

Application for a New Course v9

Course ID <i>Subject and Number</i>	SPAN 365
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Paul Roggendorff
2	Course Teacher	TBD
3	Course Title	Survey of South American Southern Cone Literature
4	Course Abbreviation (if title is over 30 characters)	Survey of Southern Cone Lit.
5	College	Arts and Sciences
6	Department	Language and Literature
7	Number of Credit Hours	3
8	Is the course Fixed Credit or Variable Credit?	fixed
9	Is the course repeatable?	no
10	Maximum number of times course may be repeated	
11	Maximum number of hours credit	
12	Explanation for variable credit	
13a	Course contact hours - LEC	3
13b	Course contact hours - Lab	n/a
13c	Course contact hours - Practicum	n/a
13d	Course contact hours - Seminar	n/a
13e	Course contact hours - Studio	n/a
13f	Course contact hours - Online	n/a
13g	Course contact hours - Colloquium	n/a
13h	Course contact hours – Field Experience	n/a
13j	Course contact hours - Internship	n/a
13k	Course contact hours - Research	n/a
13m	Course contact hours - Workshop	n/a
13n	Course contact hours – Other (specify)	n/a
14	Instructor Workload	3
15	Grade Mode (check all appropriate):	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	20
17	Catalog Description (50 words or less)	An overview of major literary works from the Southern Cone of South America, especially Uruguay.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	SPAN 305
19	List any co-requisites	Participation in 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	
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>	
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>	SPAN 440: ST Latin American Thought every fall and spring, from spring 2013 going back several years.
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 362 Survey of Latin American Literature

II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	This serves as a first advanced literature course for the Spanish major.
2	Justification State the justification for adding this course to the current curriculum. Represent the need	Just as SPAN 362 Survey of Latin American Literature, this course serves as an introduction to literary movements and genres. Where SPAN 362 does not have a regional focus narrower than Latin America, SPAN 365 looks exclusively at the literature produced 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 literary authors, works and movements from the Southern Cone.

2. Competencies and Measurements

	Competency	Measurement
1	Be able to use appropriate vocabulary and concepts to discuss literature critically;	Quizzes Exams Reflection Essay
2	Perform deep readings of short stories, films or poetry.	Quizzes Exams Reflection Essay
3	Be able to identify major literary authors, works and movements of the southern cone	Quizzes Exams
4		
5		
6		
7		
8		
9		

3. Text and Resources

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

Chang-Rodríguez, Raquel, and Malva E. Filer. *Voces de hispanoamérica*, 4th Ed. New York: Cengage, 2013.

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

IV. Supporting Documentation

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

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

V. Preliminary Approvals

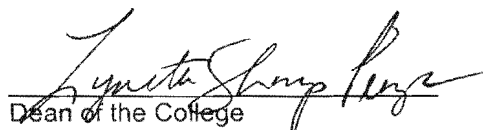
All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

Primary Department



Department Chair

3/28/11
Date



Dean of the College

3-31-14
Date

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

Department Chair

Date

Dean of the College

Date

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

Department Chair

Date

Dean of the College

Date

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

A. Course ID: SPAN 365

Course Title: Survey of South American Southern Cone Literature

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 ☐ *Smith Sampson* 3-31-14
College Dean or Director 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 365: Literature of South American Southern Cone Survey

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 365: Survey of South American Southern Cone Literature

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 365.01, 3 credits

Time: 9:30 – 11 M – F

About the Teachers

Instructor: MVD Adjunct

Classroom: MVD Class room

Office: MVD Adjunct Faculty Office

Phone: MVD Adjunct Ph

Email: MVD Adjunct Email

Office Hours: MVD Adjunct OH

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 literary survey class for Spanish majors and minors who are in Montevideo.

About the course content

SPAN 365 Survey of South American Southern Cone Literature (3-0-3), Montevideo Study Abroad Program. An overview of major literary works from the southern cone of South America,

especially Uruguay. Prerequisite: SPAN 301 or 305 and participation in the Montevideo Study Abroad Program.

About the Class Format

This is a lecture-based course. It will continue to develop language skills, especially reading. In-class discussions will continue to develop speaking skills and provide the setting for continued exploration of regional language and culture idiosyncrasies.

About the Teaching/Learning Methods

You will prep for class by reading the assignments before class. During class, the instructor will explain points of literature, language and culture relevant for grasping a deeper understanding of the work. You will also be able to direct the exploration of the reading's themes and cultural observations through the class discussion. After class, you will reflect on the readings, observe language and cultural observations in practice (when applicable), write reflection essays (which Majors should include in their Spanish Learning Portfolio), and study for exams and quizzes.

About the Course Learning Materials

Chang-Rodríguez, Raquel. *Voces de Hispanoamérica*, 4th Ed. New York: Cengage, 2013.

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 literature critically;
2. perform deep readings of short stories, films or poetry;
3. identify major literary authors, works and movements of the southern cone.

About the Grade

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

Exams	40 %
Reflection Essays	30 %
Class Participation	20 %
Quizzes	10 %

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 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. **Exams.** I will let you know the format and content beforehand.
2. **Reflection Essay.** In conjunction with your instructor, you will select two appropriate readings and write in Spanish a four- 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 main purpose 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.
3. **Class Participation.** Read assignments, show up, ask questions, answer questions, and be actively involved in the learning process.
4. **Quizzes.** I will let you know the format and content beforehand.

About the Grading Criteria

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.

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

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

Sem.	Tópicos	Lecturas y tareas
1	Introducción Fundación cultural del sur	El Inca Garcilaso de la Vega – Comentarios reales Alonso de Ercilla y Zúñiga – La araucana Domingo F. Sarmiento – Facundo José Hernández – Martín Fierro.
2	El cuento	Esteban Echeverría – El matadero Ricardo Palma – El alacrán de Fray Gómez Baldomero Lillo – El Chiflón del Diablo Horacio Quiroga – El hijo
3	Las poetisas	Delmira Agustini – El intruso, Explosión, Las alas, Nocturno, Tu amor. Gabriela Mistral – Los sonetos de la muerte, Sueño grande, Pan, La desvelada. Alfonsina Storni – Tú me quieres blanca, Cuadrados y ángulos, Peso ancestral. Juana de Ibarbourou – poemas (fotocopias) Viernes: entrega del primer ensayo de reflexión

4	Los poetas	Lunes: examen parcial Leopoldo Lugones – Delectación morosa, Divagación lunar, A los gauchos. César Vallejo – Los heraldos negros, XXVIII, Voy a hablar de la esperanza, Piedra negra sobre una piedra blanca, Masa. Vicente Huidobro – Nipona, Arte poética, Luna o reloj. Jorge Luis Borges – Fundación mítica de Buenos Aires. Pablo Neruda – Poema 20, Walking Around, Alturas de Macchu Picchu, Oda a los calcetines.
5	Siglo XX.1	José Carlos Mariátegui – Siete ensayos de interpretación de la realidad peruana. Jorge Luis Borges – Borges y yo. El sur. Julio Cortázar – Continuidad en los parques, casa tomada (fotocopias). Luisa Valenzuela – Los censores. Isabel Allende - Clarisa
6	Siglo XX.2	Alberto Fuguet – Ojos que no ven. Rodrigo Fresán – Gente con Walkman Edmundo Paz Soldán – Faulkner Sergio Gómez – Buenas noches a todos. Pablo de Santis – Malturián. Cristina Cívale – Santa narcótica.
7	Uruguay actual	Gustavo Escanlar – Gritos y susurros. Daniel Mella – Blanco. Gabriel Peveroni – El agujero. Miércoles: entrega del segundo ensayo de reflexión Viernes: examen final

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 365 – Survey of South American Southern Cone Literature

After reviewing the course proposal for SPAN 365 – Survey of South American Southern Cone Literature, 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.

March 10, 2014

Paul Roggendorff
Language and Literature Department
Chambers Hall Rm 325
Phone: (325) 674-2494
Email: par08b@acu.edu

Re: Review of Span365: Survey of South American Southern Cone Literature

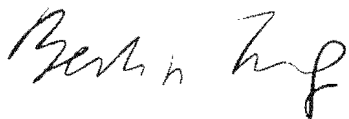
Dear Dr. Roggendorff,

Thank you for the submission of the application for the new Span365: Survey of South American Southern Cone Literature. I reviewed the syllabus based on the ACU Syllabus Guidelines. The syllabus is very clear communicating your requirements to potential students. To be fully compliant with the guidelines, you may want to check about the following items that seem to be missing from the syllabus:

- Meeting time and classroom location;
- Instructor information such as name, title or rank, office location, and other contact information. When the instructor becomes available for this course, please fill out such information.
- Policies/rules regarding the discussion of grades, late assignment/exams and questionable materials.

If you choose to make any changes to them, you can do so yourself. You do not need to bring it back to us for another review.

Please let us at the Adams Center serve you in any aspect of your course development, implementation, and/or ongoing teaching of the course. Again, thank you for allowing the Adams Center team to review your course application and if there is any way we can serve you, please know we are here to serve you.

A handwritten signature in black ink, appearing to read "Berni Huff". The signature is fluid and cursive, with the first name "Berni" and the last name "Huff" clearly distinguishable.

Director, Instructional Design, Adams Center



"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]

Stephen Shewmaker, CPA

Executive Director

Center for International Education

Abilene Christian University

ACU Box 28226

Abilene, Texas 79699



Paul Alexander Roggendorff <par08b@acu.edu>

"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]