3. Having allowed sufficient time between acquiring the vocabulary and responding. (W or S)

Cold PROMPT Card Pack

A cold prompt is basically a question, scenario or task which evokes a response. One is asked to think quickly with what vocabulary and syntax memory one has at the moment. It can be a word or two or an involved question or task. Think of the names of some famous people you know a lot about or a beautiful place or a delicious food. Just saying that could unleash a lot of commentary. Think about events such "What did I do yesterday?" or tasks such as "How do I write a Journal entry for my World Language class?" Or ... What happens in DUO-S #__?

Generating CP: It is recommended that you keep a CARD PACK of Cold Prompts, best done on separate index cards. They should be in ENGLISH. They can be sourced from anything, but we will focus mainly on the following sources: Duolingo Stories, Duolingo Learn, Duolingo Radio, Duolingo Podcasts, BBC articles, Sol y Viento episodes and Personal Journal Entries. (Abbreviations: DUO-S, DUO-L, DUO-R, DUO-P, BBC, SV, PERS) Your practice activity in SpanishDict (SD) and Quizlet Verbs and Pronouns (Q) is more for a theoretical foundation than as "prompt" material. However, on your mid-term and final exams, a part of your prompt may be to include usage of certain grammar content learned in SD and Q.

FREE RESPONSE: Free Writing (W) or Free Speaking (S)

A free response is basically a semi-unrehearsed (or totally unrehearsed) response to a cold prompt. While a "Free Response" may be either written or spoken, in this course, process is the same: Practice the vocabulary, grammar, themes, narratives in the course, produce a PROMPT card, **ALLOW SOME TIME (this is KEY!)**, then write or speak the response at the ML or greater. NOTE: For "W" please allow space in the notebook for your "laundered" version later.

CORRECTING, "Laundering" a Free Response (FR) with Google Translate (GT): A free response gets "laundered" when, **AFTER** having written it in your notebook or recorded your voice, you then go to Google Translate, type it into the translator in ENGLISH (or some other language if your first language is not English, but not the target language), then compare the output from GT with your original FR. **Put BOTH your original, submitted FR and the laundered GT versions in writing in your notebook**. Make a comparison and ask why there are differences. CHECK beside the "c__" space to show you have done this "laundering" step.

10Input and Output Calendar - Spanish 301

The INPUTS mapped below are the DEFAULT content material designed primarily for English speakers who have achieved Intermediate Mid proficiency and have set a higher level of proficiency as a goal. Part of our ongoing “conversation” in this course can be to what degree we might deviate from this list. It will depend on various factors, including the interests, linguistic background and demonstrated proficiency of the student as well as pace of improvement. Some (not all) of the Inputs are not “set in stone” and student initiative and suggestions for alternatives are welcome. Detailed information about what is covered within these Inputs for this course can be found on the respective pages on the website spanishp2p.weebly.com

Note that the current Duolingo Learn Pathway is a central feature of this curriculum. Embedded into the pathway are STORIES (“cuentos” o “historias” in Spanish) as well as the new 2-3 minute “Radio” shows hosted by the same characters who regularly appear in the Stories. The Stories have compelling plots for being so short and quirky. They contain increasingly more complex vocabulary and idiomatic structures. Stories will be a central feature of the course. However, navigating the DUO-L path can be very time consuming. Students are encouraged to “skip ahead” at intervals... if they can! (Errors are limited) For students who can’t keep up with the pace of covering Sections 4,5 and half of 6 in a mere three months, there are alternatives. There are PDF versions of the “live” Duolingo Stories on the Spanish Target Language website, though they are not nearly as robust and interactive as the “live” versions on the app.

You will also see that grammar (verbs and more!) in SpanishDict grammar lessons (SD) and Quizlet Super Verbs/2nd List Verbs plus pronouns (Q) are a feature of pre-mid-term Spanish 301 and that the video series “Sol y Viento” will replace it after mid-term. Part of the objectives of this course is to “level up” towards advanced proficiency. A thorough understanding of basic grammar concepts and usage, especially verbs, and then using it in story or personal narratives, is essential for establishing advanced level proficiency.

	<u>Inputs</u> (programmed - not including MAN / PERS)	<u>Outputs</u>
Week 1 -	SD, Q, DUO-L-Section 4 + DUO-S/R, DUO-P + AU(BBC)	LOG + 2x S/W - 3 days
Week 2 -	SD, Q, DUO-L-Section 4 + DUO-S/R, DUO-P + AU(BBC)	LOG + 2x S/W - 4 days
Week 3 -	SD, Q, DUO-L-Section 4 + DUO-S/R, DUO-P + AU(BBC)	LOG + 2x S/W - 4 days
Week 4 -	SD, Q, DUO-L-Section 4 + DUO-S/R, DUO-P + AU(BBC)	LOG + 2x S/W - 4 days
Week 5 -	SD, Q, DUO-L-Section 4 + DUO-S/R, DUO-P + AU(BBC)	LOG + 2x S/W - 4 days
Week 6 -	SD, Q, DUO-L-Section 4 + DUO-S/R, DUO-P + AU(BBC)	LOG + 2x S/W - 4 days
Week 7 -	SD, Q, DUO-L-Section 5 + DUO-S/R, DUO-P + AU(BBC)	LOG + 2x S/W - 4 days
Week 8 -	SV 1-2 , DUO-L-Section 5 + DUO-S/R, DUO-P + AU(BBC)	LOG + 2x S/W - 4 days
Week 9 -	SV 3-4 , DUO-L-Section 5 + DUO-S/R, DUO-P + AU(BBC)	LOG + 2x S/W - 4 days
Week 10 -	SV 5-6 , DUO-L-Section 5 + DUO-S/R, DUO-P + AU(BBC)	LOG + 2x S/W - 4 days
Week 11 -	SV 7, DUO-L-Section 6.1-15 + DUO-S/R, DUO-P + AU(BBC)	LOG + 2x S/W - 4 days
Week 12 -	SV 8, DUO-L-Section 6.1-15 + DUO-S/R, DUO-P + AU(BBC)	LOG + 2x S/W - 4 days
Week 13 -	SV 9, DUO-L-Section 6.1-15 + DUO-S/R, DUO-P + AU(BBC)	LOG + 2x S/W - 4 days

Proficiency Level Self-Assessment User’s Grid (PL-Grid)

It is critical in this course that you become aware of the ways that language proficiencies are measured. There are various scales around the world. We will focus on the two most relevant for our purposes - the ACTFL (American Council on Teaching Foreign Languages) scale and the CEFR (Common European Framework of Reference) scale. The STAMP assessment, which you will take online at the end of your “pathway” within this program, uses the ACTFL scale. They designate numbers 1-9 to correspond to Novice-Low through Advanced-High.

Our focus in this course will be ACTFL levels 5-7, which are the benchmarks used to grant the Global Seal of Functional Biliteracy (5.0 average - Intermediate Mid) through Working Biliteracy (7.0 - Advanced Low). It is not a requirement, though you may choose it as an option, to retake the STAMP at a later date to qualify for Working Biliteracy. I will send you a simple PDF SELF-ASSESSMENT GRID (PL-Grid) to guide you as you acquire proficiency in your target language.

We will use BOTH scales in our program! You will find that Duolingo, a language learning app and website we use, is organized around the CEFR, with content ranging from A1 through B2. Also, much content on YouTube and other sources is identified for accessibility purposes by its CEFR level.

It is highly recommended to become “fluent” in understanding both scales. You can read more about ACTFL / CEFR Proficiency on the Program Website under “What is P2P?”

Receptive Skills 1. READING AND LISTENING LPT, RPT or L&Rcat		Productive Skills 2. SPEAKING AND WRITING OPI, OPIc or WPT	
ACTFL Rating	CEFR Rating	ACTFL Rating	CEFR Rating
Distinguished	C2	Superior	C2
Superior	C1.2	Advanced High	C1
Advanced High	C1.1	Advanced Mid	B2.2
Advanced Mid	B2	Advanced Low	B2.1
Advanced Low	B1.2	Intermediate High	B1.2
Intermediate High	B1.1	Intermediate Mid	B1.1
Intermediate Mid	A2	Intermediate Low	A2
Intermediate Low	A1.2	Novice High	A1
Novice High	A1.1	Novice Mid	
Novice Mid		Novice Low	
Novice Low			

ACTFL Numbers

- 9**
- 8**
- 7**
- 6**
- 5**
- 4**
- 3**
- 2**
- 1**

Course Policies

Attendance: ALL students must attend each of the TEN scheduled 1:1 In Person meetings unless officially excused. Excused absences include representing the College, participating in approved field trips, illness, a family emergency, or others as determined by the instructor. Absences immediately before and after holidays are unexcused. If the student cannot attend the scheduled 1:1 In Person meeting, it is the STUDENT'S RESPONSIBILITY to contact the instructor BEFORE THE SCHEDULED MEETING and either reschedule or arrange an alternative NO LATER THAN ONE CALENDAR WEEK after the absence. Failure to do so can result in a grade of "0%" for that week.

Acceptable Use Policy (AUP): Davis and Elkins College expects its students to behave in a manner appropriate for civil discourse while using social media. As the "WhatsApp" application is to be used for private (instructor-student) as well as private group (groups of students along with and monitored by the instructor) communicative exchanges, students are not to use violent, abusive, hateful, harassing, sexually explicit or profane language (either in English or Spanish) nor share any graphic material of a violent, disturbing, sexually explicit nature or otherwise inappropriate posts in all communications on the app. Infringements of the AUP can be reported to the Vice President for Academic Affairs and recommend a penalty.

Academic Honesty: Davis and Elkins College expects its students to pursue their academic careers with integrity. By policy, teachers report instances of cheating* and plagiarism to the Vice President for Academic Affairs and recommend a penalty, which may be an 0% on the assignment in question or even expulsion from the course or the College. *"Cheating" for this course, generally refers to communications that have been completely translated from an online translator (such as Google Translate) WITHOUT designating the communication with a DOUBLE ASTERISK. (**)

Davis and Elkins College ensures that no qualified person shall, by reason of a disability, be denied access to, excluded from participation or denied the benefits of any program or activity operated by the College or be subjected to discrimination under any of its programs or activities. The College shall make reasonable accommodations to the known limitation of an otherwise qualified student with a disability to enable the qualified student with the disability to have equal access to educational opportunities, programs, and activities (Section 504 of the Rehabilitation Act of 1973 and Americans with Disabilities Act of 1990 [ADA]). The College reserves the right to review documentation and determine individual accommodations and services. The College maintains the right to determine the appropriate accommodation based on the student's documentation.

Academic Support: The Naylor Center provides academic support (tutoring and writing support), Disability Services, and the Supported Learning Program. The Writing Center may not be able to provide Target Language tutoring services, but can provide academic support services such as "staying organized and on the "pathway to proficiency

Davis and Elkins College, in compliance with Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the West Virginia Human Rights Act is an equal opportunity institution that does not discriminate on the basis of race, color, sex, religion, ancestry, national origin, age, sexual orientation, disability, veteran status, gender identification, or genetic information or any other characteristic protected by federal, state or local law.

If you have a disability and need a reasonable accommodation for equal access to education or services at Davis and Elkins College, please contact Disability Services at (304) 637- 1435. If you believe that you or someone else has been the victim of discrimination or harassment at Davis and Elkins College, you may contact your adviser or the Title IX Coordinator at (304) 637-1244 or the ADA Section 504 Coordinator at (304) 637-1359.

Davis and Elkins College faculty members are designated as "responsible employees" in accordance with guidance from the Office of Civil Rights. As such, WVWC faculty must report any observations or disclosures (by a member of the D&E community) of gender-based harassment, gender-based abuse, or gender-based violence or related experiences and incidents shared with them to the Title IX Coordinator.

