

Application for a New Course v9

Course ID <i>Subject and Number</i>	SPAN 471
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Paul Roggendorff
2	Course Teacher	Paul Roggendorff
3	Course Title	Borges and Cortázar
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 select works from the two 20 th century Argentinean masters of narrative, Jorge Luis Borges and Julio Cortázar.
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	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?	On demand
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. 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>	
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 senior level course for the literature menu for the revised degree plan. It is also a course which fits very well in the Montevideo Immersion semester.
2	Justification State the justification for adding this course to the current curriculum. Represent the need	The Spanish major has very few senior level courses in literature, which is one reason so many special topics courses were offered in the past five years. This course contributes to filling in the Spanish degree plan, and lends itself very well for the Montevideo immersion program.

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 identify and explain the significance of Borges and Cortázar works in the context of Spanish-language literature.

2. Competencies and Measurements

	Competency	Measurement
1	Identify the major works and themes of Jorge Luis Borges and Julio Cortázar's;	Reading journal Critical response paper Class participation
2	Analyze the "Argentinean-ness" of the Borges and Cortázar corpus;	Reading journal Critical response paper Class participation
3	Synthesize Borges's views on the relationship between literature and philosophical inquiry;	Reading journal Critical response paper Class participation
4	Synthesize Cortázar's views on the relationship between literature and political engagement.	Reading journal Critical response paper Class participation
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.

Borges, Jorge Luis. *Ficciones*. New York: Random House, 2012. Available in ePub

----- *El Aleph*. New York: Random House, 2012. Available in ePub

----- *El hacedor*. New York: Random House, 2012. Available in ePub

----- *Poesía completa*. New York: Random House, 2012. Available in ePub

Cortázar, Julio. *Rayuela*. Buenos Aires: Leer-e, 2013. Available in ePub

----- *62. Modelo para armar*. Buenos Aires: Leer-e, 2012. Available in ePub

----- *Octaedro*. Buenos Aires: Leer-e, 2012. Available in ePub

----- *Historias de cronopios y de famas*. Buenos Aires: Leer-e, 2012. Available in ePub

----- *Las armas secretas*. Buenos Aires: Leer-e, 2012. Available in ePub

----- *El perseguidor y otros cuentos*. Buenos Aires: Leer-e, 2012. Available in ePub

----- *Un tal Lucas*. Buenos Aires: Leer-e, 2012. Available in ePub

Cortázar, Julio, Carlos Álvarez Garriga and Aurora Bernárdez. *Cortázar de la A a la Z*.

Buenos Aires: Santillana, 2014. Available in ePub

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.

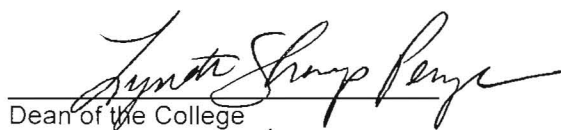
Primary Department



Department Chair

4/1/14

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 471

Course Title: Borges and Cortázar

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 ☐

Lynette Sharp Rouse
College Dean or Director

3-31-14
Date

Approved ☐

Denied ☐

College Dean or Director

Date

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

Approved ☐

Denied ☐

Dean of Graduate School

Date

3. University Undergraduate Academic Council Action:

For undergraduate level courses only

Approved ☐

Denied ☐

Associate Provost

Date

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

Approved ☐

Denied ☐

Provost or designee

Date

5. University Budget Committee Action: (when applicable)

When applicable – see New Course Application Instructions

Approved ☐

Denied ☐

Chair, University Budget Committee

Date

6. Academic Provost Action: (for all courses)

Approved ☐

Denied ☐

Provost

Date

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

Approved ☐

Denied ☐

President

Date

Attach notes, comments, or conditions from appropriate councils:

SPAN 471: Borges and Cortázar

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 471.01, 3 credits

Time: M-F 11 – 12:30

About the Teachers

Instructor: Paul Roggendorff

Classroom: MVD Classroom

Office: MVD Faculty Office

Phone: MVD Faculty

Email: par08b@acu.edu

Office Hours: M-F 8-9 am

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 a senior-level literary class for Spanish majors and minors.

About the course content

SPAN 471 Borge and Cortázar (3-0-3), on demand. Reading and analysis of select works from the two 20th century Argentinean masters of narrative, Jorge Luis Borges and Julio Cortázar.

Prerequisite: SPAN 343, 344, or 345.

About the Class Format

This is a lecture-based course with online and class discussion.

About the Teaching/Learning Methods

The primary learning methods employed will be reading, listening to lecture, participating in discussions, and reflecting through writing. The instructor will create a discussion prompt on the blog and students will be expected to reply directly to the prompt, and to at least one other classmate. During class, the initial topic raised in the blog discussion will be discussed further in light of the class readings. This may take the form of a lecture or a class discussion or both. Each week, students will write a short reflection paper (400 words).

About the Course Learning Materials

Borges, Jorge Luis. *Ficciones*. New York: Random House, 2012.

----- *El Aleph*. New York: Random House, 2012.

----- *El hacedor*. New York: Random House, 2012.

----- *Poesía completa*. New York: Random House, 2012.

Cortázar, Julio. *Rayuela*. Buenos Aires: Leer-e, 2013.

----- *62. Modelo para armar*. Buenos Aires: Leer-e, 2012.

----- *Octaedro*. Buenos Aires: Leer-e, 2012.

----- *Historias de cronopios y de famas*. Buenos Aires: Leer-e, 2012.

----- *Las armas secretas*. Buenos Aires: Leer-e, 2012. iTunes Store, \$6.99

----- *El perseguidor y otros cuentos*. Buenos Aires: Leer-e, 2012.

----- *Un tal Lucas*. Buenos Aires: Leer-e, 2012.

Cortázar, Julio, Carlos Álvarez Garriga and Aurora Bernárdez. *Cortázar de la A a la Z*. Buenos Aires: Santillana, 2014.

Optional Readings and Project Texts.

----- *Libro de Manuel*. Buenos Aires: Leer-e, 2012.

----- *Final del juego*. Buenos Aires: Leer-e, 2012.

----- *Deshoras*. Buenos Aires: Leer-e, 2012.

----- *Todos los fuegos, el fuego*. Buenos Aires: Leer-e, 2012.

----- *Salvo el crepúsculo*. Buenos Aires: Leer-e, 2012.

----- *Papeles inesperados*. Buenos Aires: Leer-e, 2012.

----- *La vuelta al día en ochenta mundos*. Buenos Aires: Leer-e, 2012.

----- *Queremos tanto a Glenda*. Buenos Aires: Leer-e, 2012.

----- *Clases de Literatura*. Buenos Aires: Santillana, 2013.

----- *La otra orilla*. Buenos Aires: Leer-e, 2012.

About the Christian Perspective for the Course

First and foremost, the critical perspective from which all works will be analyzed will presuppose a Christian worldview based on the Restoration Movement (Stone-Campbell) tradition. Works of literature will be analyzed both for their content and their impact on any number of fields of inquiry, including Christianity. In all cases, each of the works are examined with a critical literary eye for content and style.

About Overall Course Outcome

Upon successful completion of this course, you will be able to:

1. Identify the major works and themes of Jorge Luis Borges and Julio Cortázar,
2. Analyze the “Argentinian-ness” of the Borges and Cortázar corpus,
3. Synthesize Borges’s views on the relation between literature and philosophical inquiry,
4. Synthesize Cortázar’s views on the relation between literature and political engagement,

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. **Reading Journal.** For every story, you will turn in a one page (double spaced) paper in which you reflect further on the texts read and discussed in class. I believe that writing is a significant tool for making meaning and for discovery. You can choose your own point of focus (“the question”), or you may respond to one or more of the following options.
 - a. What do you think of this text and why?
 - b. List the emotions (anger, pity, envy, admiration, astonishment, piety, etc.) the work evoked. Then explain the reasons you think you that way.
 - c. copy one sentence, one line, or one phrase that strikes you as especially beautiful, puzzling, enlightening, etc. Then discuss how and why it evoked this response.
 - d. Write a “letter to the author” asking questions or making observations about the reading.
 - e. Explain why you could or could not identify with a particular character or situation in the reading.
 - f. Reread the work after class discussion and reflect on how your impression of the reading changed from your initial reading of the piece.

Make sure to vary the format from week to week. the one thing I do not is a mere summary of the readings. Your ideas about the readings are more important. I want to know what you are thinking and why.

2. **Critical response papers:** you are being asked to write three critical response papers. The critical response paper is not merely a summary of the text, or does the critical response paper require outside research. To help you develop a topic for your critical response paper, you might want to write some journal-like responses for yourself while you read the pieces to find out how you feel about the piece or what you think about the reading. When we read, we tend to analyze what we are reading, whether we realize it or not. These journal-like responses may point you in a direction of interest for your critical response paper. The opportunities are many for writing your response papers. For example, you can compare and contrast two or more characters in a text. Compare/contrast essays can also address style, ideology, theme, or the culture presented in the text, to name a few. Another possibility for a critical response paper is to discuss/analyze the symbolism (if any) in the text and how it contributes to the overall theme and effectiveness of the novel. You can talk about the setting of the novel and its impact on the characters or the theme(s) of the novel. As I said above, you have a variety of options when approaching a critical response papers. Feel free to email me with your ideas, if you are unsure of your topic or want suggestions to develop your ideas.

The first critical response paper is on the Borges readings. Your second critical response paper is on the Cortázar readings. The third critical response paper will be on a Cortázar reading done outside of class.

Requirements for your critical response paper:

- Your paper should be 5–7 pages (doubles-paced)
 - Your paper should have a title
 - Your paper should include proper in-text citations
3. **Class Participation.** Read assignments, show up, ask questions, answer questions, and be actively involved in the learning process.

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 vice versa. 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.

Reading Journal and Critical Response Rubric

	A	B	C	D
The Question	Explores a thought-provoking question about the class readings that demonstrates a deep engagement with the text, and connects to a larger cultural, philosophical, and/or historical conversation.	Explores a thought-provoking question about the class readings that demonstrates a deep reading, and is engaging at a philosophical, cultural and/or historical level.	Explores a question about the readings. Demonstrates cursory reading.	Summarizes a partial or sketchy reading.
Organization of ideas	Organization clarifies the issue in 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."

Critical Response 40 %

Reading Journals 40 %

Class Participation 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

Unit	Topic	Readings
1	Introduction Borges	Selections from <i>Poesía completa</i> and <i>Ficciones</i> Reading Journal 1 due Friday
2	Borges	Selections from <i>El hacedor</i> and <i>El Aleph</i> Reading Journal 2 Due Friday
3	Cortázar	Reflection Essay 1 (Borges) Due Monday Selections from <i>Cortázar de la A a la Z</i> , <i>Las armas secretas</i> , and <i>Un tal Lucas</i> . Reading Journal 3 Due Friday
4	Cortázar	Selections from <i>Cortázar de la A a la Z</i> , <i>Historia de cronopios y de famas</i> y <i>Octaedro</i> . Reading Journal 4 Due Friday
5	Cortázar	Selections from <i>Cortázar de la A a la Z</i> , <i>El perseguidor</i> y otros cuentos, and <i>Rayuela</i> Reading Journal 5 Due Friday
6	Cortázar Last day: presentations on third Critical Response.	Selections from <i>Cortázar de la A a la Z</i> , <i>Rayuela</i> , and <i>62. Modelo para armar</i> . Reflection Essay 2 Due on Friday

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 471 – Borges and Cortazar

After reviewing the course proposal for SPAN 471 – Borges and Cortazar, 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 471 Application

Dear Paul,

The Adams Center has completed the review SPAN 471: Borges and Cortázar. 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.
- 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