

Application for a New Course v9

Course ID <i>Subject and Number</i>	SPAN 499
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Paul Roggendorff
2	Course Teacher	Paul Roggendorff
3	Course Title	Spanish Capstone
4	Course Abbreviation (if title is over 30 characters)	
5	College	Arts and Sciences
6	Department	Language and Literature
7	Number of Credit Hours	3
8	Is the course Fixed Credit or Variable Credit?	fixed
9	Is the course repeatable?	no
10	Maximum number of times course may be repeated	
11	Maximum number of hours credit	
12	Explanation for variable credit	
13a	Course contact hours - LEC	3
13b	Course contact hours - Lab	n/a
13c	Course contact hours - Practicum	n/a
13d	Course contact hours - Seminar	n/a
13e	Course contact hours - Studio	n/a
13f	Course contact hours - Online	n/a
13g	Course contact hours - Colloquium	n/a
13h	Course contact hours – Field Experience	n/a
13j	Course contact hours - Internship	n/a
13k	Course contact hours - Research	n/a
13m	Course contact hours - Workshop	n/a
13n	Course contact hours – Other (specify)	n/a
14	Instructor Workload	3
15	Grade Mode (check all appropriate):	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	20
17	Catalog Description (50 words or less)	An in-depth examination of an issue in Hispanic literature, language, or culture based on student's career in the department. A writing intensive course.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	Senior standing and 24 credits of advanced Spanish (SPAN 300+).
19	List any co-requisites	
20	If the course is cross listed, specify	

	the Course ID(s) MUST have signature in Section V off all Department Chairs	
21	Does this course have any special student costs? Yes/No <i>Attach a <u>completed</u> "Request to Add or Change Course Fees" form. Describe in section IV-F.</i>	No
22	How often will it be offered? Fall	
23a	How often will it be offered? Spring	yes
23b	How often will it be offered? Summer	
23c	How often will it be offered? Fall	
24	Frequency?	every year
25	First semester this course will be offered <i>New courses may not be taught under their approved course ID until they appear in the catalog, therefore, no earlier than the coming fall.</i>	spring 2015
26	List course/s that should be deleted, include the last semester for course/s being deleted <i>A course cannot be deleted when it is a requirement in a degree plan in any department.</i>	
27	Is this course required for a degree/s? Yes/No <i>If "Yes," attach a revised degree plan(s) reflecting the placement of the new course.</i>	Yes. It is required by the liberal arts core curriculum.
28	Has this course been offered as a Special Topics course? Yes/No <i>If "Yes," specify the Course ID and enrollment for each term it was taught.</i>	
29	List any courses in which content overlaps the proposed course. (Course ID and Name) <i>Attach statement from instructor/dept chair of existing course justifying the new offering in Section IV-D.</i>	

II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	It adds a capstone experience to the Spanish major.
2	Justification State the justification for adding this course to the current curriculum. Represent the need	It is required by the liberal arts core curriculum.

III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	Intended for Spanish majors.
2	State the overarching course goal(s) in performance terms.	This course will challenge the student to critically analyze, reflect, and write about Spanish language, and Hispanic culture and literature from the perspective of a Christian Worldview.

2. Competencies and Measurements

	Competency	Measurement
1	Students will be able to demonstrate habits of mind that foster integrative thinking between the liberal arts core curriculum and Spanish language, culture and literature.	Annotated Bibliography Research Paper Learning Portfolio Reflective Essay Assessment Exams
2	Students will demonstrate the ability to frame questions, carry out critical analysis, and produce works of substantial complexity and quality related to Spanish language, culture, and/or literature	Annotated Bibliography Research Paper Learning Portfolio Reflective Essay
3	Students will demonstrate the ability to reflect and think critically, globally, and missionally about Spanish language, culture and literature.	Annotated Bibliography Research Paper Learning Portfolio Reflective Essay
4		
5		
6		
7		
8		
9		

3. Text and Resources

1. Give the full publication information of the textbook/s and other required resources and outside readings.

Cervantes Saavedra, Miguel de, John J. Allen, and George Roux. *El ingenioso hidalgo don Quijote de la Mancha*. Vol. I and II. Madrid: Cátedra, 2005. Print.

García Márquez, Gabriel, and Jacques Joset. *Cien años de soledad*. Madrid: Cátedra, 2006. Print.

2. For **combined undergraduate/graduate** courses, make two lists:
 - a. full publication information; label **Undergraduate**.
 - b. full publication information; label **Graduate**. Indicate number of pages required.

IV. Supporting Documentation

Supporting documents must accompany proposal prior to preliminary approval by chair and dean.

1	Library — Submit new course application and syllabus to the Director of the Library. Consult with the director and establish a deadline for completion of the library report. Attach the signed copy of the library director's report.
2	Instructional Design — The application and syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center Review Letter.
3	Degree Plan — The impact of the course must be reviewed by the Director of Curriculum. Attach degree plan signed by the Director of Curriculum.
4	Content Overlap — Include one document for each course you listed in Section I-I. Attach statement from instructor/dept chair of existing course justifying the new offering.
5	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
6	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
7	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
8	Justification — Attach all documents referred to in Section II-2
9	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
10	Provide documentation for all additional attachments here

V. Preliminary Approvals

All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

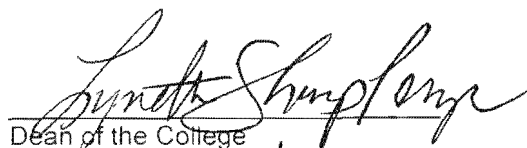
Primary Department



Department Chair

3/28/11

Date



Dean of the College

3-31-14

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

VI. Approvals *Place all approvals on one page.*

A. Course ID: SPAN 499

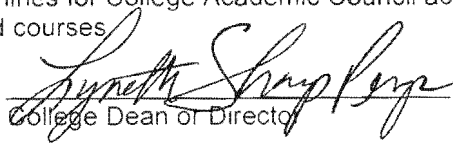
Course Title: Spanish Capstone

1. College Academic Council Action: (for all courses)

Note: Insert additional lines for College Academic Council action for each college involved in cross-listed courses

Approved X

Denied _____


College Dean or Director

Date

3-31-14

Approved _____

Denied _____

College Dean or Director

Date

2. Graduate Council Action: (for graduate level courses)

Approved _____

Denied _____

Dean of Graduate School

Date

3. University Undergraduate Academic Council Action:

For undergraduate level courses only

Approved _____

Denied _____

Associate Provost

Date

4. University General Education Council Action: (when applicable)

Approved _____

Denied _____

Provost or designee

Date

5. University Budget Committee Action: (when applicable)

When applicable – see New Course Application Instructions

Approved _____

Denied _____

Chair, University Budget Committee

Date

6. Academic Provost Action: (for all courses)

Approved _____

Denied _____

Provost

Date

7. President of the University Action: (for all courses)

Approved _____

Denied _____

President

Date

Attach notes, comments, or conditions from appropriate councils:

SPAN 499: Senior Capstone

Syllabus, spring 2015

About the University

The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world.

The mission of the College of Arts and Sciences is to educate students for worldwide Christian service and leadership through programs of study and other learning experiences that blend a liberal arts education with professional and career education. The college offers a broad spectrum of programs in the arts, humanities, mathematics and social behavioral and natural sciences as well as professional and pre-professional programs. Every student at ACU regardless of major passes through the College of Arts and Sciences because most of the university's core curriculum is housed in the college.

About the Course

FLSP 499.01 Senior Capstone, 3 credits

Time: TR 8-9:20 am

About the Teachers

Instructor: Dr. Paul Roggendorff

Class room: Chambers 321

Office: CHA 325

Phone: 674-2494

Email: par08b@acu.edu

Office Hours: M-F 1-3pm

Please feel free to contact me if you have any difficulty with this course or with a specific assignment. Keep in mind that if you wait until the last minute, options for dealing with a problem may be limited. Coming to see either one of us ahead of time makes possible greater flexibility.

About the Student

This class is intended as a final class for students pursuing a Spanish major.

About the course content

SPAN 499 **Advanced Capstone** (3-0-3), Spring. An overview of the major. An in-depth examination of an issue in Hispanic literature, language or culture based on student's career in the department. A writing-intensive course. Prerequisites: Senior standing and 24 credits of advanced Spanish (SPAN 300+).

About the Class Format

This is primarily a discussion-based course. The first set of discussions will be based on an examination of the student's college career as seen through the learning portfolio, and future plans. In addition, the class will engage in literary, cultural and linguistic discussions about two of the most important works in the Spanish language: Cervantes' *Don Quijote*, and García Márquez's *Cien años de soledad*. Significant time will also be spent on various assessment tools.

About the Teaching/Learning Methods

The class discussion will help make consolidate the learning experience throughout the college career, and ways to make use of the gained knowledge and skills after college. Outside of class, students will polish up the portfolio and write a senior thesis that will employ all the research skills acquired thus far as well as prepare students for graduate work.

About the Course Learning Materials

Cervantes Saavedra, Miguel de, John J. Allen, and George Roux. *El Ingenioso Hidalgo Don Quijote De La Mancha*. Vol. I and II. Madrid: Cátedra, 2005. Print.

García Márquez, Gabriel, and Jacques Joset. *Cien Años De Soledad*. Madrid: Cátedra, 2006. Print.

About the Christian Perspective for the Course

From a Biblical perspective, the mere existence of different languages could be viewed as a curse from God. This is especially the view presented in the story of Babel (Genesis 11: 1-9): God created different languages to confuse the people as a punishment for their hubris. However, since the death and resurrection of Jesus Christ, what was once the result of sin was transformed into an instrument of redemption. On the day of Pentecost, through the Holy Spirit, the first apostles were able to bridge the curse of Babel –the curse of different languages– by preaching the Good News in the languages of the people assembled there (Acts 2: 1-11). Therefore, the study of another language –its syntax, grammar, punctuation, etc – is seen as participating in the redemptive work God initiated through His son Jesus Christ.

About Overall Course Outcome

Upon successful completion of this course, you will be able to demonstrate:

1. habits of mind that foster integrative thinking between the liberal arts core curriculum and Spanish language, culture and/or literature,
2. the ability to frame questions, carry out critical analysis, and produce works of substantial complexity and quality related to Spanish language, culture, and/or literature,
3. the ability to reflect and think critically, globally, and missionally about Spanish language, culture and literature.

About the Evaluation Methods

I believe that my role as teacher is not so much to impart information as to facilitate learning. And learning does not occur without effort and involvement on the part of the students.

I hope that the variety of topics and assignment types will appeal to the diversity of interests and learning styles among class members. Every week, you should set aside three or four hours outside of class for completing the various learning activities.

- 1) **Annotated Bibliography and Research Paper.** You will choose, with the professor's guidance, a research project for a senior thesis. The purpose of this research is to exercise to the fullest your ability to frame questions, carry out critical analysis, and produce a work of substantial complexity and quality related to Spanish language, culture, and literature. You will produce an annotated bibliography in which you will identify, access, and use at least five substantive sources for your research project. Based on the bibliography, you will write a 20-page research paper (standard MLA format) in which you will introduce and identify your main idea, develop it logically and sequentially, and support your ideas through the appropriate use of citations. In both the annotated bibliography and the research paper you will also practice the use of the Spanish language.
- 2) **Learning Portfolio.** You will finish assembling your student portfolio, which should reflect what you have done at ACU, catalogued in the following categories:
 - a) **Scholarship**
 - i) Assessment scores (WebCAPE, CLEP, AP, OPI, WPE, DELE, AAPPL, etc.)
 - ii) Research papers and presentations
 - iii) Study Abroad
 - iv) Other Scholarly samples
 - b) **Co-Curricular Activities**
 - i) Accomplishments
 - ii) Service
 - iii) Leadership development
 - iv) Other Co-Curricular Activities

3) Reflective Essay. You will write a reflective essay (in Spanish, approximately 5 pages long, MLA format) in which you consider the following:

- a) You should reflect on how your life plans have evolved during your years at ACU, if at all. You should also demonstrate you have given some thought to what you will do after ACU by listing what things you have done (attended job fairs, visited the ACU career counseling office, built a LinkedIn profile, worked as an intern, etc.), and sources you have consulted (your parents, interviewed professionals in the field, a book on careers in language, etc.), and summarize your findings.
- b) An overarching objective in the ACU community is to cultivate habits of mind that foster integrative thinking. This essay should summarize what habits of mind you have developed, and how they have helped you integrate the liberal arts core curriculum and Spanish language, and Hispanic culture and literature.
- c) An overarching objective in the ACU community is to learn to think critically, globally and missionally. This essay should demonstrate how you have learned to think in these three ways vis-à-vis Spanish language, and Hispanic culture and literature.

If it helps, you can think of this essay as fitting the "This I believe" style. This essay should serve as an introduction to your Learning Portfolio.

4) Exams. You will take a series of comprehensive exams that will test your Spanish reading, listening, writing and speaking skills.

About the Grading Criteria

Annotated Bibliography

	A	B	C	D
Identify Needed Information	Effectively defines and narrows the scope of the research topic. Types of sources selected directly answer the research question	Defines the scope of the research topic completely. Types of sources selected relate to concepts or answer the research question.	Defines the scope of the research topic incompletely (parts are missing, remains too broad or too narrow, etc.). Types of sources selected partially relate to concepts or answer the research question.	Has difficulty defining the scope of the research topic. Types of sources selected do not relate to concepts or answer the research question.
Access Needed Information	Citations represent various media (e.g., books, journals, websites). All cited resources come from reliable sources.	Citations represent various media (e.g. book, journals, websites). Most cited resources come from reliable sources.	Citations represent a limited range of media (e.g., books, journals, websites). some cited resources come from reliable sources.	Citations are from only one type of media. Few cited resources come from reliable sources.

	A	B	C	D
Use Needed Information Ethically and Legally	Citations and references are correct MLA citation style. Paraphrase, summary, or quotes in ways that are true to original context.	Citations and references are MLA style with few errors. Paraphrase, summary, or quotes are close to the original context, but not rely too heavily on quoting or have too little summary.	Citations and references are consistent, but aren't MLA style. Paraphrase, summary, or quotes are too broad to reflect the original content.	Citations and references do not resemble a citation style. Annotations are absent or do not reflect content of the article.
Language	Language exhibits great vocabulary range; no spelling errors; simple and complex structures exhibit no errors.	Language exhibits good vocabulary range; very few spelling errors; simple structures exhibit no errors, but complex structures exhibit some errors.	Language exhibits adequate vocabulary range; a few spelling errors; simple and complex structures exhibit some errors.	Language exhibits deficient vocabulary range; several spelling errors; avoidance of complex structures and limited control of simple structures.

Research Paper Grading Criteria

	A	B	C	D
Purpose of Project	Clearly and concisely directs the project development; scope is suitable for assigned task and focuses all elements of work; firmly establishes significance of project.	Adequately directs the project development; generally focused and specific; reasonably addresses assigned task; demonstrates significance of project.	Purpose of project is present but vague and offers limited significance of the project.	Purpose of the project is not clear or appropriate and offers little to no explanation of the significance of the project.
Content	Superior and carefully organized response to the topic. Each paragraph has a focused idea and excellent supporting detail. Sources are critically synthesized to address chosen topic. Appropriate, logical conclusions are made and connected to the project purpose.	Effective response to the topic. Synthesis of information is coherent. Conclusions are appropriate and connected to the project purpose.	Adequate response to the topic: moderately sustained and developed ideas and acceptable analysis of topic ideas. Conclusions are made, but not entirely supported by presented information or do not attempt to fully address the purpose of the project.	Inadequate response to the topic; ideas are undeveloped, confused or disconnected. Conclusions are not present or are not connected to presented information or project purpose.
Integrative Learning	Relevant and critical connections exhibited from a variety of diverse learning and experiences. Demonstrates deep understanding of connections with past experiences and future trends.	Makes generally effective connections from a variety of diverse learning and experiences. Shows an understanding of connections with past experiences and future trends.	Makes few connections from a variety of diverse learning and experiences but with little understanding of past experiences and future trends.	Underdeveloped or missing connections to a variety of diverse learning experiences.
Technical and Ethical Use of Sources	Students correctly implement all of the following strategies: 1) selects critical sources; 2) adheres to	Students correctly use three of the information use strategies and practices ethical and legal restrictions on the	Students correctly use two of the information use strategies and practices ethical and legal restrictions on the	Students use one of the information strategies and practices ethical and legal restrictions on the use of published,

	A	B	C	D
	MLA citation and reference style; 3) paraphrases, summarizes, or quotes in ways that are true to original content; 4) distinguishes between common knowledge and ideas requiring attribution. Practices ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	use of published, confidential, and/or proprietary information.	use of published, confidential, and/or proprietary information.	confidential, and/or proprietary information.
Rhetorical Use of Sources	Information appropriately and fully answers the proposed question. Sources are appropriately synthesized in a way that addresses chosen topic. Appropriate, logical conclusions are made and connected to the research question.	Information is mostly linked to the proposed question. Synthesis of information is coherent. Conclusions are appropriate and mostly connected to the research question.	Attempts are made to relate information to proposed question. Information is connected, but not adequately synthesized. Conclusions are made, but not entirely supported by presented information or do not attempt to fully answer the question.	No link between information presented and original proposed question. Sources are not connected, with little to no synthesis. Conclusions are not present or are not connected to presented information or research question.
Language	Language exhibits great vocabulary range; no spelling errors; simple and complex structures exhibit no errors.	Language exhibits good vocabulary range; one to two spelling errors per page; simple structures exhibit no errors, but complex structures exhibit some errors.	Language exhibits adequate vocabulary range; three to four spelling errors per page; simple and complex structures exhibit some errors.	Language exhibits deficient vocabulary range; more than four spelling errors per page; avoidance of complex structures and limited control of simple structures.

Learning Portfolio

		A	B	C	D
Scholarship	Language Proficiency Assessment Results	Shows sustained and significant improvement. Final proficiency results are Advanced High or equivalent. Evidence of reflecting every semester on progress, drawing plans for improvement, and consistently carrying them out.	Shows significant improvement. Final proficiency results are Advanced Mid or equivalent. Evidence of reflecting yearly on progress and having drawn plans for improvement, and carrying them out.	Shows improvement. Final proficiency results are Advanced Low or equivalent. Evidence of having reflected a couple of times on progress, evidence of having planned for improvement and carrying it out.	Shows little improvement. Final proficiency results are Intermediate or equivalent. No evidence of having reflected on progress, or of making plans for improvement.
	Research Projects and Presentations	Evidence of having done top-notch work in almost all advanced Spanish classes. Sample works are polished. Evidence of consistently incorporating lessons from one semester into subsequent semesters.	Evidence of having done good work in most advanced Spanish classes. Sample works are well done. Evidence of usually incorporating lessons from one semester into subsequent semesters.	Evidence of having done acceptable work in most advanced classes. Sample works are acceptable and do not show further corrections after the class was over. Evidence of occasionally incorporating lessons from one semester into subsequent semesters.	Evidence of having done marginal work in most advanced classes. Sample works are marginal and do not show further corrections after the class was over. No evidence of incorporating lessons from one semester to the next.
	Study Abroad	Evidences of significant reflection on immersion study abroad experience which profoundly affected educational experience.	Evidence of significant reflection on study abroad experience which affected educational experience.	Evidence of reflection on study abroad experience which affected educational experience.	No reflection and/or no study abroad experience.
	Other Scholarly Samples	Evidence of scholarly presentations or publications in venues or media outside of ACU, including collaborations with professors.	Evidence of scholarly presentations or publications in venues or media within ACU, including collaborations with professors.	Evidence of submissions for presentations or publications, including collaborations with professors.	No scholarly work outside of the classroom.

		A	B	C	D
Co-Curricular	Accomplishments	Awards, fellowships, scholarships, honors, mentions, prizes, etc. in several clubs, events and societies.	Awards, fellowships, honors, mentions, prizes, etc. in a few clubs, events and societies.	Awards, fellowships, honors, mentions, prizes, etc. in one or two clubs, events, or societies.	No awards, fellowships, honors, mentions, prizes, etc. in any club, event or society.
	Service	Evidence of sustained church and community involvement.	Evidence of frequent church and community involvement.	Evidence of sporadic church and community involvement.	No evidence of church or community involvement.
	Leadership Development	Evidence of sustained leadership in various clubs, events societies and other organizations.	Evidence of leadership in clubs, events, societies and other organizations.	Evidence of participation in clubs, events, societies, or other organizations.	Very little to no evidence of participation in clubs, events, societies, or other organizations.
	Other Co-Curricular Activities	Evidence of sustained participation in co-curricular areas not listed above.	Evidence of participation in co-curricular areas not listed above.	Evidence of a little participation in clubs, events, societies or organizations	No evidence of participation in clubs, events, societies or organizations.

Reflective Essay

A	Excellent, Outstanding, Fluent, Thought-Provoking, Original This paper is a superior and carefully organized response to the assigned topics, each paragraph having a controlling idea and excellent supporting detail, the style fluent and the content thought-provoking. There are few, if any, mechanical errors. The presentation shows thought and original insights by the writer, independent of the teacher and/or context.
B	Good, Above Average, Clear, Well-Organized This paper is a good response to the assigned topic, in which each paragraph has a controlling idea that is adequately supported by detail. The sentences are clear and show some variety. Mechanical errors are not distracting to the reader. The writer has mastered the material presented by the text and the teacher.
C	Average, Adequate, Competent, Fair, Unoriginal This paper is an adequate, routine response to the assigned topic. A central idea is stated, perhaps too generally, but it is more or less held to and supported in token fashion. The style is moderately clear and the mechanics are reasonably competent. Errors in grammar, punctuation, usage, and organization do not seriously interfere with a reader's understanding of the paper.
D	Below Average, Inadequate, Ineffective, Unclear, Under-Developed This paper is an inadequate response to the assigned topic, by virtue of significant mechanical errors that make the communication ineffective, weakness of word choice, insufficient support or understanding of the topic. There may be a stated controlling idea, but the relation of details to that idea is unclear.
F	Failure, Blocked Communication, Plagiarism-Cheating, Major Errors, Illiteracy, Directions Not Followed, Badly Under-Developed This paper is an altogether unacceptable response to the assigned topic, whether by failure of the writing, the thought, or both. The voice of the writer fails to appear because someone else's language has been appropriated or because gross errors have blocked communication. A controlling idea is not stated or, if stated, is incoherent or underdeveloped. Errors in diction may suggest illiteracy.

In all cases, an A is 90-100%, a B is 80-89%, a C is 70-79%, a D is 60-69%, and an F is 59 and below. I always round decimal points to the nearest whole number.

About the Grade

"Teachers do not **give** grades; they record what the student has accomplished."

Annotated Bibliography	10 %
Research Paper	30 %
Reflective Essay	15 %
Student Learning Portfolio	30 %
Exams	15 %

About the Course Policies

Academic Integrity: Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Violations of academic integrity and other forms of cheating involve the intention to deceive, mislead, or misrepresent and therefore, are a form of lying. Such actions are contrary to behavioral norms that flow from the nature of God. Academic misconduct includes, but is not limited to, the following: 1) Failure to give credit to sources used in a work in an attempt to present the work as one's own, 2) Submission of papers or projects obtained from another source (e.g., research service or club paper file) as one's own, and 3) Falsifying information orally or in writing. Academic misconduct may result in, but is not limited to, a zero on the assignment and/or an F in the course. Additionally, the department chair, Dean of the College of Arts and Sciences, and the Dean of Student Life will be notified. See the full university policy, including how to appeal a decision, by following this link:

<http://www.acu.edu/campusoffices/studentlife/judicialDocuments/AcademicIntegrityPolicy.pdf>.

Golden Rule: We are a learning community. Do not engage in any behavior that will keep you—or the people around you—from learning. This includes checking Facebook and texting.

Attendance: Attendance is mandatory. If you miss class for any reason you may be assigned extra work to make up for the missed learning opportunity.

Accommodations for Students with Special Needs: Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call our office directly at (325) 674-2667.

About the Course Schedule

Sem.	Tópicos	Lecturas y tareas
1	Introducción Discusión de los primeros 20 capítulos de la primera parte del <i>Quijote</i> .	<i>Don Quijote I</i> , cap 1 – 20
2	Discusión de las expectativas que tenían antes de empezar la carrera en español. Discusión de los capítulos 21 – 40 de la primera parte del <i>Quijote</i> .	<i>Don Quijote I</i> , cap 21 – 40
3	Discusión del progreso en el manejo de la lengua. Discusión de los últimos capítulos de la primera parte del <i>Quijote</i> .	<i>Don Quijote I</i> , cap 41 – fin
4	Discusión de trabajos escritos y presentaciones Discusión de los primeros 20 capítulos de la segunda parte del <i>Quijote</i> .	<i>Don Quijote II</i> , cap 1 - 20
5	Discusión de las experiencias en el exterior Discusión de los capítulos 21 – 40 de la segunda parte del <i>Quijote</i> .	<i>Don Quijote II</i> , cap 21 - 40
6	Examen parcial	Entrega de la bibliografía anotada
7	Sintetización del Core Curriculum y la carrera de Español Discusión de los capítulos 41 – 60 de la segunda parte del <i>Quijote</i> .	<i>Don Quijote II</i> , cap 41 – 60
8	Discusión de la participación en actividades sociales en la Universidad Discusión de los últimos capítulos de la segunda parte del <i>Quijote</i> .	<i>Don Quijote II</i> , cap 61 – fin
9	Discusión de la participación en trabajos de servicio social Discusión de los capítulos 1 – 3 de <i>Cien años</i>	<i>Cien años</i> , cap 1 – 3
10	Discusión de la participación en posiciones de liderazgo	<i>Cien años</i> , cap 4 –6

Sem.	Tópicos	Lecturas y tareas
	Discusión de los capítulos 4 – 6 de <i>Cien años</i>	
11	Discusión de la participación en SDP Discusión de los capítulos 7 – 9 de <i>Cien años</i>	<i>Cien años</i> , cap 7 – 9
12	Discusión de la participación y liderazgo en grupos fuera de ACU Discusión de los capítulos 10 – 12 de <i>Cien años</i>	<i>Cien años</i> , cap 10 – 12
13	Presentaciones de las carpetas de trabajo I Discusión de los capítulos 13 – 15 de <i>Cien años</i>	<i>Cien años</i> , cap 13 - 15
14	Presentaciones de las carpetas de trabajo II Discusión de los capítulos 16 – 18 de <i>Cien años</i>	<i>Cien años</i> , cap 16 – 18
15	Discusión acerca del futuro Discusión de los últimos capítulos de <i>Cien años</i>	<i>Cien años</i> , cap 19 – 20
16	Examen final de <i>Quijote</i> y <i>Cien años</i>	

This schedule is tentative and subject to change.

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: March 12, 2014
TO: Dr. Paul Roggendorff
FROM: Mark McCallon, Associate Dean for Library Services
RE: New Course Application – SPAN 499 – Spanish Capstone

After reviewing the course proposal for SPAN 499 – Spanish Capstone, the library is able to support the proposed course. Please contact your Librarian Liaison Carisse Berryhill (carisse.berryhill@acu.edu) if additional library resources are needed for supporting the course. Thank you for letting us review the course application.

Wednesday, March 12, 2014
Paul Roggendorff
Abilene Christian University

Re: SPAN 499 Application

Dear Paul,

The Adams Center has completed the review SPAN 499: Senior Capstone. The syllabus was reviewed based on the ACU Syllabus Guidelines. The syllabus proposed meets or exceeds the expectations described in these guidelines.

Here are some notes and suggestions for improving the syllabus's accuracy and clarity.

- Misspelled "Cervantes" in About the Class Format.
- Add grading scale (what constitutes an A, B, etc.)
- Add rules for discussing or disputing grades.
- Add a policy regarding late work/exams.
- Add a statement regarding the right to modify the course calendar as necessary.

Please address these items before submitting your syllabus to the council. There is no need to return the syllabus to the Adams Center for further review if these items are completed. Of course, if you would like to discuss these suggestions or any other aspect of your syllabus or instructional strategies, please contact me and we will schedule a time as soon as possible. We are here to serve you as you help prepare students for Christian service and leadership throughout the world.

Grace and Peace,

David Christianson
Instructional Designer
Adams Center for Teaching and Learning
Abilene Christian University