

Approval Chart for Curriculum Changes

A = Approve I= Information Item¹ R= Advise & Respond²

Course Number _____ or Degree Plan(s) SPNT - Spanish Teaching
 State the requested change and reason. A memo may be attached if more space is necessary.

Add SPAN 301 Advanced Communication and Drop SPAN 481 Spanish for Teachers to degree plan.

SPAN 301 is a required course for most advanced Spanish classes as well as the SPAN major and minor, so its inclusion helps clarify whether or not a SPNT major should take this course. Additionally, oral proficiency will be identified in SPAN 301, converted into a numerical value, and reported to the registrar for inclusion in the transcript. Students not meeting the oral proficiency objective may avail themselves of opportunities to practice this skill, including additional Spanish classes, conversation labs (SPAN 290/390), or study abroad. This mechanism replaces the need for SPAN 481 as a standalone course specifically for SPNT majors.
 Oral proficiency objective: Advanced Mid on Oral Proficiency Interview

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

		COUNCIL ³								
	Change to a Course	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	President
1.	Title (description unchanged)	A	A	A	I				I	I
2.	Description (not affecting content)	A	A	A	I				I	I
3.	Content (substantive change)	A	A	A	I				A	A
4.	Number of hours (lecture, lab, contact)	A	A	A	A				A	A
5.	Course number within the hundred	A	A	I	I				I	I
6.	Course number beyond the hundred	A	A	A	A				A	A
7.	Prerequisites	A	A	A	I				I	I
8.	Course fee(s)	A	--	A	--				A	I
9.	From U to G <i>or</i> G to U	A	A	A	A				A	A
10.	Cross list with another department: U or G level	A	A	A	A				A	A
11.	Department of record	A	A	A	A				A	A
12.	Open or close a course	A	A	A	A				A	A
13.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A	A				A	A

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

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		COUNCIL ¹							Board of Trustees
	Change to a Degree Plan	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	
1.	University Requirements — Change in approved course content ⁶	A	A	A		A		A	--
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A		A		A	A
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	--	--		A		A	--
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A		A		A	A
5.	Major — Revision of major ^{4,5}	A	A	A		A		A	--
6.	Major — Adopt or change admission requirements	A	A	A		A		A	--
7.	Major — Add ^{4,5}	A	A	A		A		A	I
8.	Major — Discontinue (proposed by the department or college)	A	A	A		A		A	I
9.	Major — Discontinue (proposed by the Provost)	See below.							
10.	GPA — Revise major or cumulative requirement	A	A	A		A		A	A
11.	Minor — Revise course selection	A	A	A		I		I	--
12.	Minor — Add	A	A	A		A		A	--
13.	Minor — Discontinue (proposed by the department or college)	A	A	A		A		A	--
14.	Minor — Discontinue (proposed by the Provost)	See below.							
15.	Degree — Add	A	A	A		A		A	A
16.	Degree — Discontinue (proposed by the department or college)	A	A	A		A		A	I
17.	Degree — Discontinue (proposed by the Provost)	See below.							
18.	Any change to a graduate degree program	A	A	A		A		A	--

		COUNCIL ¹							Board of Trustees
	Provost-Proposed Change	Provost	Department	Dean	TEC	UUAC	Graduate	Faculty	
1.	Major/Graduate Program — Discontinue (proposed by the Provost)	A	R	R		A		A	A
2.	Minor — Discontinue (proposed by the Provost)	A	R	R		A		--	A
3.	Degree — Discontinue (proposed by the Provost)	A	R	R		A		A	A

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COUNCIL ³										
	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--		A		A	A	A
2.	Admission requirements	--	--	--		A		A	A	A
3.	Policies governing academic probation and suspension	--	--	--		A		A	A	A
4.	Requirements for graduating with honors	--	--	--		A		A	A	A
5.	Other academic policy changes	--	--	--		A		A	--	A

¹ Councils may request additional information about "Information" items. These items are approved as "Consent Agenda."

² The Dean and Department should respond to the Provost's recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

⁶ Courses that satisfy ACU's University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3). Departments may request exceptions to the first three criteria.

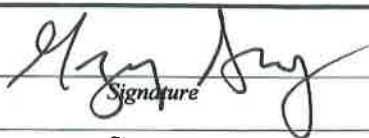
⁷ The UUAC approved the clarification that "general requirements for graduation" means the enumerated items in the "General Requirements for Bachelor's Degrees" section of the catalog.

Revised 1-29-16

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
 Signature	2/16/17 Approval date
_____ Signature	_____ Approval date

College Academic Council(s)	
 Signature	2.17.17 Approval date
_____ Signature	_____ Approval date

Dean(s)	
 Signature	2/24/17 Approval date
_____ Signature	_____ Approval date

Teacher Education Council	
 Chair's signature	2/28/18 Approval date
_____ Chair's signature	_____ Approval date

General Education Council	
_____ Chair's signature	_____ Approval date

Undergraduate Academic Council	
_____ Chair's signature	_____ Approval date

Graduate Council	
_____ Chair's signature	_____ Approval date

Provost	
_____ Signature	_____ Approval date

Faculty	
_____ Chair of faculty senate	_____ Approval date

President	
_____ Signature	_____ Approval date

SPANISH ORAL PROFICIENCY PROPOSAL

The purpose of this proposal is to:

1. Institute an oral proficiency objective for SPAN/SPNT majors and minors based on the *American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Guidelines*¹
2. Measure students' performance with the *Oral Proficiency Interview (OPI)*
3. Provide students with resources for achieving the objectives.

OLD CLASS-SEAT TIME PATH TO ORAL PROFICIENCY:

Students could take *Advanced Conversation* (a 300-level class), which included points of grammar, conversation activities, and an oral presentation. Passing the class was supposed to indicate a certain mastery of oral proficiency somewhere at the intermediate or advanced level, depending on the grade. Class was not designed to be repeatable. This course has been replaced with SPAN 290 Intermediate Conversation Lab, which is designed to facilitate speaking practice, and may be repeatable until the proficiency objective is achieved.

In addition, SPNT students were required to take SPAN 481 *Spanish for Teachers*. This course was specifically designed to help students pass the oral portion of the subject content area exam for Teacher Certification.

PROPOSED ASSESSMENT PATH TO ORAL PROFICIENCY:

1. Require SPAN 301 *Advanced Communication* (intro to the majors and minor) for all majors and minors (now only required for SPAN majors and minors, not SPNT majors), and drop SPAN 481 *Oral Proficiency for Educators*.
2. Measure students' oral proficiency in SPAN 301 by administering the OPI.
 1. SPAN and SPNT majors must attain Advanced Mid rating
 2. SPAN minors must attain Intermediate Mid rating.
3. If students do not attain target rating, they would be advised to take either SPAN 290 *Intermediate Conversation Lab* or SPAN 390 *Advanced Conversation Lab*, depending on OPI rating in 301. Students who take either lab will retake the OPI at the end of the semester. Labs may be repeated until objective is attained.
4. SPAN and SPNT majors who do not already have an Advanced Mid rating prior to taking SPAN 499 *Senior Seminar* would be required to take it during that semester. A SPNT

¹ For further information on the guidelines, see ACTFL Oral Proficiency Guidelines 2012 at: https://www.actfl.org/sites/default/files/pdfs/public/ACTFLProficiencyGuidelines2012_FINAL.pdf

major who cannot attain Advanced Low on the OPI will likely *not* pass the oral portion of the subject content area test and would be advised against taking it.

5. If the OPI is taken in conjunction with a class or lab (SPAN 301, 290, 390, or 499), scores would be converted into a numerical value and transmitted to the registrar's office for inclusion in the student's transcript. If taken independently, it is up to the student to furnish the department with the official results of the OPI.

LIST OF ACTION ITEMS (APPROVAL CHARTS):

1. Change SPAN 290 *Intermediate Conversation Lab* from letter grade to P/F.
2. Add SPAN 390 *Advanced Conversation Lab*, modeled after SPAN 290.
3. Add SPAN 301 *Advanced Communication* to the SPNT major, and drop SPAN 481 *Oral Proficiency for Educators* from the catalog.
4. Drop SPAN 290 from SPAN major.
5. Drop SPAN 290 from SPAN minor.

CONVERSION CHART

The ACTFL developed the OPI based on the US Government's Interagency Language Roundtable (ILR) proficiency exam for foreign diplomats. The proposed scale would resemble the ILR's numeric scale, with the lower level precision of the ACTFL scale.²

ILR scale	ACTFL scale	ACU scale
0	Novice Low	0.1
	Novice Mid	0.2
0+	Novice High	0.3
1	Intermediate Low	1.1
	Intermediate Mid	1.2 (objective for SPAN minors)
1+	Intermediate High	1.3
2	Advanced Low	2.1 (NCATE and TX objective for FL teachers)
	Advanced Mid	2.2 (objective for SPAN and SPNT majors)
2+	Advanced High	2.3
3, 3+	Superior	3.0 (typical grad school exit expectations)
4, 4+	Distinguished	4.0 (upper limit of OPI rating)

² See Correspondence of proficiency scales at: <http://www-01.sil.org/lingualinks/LANGUAGELEARNING/MangngYrLngglrnngPrgrm/CorrespondenceOfProficiencySca.htm>



ABILENE
CHRISTIAN
UNIVERSITY

SPAN 301: ADVANCED COMMUNICATION

SYLLABUS, FALL 2017

ABOUT THE UNIVERSITY

MISSION STATEMENTS

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.

The mission of the *Department of Language and Literature* is to empower students to fulfill the "throughout the world" element of the university's mission, preparing them to connect with the languages, cultures, and peoples of other nations.

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 THE COURSE

CATALOG DESCRIPTION

SPAN 301 **Advanced Communication** (3-0-3), fall. An introduction to the Spanish major and minor. Introduction of reading and writing skills that will be expected in all advanced courses. Introduction of cultural and literary concepts that will be further explored in all advanced courses. Introduction of the Spanish Portfolio. Prerequisite: SPAN 222 or equivalent through testing.

MEETING TIME AND PLACE

FLSP 301 Advanced Communication, 3 credits

Time: MWF, 2 - 2:50p

ABOUT THE STUDENT

This class is intended as a first advanced class for students pursuing a major or minor in Spanish.

ABOUT THE INSTRUCTOR

Instructor: Paul Roggendorff

Cell, Text 325-513-8690

Office: ADM 315B

Phone: 325-674-2494

Email: par08b@acu.edu

Office hours: MWF 9-11, or by appt

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 OVERALL COURSE OUTCOME

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

use appropriate vocabulary and concepts to discuss culture;

use appropriate vocabulary and concepts to discuss literature critically;

perform deep readings of short stories, film and poetry;

demonstrate your progress through a learning portfolio;

demonstrate all aspects of Spanish language proficiency.

ABOUT THE CLASS FORMAT

This is primarily a lecture-based course. It will introduce concepts that will be further developed throughout the major and minor curriculum. The lecture will present basic information about the discipline as well as the way in which the major and minor is designed to help you further your language skills. You will also learn through practice how to share the linguistic, cultural and literary insights you discover through a variety of

modalities and media. The practice of these various skills will result in learning artifacts -such as term papers, essays, presentations and video presentations- that can be included in your student learning portfolio.

ABOUT THE COURSE LEARNING MATERIALS

Nueva gramática de la lengua española MANUAL. Real Academia Española, 2010.

ACTFL Oral Proficiency Interview Familiarization Manual. ACTFL, 2012. (Canvas, pdf)

NCSSFL-ACTFL Can-Do Statements: Performance Indicators for Language Learners. ACTFL, 2015. (Canvas, pdf)

Heyck, Denis Lynn Daly, and María Victoria González Pagani. *Tradición y Cambio: Lecturas sobre la cultura latinoamericana*. McGraw-Hill, 2005.

Virgilio, Carmelo, L. Teresa Valdivieso, and Edward H. Friedman. *Aproximaciones al estudio de la literatura hispánica*. 7th Ed. McGraw-Hill, 2012.

Recommended:

Ortografía básica de la lengua española. Real Academia Española, 2012.

Blackwell, Frieda, and Paul Larson. *Guía básica de la crítica literaria y el trabajo de investigación*. Cengage. 2007.

MLA Handbook for Writers of Research Papers, 8th Ed. MLA, 2016.

COURSE POLICIES

ABOUT THE GRADING CRITERIA

1. **Trabajos (30%)**. You will write or record three projects, paying special attention to the conventions of each type. Details and grading rubrics in Canvas.
2. **Exámenes (30%)** A mid-term and a final on class readings.
3. **Tarea (20%)**. You will do online homework activities in Canvas on the readings. Details and grading rubrics in Canvas.
4. **Participación (10%)**. This will be a subjective evaluation of your participation in the class.
5. **OPIc (5%)**. You will schedule an Oral Proficiency Interview (computerized) in the Testing Center, soon after midterms. If not completed prior to the end of the course, the final grade for the class will be an Incomplete. If not done by the end of the incomplete grace period, grade will automatically turn into an F. Grading scale:
 1. Intermediate high or above 5
 2. Intermediate mid 4
 3. Intermediate low 3
 4. Novice high 2
 5. Novice mid or below 1
6. **Portfolio (5%)**. You will create and start populating your Spanish Learning Portfolio, which you will keep through SPAN 499 Senior Seminar. The purpose is to record academic and non-academic experiences, and to serve as a repository of the best samples of your class-work. If not done by the end of the semester, the final grade for the class will be an Incomplete. If not done by the end of the grace period, grade will automatically turn into an F. See Canvas for more details on portfolio content.

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 in a foreign language class is extremely important because of the nature of what happens in the classroom. Because attendance is so important, you are only allowed 4 (four) unexcused absences in the semester. Use them wisely! Every subsequent absence will suffer a 4% deduction off your total average for the class. You are responsible for keeping up with your absences, which will be registered in Canvas as well.

LATE WORK

Late submissions of most assignments will be deducted 5% per day late. Late submissions of Final Project Checkpoints will not be reviewed. Late submissions of Final Projects will receive a 10% deduction per day.

USE OF ONLINE ELECTRONIC TRANSLATORS

Electronic and online translators have their use in a foreign language-learning environment, but should be treated as reference materials. It is appropriate to use electronic translators and dictionaries to look up words, for instance. But one should never write a term paper in English and translate it. The use of an electronic translator in this way completely defeats the purpose of advanced Spanish study and is considered plagiarism, as it is not your own work you are submitting. The purpose of the assignments is to practice thinking, speaking, and writing in Spanish, with the occasional use of translators and dictionaries, as needed. An assigned activity that reflects having been translated from English will be treated as plagiarism.

ADDITIONAL UNIVERSITY 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>.

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.

HARASSMENT POLICY.

As a Christian community, Abilene Christian University has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected. Harassment is defined as unwelcome behavior or conduct based on sex, religion, race, age, color, national origin, veteran's status, disability, or any other characteristic protected by law when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, education, or participation in University programs or activities, (2) submission to, or rejection of, such conduct by an individual is used as the basis for a decision affecting an individual's employment, education, or participation in University programs or activities, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive environment for work, education, or participation in a University program or activity. For full university policy, follow this link: <http://www.acu.edu/campusoffices/studentlife/student-handbook.html#6>

ABOUT THE COURSE SCHEDULE

Semana	Temas y lecturas	tarea
Semana 1 – 4 Lengua	• Introducción: Lengua, Cultura y Literatura • ¿Qué es lenguaje? • El concepto de Lengua en la Biblia • La historia de la lingüística • Aspectos generales de la gramática española • Repaso y práctica de destrezas intermedias y avanzadas.	Lecturas de: • <i>¿Cómo andas?</i> • OPI Familiarization Manual • Can-Do Statements Exam on grammar
Semana 5 – 8 Cultura	• ¿Qué es cultura? • Grandes temas: • Clases sociales • Urbanización • Familia • Religión	Lecturas de Investigation paper due week 9 Schedule OPIc no later than week 6
Semana 9 - 15 Literatura	• ¿Qué es literatura? • Narrativa • Poesía • Drama • Ensayo	Lecturas de • <i>Aproximaciones</i> Explication due week 12 Video due week 15 Take OPIc no later than week 10
Final	Final exam on Culture and Literature readings.	

SPANISH TEACHER CERTIFICATION (BA)

BA: SPANISH TEACHER CERTIFICATION DEGREE PLAN (SPNT)

UNIVERSITY REQUIREMENTS

Please see the University Requirements section of this catalog (page 39).

MAJOR REQUIREMENTS

Spanish

SPAN 221 Intermediate Spanish I	3
SPAN 222 Intermediate Spanish II	(3) ¹
SPAN 301 Advanced Communication	3
SPAN 320 Advanced Grammar	3
SPAN 321 Advanced Composition	3
SPAN 342 Peninsular Spanish Culture	3
SPAN 343 Latin American Culture	3
SPAN 480 Spanish for Teachers	3
SPAN 481 Oral Proficiency for Educators	3
SPAN 499 Spanish Capstone (capstone and writing intensive course).....	3
Choose 2 courses from:	
SPAN 301 Advanced Communication	3
SPAN 305 Immersion Communication	3
SPAN 360 Survey of Peninsular Literature	3
SPAN 361 Survey of Latin American Literature	3
SPAN 460 Drama	3
SPAN 461 Novel	3

A student can earn between six and fifteen credit hours at our study abroad site in Uruguay. The regular Montevideo program offers beginning and intermediate courses, as well as advanced courses through Universidad Católica or Universidad de Montevideo.

The Montevideo Semester Immersion Program offers intermediate and an advanced track. The intermediate track consists of:

- SPAN 221 Intermediate Spanish I
- SPAN 222 Intermediate Spanish II
- SPAN 305 Immersion Communication
- SPAN 453 Culture of South American Southern cone
- SPAN 365 Survey of South American Southern Cone Literature

The advanced track consists of:

- SPAN 305 Immersion Communication
- SPAN 345 Culture of South American Southern Cone
- SPAN 365 Survey of South American Southern Cone Literature
- A 400 level culture course
- A 400 level literature course

TOTAL 30

Sophomore Literature

ENGL 231 World Literature I	3
ENGL 232 World Literature II	(3) ¹
TOTAL	3

PROFESSIONAL EDUCATION REQUIREMENTS

Please see Teacher Education (page 118) for additional program requirements including GPA and course stipulations.

EACH 363 Early Language and Literacy	3
EDUC 211 Educational Foundations and Multicultural Perspectives	3
EDUC 221 Educational Psychology	(3) ¹
EDUC 412 Secondary Curriculum and Media (capstone course) .	3
EDUC 432 Secondary Management and Methods (writing-intensive and capstone courses)	3
EDUC 476 Effective Strategies for English Language Learners.....	3
EDUC 490 Clinical Teaching (capstone course).....	6
READ 322 Reading in Secondary Content Areas	3
SPED 371 Teaching Students with Special Needs (writing-intensive course)	3
TOTAL	27

¹Hours (in parentheses) may also fulfill university requirements and are not included in total major hours

ELECTIVES

Minimum 12

TOTAL MAJOR HOURS 72

CRITERIA FOR ADMISSION TO TEACHER EDUCATION

In accordance with Texas state law, students must meet the admission criteria described on page 118.

OTHER GRADUATION REQUIREMENTS