

Application for a New Course v9

Course ID <i>Subject and Number</i>	SPAN 301
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Paul Roggendorff
2	Course Teacher	Harland Rall
3	Course Title	Advanced Communication
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)	Introduction to upper level studies in Spanish. Practice of reading, listening, speaking and writing at the advanced level. Introduction of concepts and issues in Hispanic literature and culture.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	SPAN 222 or equivalent through testing; or placement exam result
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 completed "Request to Add or Change Course Fees" form. Describe in section IV-F.</i>	No
22	How often will it be offered? Fall	yes
23a	How often will it be offered? Spring	
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>	Fall 2014
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>	FLSP 388 Advanced Conversation Fall 2013
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 See new degree plan for Spanish.
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>	No
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>	n/a

II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	This course is the introduction to the new Spanish major. Students are introduced to the learning portfolio, which will be filled with artifacts throughout the student's career at ACU, culminating with the Capstone.
2	Justification State the justification for adding this course to the current curriculum. Represent the need	In addition to programmatic issues related to the introduction to the major, the course serves as a "bridge" from intermediate to advanced courses.

		It challenges students with longer readings and listening activities as well as more sophisticated use of the Spanish language in both written and spoken forms. Such "bridge" courses are not uncommon in the field, and are implemented in many other programs.
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III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	Intended audience are Spanish majors and minors
2	State the overarching course goal(s) in performance terms.	To perform in the Spanish language commensurate with junior level language, culture and literature courses.

2. Competencies and Measurements

	Competency	Measurement
1	Be able to use appropriate vocabulary and concepts to discuss culture	Annotated Bibliography Research Paper Service Learning Journal Homework Exams
2	Be able to use appropriate vocabulary and concepts to discuss literature critically;	Annotated Bibliography Research Paper Homework Exams
3	Perform deep readings of short stories, film and poetry;	Research Paper Homework Exams
4	Present scholarly research in Spanish in verbal and written forms	Research Paper Exams
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.

Blackwell, Frieda, and Paul Larson. *Guía básica de la crítica literaria y el trabajo de investigación*. Cengage. 2007. ISBN: 978-1-4130-1468-6.

Courtad, James C., Kathryn Everly, Martín Gaspar. *Advanced Spanish through Literature and Film*. Vista Higher Learning. 2012. ISBN: 978-1-61767-110-4

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

3/28/14
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.*

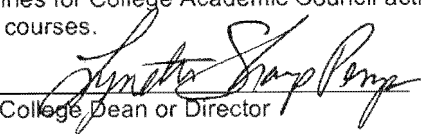
A. Course ID: SPAN 301

Course Title: Advanced Communication

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 ☒ Denied ☐


College Dean or Director

3-31-14
Date

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 301: Advanced Communication

Syllabus, fall 2014

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

SPAN 301.01, Advanced Communication, 3 credits

Time: TR 8-9:20 am

About the Teachers

Instructor: Dr. Harland Rall

Class room: Chambers 321

Office: CHA 117A

Phone: 674-2384

Email: rallh@acu.edu

Office Hours: M-F 1-4 pm

Please feel free to contact me via email 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 first advanced class for students pursuing a major or minor in Spanish.

About the course content

SPAN **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. Introduction of the Spanish Portfolio. Prerequisite: SPAN 222 or equivalent through testing.

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. In addition to lecture, the class will emulate the various forms of class formats likely to encounter in future Spanish courses: discussion, group work, and service learning, among others.

About the Teaching/Learning Methods

The lecture will present basic information about the discipline as well as the way in which the major and minor are designed to help you further your language skills. You will also learn through practice how to share the linguistic, cultural and literary insights you discover through scholarly research and experiential observation. The practice of these various skills will result in learning artifacts -such as term papers, journals, presentations and video presentations- that can be included in your student learning portfolio.

About the Course Learning Materials

Blackwell, Frieda, and Paul Larson. *Guía básica de la crítica literaria y el trabajo de investigación*. Cengage. 2007. ISBN: 978-1-4130-1468-6.

Courtad, James C., Kathryn Everly, Martín Gaspar. *Advanced Spanish through Literature and Film*. Vista Higher Learning. 2012. ISBN: h978-1-61767-110-4

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:

1. use appropriate vocabulary and concepts to discuss culture;
2. use appropriate vocabulary and concepts to discuss literature critically;
3. perform deep readings of short stories, film and poetry;
4. present scholarly research in Spanish in verbal and written forms.

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. **Research Paper and Annotated Bibliography.** You will choose, with the professor's guidance, a research project in connection with a class reading or films. The purpose of this research is to help you apply the tools of scholarly research in Spanish presented and modeled in Blackwell's text as class materials. You will produce an annotated bibliography in which you will practice identifying, accessing and using the necessary resources for your research project. Based on the bibliography, you will then write a research paper in which you will practice introducing and identifying your main idea, developing it logically and sequentially, and supporting 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. See schedule for when to declare your topic and when to turn in the annotated bibliography, first draft and final draft of the research paper.
2. **Service Learning Journaling.** Every student must complete ten hours of community service involving interaction with hispanics. For assistance in finding service opportunities, please see ACU's Center for Christian Service and Leadership (<http://www.acu.edu/campusoffices/ccsl/index.html>). For every two hours of service, the learner must write a brief reflection on his or her experience (about 750 - 1000 words). This must go beyond reporting what was said and done. The goal is to discuss how these interactions or incidents may contribute to a deeper insight into Hispanic culture. The tone should be personal and informal, but the writing must be well organized and should follow the conventions of standard Spanish grammar and spelling.
3. **Homework.** See schedule for assignments and due dates.
4. **Final exam.** I will let you know the format and content beforehand.

About the Grading Criteria

Annotated Bibliography Grading Criteria

	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.
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
Introduction and Thesis Statement	Clearly and concisely directs the project development; scope is suitable for assigned task and focuses all elements of work.	Adequately directs the project development; generally focused and specific; reasonably addresses assigned task.	Purpose of project is present but vague.	Purpose of the project is not clear or appropriate.
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.
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.
Use of Sources	Students correctly implement all of the following strategies: 1) selects critical sources; 2) adheres to 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.	Students correctly use three of the information use strategies and practices ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students correctly use two of the information use strategies and practices ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use one of the information strategies and practices ethical and legal restrictions on the use of published, confidential, and/or proprietary information.

	A	B	C	D
	Practices ethical and legal restrictions on the use of published, confidential, and/or proprietary information.			

Service Learning Journal Criteria

	A	B	C	D
Cultural Observations	Consistently develops cultural observations that synthesize experience and other sources into a deeper understanding of Hispanic culture.	Develops cultural observations that synthesize experience into a working understanding of Hispanic culture.	Develops cultural observations by filtering service learning experience through untested preconceptions.	Summarizes service learning experience without reflection.
Personal Discovery	Distinguishes clearly between self and culture, and exhibits the development of a synthesis of cultural perspectives	Distinguishes clearly between self and culture, and exhibits an openness to learning from a second culture's perspective	Exhibits ability to distinguish between self and culture, but a reticence to detach self from first (native) culture's perspective	Exhibits an inability to distinguish between self and first (native) culture.
Language	Language exhibits great vocabulary range; no spelling errors; simple and complex structures exhibit no errors.	Language exhibits good vocabulary range; one or 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.

About the Grade

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

Annotated Bibliography	10 %
Research Paper	20 %
Service Project Journal	20 %
Exams	30 %
Homework	20 %

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. Averages with decimals will be rounded to the nearest whole number.

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.

Late work policy: No late work will be accepted.

About the Course Schedule

Sem.	Tópicos	Lecturas y tareas
1	Introducción Rasgos de los buenos lectores	Blackwell, Capítulo 1
2	Golpe al corazón	Intrigas, Lección 1 Viernes: Identificar proyecto de servicio
3	Golpe al corazón	Viernes: Identificar proyecto de investigación
4	Modos de investigación El filo del poder	Blackwell, Capítulo 2 Intrigas, Lección 2
5	El filo del poder	
6	El trabajo de investigación en literatura	Blackwell, Capítulo 3 Viernes: Entregar la bibliografía anotada para el trabajo de investigación
7	El lado oscuro	Intrigas, Lección 3
8	El lado oscuro	Viernes: Repaso para el Examen Parcial
9	Elementos del trabajo de investigación o el ensayo literario	Lunes: Examen parcial Blackwell, Capítulo 4
10	Lazos de sangre	Intrigas. Lección 4
11	Lazos de sangre	Viernes: Entregar el primer borrador del trabajo de investigación
12	Una cuestión de género	Intrigas, Lección 5
13	Una cuestión de género	
14	La moral a prueba	Intrigas, Lección 6
15	La moral a prueba	Viernes: Repaso para el examen final Viernes: Entregar el trabajo de investigación
16	Examen final	

This Schedule is tentative and subject to change.

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

MEMORANDUM

DATE: March 12, 2014
TO: Dr. Paul Roggendorff
FROM: Mark McCallon, Associate Dean for Library Services
RE: New Course Application – SPAN 301 – Intermediate Communication

After reviewing the course proposal for SPAN 301 – Intermediate Communication, 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.

Tuesday, March 11, 2014
Paul Roggendorff
Abilene Christian University

Re: SPAN 301 Application

Dear Paul,

The Adams Center has completed the review SPAN 301: Advanced Communication. 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.

- Add office hours and how to best contact the instructor (for example, if the instructor knows they respond best to email, make a note of that).
- You may want to add a section discussing how students can discuss their grades, especially if they disagree with the grade received.
- List a policy for late assignments or exams.
- Are there any special instructions or policies for technology use during class meetings? *Yes*
- Include a statement reserving 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