

Application for a New Course v9

Course ID <i>Subject and Number</i>	SPAN 462
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Beatriz Walker
2	Course Teacher	Beatriz Walker
3	Course Title	Short Story
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)	Reading and analysis of selected short stories from both Spain and Latin America.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	SPAN 360, 361 or 365; or instructor's consent.
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	
23a	How often will it be offered? Spring	yes
23b	How often will it be offered? Summer	
23c	How often will it be offered? Fall	
24	Frequency?	even 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>	Spring 2016
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. It is within the menu of Literature courses for the revised Spanish degree plan. See Revised Spanish degree proposal.
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 Fall 2009, FLSP 440 El Cuento Latinoamericano del Siglo XX, 15 students
29	List any courses in which content overlaps the proposed course. (Course ID and Name) <i>Attach statement from instructor/dept chair of existing course justifying the new offering in Section IV-D.</i>	n/a

II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	It adds an important genre course for the literature menu for the revised degree plan.
2	Justification State the justification for adding this course to the current curriculum. Represent the need	The Spanish major does not have enough senior level courses, which is why so many special topics courses were offered in the past five years. This course contributes to filling in the Spanish degree plan.

III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	Intended for majors and minors in Spanish.
2	State the overarching course goal(s) in performance terms.	Be able to analyze short story in Spanish critically and culturally at a level commensurate for senior level work.

2. Competencies and Measurements

	Competency	Measurement
1	apply newly acquired vocabulary in speaking and writing contexts thus becoming more assertive in the use of the second language,	exams class participation quizzes short story project
2	analyze some of the great works of Latin American Literature and become familiar with some of its main authors, and time periods,	exams class participation quizzes short story project
3	synthesize the views of these authors regarding historical, political and sociological events affecting the time periods in which the pieces were written,	exams class participation quizzes short story project
4	assess cultural nuances as depicted in these short stories	exams class participation quizzes short story project
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.

Absatz, Cecilia, ed. *17 Narradoras latinoamericanas*. Bogotá: Coediciones Latinoamericana, 1996.

Borges, Jorge Luis. *El aleph*. Madrid: Alianza, 1997.

Leal, Luis. *Cuentos mexicanos: de los orígenes a la Revolución*. Miami: Stockcero, 2007.

Flores, Angel, ed. *Spanish Stories/Cuentos Españoles*. New York: Dover, 1987.

Quiroga, Horacio. *Cuentos de amor, locura y muerte*. New York: Penguin, 1997.

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

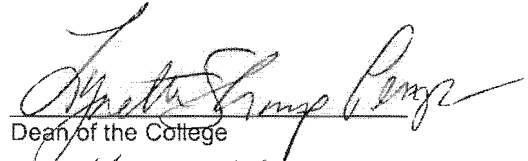
All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

Primary Department



Department Chair
3/29/14

Date



Dean of the College
4-2-14

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

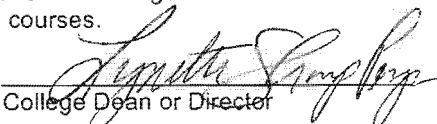
VI. Approvals *Place all approvals on one page.*

A. Course ID: SPAN 462

Course Title: Short Story

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 ☐  4-2-14
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)

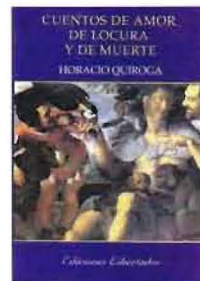
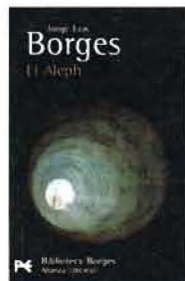
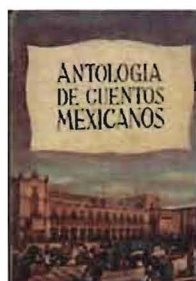
Approved ☐ Denied ☐ _____
Provost Date

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

Approved ☐ Denied ☐ _____
President Date

Attach notes, comments, or conditions from appropriate councils:

El Cuento Hispanoamericano del Siglo XX



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 mission of Abilene Christian University is to educate its students for Christian service and leadership throughout the world. The ACU Department of Language and Literature has as its special mission to carry out the international aspect of the ACU purpose statement. We strive to prepare students for Christian service by offering them high quality instruction in as many of the major languages of the world as possible. In all our courses, we try to instill an inter-national mind-set and educate students to appreciate the diverse cultures of our nation and our planet both for their own moral, intellectual and spiritual enrichment, as well as, for equipping them to communicate across cultural and linguistic borders.

Spanish 462

3 Credits

TR

1:30- 2:50

ADM 304

This course is intended for students of Advanced Spanish, Majors, Minors

Dr. Beatriz A. Walker

Associate Professor of Spanish

Chambers Hall 312

Phone: 674-2140

website for student support- <https://sites.google.com/a/acu.edu/drwalker>

Office Hours

MW 11:00-2:00

MW 3:30- 4:00

Email: beatriz.walker@acu.edu

Objectives: Reading and analysis of selected short stories from both Spain and Latin America. Through the study of these works, students will become more proficient in the targeted language and cultures of the Spanish-speaking world, will assess the short story as a literary genre and will learn the history and cultural traditions of Latin America embedded in these short stories. Spanish will be the language used in class, in all assignments, and exams. English will be used only to clarify complicated language or cultural issues.

Course Competencies: At the end of this semester students will be able to: A- apply newly acquired vocabulary in speaking and writing contexts thus becoming more assertive in the use of the second language, B- analyze some of the great works of Latin American Literature and become familiar with some of its main authors, and time periods. C- synthesize the views of these authors regarding historical, political and sociological events affecting the time periods in which the pieces were written, D- assess cultural nuances as depicted in these short stories. These competencies will be observable and measurable through the student's active participation in the learning process through the following venues: 1) class discussions in the targeted language, 2) quizzes that will evaluate assimilation of language as well as integration of information regarding cultural, historical and sociological backgrounds, 3) exams that will assess student's comprehension of plots and themes, 4) final project that will demonstrate students ability with the language in formal written Spanish according to [ACTFL Superior Level](#).

Grading Criteria

Exams: Mid Term Exam (**25%**) will cover all themes studied during the first period of the semester. Final Exam (**25%**) will cover the other half of the course-work.

Class Participation: 15 % of the final grade. In-class oral evaluation takes place every time the class meets. In order to be able to participate in the oral discussions of these works of literature, written quizzes and question/answer sections, students are encouraged to read the assigned pages before each class.

Please note: native or near native fluency in Spanish does not guarantee a good grade in participation, nor are students who are still acquiring the language guaranteed a bad grade. Knowledge of course content, relevant contributions to class discussions, and honest attempts to improve one's speaking ability are key to achieving a good participation grade.

Quizzes: There will be a quiz after each one of the stories read in class that pertains to "comprensión, lenguaje y análisis." These quizzes will account for **15 %** of the final grade.

Short Story Project: After studying the creative process behind the *short story*, the *short story* as a genre and analyzing works of many Latin American authors, students will create a *short story* of their own. They will choose a theme, give it a name, and develop a story around it...in Spanish. "El cuento" will be about two pages long, not exceeding three pages in all. First draft will be turned in to the professor by mid October; final draft is due on the last day of class. This linguistic and literary exercise counts as **20 %** of the final grade. A specific hand-out with suggestions for writing this essay will be available to students during the first week of class as well as assessment rubrics.

Course Policies: We hope to maintain an open line of communication with our students concerning what they need to do in order to accomplish the learning outcomes. Feel free to contact me regarding any problems that may interfere with the successful completion of the course **in a timely manner**.

Attendance Policy: You may have up to 4 (FOUR) unexcused absences during the semester. Excused absences are limited to university functions and obligations wherein an official excuse letter is sent from the appropriate dean. Medical emergencies will be excused if appropriate documentation is provided. If you accumulate 5 absences your final grade will be lowered one letter grade; 6 and 7 absences will cause a second letter grade drop; after 8 absences a WF.

University wide and class specific policies: All university-wide policies and regulations contained in the Abilene Christian University Student Guide: Code of Behavior and Discipline will be observed in this class.

Academic Integrity: Violations of academic integrity and other forms of cheating, as defined in ACU's Academic Integrity Policy, involve the intention to deceive or mislead or misrepresent, and therefore are a form of lying and represent actions contrary to the behavioral norms that flow from the nature of God. Violations will be addressed as described in the Policy. While the university enforces the Policy, the most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature in our lives. Every member of the faculty, staff and student body is responsible for protecting the integrity of learning, scholarship and research. The full Policy is available for review at the Provost's office website <http://www.acu.edu/campusoffices/provost> and the following offices: provost, college deans, dean of campus life, director of student judicial affairs, director of residential life education and academic departments.

Definition of Academic Integrity

Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Academic work includes but is not limited to reading assignments, homework assignments, assessments, examinations and tests, attendance at required out-of-class activities, written or oral presentations, and laboratory experiments and research.

Violations of academic integrity and other forms of cheating involve the intention to deceive or mislead or misrepresent and therefore, are a form of lying. Specific examples of academic dishonesty in this course include, but are not limited to, the following:

- Submitting for credit, in whole or in part, the work of others.
- Receiving, giving, or using unauthorized aid on an examination.
- Failure to give credit to sources used in a work in an attempt to present the work as one's own.
- Submission of paper(s) or project(s) obtained from any source, such as a friend, research service, or club paper file, as one's own.
- Allowing other members of a group to provide a disproportionate fraction of a required group project or activity.
- Claiming credit for an attendance or service activity without attending or performing the activity.
- Written or oral presentation of falsified materials and facts, including but not limited to the results of interviews, laboratory experiments, and field-based research.

Consequences of Breach

Academic dishonesty may result in, but is not limited to, the following:

- A first offense will result in a grade reduction (lowering the grade on the assignment in which academic dishonesty occurred and/or assigning an F for the final course grade).
- Should you be permitted to remain in the class after being found in violation of the academic integrity policy, you may also be required to retake the exam or an alternate exam, resubmit the course work, or complete an alternate assignment. Any such makeup work may be graded independently or averaged with the penalized grade for the original dishonest work. Failure to comply with such requirements constitutes a second violation.
- A second violation in a class will result in an automatic F in the course.
- All instances of academic dishonesty will be reported to Dean of the College of Arts and Sciences and the Dean of Students in the Student Life Office.

Appeal Process

If you would like to appeal a decision, then please follow this link to learn about how to file an appeal: <http://www.acu.edu/campusoffices/studentlife/judicialDocuments/AcademicIntegrityPolicy.pdf>

Teaching-learning methodology: The class format is basically one of discussion in which everyone is expected to participate. It is important that each of us shares ideas about the works that are read. Much can be missed if even one person fails to point out what she/he sees in the reading. Preparation is essential; if you are not prepared, you cannot participate effectively. Students are responsible for the information provided by the chapters assigned, as well as all reading materials. Students are also responsible for the information presented in films and documentaries featured along the semester.

Philosophy of teaching: My philosophy of teaching includes providing students with a supportive learning environment, helping them achieve communicative competence in a classroom free of anxieties. This philosophy is based partly on my own experience through learning a foreign language, then through teaching a foreign language for many years, and partly based on Krashen's "affective filter hypothesis" which states that anxiety may hinder a learner's ability to learn (Krashen, 1999). **I hope to create classrooms that challenge students to challenge themselves**, and thus are able to enter into a whole other world...the Spanish-speaking world and all its wonders !

Americans with Disabilities Act

ACU is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 93112 -- The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans With Disabilities Act - (ADA), pursuant to section 504 of The Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens. As a faculty member, I am required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

Contenido del Curso

El género literario, análisis y breve historia.....Bibliografía
Spanish American Literatura. Jean Franco, Cambridge-1971. Breve
Esquema de los

Géneros Literarios Principales.....Janet Pérez, USA
Manual del Perfecto Cuentista..... Horacio Quiroga, Uruguay

Obras Literarias

Argentina..... El Aleph.....Jorge Luis Borges
Chile..... Cartas de amor traicionado....Isabel Allende
Colombia..... Una niña mala..... Monserrat Ordoñez
El Salvador..... La abuelita y el Puente de Oro..Claribel Alegría
Guatemala..... El pueblo de los seres taciturnos..Isabel Garma
Peru..... El Banquete.....Julio Ramón Ribeyro
México..... Cuentos Mexicanos de los orígenes de la Revolución
Puerto Rico.....El cuento envenenado.....Rosario Ferré
Uruguay.....Cuentos de Amor, Locura y Muerte....Horacio Quiroga
España.....Cuentos españoles.....Cervantes, Unamuno

Required Texts: *Cuentos de Amor, de Locura y de Muerte*. Horacio Quiroga. Penguin Books: New York, 1997. *El Aleph*. Jorge Luis Borges. *17 Narradoras Latinoamericanas*. CERLALC- UNESCO, 1996. *Cuentos Mexicanos de la Revolución*. Stockcero: US, 2007. Cuentos Españoles, Dover Publications.

Calendario

Por favor note que el calendario está sujeto a cambios
Please note that this Calendar is subject to change!

Agosto	25.....Syllabus/ Course Content Presentaciones
	27..... El género literario- Cuento Historia del Cuento
Septiembre	1..... Decálogo del Buen Cuentista El Banquete / Ribeyro
	3..... Cuentos / lectura y análisis
	8..... Cuentos / lectura y análisis
	10..... Cuentos / lectura y análisis
	15..... Cuentos / lectura y análisis
	17..... Cuentos / lectura y análisis
	22..... Cuentos / lectura y análisis
	24..... Cuentos / lectura y análisis
Octubre	29..... Cuentos / lectura y análisis
	1..... Cuentos / lectura y análisis
	6..... Cuentos / lectura y análisis
	8..... Cuentos / lectura y análisis
	13..... Cuentos / lectura y análisis
	15..... Examen de Medio Tiempo
	20..... Cuentos / lectura y análisis
	22..... Cuentos / lectura y análisis
	27..... Cuentos / lectura y análisis
	29..... Cuentos / lectura y análisis
Noviembre	3.... Cuentos / lectura y análisis
	5.... Cuentos / lectura y análisis

10... Cuentos / lectura y análisis

12....Cuentos / lectura y análisis

17... Cuentos / lectura y análisis

19... Cuentos / lectura y análisis

24... Cuentos / lectura y análisis

26....Día de Gracias / No Hay Clase

Diciembre 1..... Cuentos / lectura y análisis 3..... Ultimo día de Clases

Repaso para examen final / **Entrega del Cuento** (Final Draft Due)

Examen Final- Consulte el Boletín Escolar para averiguar la fecha, día y hora de su examen final.

¡ Felicidades...La vida es un cuento, Dios es el autor y tú el protagonista !

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 462 – Short Story

After reviewing the course proposal for SPAN 462 – Short Story, 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 18, 2014

Dr. Beatriz Walker
Language and Literature Department
Chambers Hall Rm 312
Phone: (325) 674-2140
Email: beatriz.walker@acu.edu

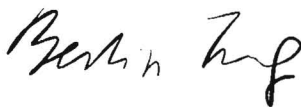
Re: Review of Span462: Short Story

Dear Dr. Walker,

Thank you for the submission of the application for the new "Span462: Short Story course". I reviewed the syllabus based on the [ACU Syllabus Guidelines](#). The syllabus gives a good overview of the course. Thanks for considering David's suggestions earlier. Here are a few places where changes may add greater clarity for future students:

- The course competencies include verbs that describe learning at the more basic levels of Bloom's Taxonomy. Check this list to see if other competencies can be included:
http://www.acu.edu/academics/adamscenter/course_design/syllabus/verbs.html
- Syllabus does not seem to have a short "catalog description". You could use part of the course objective section for this purpose.
- You might want to add some policies regarding tardiness, the discussion of grades, late assignment/exams and questionable materials.
- You might want to consider rearranging the sequence of some sections in the syllabus so that the syllabus items are grouped for easier reading. For instance, you might consider moving attendance and special needs policies to the policy section, and moving course objectives and course competencies closer together.

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.



Director, Instructional Design, Adams Center