

Application for a New Course v9

Course ID <i>Subject and Number</i>	SPAN 305
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Paul Roggendorff
2	Course Teacher	TBD
3	Course Title	Immersion 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)	Practice of reading, listening, speaking and writing at the advanced level, in an immersion context.
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 <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	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>	SPAN 301 Advanced Communication

II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	This serves as a transitional course from intermediate to advanced coursework in the Montevideo Semester Immersion study abroad session.
2	Justification State the justification for adding this course to the current curriculum. Represent the need	Just as SPAN 301 Advanced Communication, this 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	use a vocabulary set commensurate with the Intermediate High Level of the ACTFL Oral Proficiency guidelines (see guidelines);	Reflection Essay Cultural Documentary Homework Exams Class Participation
2	Perform deep readings of short stories, film and poetry;	Reflection Essay Cultural Documentary Homework Exams Class Participation
3	write an expository essay about a literary reading;	Reflection Essay
4	explain about cultural observations in a documentary.	Cultural Documentary
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.

Blanco, José A. *Conversación sin barreras*. 4th Ed. Vista Higher Learning, 2014.

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.

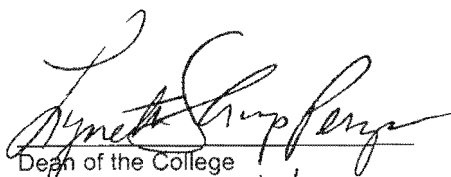
Primary Department



Department Chair

3/26/14

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

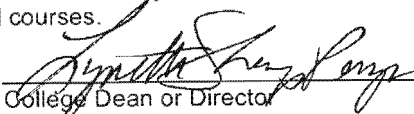
VI. Approvals *Place all approvals on one page.*

A. Course ID: SPAN 305

Course Title: Immersion 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 ☐  Date 3-31-14
College Dean or Director

Approved ☐ Denied ☐ _____ Date _____
College Dean or Director

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

Approved ☐ Denied ☐ _____ Date _____
Dean of Graduate School

3. University Undergraduate Academic Council Action:

For undergraduate level courses only

Approved ☐ Denied ☐ _____ Date _____
Associate Provost

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

Approved ☐ Denied ☐ _____ Date _____
Provost or designee

5. University Budget Committee Action: (when applicable)

When applicable – see New Course Application Instructions

Approved ☐ Denied ☐ _____ Date _____
Chair, University Budget Committee

6. Academic Provost Action: (for all courses)

Approved ☐ Denied ☐ _____ Date _____
Provost

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

Approved ☐ Denied ☐ _____ Date _____
President

Attach notes, comments, or conditions from appropriate councils:

SPAN 305: Immersion 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 305.01, 3 credits

Time: M-F AM

About the Teachers

Instructor: TBA

Classroom: MVD classroom

Office: MVD Faculty Office

Phone: MVD Faculty

Email: MVD Faculty Email

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 the first class for Spanish majors and minors who are in Montevideo and who have completed SPAN 222 Intermediate Spanish II or tested into advanced Spanish.

About the course content

SPAN 305 Immersion Communication (3-0-3), Montevideo SI Program. Practice of reading, listening, speaking and writing at the advanced level, in an immersion context. Prerequisite: SPAN 222 or equivalent through testing; or placement exam result.

About the Class Format

This is a lecture based immersion course. It will continue to develop language skills (reading, writing, listening and speaking) to the level required to perform satisfactorily at the advanced level while taking advantage of the immersion experience in Montevideo. 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 class will present ways in which to further your language skills. You will also learn through practice how to share the linguistic, cultural and literary insights you discover through experiential observation. The practice of these various skills will result in learning artifacts -such as reflection papers, journals, and video presentations- that can be included in your student learning portfolio.

About the Course Learning Materials

Blanco, José A. *Revista: Conversación sin barreras*. 4th Ed. Vista Higher Learning, 2014.

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 a vocabulary set commensurate with the Intermediate High Level of the ACTFL Oral Proficiency guidelines (see [guidelines](#));
2. perform deep readings of short stories, film and poetry;
3. write an expository essay about a literary reading;
4. explain about cultural observations in a documentary.

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. **Reflection Essay.** In conjunction with your instructor, you will select an appropriate reading and write in Spanish a three- to five-page reflection essay, which will contain a summary of the plot and characters along with your opinion based on close analysis of the work. The object is to demonstrate a careful, close reading of the work. Your opinion should also include a cultural understanding or perspective based on knowledge or observations you have made from your time living in South America.
2. **Cultural Documentary.** In conjunction with your instructor, you will select an appropriate cultural observation topic and create a three- to five- minute mini-documentary which explores any aspect of the topic. Suggested topics include: La rambla, El estadio monumental, El mercado, La estatua de Artigas, etc. First, do some background investigation: what is it, where is it, who built it, etc., as appropriate. Next, use your iPhone or iPad to record some "man-on-the-street" interviews where you pose some interesting question for the person to answer in a sentence or two. Make sure to shoot plenty of "B-roll" footage, either stills or video. Back at CASA ACU, assemble the documentary narrative: introduce your topic or research question, organize and lay out your video essay like you would a term paper using the interviews like you would cite authoritative sources in a term paper, and wrap it up with a conclusion. If you need to, return to the site to record yourself narrating the documentary. Assemble the narration, interviews and B-roll on iMovie and finish by dubbing over and adding music, as necessary.
3. **Homework.** See schedule for assignments and due dates.
4. **Exams.** I will let you know the format and content beforehand.
5. **Class Participation.**

About the Grading Criteria

Reflection Essay Grading Rubric

	A	B	C	D
Cultural Reflection	Successfully synthesizes reading and experience in Montevideo.	Successfully synthesizes reading.	Summarizes a thorough reading.	Summarizes a partial or sketchy reading.
Organization	Organization clarifies the research question	Organization is good	Organization is evident	Organization is deficient
Language	Language exhibits great vocabulary range; excellent pronunciation; complex structures exhibit hardly any errors; comfortable expression	Language exhibits good vocabulary; very good pronunciation; complex structures exhibit some errors; competent expression	Language exhibits adequate vocabulary range; good pronunciation; consistent error patterns in some complex structures; adequate expression	Language exhibits deficient vocabulary range; subpar pronunciation; avoidance of complex structures and limited control of simple structures; deficient expression

Cultural Documentary Grading Rubric

	A	B	C	D
Introduction	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 an excellent supporting quotes from the "man-on-the-street" or some other authoritative	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	Inadequate response to the topic; ideas are undeveloped, confused or disconnected. Conclusions are not present or are not connected to presented information or

	A	B	C	D
	source. Appropriate, logical conclusions are made and connected to the project purpose.		information or do not attempt to fully address the purpose of the project.	project purpose.
Language	Language exhibits great vocabulary range; near-native pronunciation; simple and complex structures exhibit no errors.	Language exhibits good vocabulary range; very good pronunciation; simple structures exhibit no errors, but complex structures exhibit some errors.	Language exhibits adequate vocabulary range; adequate pronunciation; simple and complex structures exhibit some errors.	Language exhibits deficient vocabulary range; pronunciation makes effective communication difficult; avoidance of complex structures and limited control of simple structures.
Video Editing	Students correctly implement all of the following strategies: 1) Smooth and clean editing 2) Narration on-camera instead of dubbing over, when possible 3) appropriate use of music is not distracting or overbearing 4) appropriate sequencing of primary material, interviews and b-roll footage.	Students correctly use three of the video editing strategies.	Students correctly use two of the video editing strategies.	Students use one of the video editing strategies.

Class Participation Grading Rubric

	A	B	C	D
Pronunciation	Near-native pronunciation of most common words on a consistent basis.	Very good pronunciation of most common words on a consistent basis, but still exhibits some anglicized phonemes.	Good pronunciation of most common words on a consistent basis, but still exhibits many anglicized phonemes.	Understandable pronunciation of most common words, but exhibits
Vocabulary Range	Vocabulary range is superior to expected.	Vocabulary range is good for the task.	Vocabulary range is minimally acceptable for the task.	Vocabulary range is insufficient for the task.
Fluidity	Speaks with security and generally with accuracy. Only very infrequent hesitation or searching about for the right vocabulary or conjugation.	Speaks with security, if not always with accuracy, or viceversa. Exhibits little hesitation to search for the right vocabulary or conjugation, but does not distract from effective communication.	Speaks with some insecurity, as well as some inaccuracy. Exhibits some hesitation to search for the right vocabulary or conjugation, but corrections usually improve communication.	Speaks with insecurity and inaccuracy. Frequent hesitation while searching for the right vocabulary or conjugation which makes communication difficult.
Engagement	Always attentive to the conversation, even when the topic is not personally the most interesting. Always contributes to the conversation with insights or observations of substance.	Always attentive to the conversation, even when the topic is not personally the most interesting. Always has something good to contribute about the topic.	Mostly attentive to the conversations, although prone to 'drift' when the topic is not personally interesting. Usually has something to say about the topic.	Sometimes attentive, but prone to 'drift.' Sometimes has something to say which is on-topic.

About the Grade

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

Reflection Essay	20 %
Cultural Documentary	20 %
Homework	20 %
Exams	30 %
Class Participation	10 %

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 ¿Realidad o fantasía?	Lección 1 Viernes: selección de los tópicos para el ensayo de reflexión y para el documental
2	Una cuestión de personalidad	Lección 2
3	Prohibido pensar	Lección 3 Viernes: notas de lectura para el ensayo de reflexión
4	Las garras del poder	Lunes: examen parcial Lección 4
5	Por amor al arte	Lección 5 Viernes: entrega del primer borrador del ensayo de reflexión
6	Modos de vivir	Lección 6 Viernes: entrega del documental
7	repaso	Miércoles: entrega del ensayo de reflexión Viernes: examen final

This schedule is tentative and subject to change.

SPAN 305: Immersion Communication

Content Overlap

**If we used a different vocabulary or if we spoke a different language,
we would perceive a somewhat different world.**

—*Recent Experiments in Psychology* (1950)

by Leland Whitney Crafts,
Théodore Christian Schneirla,
and Elsa Elizabeth Robinson.

This proposition—often misattributed to Ludwig Wittgenstein—is usually understood in only one direction: from language use to perception of the world. But the relationship goes much further: pedagogically speaking, one's location in the world necessarily has an influence on how one learns to use language. It is one thing to learn about the Spanish language, Hispanic culture and its literature while in a classroom in Abilene, Texas. It is quite another to learn about these things while in Montevideo, Uruguay.

The purpose of creating similar courses which should be counted differently from the counterparts taught on the home campus is to acknowledge the uniqueness of learning about the Spanish language, Hispanic culture and its literature while immersed in Uruguayan culture. The Revised Spanish Program creates three general categories—language, culture and literature—for the advanced courses, and differentiates “threshold” or “gateway” courses for each category. The “threshold” courses serve to introduce the student to the content that will be studied in greater detail in other advanced courses at the junior or senior level. Therefore, we propose creating three “threshold” courses for use exclusively in the Montevideo Program which are somewhat similar to their counterparts on the home campus:

Category	Home campus course(s)	Montevideo course
Language	301 Advanced Communication	305 Immersion Communication
Culture	343 Peninsular Spanish Culture 344 Latin American Culture	345 Culture of South American Southern Cone
Literature	360 Survey of Peninsular Spanish Literature 361 Survey of Latin American Literature	365 Survey of South American Southern Cone Literature

Similarities and differences:

Language: 301 Advanced Communication and 305 Immersion Communication will have as their goal to help students “perform in the Spanish language commensurate with junior level language,

culture and literature courses." One distinct difference will be that 301 Advanced Communication will also serve as an introduction to the major, presenting students with a general template of the types of assignments (term papers, presentations, reflection essays, etc.) and rubrics to expect at the advanced level as well as the student portfolio, into which many of these learning artifacts will be collected. Another significant difference will be that 305 Immersion Communication will make use of its location in Montevideo to send students out into the community to practice using the language.

Culture: 343 Peninsular Spanish Culture and 344 Latin American Culture are already distinct from each other in terms of content. 345 Culture of South American Southern Cone will necessarily overlap a little in content with 344. The main differences are the emphasis of the content (344 is broader, thus will necessarily not focus as specifically on Uruguay and the Southern Cone region as 345), and 345 will make use of its location in Montevideo to send students out into the region to experience the cultural practices and see the cultural products first-hand.

Literature: 360 Survey of Peninsular Spanish Literature and 361 Survey of Latin American Literature are already distinct from each other in terms of content. 365 Survey of South American Southern Cone Literature will necessarily overlap a little in content with 361. The main differences are the emphasis of the content (361 is broader, thus will necessarily not focus as specifically on Uruguay and the southern cone region as 365), and 365 will make use of its location in Montevideo to send students out into the region to experience first-hand the places, spaces and authors (when possible) associated with the literary readings.

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 305 – Immersion Communication

After reviewing the course proposal for SPAN 305 – Immersion 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 305 Application

Dear Paul,

The Adams Center has completed the review SPAN 305: Immersion 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.

- Course outcome 1 could be stated more clearly than it is. Students vocabulary set will be larger than what? How will this be measured?
- 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?
- 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