

Application for a New Course v9

Course ID <i>Subject and Number</i>	SPAN 345
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Paul Roggendorff
2	Course Teacher	Paul Roggendorff and Wimon Walker
3	Course Title	Culture of South American Southern Cone
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)	Geographical and cultural backgrounds of the Southern Cone region of modern Hispanic America with selected readings from modern prose.
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	Participation in the Montevideo Study Abroad Program

20	If the course is cross listed, specify the Course ID(s) MUST have signature in Section V off all Department Chairs	INTS 217
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 years
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>	
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>	No
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>	Yes FLSP 440 Latin American Thought
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 344 Latin American Culture

II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	This serves as a first advanced culture course for the Spanish major.
2	Justification State the justification for adding this course to the current curriculum. Represent the need	Just as SPAN 344 Latin American Culture, this course serves as an introduction to culture. Where SPAN 344 does not have a regional focus narrower than Latin America, SPAN 345 looks exclusively at the cultural practices and products near the region of our study abroad

	site in Montevideo, Uruguay.
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III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	Intended for Spanish majors and minors.
2	State the overarching course goal(s) in performance terms.	To become familiar with cultural practices and artifacts from the Southern Cone.

2. Competencies and Measurements

	Competency	Measurement
1	Understand specific ways that past events affect current life in Uruguay (and Latin America in General).	Research Paper and Presentations Reflection Essays Final Exam
2	Appreciate similarities and differences between Uruguay and neighboring countries.	Research Paper and Presentations Service Learning Journaling Reflection Essays
3	Compare and contrast Latin America (specifically Uruguayan) culture with that of the United States.	Research Paper and Presentations Service Learning Journaling Reflection Essays
4	Analyze poverty in Latin America, and the responses of church and society.	Research Paper and Presentations Reflection Essays Final Exam
5	Explore connections between art and Uruguayan culture.	Research Paper and Presentations Reflection Essays Final Exam
6	Interact with Latin Americans in culturally appropriate ways.	Service Learning Journaling Reflection Essays
7		
8		
9		

3. Text and Resources

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

Arlt, Roberto. *Los siete locos*. Buenos Aires: Tolemia, 2007.

Mario Benedetti. *Primavera con una esquina rota*. Buenos Aires: Punto de lectura, 2008.

Caetano, Gerardo and José Rilla. *Historia contemporánea del Uruguay: de la Colonia al Mercosur*. Montevideo: Fin de Siglo, 1999.

Romero, Luis Alberto. *Breve historia contemporánea de la Argentina*. México: Fondo de cultura económica, 1998.

Sabato, Ernesto. *El tunel*. Buenos Aires: Booket Austral, 2011.

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

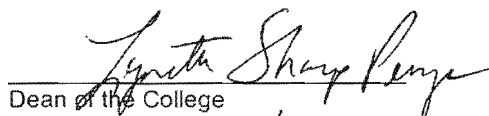
All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

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.*

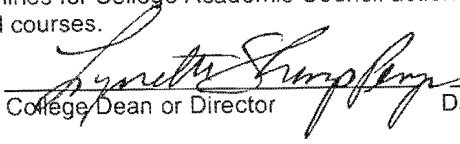
A. Course ID: SPAN 345

Course Title: Culture of South American Southern Cone

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:



"Threshold" Courses for Montevideo

Wimon Walker <wimon.walker@gmail.com>

18 de febrero de 2014, 12:32

Para: Paul Roggendorff <par08b@acu.edu>, Stephen Shewmaker <sbs02a@acu.edu>, Rosalinda Walker <rosalinda.walker@gmail.com>, Cole Bennett <cole.bennett@acu.edu>

Paul, Cole: Is this appropriate as a statement of support for the course proposal for SPAN 345?
Wimon

Paul,
I want to express my appreciation for your work in re-thinking the sequence of Spanish courses and the relationship between the courses we offer here in Montevideo and the courses taught in Abilene. I am also excited about the Spanish-intensive semester, and am looking forward to being part of it. As you know, I have been teaching the Intro to Latin American culture course that is required of all study abroad participants (currently INTS 217)--and which you are re-designing as SPAN 345. You and I have both experienced the profound connections between language and culture, and it makes sense to me to integrate the course into the menu of Spanish language courses. Even though most of our students have usually been in beginning Spanish, I already incorporate quite a bit of Spanish in the course: poems, songs, sayings, essays, and short research assignments on topics for which the majority of the resources are in Spanish. Normally I have to provide quite a bit of scaffolding in the form of notes or putting beginners in teams with more advanced students. It is going to be a challenge for me to teach that course entirely in Spanish next semester, but I anticipate that it will be a positive learning environment, as the students engage and reflect on the culture in Spanish, with less scaffolding. Again, thanks for your work. And it will be an honor for me to collaborate with you in the delivery of the course.
Wimon

On Thu, Jan 30, 2014 at 5:02 PM, Paul Roggendorff <par08b@acu.edu> wrote:
[Texto citado oculto]



"Threshold" Courses for Montevideo

Stephen Shewmaker <sbs02a@acu.edu>

18 de febrero de 2014, 21:53

Para: Paul Roggendorff <par08b@acu.edu>

CC: Wimon Walker <wimon.walker@gmail.com>, Rosalinda Walker <rosalinda.walker@gmail.com>, Cole Bennett <cole.bennett@acu.edu>

Paul,

I am very grateful for all of your work on these. I know that it is an essential piece of our partnership in creating a new experience in Montevideo; one that will benefit the entire campus.

And thanks to Wimon for his detailed feedback to the proposals.

Stephen

[Texto citado oculto]

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Stephen Shewmaker, CPA

Executive Director

Center for International Education

Abilene Christian University

ACU Box 28226

Abilene, Texas 79699

SPAN 345: Culture of South American Southern Cone

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.

SPAN 345: Culture of South American Southern Cone

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 345.01, 3 credits

Time: 9:00 – 10:20 M-F

About the Teachers

Instructor: Mr. Wimon Walker
Dr. Paul Roggendorff

Apartment phone: 2408-8099
TBA

Office: Faculty Apartment 2
MVD Faculty Office

Cell phone: 096-961-763
TBA

Email: wimon.walker@acu.edu
par08b@acu.edu

Office hours: 8:00 – 9:00 M-F
Office hours: 8:00 – 9:00 M-F

Please feel free to contact either one of us 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 for Spanish majors and minors attending the Montevideo SÍ intermediate or advanced tracks. ACU Spanish majors must work toward excellence; they must also be prepared to live in a culturally Hispanic context, work in a market without borders, serve people from a variety of Hispanic backgrounds and lead culturally diverse groups empathically. In summary, they must be prepared for global citizenship.

About the course content

SPAN 345 Culture of South American Southern Cone (3-0-3), fall, Montevideo SÍ Program. Geographical and cultural backgrounds of the Southern Cone region of modern Hispanic America with selected readings from modern prose. Prerequisite: Participation in the Intermediate or Advanced Montevideo SÍ Program.

About the Teaching/Learning Methods and the Class Format

This is a discussion-based, interdisciplinary course that includes an overview of Latin America and a more detailed examination of the history and culture of the Southern Cone of South America, especially Uruguay. You will be challenged to look in depth at specific cultural components such as government, education, religion, business, family structures, cultural values and world views, and then to examine how the local people fit all of these components into a way of life. Course readings and presentations will provide you with a foundation to more fully experience and appreciate the cultures in which you find yourself. You should also seek to learn from local people and situations in which you find yourself.

About the Course Learning Materials

Arlt, Roberto. *Los siete locos*. Buenos Aires: Tolemia, 2007.

Mario Benedetti. *Primavera con una esquina rota*. Buenos Aires: Punto de lectura, 2008.

Caetano, Gerardo and José Rilla. *Historia contemporánea del Uruguay: de la Colonia al Mercosur*. Montevideo: Fin de Siglo, 1999.

Romero, Luis Alberto. *Breve historia contemporánea de la Argentina*. México: Fondo de cultura económica, 1998.

Sabato, Ernesto. *El tunel*. Buenos Aires: Booket Austral, 2011.

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. The ability to use another language, however, is seen as part of God's redemptive work. The apostle Paul admonishes us to imbue our language with the meaning of love (I Corinthians 13:1). 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. Understand specific ways that past events affect current life in Uruguay (and Latin America in General).
2. Appreciate similarities and differences between Uruguay and neighboring countries.
3. Compare and contrast Latin American (specifically Uruguayan) culture with that of the United States.
4. Analyze poverty in Latin America, and the responses of church and society.
5. Explore connections between art and Uruguayan culture.
6. Interact with Latin Americans in culturally appropriate ways.

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 following learning activities.

1. **Research Paper and Presentation.** At several points in the semester, learners will be given specific questions to research, often in connection with upcoming activities or trips. One purpose of these research questions is to help us engage these places and events with insight, and not just as tourists. The results will be presented in class on the indicated day, but the written answers will be submitted by means of a Google document about two days before the in-class presentation. See schedule below for specific dates.
2. **Service learning Journaling.** Every student must complete ten hours of community service involving interaction with Uruguayans. Options include leading Conversation Clubs at the Alianza, tutoring at a school, service projects in cooperation with people from a local church, and so on. I will create a separate Google document for each student in which they will keep a log of the dates, places and activities of their service. For each two hours of service, the learner must also write a brief reflection on his or her experiences (about 250 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 Uruguayan 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. **Reflection Essays.** Learners will write responses 750-1000 words in length to _____. The object of the essay is to demonstrate that you have read and thought about the books, but NOT by summarizing. I want you to interact with the contents in some way, for instance by analyzing a specific theme.
4. **Final exam.** I will let you know the format and content beforehand.

About the Grading Criteria

TBA [hastily developed grading criteria shown as examples]

Research Paper Grading Criteria

	A	B	C	D
Research Quality	Authoritative and primary sources present all major aspects of the research question.	Sufficient authoritative resources to present all major aspects of the research question.	Credible resources present most aspects of the research question.	Resources are not credible; present misleading information about the research question.
Organization	Organization clarifies the research question.	Organization is good.	Organization is evident.	Organization is deficient.
Language	Language exhibits great vocabulary range; excellent spelling and punctuation; excellent command of written Spanish syntax.	Language exhibits good vocabulary; very good spelling and punctuation; good command of written Spanish syntax.	Language exhibits adequate vocabulary range; good spelling and punctuation; adequate command of written Spanish syntax.	Language exhibits deficient vocabulary range; deficient spelling and punctuation; deficient command of written Spanish syntax.
MLA formatting	Citations, footnotes, font, pagination, and works cited done to latest MLA specifications.	Citations, footnotes, font, pagination, and works cited done to MLA specifications.	Most of the citations, footnotes, font, pagination, and works cited done to MLA specifications.	Not much of the citations, footnotes, font, pagination, and works cited done to MLA specifications.

Research Presentation Grading Criteria

	A	B	C	D
Research Quality	Presentation fully addresses the research question.	Presentation appropriately addresses the research question.	Presentation addresses the research question.	Presentation partially addresses the research question.
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.
Visual Aids	Integral part of the presentation.	Complement and support the verbal presentation.	Present an outline for the presentation.	Lacking or distracts from the verbal presentation.

Service Learning Journaling Criteria

	A	B	C	D
Cultural Observations	Consistently develops cultural observations that synthesize experience and other sources into a deeper understanding of southern cone culture.	Develops cultural observations that synthesize experience into a working understanding of southern cone 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; excellent spelling and punctuation; excellent command of written Spanish syntax.	Language exhibits good vocabulary; very good spelling and punctuation; good command of written Spanish syntax.	Language exhibits adequate vocabulary range; good spelling and punctuation; adequate command of written Spanish syntax.	Language exhibits deficient vocabulary range; deficient spelling and punctuation; deficient command of written Spanish syntax.

Reflection Essay Criteria

	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.

About the Grade

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

The overall course grade will also include the assignments done in Abilene. To determine the Montevideo portion of the semester grade, the four assignment areas listed above will be weighted as follows:

- Research 40%
- Service 20%
- Essays 20%
- Final exam 20%

In all cases, A is 90 – 100%, B is 80 – 89%, C is 70 to 79%, D is 60 – 69%, and F is 59% and below. Grade and averages with decimals are always 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: will not be accepted. If you plan to be absent on the due date for an assignment or exam, you may petition to turn the assignment in early or take the exam early. Excused absences (school and medical) will require appropriate documentation in order to petition turning in items late or doing make-up exams.

About the Course Schedule

Week	Assignment Due Dates	Topics and Activities
1		Introduce class Early history of Uruguay
2		Candombe and tango
3	Argentina research Fri Double credit	Contrast cultural values in Uruguay and the US
4		Present research Mon No class Fri: Buenos Aires
5	Artigas research Fri	No class Mon: Buenos Aires
6		Present Artigas research Mon No class Fri: Rocha
7		No class Fri: Free travel

8		No class all week: Free travel
9	Response to ????? Fri	
10	Brazil research Fri Double credit	Poverty in Latin America
11	Art research Mon	Present Brazil research Mon Present art research Wed No class Fri: Floripa
12		No class all week: Floripa
13	Response to ????? Fri	No class Mon: Floripa
14		Dictatorship No class Fri: free weekend
15		Conclusion No class Fri
16		Final exam

This schedule is tentative and subject to change.

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: March 12, 2014
TO: Dr. Paul Roggendorff
FROM: Mark McCallon, Associate Dean for Library Services
RE: New Course Application – SPAN 345 – Culture of South American Southern Cone

After reviewing the course proposal for SPAN 345 – Culture of South American Southern Cone, the library is able to support the proposed course. Please contact your Librarian Liaison Carisse Berryhill (carisse.berryhill@acu.edu) or Karen Hendrick (hendrick@acu.edu) if additional library resources are needed for supporting the course. Thank you for letting us review the course application.

Wednesday, March 12, 2014
Paul Roggendorff
Abilene Christian University

Re: SPAN 345 Application

Dear Paul,

The Adams Center has completed the review SPAN 345: Culture of South American Southern Cone. 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 the instructor's office hours.
- You may want to add an expectation for how best to contact the instructor.
- You may want to add rules for disputing/discussing grades.
- Identify learning materials/textbooks, if applicable.
- Add a grading scale (A = 90-100, B = 80-89, etc)
- You may want to add rules for late assignments or exams.
- Add a statement reserving the right to modify the 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