

Approval Chart for Curriculum Changes

A = Approve I= Information Item¹ R= Advise & Respond²

Course Number SPAN 301 or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

See attached application to include SPAN 301 in the Cultural Literacy Menu.

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

					COUNCIL ³					
	Change to a Course	Dept./School	College Academic	Deans	TEC	UGEC	UAC	GRAD	Provost	President
1.	Title (description unchanged)	A	A	A	I				I	I
2.	Description (not affecting content)	A	A	A	I				I	I
3.	Course term(s)	A	I	A	I				I	I
4.	Content (substantive change)	A	A	A	I				A	I
5.	Number of hours (lecture, lab, contact)	A	A	A	A				A	I
6.	Course number within the hundred	A	A	I	I				I	I
7.	Course number beyond the hundred	A	A	A	A				A	I
8.	Prerequisites	A	A	A	I				I	I
9.	Course fee(s)	A	--	A	--				A	I
10.	From U to G <i>or</i> G to U	A	A	A	A				A	I
11.	Cross list with another department: U or G level	A	A	A	A				A	I
12.	Department of record	A	A	A	A				A	I
13.	Open or close a course	A	A	A	A				A	I
14.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A	A				A	I

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

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		COUNCIL ³										
	Change to a Degree Plan	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	Faculty	President	Board of Trustees
1.	University Requirements — Change in approved course content ⁶	A	A	A	A				A	--	A	--
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A	A				A	A	A	--
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	--	--	A				A	--	A	--
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A	A				A	A	A	--
5.	Major — Revision of major ^{4,5}	A	A	A	A				A	--	A	--
6.	Major — Adopt or change admission requirements	A	A	A	A				A	--	A	--
7.	Major — Add ^{4,5}	A	A	A	A				A	A	A	I
8.	Major – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
9.	Major – Discontinue (proposed by the Provost)	See below.										
10.	GPA — Revise major or cumulative requirement	A	A	A	A				A	A	A	--
11.	Minor — Revise course selection	A	A	A	I				I	--	I	--
12.	Minor — Add	A	A	A	A				A	--	A	--
13.	Minor – Discontinue (proposed by the department or college)	A	A	A	A				A	--	A	--
14.	Minor – Discontinue (proposed by the Provost)	See below.										
15.	Degree — Add	A	A	A	A				A	A	A	I
16.	Degree – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
17.	Degree – Discontinue (proposed by the Provost)	See below.										
18.	Any change to a graduate degree program	A	A	A	A				A	--	A	--

COUNCIL ³										
	Provost-Proposed Change	Provost	Department	Dean	TEC	UUAC	Graduate	Faculty	President	Board of Trustees
1.	Major/Graduate Program – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I
2.	Minor – Discontinue (proposed by the Provost)	A	R	R	A			--	A	--
3.	Degree – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I

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COUNCIL³

	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--		A		A	A	A
2.	Admission requirements	--	--	--		A		A	A	A
3.	Policies governing academic probation and suspension	--	--	--		A		A	A	A
4.	Requirements for graduating with honors	--	--	--		A		A	A	A

¹ Councils may request additional information about “Information” items. These items are approved as “Consent Agenda.”

² The Dean and Department should respond to the Provost’s recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

⁶ Courses that satisfy ACU’s University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and “not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession” (SACS 2.7.3). Departments may request exceptions to the first three criteria.

⁷ The UUAC approved the clarification that “general requirements for graduation” means the enumerated items in the “General Requirements for Bachelor’s Degrees” section of the catalog.

Revised 8-26-19

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
<u>Steven Moore</u>	<u>9-16-22</u>
Signature	Approval date
Signature	Approval date

College Academic Council(s)	
Signature	Approval date
Signature	Approval date

Dean(s)	
Signature	Approval date
Signature	Approval date

Teacher Education Council	
Chair's signature	Approval date

General Education Council	
Chair's signature	Approval date

Undergraduate Academic Council	
Chair's signature	Approval date

Graduate Council	
Chair's signature	Approval date

Provost	
Signature	Approval date

Faculty	
Chair of faculty senate	Approval date

President	
Signature	Approval date

Application for Cultural Literacy Menu

Guidelines For All General Education Courses

1. All general education courses must be 100-level or above.
2. General education courses should present a breadth of knowledge, not focusing on skills, techniques, and procedures specific to a particular occupation or profession.
3. Individual courses will fulfill only a single general education requirement.
4. Courses free of prerequisites are preferred. Applications to add courses with prerequisites must provide additional evidence that the course contributes to a student's breadth of knowledge and is not specific to a particular occupation or profession.
5. Each course may appear on a maximum of two menus that accept applications (arts and humanities, cultural literacy, life and physical sciences, and social and behavioral sciences).

Cultural Literacy Description

Courses within this domain provide students opportunity to develop informed discourse and understand the interconnectedness of diverse peoples. Additionally, students will courageously interrogate their own internal processes about diversity and equity. Courses satisfying this menu will assist students to 1) explore global, historical, and cultural experiences of diverse populations, and 2) interrogate one's internal and external views and values for greater self-awareness.

Instructions

Complete this form and submit it with a course syllabus and approval chart to the University General Education Council. Faculty submitting an application should be prepared to perform annual assessment for their course. The assessment will be conducted with the rubric included in this course application.

Subject code, course number, and title of course:	SPAN 301
Terms offered:	Fall
Catalog description:	Introduction to advanced studies. Practice of reading, listening, speaking and writing at the advanced level. Introduction of concepts and issues in Hispanic literature and culture.
Course prerequisites:	SPAN 222, or equivalent through testing, or placement exam result.
Cross-listed courses: *Note: Many gen ed courses are cross-listed between the Abilene and Dallas campuses.	

Other general education menus on which the course appears or you are applying for:	Arts and Humanities Menu
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Description of Menu Fit

Please describe how your class fits into the Cultural Literacy Menu (200 words or less). The course description, this statement, and the course syllabus together should demonstrate that a substantial portion of the course content (about half) is dedicated to issues involving the three relevant outcomes listed below.

The course is divided into three areas –language, culture, and literature— that correspond with the three subfields of the study of Spanish. Students are given a basic lexicon for each in Spanish, paying special attention to how language and culture form and inform each other, and how both language and culture inform the production and reception of literature. A frequent modus operandi is to compare one’s own native language and culture with that of Spanish.

Prerequisites

If the course has prerequisites, provide evidence that the course contributes to a student’s breadth of knowledge. Also provide evidence that the course content is not specific to a particular occupation or profession (200 words or less).

While the course has a prerequisite of SPAN 222, the exploration of the interrelation between language, culture, and literature contributes to a student’s ability to think critically cross-culturally and across disciplines.

Relevant Outcomes

At a minimum, a course applying to the Cultural Literacy menu must use at least one topic or activity listed below each of the mapped outcomes:

- B1: Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.
 - Account for and explain divergent perspectives on cultural phenomenon (e.g., female face-coverings in Islamic communities, “nepotism” in collectivistic contexts, aesthetic values in a certain historical period, etc.).
 - Demonstrate how social and historical contexts shape a community’s worldview or cultural commitments.
 - Study or write a case study of inculturation, ritual, or morality that emerges from a specific cultural context.
 - Identify underlying values, ideologies, perspectives, and attitudes that account for external cultural practices and products of a specific culture, particularly as these are expressed through its language.
 - Through measurable assessments, compare the cultural perspectives of another culture with those of a student’s own culture and reflect through

adequate speech (oral or written) on how this knowledge prepares them to be culturally sensitive professionals.

- B2: Understand the interconnectedness of human experience with a posture of humility while celebrating difference.
 - Reflect on a specific issue(s) considering the notion of cultural humility or ethnorelativity.
 - Evaluate appreciatively the music, ritual, art, theatre, or religious expression of a different culture.
 - Engage in and reflect upon a special event or celebration that highlights a different cultural background.
 - Requires students to attend and actively participate in an event honoring or presenting one or more aspects of a racial/cultural group that they do not identify with and respond to that event by a writing assignment or another medium.
 - Study and evaluate an accepted institutional or association statement on culture, race, or diversity (e.g., [UN Declaration on Cultural Diversity](#), [American Anthropological Association Declaration on Anthropology and Human Rights](#), etc.) and reflect upon it from a discipline-specific and/or faith perspective.
 - Require students to both recognize and demonstrate their respect for differences along at least two of the following axes of difference: gender, class, religion, sexuality, disability, age, or a major cultural difference (e.g., race, ethnicity, individualism-collectivism, high-low power distance orientation, high-low uncertainty avoidance, etc.).
 - Analyze attitudes and practices of working with those of differing cultural perspectives (at the micro, mezzo, and macro levels) with a presence of humility while learning, communicating, offering help, and making decisions in professional practice and settings.
 - Create a rationale (moral, ethical, religious) for maintaining an interpersonal stance that is other-oriented (open to the other) in relation to aspects of cultural identity that are most important to a person or persons of a different cultural perspective.
 - Reflect upon the cultural dimensions of complex challenges of human interconnections (e.g., changing relations within and between human communities, changing relations with ecological and climatic conditions, shifts in technology, migration, environmental degradation, new technologies, etc.).
- B3: Interrogate one's internal and external views and values for greater self-awareness.
 - Reflect upon one's social location regarding race and at least two of the following: gender, class, sexuality, disability, age.
 - Create a framework to discuss and demonstrate critical reflection up cultural differences in the workplace
 - Feature personal reflections which involves diverse cultural perspectives not typical of mainstream North American culture.

- Feature personal reflections on the intersection of biography (identifying the origins of the content of their reflections) and social inequality/injustice on race, gender, sexuality, social class, disability, and/or age
- Require students to read/listen/view content created by one or more persons whose work connects social inequality with personal experience.
- Examine systems of privilege and oppression that shape students' perspectives, values, and behavior, with a focus on race, gender, sexuality, social class, disability, and/or age.
- Require students to examine critically their social location regarding race as a system of inequality and at least two of the following: gender, sexuality, disability, age as systems of inequality.
- No less than 50% of course content focuses on one or more of the following: cultural difference, power, privilege, structural and institutional inequality.
- No less than 40% of course content features diverse sources of knowledge integrated throughout the semester, including but not limited to indigenous, spiritual, community-centered, or otherwise marginalized knowledges.
- No less than 40% of the course content focuses on structural and institutional social change in one or more of the following contexts: campus, community, state, nation, global region, or global system.
- Provide an account of why it is important not be neutral regarding power relations and cultural hegemony, especially white supremacy, and all forms of racism.

From the lists above, indicate which topic or activity fulfills this course's connection to each learning outcome.

Outcome	Topic or Activity
Outcome B1	Identify underlying values, ideologies, perspectives, and attitudes that account for external cultural practices and products of a specific culture, particularly as these are expressed through its language.
Outcome B2	Evaluate appreciatively the music, ritual, art, theatre, or religious expression of a different culture.
Outcome B3	No less than 50% of course content focuses on one or more of the following: cultural difference, power, privilege, structural and institutional inequality.

Assessment

Ideally, assessment will occur within one or two exams/assignments. Please indicate which exams or assignments will be used for each outcome. These artifacts may be the same as the activities listed in the Relevant Outcomes section. Provide assignment prompts if available.

Area to Be Assessed	Assessment Artifact
Outcome B1	Exploración (see About the Evaluation Methods in the Syllabus)
Outcome B2	Exploración (see About the Evaluation Methods in the Syllabus)

Outcome B3	Exploración (see About the Evaluation Methods in the Syllabus)
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Please use the following rubric to perform assessment each year.

Student Learning Outcome B1

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.	Shows little to no understanding of two or more of the areas of different experiences of diverse populations.	Conversant in experiences of diverse populations.	Demonstrates exceptional depth of understanding in discourse in all three areas of different experiences of diverse populations.

Student Learning Outcome B2

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Understand the interconnectedness of the human experience with a posture of humility.	Shows little to no understanding about connections among people and/or expresses cultural superiority.	Able to express understanding about connections among people and express that one's own culture or experiences are not superior to others.	Clearly expresses understanding about a connected, shared human experience and clearly expresses humility of perspective on human experiences.
Celebrate difference among people.	Unable to express value in the differences among individuals and/or cultures.	Able to express value in the differences among individuals and/or cultures.	Expresses persuasive advocacy for valuing human difference.

Student Learning Outcome B3

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Interrogate one's internal and external views and values for greater self-awareness.	Unable to acknowledge having a unique cultural viewpoint and/or unable to analyze the factors that contribute to it.	Expresses self-examination of a cultural viewpoint and expresses a conclusion about any potential individual blind spots due to that perspective.	Clearly expresses a thorough self-examination of one or more cultural viewpoints, expresses a conclusion about any potential individual blind spots due to that perspective, and expresses a plan for growth.



SPAN 301: ADVANCED COMMUNICATION

SYLLABUS, FALL 2022

MISSION STATEMENTS

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.

The mission of the *Department of Language and Literature* is to empower students to fulfill the “throughout the world” element of the university’s mission, preparing them to connect with the languages, cultures, and peoples of other nations.

ABOUT THE COURSE

SPAN 301 Advanced Communication, 3 credits MWF 1:00p – 1:50p ADM 316

ABOUT THE TEACHERS

Instructor	Paul Roggendorff	Office	physical	ADM 215A
Contact	Email Par08b@acu.edu	Office hours	physical	TR 11:00a – 4:00p, or by appt.

ABOUT THE STUDENT

This class is intended as a first advanced class for students pursuing a major or minor in Spanish. A minimum of Intermediate low proficiency suggested (see ACTFL proficiency levels, in Canvas).

ABOUT THE COURSE CONTENT

SPAN 301 **Advanced Communication** (3-0-3), fall. An introduction to the Spanish major and minor. Introduction of reading and writing skills that will be expected in all advanced courses. Introduction of cultural and literary concepts that will be further explored in all advanced courses. Prerequisite: SPAN 222 or equivalent through testing.

ABOUT THE CHRISTIAN PERSPECTIVE FOR THE COURSE

The Bible contains essentially two perspectives on language. In the first one, the mere existence of different languages is presented as a curse from God 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, we encounter a new perspective; what was once a curse 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 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:

1. Compare and contrast language, culture, and literature in the context of Hispanic Studies;
2. Use appropriate vocabulary to discuss language, culture, and literary concepts in Hispanic Studies;
3. Integrate knowledge in any two areas (language, culture, and literature) to create knowledge in a third;
4. Demonstrate intermediate mid proficiency Spanish (as per ACTFL).

ABOUT THE COURSE LEARNING MATERIALS

- Carmen Salazar, Rafael Arias, Sara Lequerica de la Vega, *Avanzando*, 7/e, Vista Higher Learning, Boston. Includes 5 month access to Supersite and Student Activity Manual.
- Additional required readings and videos will be available on Canvas.

Recommended:

- Enclave RAE. <https://www.enclave.rae.es>
- *Nueva gramática BÁSICA de la lengua española*. Real Academia Española, 2010. ISBN: 978-8467032819
- Blackwell, Frieda, and Paul Larson. *Guía básica de la crítica literaria y el trabajo de investigación*. Cengage. 2007. ISBN: 978-1-4130-1468-6.
- *MLA Handbook for Writers of Research Papers*, 7th Ed. MLA, 2009. ISBN: 978-1603290241.

ABOUT THE CLASS FORMAT

This is primarily a lecture-based course. It will introduce concepts that will be further developed throughout the major and minor curriculum as well as continue to develop language skills (especially reading and writing) to the level required to perform satisfactorily at the advanced level.

There are three cycles of lectures, readings, and work --language, culture, and literature--that correspond with the three big areas of study that make up Hispanic Studies as a field.

LEARNING PHILOSOPHY

The design of this course takes into account research conducted in cognitive sciences. Here are some suggestions to maximize your language acquisition during the next six weeks:

- ☐ Research in cognitive sciences tells us *interweaving of learning activities* (focusing on a task, then taking a break to do something else, then coming back to that task) is the most effective way to acquire new knowledge and develop new skills. This applies in smaller units of time and in greater units as well. For instance, five one-hour sessions throughout the week is more productive than one five hour session. Likewise, two one-hour sessions is more productive than one two-hour session.
- ☐ Everyone's *cognitive load* (the ability to focus intensely on a task) is different, so you will need to figure

out a good daily rhythm and pace for interweaving your Spanish activities. You should factor this in as you work out a system that keeps you on top of the course's schedule. If you know you will be unable to work on this class for a few days (work, big project in another class, etc.), work ahead on initial presentation and additional drilling activities. Also, make preparations to continue additional interweaving. The last thing you want to do is get behind.

- Research in cognitive sciences tells us *intensive drilling* (sadly) is the most effective method to internalize information and develop higher orders of proficiency. As much as we all may dislike so-called “drill-and-kill” activities, continuous repetition has proven to be the single most effective method to internalize knowledge. Therefore, there are many additional drill activities built into the course. Many are for a grade, but many can be done throughout the day in “one minute Spanish drills.”
 - Install Quizlet on your phone and drill vocabulary while waiting in the checkout line at the grocery store.
 - Keep a list of terms on your phone in notes and review them every so often.
 - Add a Spanish keyboard layout to your phone, and practice dictating notes, texts, or emails in Spanish; if Siri can understand you, your pronunciation is good enough for anyone to understand you.
- Finally, the endpoint of learning Spanish is to communicate with others. Therefore the course includes oral and written integrative activities.

ABOUT THE EVALUATION METHODS

1. **Conversaciones (10%).** Two to three per unit, main post and two replies.
2. Tarea (30%) Homework (mostly from *Avanzando*) on reading and grammar activities.
3. **Comprobaciones (30%).**
 1. Oral Proficiency Interview (OPI), through the testing center. See canvas for instructions
 2. Cultural Quotient Survey (CQS), in Canvas.
 3. Module Exams.
4. **Exploración (30%).** An ongoing paper which is half reflection paper on the lectures (charlas) and readings (Lecturas), and half research which reflects intellectual curiosity to know more than what was presented in class. It will be turned in in installments throughout the semester. The purpose of the paper is to evaluate appreciatively an aspect of Spanish language and cultural practices in literature as a reflection of underlying Hispanic cultural perspectives.

ABOUT ATTENDANCE AND PARTICIPATION

Attendance is mandatory. Excused absences will require documentation. Illness, especially if it is related to COVID-19, will be treated in a case-by-case basis. Four unexcused absences will not incur a penalty. Each unexcused absence beyond that will incur a 5-point reduction in the final grade. It is your responsibility to keep up with what happened in class if you are absent.

ABOUT THE COURSE POLICIES

- All late work will receive a 5% deduction per day late.
- **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/community/offices/administrative/office-of-the-provost/academic-integrity-policy.html>.

- **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, or visit this link: <http://www.acu.edu/community/academics/alpha-scholars/services/disability-support-services.html>.
- **Harassment policy.** As a Christian community, Abilene Christian University has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected. Harassment is defined as unwelcome behavior or conduct based on sex, religion, race, age, color, national origin, veteran's status, disability, or any other characteristic protected by law when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, education, or participation in University programs or activities, (2) submission to, or rejection of, such conduct by an individual is used as the basis for a decision affecting an individual's employment, education, or participation in University programs or activities, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive environment for work, education, or participation in a University program or activity. For full university policy, follow this link: <http://www.acu.edu/community/offices/administrative/dean-of-students/sexual-assault-and-anti-harassment-title-ix/overview.html>.
- **Electronic Translators:** The use of electronic translators is strictly prohibited. **It is easily noticeable by a native speaker**, and completely defeats the purpose of developing your own language skills. The activities assigned will **never** require you to produce language beyond your level and what we have covered in class. The purpose of the assignments is to assess how you handle the material learned, not to show how much you know beyond what we covered in class. If it's assigned to you, you can do it without unnecessary crutches. An assigned activity that reflects the use of electronic online translators in this beginning language class will be given a grade of **0 (zero)**.

ABOUT THE COURSE SCHEDULE

Module: Lengua, about 5 weeks

Topics	Tasks
• Lengua y lenguaje desde una perspectiva Bíblica • La gramática • La filología • La lingüística	Conversaciones Tarea de gramática de <i>Avanzando</i> Comprobaciones: • OPI • Exam on language, linguistics and grammar. Exploración: preliminary draft on reflections about language.

Module: Cultura, about 5 weeks

Topics	Tasks
• La cultura desde una perspectiva Bíblica (presentación) • El campo de antropología e historia (presentación) • Historia de España (video y presentación)	Conversaciones Tarea de gramática y lecturas de <i>Avanzando</i> Comprobaciones: • Cultural Quotient Survey • Exam on culture and history. Exploración: revisions to the language component, and initial drafts on culture.

Module: Literatura, about 5 weeks

Topics	Tasks
• La literatura desde una perspectiva bíblica (presentación) • Términos importantes para la crítica literaria (lectura) • Literatura, lenguaje y cultura	Conversaciones Tarea: lecturas de <i>Avanzando</i> Comprobaciones: Exam on literature theory and literary criticism tools Exploración: • Draft with revisions on the first two sections and a draft incorporating literatura. • Final draft

This schedule is tentative and subject to change.

Application for Cultural Literacy Menu

Guidelines For All General Education Courses

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Description of Menu Fit

Please describe how your class fits into the Cultural Literacy Menu (200 words or less). The course description, this statement, and the course syllabus together should demonstrate that a substantial portion of the course content (about half) is dedicated to issues involving the three relevant outcomes listed below.

The course is divided into three areas –language, culture, and literature— that correspond with the three subfields of the study of Spanish. Students are given a basic lexicon for each in Spanish, paying special attention to how language and culture form and inform each other, and how both language and culture inform the production and reception of literature. A frequent modus operandi is to compare one’s own native language and culture with that of Spanish.

Prerequisites

If the course has prerequisites, provide evidence that the course contributes to a student’s breadth of knowledge. Also provide evidence that the course content is not specific to a particular occupation or profession (200 words or less).

While the course has a prerequisite of SPAN 222, the exploration of the interrelation between language, culture, and literature contributes to a student’s ability to think critically cross-culturally and across disciplines.

Relevant Outcomes

At a minimum, a course applying to the Cultural Literacy menu must use at least one topic or activity listed below each of the mapped outcomes:

- B1: Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.
 - Account for and explain divergent perspectives on cultural phenomenon (e.g., female face-coverings in Islamic communities, “nepotism” in collectivistic contexts, aesthetic values in a certain historical period, etc.).
 - Demonstrate how social and historical contexts shape a community’s worldview or cultural commitments.
 - Study or write a case study of inculturation, ritual, or morality that emerges from a specific cultural context.
 - Identify underlying values, ideologies, perspectives, and attitudes that account for external cultural practices and products of a specific culture, particularly as these are expressed through its language.
 - Through measurable assessments, compare the cultural perspectives of another culture with those of a student’s own culture and reflect through

adequate speech (oral or written) on how this knowledge prepares them to be culturally sensitive professionals.

- B2: Understand the interconnectedness of human experience with a posture of humility while celebrating difference.
 - Reflect on a specific issue(s) considering the notion of cultural humility or ethnorelativity.
 - Evaluate appreciatively the music, ritual, art, theatre, or religious expression of a different culture.
 - Engage in and reflect upon a special event or celebration that highlights a different cultural background.
 - Requires students to attend and actively participate in an event honoring or presenting one or more aspects of a racial/cultural group that they do not identify with and respond to that event by a writing assignment or another medium.
 - Study and evaluate an accepted institutional or association statement on culture, race, or diversity (e.g., [UN Declaration on Cultural Diversity](#), [American Anthropological Association Declaration on Anthropology and Human Rights](#), etc.) and reflect upon it from a discipline-specific and/or faith perspective.
 - Require students to both recognize and demonstrate their respect for differences along at least two of the following axes of difference: gender, class, religion, sexuality, disability, age, or a major cultural difference (e.g., race, ethnicity, individualism-collectivism, high-low power distance orientation, high-low uncertainty avoidance, etc.).
 - Analyze attitudes and practices of working with those of differing cultural perspectives (at the micro, mezzo, and macro levels) with a presence of humility while learning, communicating, offering help, and making decisions in professional practice and settings.
 - Create a rationale (moral, ethical, religious) for maintaining an interpersonal stance that is other-oriented (open to the other) in relation to aspects of cultural identity that are most important to a person or persons of a different cultural perspective.
 - Reflect upon the cultural dimensions of complex challenges of human interconnections (e.g., changing relations within and between human communities, changing relations with ecological and climatic conditions, shifts in technology, migration, environmental degradation, new technologies, etc.).
- B3: Interrogate one's internal and external views and values for greater self-awareness.
 - Reflect upon one's social location regarding race and at least two of the following: gender, class, sexuality, disability, age.
 - Create a framework to discuss and demonstrate critical reflection up cultural differences in the workplace
 - Feature personal reflections which involves diverse cultural perspectives not typical of mainstream North American culture.

- Feature personal reflections on the intersection of biography (identifying the origins of the content of their reflections) and social inequality/injustice on race, gender, sexuality, social class, disability, and/or age
- Require students to read/listen/view content created by one or more persons whose work connects social inequality with personal experience.
- Examine systems of privilege and oppression that shape students' perspectives, values, and behavior, with a focus on race, gender, sexuality, social class, disability, and/or age.
- Require students to examine critically their social location regarding race as a system of inequality and at least two of the following: gender, sexuality, disability, age as systems of inequality.
- No less than 50% of course content focuses on one or more of the following: cultural difference, power, privilege, structural and institutional inequality.
- No less than 40% of course content features diverse sources of knowledge integrated throughout the semester, including but not limited to indigenous, spiritual, community-centered, or otherwise marginalized knowledges.
- No less than 40% of the course content focuses on structural and institutional social change in one or more of the following contexts: campus, community, state, nation, global region, or global system.
- Provide an account of why it is important not be neutral regarding power relations and cultural hegemony, especially white supremacy, and all forms of racism.

From the lists above, indicate which topic or activity fulfills this course's connection to each learning outcome.

Outcome	Topic or Activity
Outcome B1	Identify underlying values, ideologies, perspectives, and attitudes that account for external cultural practices and products of a specific culture, particularly as these are expressed through its language.
Outcome B2	Evaluate appreciatively the music, ritual, art, theatre, or religious expression of a different culture.
Outcome B3	No less than 50% of course content focuses on one or more of the following: cultural difference, power, privilege, structural and institutional inequality.

Assessment

Ideally, assessment will occur within one or two exams/assignments. Please indicate which exams or assignments will be used for each outcome. These artifacts may be the same as the activities listed in the Relevant Outcomes section. Provide assignment prompts if available.

Area to Be Assessed	Assessment Artifact
Outcome B1	Exploración (see About the Evaluation Methods in the Syllabus)
Outcome B2	Exploración (see About the Evaluation Methods in the Syllabus)

Outcome B3	Exploración (see About the Evaluation Methods in the Syllabus)
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Please use the following rubric to perform assessment each year.

Student Learning Outcome B1

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.	Shows little to no understanding of two or more of the areas of different experiences of diverse populations.	Conversant in experiences of diverse populations.	Demonstrates exceptional depth of understanding in discourse in all three areas of different experiences of diverse populations.

Student Learning Outcome B2

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Understand the interconnectedness of the human experience with a posture of humility.	Shows little to no understanding about connections among people and/or expresses cultural superiority.	Able to express understanding about connections among people and express that one's own culture or experiences are not superior to others.	Clearly expresses understanding about a connected, shared human experience and clearly expresses humility of perspective on human experiences.
Celebrate difference among people.	Unable to express value in the differences among individuals and/or cultures.	Able to express value in the differences among individuals and/or cultures.	Expresses persuasive advocacy for valuing human difference.

Student Learning Outcome B3

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Interrogate one's internal and external views and values for greater self-awareness.	Unable to acknowledge having a unique cultural viewpoint and/or unable to analyze the factors that contribute to it.	Expresses self-examination of a cultural viewpoint and expresses a conclusion about any potential individual blind spots due to that perspective.	Clearly expresses a thorough self-examination of one or more cultural viewpoints, expresses a conclusion about any potential individual blind spots due to that perspective, and expresses a plan for growth.



SPAN 301: ADVANCED COMMUNICATION

SYLLABUS, FALL 2022

MISSION STATEMENTS

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.

The mission of the *Department of Language and Literature* is to empower students to fulfill the “throughout the world” element of the university’s mission, preparing them to connect with the languages, cultures, and peoples of other nations.

ABOUT THE COURSE

SPAN 301 Advanced Communication, 3 credits MWF 1:00p – 1:50p ADM 316

ABOUT THE TEACHERS

Instructor	Paul Roggendorff	Office	physical	ADM 215A
Contact	Email Par08b@acu.edu	Office hours	physical	TR 11:00a – 4:00p, or by appt.

ABOUT THE STUDENT

This class is intended as a first advanced class for students pursuing a major or minor in Spanish. A minimum of Intermediate low proficiency suggested (see ACTFL proficiency levels, in Canvas).

ABOUT THE COURSE CONTENT

SPAN 301 **Advanced Communication** (3-0-3), fall. An introduction to the Spanish major and minor. Introduction of reading and writing skills that will be expected in all advanced courses. Introduction of cultural and literary concepts that will be further explored in all advanced courses. Prerequisite: SPAN 222 or equivalent through testing.

ABOUT THE CHRISTIAN PERSPECTIVE FOR THE COURSE

The Bible contains essentially two perspectives on language. In the first one, the mere existence of different languages is presented as a curse from God 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, we encounter a new perspective; what was once a curse 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 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:

1. Compare and contrast language, culture, and literature in the context of Hispanic Studies;
2. Use appropriate vocabulary to discuss language, culture, and literary concepts in Hispanic Studies;
3. Integrate knowledge in any two areas (language, culture, and literature) to create knowledge in a third;
4. Demonstrate intermediate mid proficiency Spanish (as per ACTFL).

ABOUT THE COURSE LEARNING MATERIALS

- Carmen Salazar, Rafael Arias, Sara Lequerica de la Vega, *Avanzando*, 7/e, Vista Higher Learning, Boston. Includes 5 month access to Supersite and Student Activity Manual.
- Additional required readings and videos will be available on Canvas.

Recommended:

- Enclave RAE. <https://www.enclave.rae.es>
- *Nueva gramática BÁSICA de la lengua española*. Real Academia Española, 2010. ISBN: 978-8467032819
- Blackwell, Frieda, and Paul Larson. *Guía básica de la crítica literaria y el trabajo de investigación*. Cengage. 2007. ISBN: 978-1-4130-1468-6.
- *MLA Handbook for Writers of Research Papers*, 7th Ed. MLA, 2009. ISBN: 978-1603290241.

ABOUT THE CLASS FORMAT

This is primarily a lecture-based course. It will introduce concepts that will be further developed throughout the major and minor curriculum as well as continue to develop language skills (especially reading and writing) to the level required to perform satisfactorily at the advanced level.

There are three cycles of lectures, readings, and work --language, culture, and literature--that correspond with the three big areas of study that make up Hispanic Studies as a field.

LEARNING PHILOSOPHY

The design of this course takes into account research conducted in cognitive sciences. Here are some suggestions to maximize your language acquisition during the next six weeks:

- ☐ Research in cognitive sciences tells us *interweaving of learning activities* (focusing on a task, then taking a break to do something else, then coming back to that task) is the most effective way to acquire new knowledge and develop new skills. This applies in smaller units of time and in greater units as well. For instance, five one-hour sessions throughout the week is more productive than one five hour session. Likewise, two one-hour sessions is more productive than one two-hour session.
- ☐ Everyone's *cognitive load* (the ability to focus intensely on a task) is different, so you will need to figure

out a good daily rhythm and pace for interweaving your Spanish activities. You should factor this in as you work out a system that keeps you on top of the course's schedule. If you know you will be unable to work on this class for a few days (work, big project in another class, etc.), work ahead on initial presentation and additional drilling activities. Also, make preparations to continue additional interweaving. The last thing you want to do is get behind.

- Research in cognitive sciences tells us *intensive drilling* (sadly) is the most effective method to internalize information and develop higher orders of proficiency. As much as we all may dislike so-called “drill-and-kill” activities, continuous repetition has proven to be the single most effective method to internalize knowledge. Therefore, there are many additional drill activities built into the course. Many are for a grade, but many can be done throughout the day in “one minute Spanish drills.”
 - Install Quizlet on your phone and drill vocabulary while waiting in the checkout line at the grocery store.
 - Keep a list of terms on your phone in notes and review them every so often.
 - Add a Spanish keyboard layout to your phone, and practice dictating notes, texts, or emails in Spanish; if Siri can understand you, your pronunciation is good enough for anyone to understand you.
- Finally, the endpoint of learning Spanish is to communicate with others. Therefore the course includes oral and written integrative activities.

ABOUT THE EVALUATION METHODS

1. **Conversaciones (10%).** Two to three per unit, main post and two replies.
2. Tarea (30%) Homework (mostly from *Avanzando*) on reading and grammar activities.
3. **Comprobaciones (30%).**
 1. Oral Proficiency Interview (OPI), through the testing center. See canvas for instructions
 2. Cultural Quotient Survey (CQS), in Canvas.
 3. Module Exams.
4. **Exploración (30%).** An ongoing paper which is half reflection paper on the lectures (charlas) and readings (Lecturas), and half research which reflects intellectual curiosity to know more than what was presented in class. It will be turned in in installments throughout the semester. The purpose of the paper is to evaluate appreciatively rhetorical claims made about Hispanic cultural practices in literature as a reflection of underlying Hispanic cultural perspectives.

ABOUT ATTENDANCE AND PARTICIPATION

Attendance is mandatory. Excused absences will require documentation. Illness, especially if it is related to COVID-19, will be treated in a case-by-case basis. Four unexcused absences will not incur a penalty. Each unexcused absence beyond that will incur a 5-point reduction in the final grade. It is your responsibility to keep up with what happened in class if you are absent.

ABOUT THE COURSE POLICIES

- All late work will receive a 5% deduction per day late.
- **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/community/offices/administrative/office-of-the-provost/academic-integrity-policy.html>.

- **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, or visit this link: <http://www.acu.edu/community/academics/alpha-scholars/services/disability-support-services.html>.
- **Harassment policy.** As a Christian community, Abilene Christian University has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected. Harassment is defined as unwelcome behavior or conduct based on sex, religion, race, age, color, national origin, veteran's status, disability, or any other characteristic protected by law when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, education, or participation in University programs or activities, (2) submission to, or rejection of, such conduct by an individual is used as the basis for a decision affecting an individual's employment, education, or participation in University programs or activities, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive environment for work, education, or participation in a University program or activity. For full university policy, follow this link: <http://www.acu.edu/community/offices/administrative/dean-of-students/sexual-assault-and-anti-harassment-title-ix/overview.html>.
- **Electronic Translators:** The use of electronic translators is strictly prohibited. **It is easily noticeable by a native speaker**, and completely defeats the purpose of developing your own language skills. The activities assigned will **never** require you to produce language beyond your level and what we have covered in class. The purpose of the assignments is to assess how you handle the material learned, not to show how much you know beyond what we covered in class. If it's assigned to you, you can do it without unnecessary crutches. An assigned activity that reflects the use of electronic online translators in this beginning language class will be given a grade of **0 (zero)**.

ABOUT THE COURSE SCHEDULE

Module: Lengua, about 5 weeks

Topics	Tasks
• Lengua y lenguaje desde una perspectiva Bíblica • La gramática • La filología • La lingüística	Conversaciones Tarea de gramática de <i>Avanzando</i> Comprobaciones: • OPI • Exam on language, linguistics and grammar. Exploración: preliminary draft on reflections about language.

Module: Cultura, about 5 weeks

Topics	Tasks
• La cultura desde una perspectiva Bíblica (presentación) • El campo de antropología e historia (presentación) • Historia de España (video y presentación)	Conversaciones Tarea de gramática y lecturas de <i>Avanzando</i> Comprobaciones: • Cultural Quotient Survey • Exam on culture and history. Exploración: revisions to the language component, and initial drafts on culture.

Module: Literatura, about 5 weeks

Topics	Tasks
• La literatura desde una perspectiva bíblica (presentación) • Términos importantes para la crítica literaria (lectura) • Literatura, lenguaje y cultura	Conversaciones Tarea: lecturas de <i>Avanzando</i> Comprobaciones: Exam on literature theory and literary criticism tools Exploración: • Draft with revisions on the first two sections and a draft incorporating literatura. • Final draft

This schedule is tentative and subject to change.