

Curriculum Proposal

SPAN 18-19 #20

Packet Contents
1.1 <i>Summary</i>
<i>Course Modifications</i>
1.4 SPAN 2212 Intermediate Spanish II (3 credits) to (4 credits); description change Liberal Education Goal Area 8.
1.18 SPAN 3311 Composition and Conversation (3 credits) to Composition and Communication Skills Liberal Education Goal Area 8.
1.21 SPAN 3312 Advanced Readings and Conversation (3 credits) to Advanced Readings and Communication Skills Liberal Education Goal Area 8.
1.24 SPAN 3313 Spanish Conversation Workshop (1-4 credits) to Spanish Oral Proficiency Skills Workshop I (1 credits)
1.27 SPAN 3314 Spanish for the Professions (3 credits) to SPAN 3319
1.29 SPAN 4415 A Study of Selected Hispanic Drama (3 credits) to Hispanic Drama
1.32 SPAN 4430 Spanish Grammar and Linguistics (1 credit) to Spanish Linguistics (3 credits); description and prerequisite change
<i>New Courses</i>
1.39 SPAN 3317 Topics in Latin America (3 credits) Liberal Education Goal Area 6.
1.59 SPAN 3320 La telenovela (1-2 credits) Liberal Education Goal Area 8.
1.72 SPAN 3330 Traditional Folk Art of the Spanish-speaking World (2 credits) Liberal Education Goal Area 6.
1.84 SPAN 3830 Voices of Women in the Spanish-speaking World (3 credits) Liberal Education Goal Area 6.
1.88 SPAN 3840 Contemporary Issues in the Spanish-speaking World (3 credits) Liberal Education Goal Area 8.
1.100 SPAN 3850 Topics in Spanish Peninsular Literature and Artistic Representations (3 credits) Liberal Education Goal Area 6.
1.139 SPAN 3870 Immersion Practicum: Concordia Language Villages (4 credits) Liberal Education Goal Area 8.

1.145 SPAN 3971 Intercultural Immersion Internship (1-4 credits) Liberal Education Goal Area 8.
1.152 SPAN 4310 Advanced Spanish Composition (3 credits)
1.167 SPAN 4314 Advanced Spanish Grammar Review Through Film and Literature (3 credits)
1.178 SPAN 4315 Spanish Oral Proficiency Skills Workshop II (1 credit)
<i>Course Drops</i>
1.191 SPAN 3315 Advanced Spanish Grammar Review (2 credits)
1.192 SPAN 4418 Medieval and Golden Age Literature (3 credits)
1.193 SPAN 4428 Modern Language Honors (2-4 credits)
<i>Program Modification</i>
1.194 Spanish, B.A. major
1.194 Spanish minor
1.194 Spanish Education, B.S. major (Teacher Licensure)
1.216 <i>Signatures</i>

BSU Curriculum Forms

Form 1

Curriculum Modification Summary

College: Arts, Education and Humanities

Department: Language and Ethnic Studies

Proposer: Dr. Rivera-Hokanson and April Larson

Proposer's position: Spanish department faculty

Describe the modification(s) you propose, and how it (/they) will work to students' advantage. (This description and explanation will be included in Curriculum Report packets forwarded to the Faculty Senate.):

We propose the following six course Modifications:

SPAN 2212 Intermediate Spanish II

SPAN 3311 Composition and Conversation

SPAN 3312 Advanced Readings and Conversation

SPAN 3313 Spanish Conversation Workshop

SPAN 4415 A Study of Selected Hispanic Drama

SPAN 4430 Spanish Grammar and Linguistics

We propose the following eleven new courses:

SPAN 3317 Topics in Latin America

SPAN 3320 La telenovela

SPAN 3330 Traditional Folk Art of the Spanish-speaking World

SPAN 3830 Voices of Women in the Spanish-speaking World

SPAN 3840 Contemporary Issues in the Spanish-speaking World

SPAN 3850 Topics in Spanish Peninsular Literature and Artistic Representations

SPAN 3870 Intensive Immersion Practicum: Concordia Language Villages

SPAN 3971 Intercultural Immersion Internship

SPAN 4310 Advanced Spanish Composition

SPAN 4314 Advanced Spanish Grammar Review Through Film and Literature

SPAN 4315 Spanish Oral Proficiency Workshop II

Proposed Dropped Courses:

SPAN 3315 Advanced Spanish Grammar Review

SPAN 4418 Medieval and Golden Age Literature

SPAN 4428 Modern Language Honors

How the changes will work to students' advantage:

The proposed changes will have the advantage of offering students more opportunities to deepen their proficiency in Spanish Language and Cultures of the Spanish-speaking World. They also offer students more topic variety in relation to becoming more knowledgeable and diverse in their skills of developing themselves as a Global Citizen.

The proposed changes provide a wider variety of course content and levels, and increases opportunities for immersion experience and communication competencies. In addition, the proposed changes align course offerings even further with Bemidji State Universities' mission and vision:

OUR VISION

We educate people to lead inspired lives.

OUR MISSION

We create an innovative, interdisciplinary and highly accessible learning environment committed to student success and a sustainable future for our communities, state and planet. Through the transformative power of the liberal arts, education in the professions, and robust engagement of our students, we instill and promote service to others, preservation of the earth, and respect and appreciation for the diverse peoples of our region and world.

SHARED FUNDAMENTAL VALUES

Through the sum of their educational experience at Bemidji State, students will have multiple opportunities to learn about, experience, and reflect on the University's Shared Fundamental Values of:

- **Civic engagement and leadership**
- **International and multicultural understanding**
- **Belief in the power of the liberal arts**
- **Environmental stewardship**

These core values guide Bemidji States curriculum and services. Not tightly defined, they invite interpretation and discovery.

Modifications proposed (specify number of each):

7__Course Modification(s) (form 2)

11__New Course(s) (form 3)

3__Course Drop(s) (form 4)

3__Program Modification(s) (form 5)

__New Program(s) (form 6)

__Program Drop(s) (form 7)

The modifications affect (check):

☒X__Liberal Education

☒X__Undergraduate Curriculum

☐__Graduate Curriculum

☒X__Teacher Licensure Program(s)

BSU Curriculum Forms

Form 2

Updated 9.19.15

Course Modification Form

Current Course Number(s):

Undergraduate: SPAN 2212

Graduate:

Proposed Course Number(s), if different:

Undergraduate:

Graduate:

Current Course Title: Intermediate Spanish II

Proposed Course Title, if different:

Current Course Description: Continuation of practice in the development of the four basic language skills. Continued acquisition of grammatical forms. Strong emphasis on the culture and civilization of Spain and Latin America. Prerequisite: SPAN 2211 or consent of instructor. Liberal Education Goal Area 8.

Proposed Course Description, if different: This course is a continuation of Spanish 2211. Intensive review of basic grammar. Practice in oral and written communication and proficiency. Development of fluency with idiomatic expressions. Selected readings on culture and literature. For students whose native language is not Spanish. Prerequisite(s): SPAN 2211 or consent of instructor. Liberal Education Goal Area 8.

Current Credits: 3

Proposed Credits, if different: 4

Current Prerequisite(s): SPAN 2211 or consent of instructor.

Undergraduate: X

Graduate:

Proposed Prerequisite(s), if different: Same.

Undergraduate: X

Graduate:

1) Reason(s) for change(s): A transitional course to SPAN 3311. Oral Proficiency skills component built in.

2) May this modified course replace the current course for students remaining in the old curriculum? Yes X No If not, please drop the current course and submit a new course form for the modification.

3) Do these modifications change any of the following? **For all Yes answers, please provide updated information on the next page.**

Student Learning Outcomes Yes X No
Major Content Areas Yes X No
Projected Maximum Class Size (Cap) Yes No X

4) Current Course fee(s) per student: \$
for:
Proposed Course fee(s) per student, if different: \$
for:

5) Service Areas:

This course is a requirement or an elective in the programs/areas listed below. To locate where this course appears please search the online catalog, as follows:

- a) go to <http://www.bemidjistate.edu/academics/catalog/> and choose the most recent catalog(s),
- b) click on “Areas of Study, and Course Descriptions,”
- c) click on “PDF of Entire Catalog” in upper right,
- d) press Ctrl F, and enter the prefix and number of the course(s) from this form.

Non-licensure programs:
revised Spanish, B.A. major
revised Spanish minor

Teacher Licensure programs: Spanish Education, B.S. major

Liberal Education: Goal Area 8 (as previously)

Prerequisite(s): This course is a prerequisite of the following courses.
SPAN 3311
SPAN 3313
SPAN 3315

The above “service area” programs/departments were notified of this modification on _____ (date) by _____ (mail, email, or phone).

N/A as all programs and courses are within the proposing department

Please check one of the items below:

_____ No comments were received from other programs or departments within one week of the notification.

_____ Comments were received within one week of the notification, and are attached.

Bemidji State University
SPAN 2212 - Intermediate Spanish II
Semestre de primavera de 2018

Course: SPAN 2212-01 4 credits (HaggSauer 105)	Meeting times: MTWF 12:00-12:50
Instructor: April Larson	Office: HaggSauer 315
Office Hrs. 10 & 2 MTWF (Also by appointment)	
alarson@bemidjistate.edu	
218-755-2809 (or leave a message at 218-755-2880)	

Course Description:

This course is a continuation of Spanish 2211. Intensive review of basic grammar. Practice in oral and written communication and proficiency. Development of fluency with idiomatic expressions. Selected readings on culture and literature. For students whose native language is not Spanish. (Liberal Education Goal Area 8 – Global Perspective)

Prerequisite: SPAN 2211 or consent of instructor.

Text:

Blanco, José A. and C. Cecilia Tocaimaza-Hatch, with contributing writer Próspero N. García, *IMAGINA: español sin barreras, Third Edition*, Vista Higher Learning, 2015.

Additional Resources: **IMAGINA Supersite** at vhlcentral.com. ISBN 978-1-62680-113-4

Course Core Goals. By the end of the course, the students should develop:

1. Ability to communicate at an intermediate level of Spanish.
2. Intermediate proficiency in reading and writing the language.
3. Ability to interpret and discuss literature and film at an intermediate level.
4. Knowledge of significant cultural and historical events.
5. Ability to use technology and research select topics in Spanish.
6. Ability to use the Supersite for oral and written practice of Spanish.

(See *ACTFL Proficiency Guidelines and Standards for Foreign Language Learning in the 21st Century* at ACTFL.org.)

Student Learning Outcomes (General)

1. Discuss a wide variety of topics
2. Ask and answer a variety of questions that require elaboration and substantiation of opinions
3. Discuss feelings and ideas about self and others
4. Compare, contrast, express and support opinions and make suggestions and recommendations
5. Analyze selected reading materials

6. Identify the main idea and demonstrate understanding of significant details of authentic materials
7. Demonstrate understanding of written and spoken Spanish on a wide variety of topics in any time frame
8. Write formal compositions for a variety of purposes
9. Compare the target culture and the student's own culture on topics such as the environment and other contemporary issues in society
10. Discuss and analyze contributions of cultures such as selections from various literary genres and fine arts
11. Identify examples of vocabulary borrowed from other linguistic groups through historical events such as wars and conquests both in Spain and the Americas and recognize how these are reflected in modern dialectical variations
12. Empathize with Hispanics and other minorities and immigrants who have to learn a new language by understanding many of the specific difficulties non-native English learners confront in learning English pronunciation, grammar, and vocabulary
13. Consider current political issues and struggles within Latin America relating to disparities in wealth and land ownership resulting from long-held institutions of unequal power, much of which can be traced back to the Spanish conquest of America
14. Identify some of the linguistic, cultural, racial, and ethnic commonalities and differences between the more than twenty Latin American countries and Spain and challenge stereotypes by recognizing how those characteristics distinguish the various Hispanic groups abroad and living in the United States
15. Understand some basic historic, artistic and cultural paradigms of Spain (the old world) versus Latin America from pre-Columbian to modern times and recognize the dynamic of mutual influence across continents and cultures
16. Compare and contrast elements of racism, classism, sexism, and religious intolerance between Hispanic and Anglo culture and reflect on their own attitudes and beliefs

Outline of Major Content Areas

1. Formal and informal commands
2. Present and past subjunctive forms
3. Future tense
4. Conditional tense
5. Double objects, reflexives, reciprocals, and relative pronouns
6. Indefinite and negative expressions
7. Indicative and subjunctive in subordinate clauses
8. The natural world in Spain and Latin America
9. Beliefs, politics, security, and laws in Hispanic societies
10. The world of work, economy, finance in Hispanic societies
11. Technology and science, sports, free time diversions in Hispanic societies

12. The future: change, problems, solutions, tendencies in modern Spain and Latin America

Minnesota Language Standards

Subp. 3.

A.5 use familiar topics to write narratives and descriptions of a factual nature or routine correspondence consisting of several paragraphs at a level understandable to a native speaker of the target language

C.1 be aware of areas of the world where the target language is spoken and know that life in all these areas may vary widely

Course Components & Methods of Evaluation:

35% (3 Quizzes)

25 % - Homework

Homework. On the calendar you will see the column labeled “**Tarea**”. You are responsible to prepare all readings, writing assignments, exercises, etc. **before** coming to class on the designated day (with the exception of the first day of class).

- **Supersite:** Many activities can be either assigned in the SAM or on the Supersite, but some activities and videos are specific to the Supersite. Assigned activities from the Supersite serve to prepare you for the next class, review previously learned material and solidify new concepts and ideas.
- End-of-lesson **Escribir** assignments (in the **Literatura** section): You may submit these writing activities via the Supersite or in hard copy. Bring your (rough draft) writing assignments on the day assigned and we will edit them in class. You are responsible for handing in a final draft (via Supersite or in hard copy).

15%-Composiciones y proyectos You will write a *composición* and do a *proyecto* for each lección.

15%- Presentación final: You will take a quiz on the Lecciones 9 & 10 as a final, and do a final presentation.

10%- Class participation and attendance: You will actively contribute to class and group discussions both by asking and by answering questions; it also means that you will voluntarily engage in class activities and that you will **always** use the language of the course, i.e., Spanish. All students are expected to attend every day and arrive on time. Absence from class will affect your grade, as will tardiness, early departures, and regularly entering and leaving the room while class is in session.

Grading Scale

Outstanding work receives an A; outstanding work far exceeds what is expected (superior).

A = 93 A- = 90

Excellent work receives a B; excellent work exceeds what is expected (above average).

B+ = 87 B = 83 B- = 80

Good work receives a C; good work basically meets expectations (average).

C+ = 77 C = 73 C- = 70

Acceptable work receives a D; acceptable work is not particularly good, but is not failing (below average).

D+ = 67 D = 63 D- = 60

Unacceptable work receives an F; unacceptable work demonstrates poor effort and/or understanding (failing).

F = 59 and below

COURSE POLICIES:

Attendance: Your presence in class is very important. In order to earn your participation points you must be present and active in class. Roll will be taken every day, and attendance is mandatory. Being tardy or leaving class early three times will count as an absence.

Participation: Your active and regular participation is expected. Cell phones and other electronic devices are not allowed in class, except when your professor indicates their use for a research project or supersite group assignment.

Final Exam: Students may not take the final exam early.

Religious Observance: Religiously observant students wishing to be absent on holidays that require missing class should notify their instructor in writing at the beginning of the semester, and should discuss with their instructor, in advance, acceptable ways of making up any work missed because of the absence.

Excused Absences for University Extracurricular Activities:

Students participating in an officially sanctioned, scheduled University extracurricular activity will be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements—prior to the absence—for making up missed work.

Academic Integrity: BSU students are expected to practice the highest standards of ethics, honesty and integrity in all of their academic work. Any form of academic dishonesty (e.g., plagiarism, cheating and misrepresentation) may result in disciplinary action. Possible disciplinary actions may include failure for part of all of a course as well

as suspension from the University.

Students with Special Needs:

BSU is committed to making all educational programs, course materials, services and activities sponsored by the University accessible to individuals with disabilities. Students requesting accommodations due to a disability or other need for access should contact Accessibility Services as soon as possible. Accessibility Services is located at Decker Hall 202. PH: 218.755.3883 or email: accessibility@bemidjistate.edu. This information is also available through Minnesota Relay Services at 800.627.3529.

Mental Health & Counseling:

You may experience mental health concerns or stressful events that may lead to diminished academic performance. The Student Center for Health & Counseling is available to assist you with concerns. Office: Cedar hall, first floor (218) 755-2053 fax: (218) 755-2750.

Tutor.com:

The Minnesota State system has updated the online tutoring service available to our students. We are now partnering with Tutor.com to offer 24/7 online tutoring, which will connect students with an expert tutor for extra assistance one-on-one. Online tutoring services can be accessed through the main page in D2L and your course page, by clicking on the tutor.com link, located in the “HelpLinks” menu.

All students will receive 15 hours of tutoring at no cost. Tutoring services cover a variety of subject areas including math, writing, accounting, economics, biology, languages and nursing. Additional time may be purchased by students directly through tutor.com.

Calendario - sp2212 primavera de 2018

Semana/Día	Objetivos	Libro de texto	Tarea para la próxima clase
Semana 1 Día 1 lunes 8	<ul style="list-style-type: none">•Repaso•Read about liberty and human rights.•Learn and practice terms related to beliefs, ideologies, rights, politics, laws, and more	<ul style="list-style-type: none">•Introduction to the course.•Lección 6: Introduction, pp. 194-195•<i>Para empezar</i>, pp. 196-197•<i>Cortometraje</i>: previewing, pp. 198-199	<ul style="list-style-type: none">•Register for vhlcentral.com. Supersite: <i>Lección 6: Para empezar</i>; <i>Cortometraje</i>: watch <i>Hiyab</i>
miércoles 10	<ul style="list-style-type: none">•Read about restrictions regarding wearing religious articles at schools.•Watch and discuss a short film about a	<ul style="list-style-type: none">•<i>Cortometraje: Hiyab</i>, pp. 198-203	<ul style="list-style-type: none">•Supersite: <i>Lección 6: Cortometraje</i> and <i>Imagina: Galería de creadores</i> and <i>¿Qué aprendiste?</i> sections

	student who wears a headscarf to school.		
viernes 12	<ul style="list-style-type: none"> •Read about Chile and its geography. •Discover artists from Chile. 	<ul style="list-style-type: none"> •<i>Imagina</i>, pp. 204-208 	<ul style="list-style-type: none"> •Start preparing <i>Proyecto</i>, p. 208 to be presented Viernes, 19. •Supersite: <i>Lección 6: Imagina: Flash Cultura; Estructuras 6.1</i>
Semana 2 lunes 15		No hay clases. Martin Luther King Jr. Day. (Classes beginning 4 or later will be held)	
miércoles 17	<ul style="list-style-type: none"> •Watch and discuss a video report about the status of Puerto Rico •Communicate using complex sentences with conjunctions. 	<ul style="list-style-type: none"> •<i>Flash Cultura</i>, p. 209 •<i>Estructuras 6.1</i>, The subjunctive in adverbial clauses, pp. 210-213 	<ul style="list-style-type: none"> •Complete <i>Proyecto</i>, p. 208 to be presented viernes 19. •Supersite: <i>Lección 6: Estructuras 6.2</i>
viernes 19	<ul style="list-style-type: none"> •Communicate using the past subjunctive. •Give an oral presentation featuring an itinerary for a trip to Chile. 	<ul style="list-style-type: none"> •<i>Estructuras 6.2</i>, The past subjunctive, pp. 214-217 •Present <i>Proyecto</i>, p. 208 	<ul style="list-style-type: none"> •Supersite: <i>Lección 6: Estructuras 6.3</i>
Semana 3 lunes 22	<ul style="list-style-type: none"> •Make comparisons of equality and inequality. •Use superlative constructions in writing and speaking. 	<ul style="list-style-type: none"> •<i>Estructuras 6.3</i>, Comparatives and superlatives, pp. 218-221 •<i>Síntesis</i>, p. 222 •<i>Cultura</i>: pre-reading, p. 223 	<ul style="list-style-type: none"> •Read <i>Chile: dictadura y democracia</i>, p. 225 •Supersite: <i>Lección 6: Cultura.</i>
miércoles 24	<ul style="list-style-type: none"> •Read about the Chilean government. 	<ul style="list-style-type: none"> •<i>Cultura: Chile: dictadura y democracia</i>, pp. 223-226 •<i>Literatura</i>: pre-reading, pp. 227 •Go over ideas for <i>Escribir</i>, p. 230 	<ul style="list-style-type: none"> •Read “La major tinta”, p. 229 •Write rough draft for <i>Escribir</i>, p. 230 •Supersite: <i>Lección 6: Literatura; En Pantalla</i>
viernes 26	<ul style="list-style-type: none"> •Read and understand a poem. •Review the lesson. •Write an article for a website. 	<ul style="list-style-type: none"> •<i>Literatura</i>: “La mejor tinta” by Armando Valladares, pp. 227-230 •Review <i>Lección 6</i> •Peer edit <i>Escribir</i>, p. 230 •Supersite: <i>Lección 6 En Pantalla</i> 	<ul style="list-style-type: none"> •Write final draft for <i>Escribir</i>, p. 230 •Supersite: <i>Lección 6: Repaso; Práctica oral Lección 7: Para empezar</i>
Semana 4 lunes 29	• Lección 6 Quiz	• Lección 6: Quiz	<ul style="list-style-type: none"> •Supersite: <i>Lección 7: Cortometraje: Watch</i>

	<ul style="list-style-type: none"> •Read about career planning. •Talk about work and the economy. 	<ul style="list-style-type: none"> •Turn in final draft of <i>Escribir</i>, p. 230 •Lección 7: Introduction, pp. 232-233 •<i>Cortometraje:</i> pre-viewing, pp. 236-237 	<i>Recursos humanos</i>
miércoles 31	<ul style="list-style-type: none"> •Read about newspapers in Spain •Watch and discuss a short film about a job interview. 	• <i>Cortometraje: Recursos humanos</i> , pp. 236-241	•Supersite: <i>Lección 7: Imagina: Galería de creadores</i> and <i>¿Qué aprendiste?</i> sections
viernes 2 feb.	<ul style="list-style-type: none"> •Read about Bolivia and Paraguay. •Learn about artists from Bolivia and Paraguay. 	• <i>Imagina</i> , pp. 242-246	<ul style="list-style-type: none"> •Start preparing <i>Proyecto</i>, p. 246 to be presented on miércoles 7. •Supersite: <i>Lección 7: Imagina: Flash Cultura; Estructuras 7.1</i>
Semana 5 lunes 5	<ul style="list-style-type: none"> •Watch and discuss a video report about working in Quito, Ecuador. •Express what has happened 	<ul style="list-style-type: none"> •<i>Flash Cultura</i>, p. 247 •<i>Estructuras 7.1</i>, The present perfect, pp. 248-251 	<ul style="list-style-type: none"> •Complete <i>Proyecto</i>, p. 246 to be presented miércoles 7. •Supersite: <i>Lección 7: Estructuras 7.2</i>
miércoles 7	<ul style="list-style-type: none"> •Refer to recently completed actions or past actions that bear relevance in the present. •Give an oral presentation about an imaginary action/adventure film in Bolivia or Paraguay. 	<ul style="list-style-type: none"> •<i>Estructuras 7.2</i>, The present perfect subjunctive, pp. 252-253 •Present <i>Proyecto</i>, p. 246 	•Supersite: <i>Lección 7: Estructuras 7.3</i>
viernes 9	<ul style="list-style-type: none"> •Communicate using the passive voice and impersonal constructions. •Express unexpected events. 	<ul style="list-style-type: none"> •<i>Estructuras 7.3</i>, Uses of se, pp. 254-257 •<i>Síntesis</i>, p. 258 •<i>Cultura:</i> pre-reading, p. 259 	<ul style="list-style-type: none"> •Read <i>Recursos naturales: una salida al mundo</i>, p. 261 •Supersite: <i>Lección 7: Cultura</i>
Semana 6 lunes 12	•Read about the natural resources of Bolivia and Paraguay.	<ul style="list-style-type: none"> •<i>Cultura: Recursos naturales: una salida al mundo</i>, pp. 259-262 •<i>Literatura:</i> pre-reading, pp. 263 	<ul style="list-style-type: none"> •Read <i>La Mirada</i>, pp. 264-265 •Write rough draft for <i>Escribir</i>, p. 266

		•Go over ideas for <i>Escribir</i> , p. 266	•Supersite: <i>Lección 7: Literatura; En Pantalla</i>
miércoles 14	•Read and understand a short story. •Review the lesson •Write a newspaper article.	• <i>Literatura: La Mirada</i> by Juan Madrid, pp. 263-266 •Review <i>Lección 7</i> •Peer edit <i>Escribir</i> , p. 266 •Supersite: <i>Lección 7 En Pantalla</i>	•Write final draft for <i>Escribir</i> , p. 266 •Supersite: <i>Lección 7: Repaso; Práctica oral</i> <i>Lección 8: Para empezar</i>
viernes 16	•Lección 7 Quiz •Read about scientific and technological advances. •Learn terms related to science and technology.	•Lección 7: Quiz •Turn in final draft of <i>Escribir</i> , p. 266 • Lección 8: Introduction, pp. 268-269 •Para empezar, pp. 270-271 • <i>Cortometraje:</i> pre-viewing, pp. 272-273	•Supersite: <i>Lección 8: Cortometraje: Watch El clon</i>
Semana 7 lunes 19		No hay clases. In-service. (Classes beginning 4 or later will be held.)	
miércoles 21	•Read about Science Fiction as a genre in Hispanic cinema. •View and discuss a short film about cloning.	• <i>Cortometraje: El clon</i> , pp. 272-277	•Supersite: <i>Lección 8: Imagina: Galería de creadores</i> and <i>¿Qué aprendiste?</i> sections
viernes 23	•Read about Peru and the history of Lima •Discover Peruvian artists.	• <i>Imagina</i> , pp. 278-282	•Start preparing <i>Proyecto</i> , p. 282 to be presented on miércoles 28. •Supersite: <i>Lección 8: Imagina: Flash Cultura; Estructuras 8.1</i>
Semana 8 lunes 26	•Watch and discuss a video report about inventions from Argentina. •Express what someone had done or what had occurred before another action or condition in the past.	• <i>Flash Cultura</i> , p. 283 • <i>Estructuras 8.1</i> , The past perfect, pp. 284-285	•Complete <i>Proyecto</i> , p. 282 to be presented miércoles 28. •Supersite: <i>Lección 8: Estructuras 8.2</i>
miércoles 28	•Use the subjunctive when referring to	• <i>Estructuras 8.2</i> , The past perfect subjunctive, pp. 286-287	•Supersite: <i>Lección 8: Estructuras 8.3</i>

	actions or conditions that had taken place before another past occurrence. •Give an oral presentation about the <i>líneas de Nazca</i> from the perspective of an anthropologist.	•Present <i>Proyecto</i> , p. 282	
viernes 2 marzo	•Communicate using the infinitive	• <i>Estructuras</i> 8.3, Uses of the infinitive, pp. 288-291 • <i>Síntesis</i> , p. 292 • <i>Cultura</i> : pre-reading, p. 293	•Read <i>La ciudad redescubierta</i> , p. 295 •Supersite: <i>Lección 8: Cultura</i>
Semana 9 lunes 5	•Read about the lost city of Machu Picchu.	• <i>Cultura: La ciudad redescubierta</i> , pp. 293-296 • <i>Literatura</i> : pre-reading, p. 297 •Go over ideas for <i>Escribir</i> , p. 300	•Read <i>La intrusa</i> , p. 299 •Write rough draft for <i>Escribir</i> , p. 300 •Supersite: <i>Lección 8: Literatura; En Pantalla</i>
miércoles 7	•Read and understand a short story. •Review the lesson. •Write a brochure for an ad campaign.	• <i>Literatura: La intrusa</i> by Pedro Orgambide, pp. 297-300 •Review <i>Lección 8</i> •Peer edit <i>Escribir</i> , p. 300	•Write final draft for <i>Escribir</i> , p. 300 •Supersite: <i>Lección 8: Repaso; Práctica oral</i> <i>Lección 9: para empezar</i>
viernes 9	• Lección 8 Quiz •Read about free time. •Talk about diversions, sports, and other free-time activities.	• Lección 8: Quiz •Turn in final draft of <i>Escribir</i> , p. 300 • Lección 9 : Introduction, pp. 302-303 • <i>Para empezar</i> , pp. 304-305 • <i>Cortometraje</i> : pre-viewing, pp. 306-307	•Supersite: <i>Lección 9: Cortometraje</i> : Watch <i>Espíritu deportivo</i>
	lunes 12 – viernes 16	Vacaciones de primavera.	
Semana 10 lunes 19	•Read about World Cup Soccer. •View and discuss a short film about a soccer game between different generations.	• <i>Cortometraje: Espíritu deportivo</i> , pp. 306-311	•Supersite: <i>Lección 9: Imagina: Galería de creadores</i> and <i>¿Qué aprendiste?</i> sections
miércoles 21	•Read about Argentina and Uruguay. •Learn about artists from Argentina and Uruguay.	• <i>Imagina</i> , pp. 312-316	•Start preparing <i>Proyecto</i> , p. 316 to be presented lunes, 26 marzo

			•Supersite: <i>Lección 9: Imagina: Flash Cultura; estructuras 9.1</i>
viernes 23	<ul style="list-style-type: none"> •View and discuss a video report about cultural highlights of Argentina. •Convey what will have happened at a certain point in the future. •Express suppositions or probability regarding past actions. 	<ul style="list-style-type: none"> •<i>Flash Cultura</i>, p. 317 •<i>Estructuras 9.1</i>, The future perfect, pp. 318-319 	<ul style="list-style-type: none"> •Complete <i>Proyecto</i>, p. 316 to be presented lunes 26. •Supersite: <i>Lección 9: Estructuras 9.2</i>
Semana 11 lunes 26	<ul style="list-style-type: none"> •Express what would have occurred but did not. •Express probability or conjecture about the past. •Give an oral presentation about a summer exchange program in Argentina or Uruguay. 	<ul style="list-style-type: none"> •<i>Estructuras 9.2</i>, The conditional perfect, pp. 320-321 •Present <i>Proyecto</i>, p. 316 	•Supersite: <i>Lección 9: Estructuras 9.3</i>
miércoles 28	<ul style="list-style-type: none"> •Express a condition or event upon which another condition or event depends. •Talk about hypothetical situations. 	<ul style="list-style-type: none"> •<i>Estructuras 9.3</i>, Si clauses, pp. 322-325 •<i>Síntesis</i>, p. 326 •<i>Cultura</i>: pre-reading, p. 327 	<ul style="list-style-type: none"> •Read <i>Fin de semana en Buenos Aires</i>, p. 329 •Supersite: <i>Lección 9: Cultura</i>
viernes 30	<ul style="list-style-type: none"> •Read about what to do in Buenos Aires for a weekend. 	<ul style="list-style-type: none"> •<i>Cultura: Fin de semana en Buenos Aires</i>, pp. 327-330 •<i>Literatura</i>: pre-reading, p. 331 •Go over ideas for <i>Escribir</i>, p. 334 	<ul style="list-style-type: none"> •Read <i>El beso de los dragones</i>, p. 333 •Write rough draft for <i>Escribir</i>, p. 332 •Supersite: <i>Lección 9: Literatura; En Pantalla</i>
Semana 12 lunes 2 abril	<ul style="list-style-type: none"> •Read and understand a short story. •Review the lesson. •Rewrite the story of a film or novel. 	<ul style="list-style-type: none"> •<i>Literatura: El beso de los dragones</i> by Wilfredo Machado, pp. 331-334 •Review <i>Lección 9</i> •Peer edit <i>Escribir</i>, p. 334 	<ul style="list-style-type: none"> •Write final draft for <i>Escribir</i>, p. 334 •Supersite: <i>Lección 9: Repaso; Práctica oral</i>
miércoles 4	<ul style="list-style-type: none"> •Read about diversity and multiculturalism. 	<ul style="list-style-type: none"> •Turn in final draft of <i>Escribir</i>, p. 334 	Supersite: <i>Lección 10: Para empezar</i>

		<ul style="list-style-type: none"> •Supersite: <i>Lección 9 En Pantalla</i> •Lección 10: Introduction, pp. 336-337 	
viernes 6	<ul style="list-style-type: none"> •Talk about the future, trends, problems, solutions, and change. 	<ul style="list-style-type: none"> •<i>Para empezar</i>, pp. 338-339 •<i>Cortometraje</i>: previewing, pp. 340-341 	<ul style="list-style-type: none"> •Supersite: <i>Lección 10: Cortometraje</i>: Watch <i>Un pedazo de tierra</i>
Semana 13 lunes 9	<ul style="list-style-type: none"> •Read about the U.S. – Mexican War •Watch and discuss a short film about two brothers honoring their great-great grandfather’s dying wish. 	<ul style="list-style-type: none"> •<i>Cortometraje: Un pedazo de tierra</i>, pp. 340-345 	<ul style="list-style-type: none"> •Supersite: <i>Lección 10: Imagina: Galería de creadores</i> and <i>¿Qué aprendiste?</i> sections
miércoles 11	<ul style="list-style-type: none"> •Read about Spain and the civilizations that have shaped it. •Learn about Spanish artists. 	<ul style="list-style-type: none"> •<i>Imagina</i>, pp. 346-350 	<ul style="list-style-type: none"> •Start preparing <i>Proyecto</i>, p. 350 to be presented lunes 16. •Supersite: <i>Lección 10: Imagina: Flash Cultura; Estructuras 10.1</i>
viernes 13	<ul style="list-style-type: none"> •View and discuss a video report about Machu Picchu. •Speak and write using the passive voice. 	<ul style="list-style-type: none"> •<i>Flash Cultura</i>, p. 351 •<i>Estructuras 10.1</i>, The passive voice, pp. 352-353 	<ul style="list-style-type: none"> •Complete <i>Proyecto</i>, p. 350 to be presented lunes 16. •Supersite: <i>Lección 10: Estructuras 10.2</i>
Semana 14 lunes 16	<ul style="list-style-type: none"> •Speak and write using negative and affirmative expressions. •Give an oral presentation on Spanish architecture from the perspective of an architect. 	<ul style="list-style-type: none"> •<i>Estructuras 10.2</i>, Negative and affirmative expressions, pp. 354-357 •Present <i>Proyecto</i>, p. 350 	<ul style="list-style-type: none"> •Supersite: <i>Lección 10: Estructuras 10.3</i>
miércoles 18	<ul style="list-style-type: none"> •Communicate using the indicative and the subjunctive. 	<ul style="list-style-type: none"> •<i>Estructuras 10.3</i>, Summary of the indicative and the subjunctive, pp. 358-363 •<i>Síntesis</i>, p. 364 •<i>Cultura</i>: pre-reading, p. 365 	<ul style="list-style-type: none"> •Read <i>España: Nueva ola de inmigrantes</i>, pp. 366-367 •Supersite: <i>Lección 10: Cultura</i>
viernes 20	<ul style="list-style-type: none"> •Read about immigration in Spain. 	<ul style="list-style-type: none"> •<i>Cultura: España: Nueva ola de inmigrantes</i>, pp. 365-368 •<i>Literatura</i>: pre-reading, pp. 369 	<ul style="list-style-type: none"> •Read <i>Algo muy grave va a suceder en este pueblo</i>, pp. 370-371

			<ul style="list-style-type: none"> •Write rough draft for <i>Escribir</i>, p. 372 •Supersite: <i>Lección 10: Literatura; En Pantalla</i>
Semana 15 lunes 23		No hay clases. In-service. (Classes beginning 4 or later will be held.)	Prepare for Lecciones 9 & 10 quizzes
miércoles 25	<ul style="list-style-type: none"> •Read and understand a short story. •Review the lesson. •Write a press release. 	<ul style="list-style-type: none"> •<i>Literatura: Algo muy grave va a suceder en este pueblo</i> by Gabriel García Márquez, pp. 369-372 •Peer edit <i>Escribir</i>, p. 372 •Review <i>Lección 10</i> 	<ul style="list-style-type: none"> •Write final draft for <i>Escribir</i>, p. 372 (to be presented jueves, el 3 de mayo) •Supersite: <i>Lección 10: Repaso; Práctica oral</i> •Supersite: Review activities
	26 abril – 3 mayo	Los exámenes finales	
	SP2212 10:30-12:30 jueves, El 3 de mayo	<ul style="list-style-type: none"> •Turn in & present final draft of <i>Escribir</i>, p. 372 •Quizzes: Lección 9 & Lección 10 	

BSU Curriculum Forms

Form 2

Updated 9.19.15

Course Modification Form

Current Course Number(s):

Undergraduate: SPAN 3311

Graduate:

Proposed Course Number(s), if different:

Undergraduate:

Graduate:

Current Course Title: Composition and Conversation

Proposed Course Title, if different: Composition and Communication Skills

Current Course Description: A course designed to refine the basic skills of understanding oral and written Spanish and improving the correct grammatical writing of Spanish. The emphasis is on Spanish composition through literature. Prerequisite: SPAN 2212 or consent of instructor. Liberal Education Goal Area 8.

Proposed Course Description, if different:

Current Credits: 3

Proposed Credits, if different:

Current Prerequisite(s):

Undergraduate: SPAN 2212 or consent of instructor.

Graduate:

Proposed Prerequisite(s), if different:

Undergraduate:

Graduate:

1) Reason(s) for change(s): Title better reflects content and skills areas.

2) May this modified course replace the current course for students remaining in the old curriculum? Yes ☒ No ☐ If not, please drop the current course and submit a new course form for the modification.

3) Do these modifications change any of the following? **For all Yes answers, please provide updated information on the next page.**

Student Learning Outcomes Yes ☐ No ☒

Major Content Areas Yes ☒ No ☐

Projected Maximum Class Size (Cap) Yes ☐ No ☒

4) Current Course fee(s) per student: \$
for:
Proposed Course fee(s) per student, if different: \$
for:

5) Service Areas:

This course is a requirement or an elective in the programs/areas listed below. To locate where this course appears please search the online catalog, as follows:

- a) go to <http://www.bemidjistate.edu/academics/catalog/> and choose the most recent catalog(s),
- b) click on "Areas of Study, and Course Descriptions,"
- c) click on "PDF of Entire Catalog" in upper right,
- d) press Ctrl F, and enter the prefix and number of the course(s) from this form.

Non-licensure programs: Spanish, B.A. major

Teacher Licensure programs: Spanish Education, B.S. major

Liberal Education: Goal Area 8 (same as previously)

Prerequisite(s): This course is a prerequisite of the following courses.

SPAN 3312

SPAN 3313

SPAN 3314

SPAN 3315 (course is being dropped)

The above "service area" programs/departments were notified of this modification on _____ (date) by _____ (mail, email, or phone).

N/A as all programs and courses are within the proposing department

Please check one of the items below:

_____ No comments were received from other programs or departments within one week of the notification.

_____ Comments were received within one week of the notification, and are attached.

Current major content areas:

1. Advanced language skill review
2. Advanced grammatical structures
3. Review of verb tenses
4. Comprehension of language through film

5. Hispanic world and globalization
6. Cultural diversity and the Spanish speaking countries

Proposed major content areas:

1. Advanced language skill review
2. Advanced grammatical structures
3. Comprehension of language and culture through film/readings.
4. Hispanic world and globalization
5. Cultural diversity and the Spanish speaking countries
6. Writing, speaking, research and presentation in Spanish

BSU Curriculum Forms

Form 2

Updated 9.19.15

Course Modification Form

Current Course Number(s):

Undergraduate: SPAN 3312

Graduate:

Proposed Course Number(s), if different:

Undergraduate:

Graduate:

Current Course Title: Advanced Readings and Conversation

Proposed Course Title, if different: Advanced Readings and Communication Skills

Current Course Description: Continuation of the practice in the skills of speaking, listening, and writing, with emphasis on reading both Spanish and Latin American short stories and plays. Prerequisite(s): SPAN 3311 or consent of instructor. Liberal Education Goal Area 8.

Proposed Course Description, if different:

Current Credits: 3

Proposed Credits, if different:

Current Prerequisite(s):

Undergraduate: SPAN 3311

Graduate:

Proposed Prerequisite(s), if different:

Undergraduate:

Graduate:

1) Reason(s) for change(s): Title better reflects content and skills areas.

2) May this modified course replace the current course for students remaining in the old curriculum? Yes ☒ No ☐ If not, please drop the current course and submit a new course form for the modification.

3) Do these modifications change any of the following? **For all Yes answers, please provide updated information on the next page.**

Student Learning Outcomes Yes ☐ No ☒

Major Content Areas Yes ☒ No ☐

Projected Maximum Class Size (Cap) Yes ☐ No ☒

4) Current Course fee(s) per student: \$
for:

Proposed Course fee(s) per student, if different: \$
for:

5) Service Areas:

This course is a requirement or an elective in the programs/areas listed below. To locate where this course appears please search the online catalog, as follows:

- a) go to <http://www.bemidjistate.edu/academics/catalog/> and choose the most recent catalog(s),
- b) click on “Areas of Study, and Course Descriptions,”
- c) click on “PDF of Entire Catalog” in upper right,
- d) press Ctrl F, and enter the prefix and number of the course(s) from this form.

Non-licensure programs: Spanish, B.A. major

Teacher Licensure programs: Spanish Education, B.S. major

Liberal Education: Goal Area 8 (same as previously)

Prerequisite(s): This course is a prerequisite of the following courses.

ML 3470

SPAN 3313

SPAN 3314

SPAN 4413

SPAN 4414

SPAN 4415

SPAN 4416

SPAN 4418 (n/a course is being dropped)

SPAN 4420

SPAN 4421

SPAN 4426

SPAN 4427

SPAN 4428

The above “service area” programs/departments were notified of this modification
on _____ (date) by _____ (mail, email, or phone).

N/A as all programs and courses are within the proposing department

Please check one of the items below:

_____ No comments were received from other programs or departments within one
week of the notification.

_____ Comments were received within one week of the notification, and are attached.

Current major content areas:

1. Advanced language skill review
2. Advanced grammatical structures
3. Review of verb tenses
4. Comprehension of language through film
5. Hispanic world and globalization
6. Cultural diversity and the Spanish speaking countries

Revise major content areas to be:

1. Oral proficiency interview evaluation
2. Advanced language skill review
3. Advanced grammatical structures
4. Comprehension of language and culture through film/readings.
5. Hispanic world and globalization
6. Cultural diversity and the Spanish speaking countries
7. Writing speaking, research and presentation in Spanish

BSU Curriculum Forms

Form 2

Updated 9.19.15

Course Modification Form

Current Course Number(s):

Undergraduate: SPAN 3313

Graduate:

Proposed Course Number(s), if different:

Undergraduate:

Graduate:

Current Course Title: Spanish Conversation Workshop

Proposed Course Title, if different: Spanish Oral Proficiency Skills Workshop I

Current Course Description: A course designed to refine the basic skills of understanding oral Spanish. Prerequisite: SPAN 2212 or consent of instructor; Corequisite: SPAN 3311 and SPAN 3312 or consent of instructor. (Might not be offered every year.)

Proposed Course Description, if different: A course designed to refine the basic skills of understanding oral Spanish and speaking proficiency. Course may be repeated for up to 2 credits. Prerequisite(s): SPAN 2212, SPAN 3311. Co-requisite: SPAN 3312; or consent of instructor. (Might not be offered every year.)

Current Credits: 1-4

Proposed Credits, if different: 1

Curr coord: Course is repeatable for up to 2 credits max. Add to repeat table.

Current Prerequisite(s):

Undergraduate: SPAN 2212 or consent of instructor; Corequisite: SPAN 3311 and SPAN 3312 or consent of instructor.

Graduate:

Proposed Prerequisite(s), if different:

Undergraduate: Prerequisite(s): SPAN 2212, SPAN 3311. Co-requisite: SPAN 3312; or consent of instructor.

Graduate:

1) Reason(s) for change(s): Oral proficiency highlighted.

2) May this modified course replace the current course for students remaining in the old curriculum? Yes X No If not, please drop the current course and submit a new course form for the modification.

3) Do these modifications change any of the following? **For all Yes answers, please provide updated information on the next page.**

Student Learning Outcomes Yes X No

Major Content Areas Yes X No

Projected Maximum Class Size (Cap) Yes No X

4) Current Course fee(s) per student: \$

for:

Proposed Course fee(s) per student, if different: \$

for:

5) Service Areas:

This course is a requirement or an elective in the programs/areas listed below. To locate where this course appears please search the online catalog, as follows:

a) go to <http://www.bemidjistate.edu/academics/catalog/> and choose the most recent catalog(s),

b) click on “Areas of Study, and Course Descriptions,”

c) click on “PDF of Entire Catalog” in upper right,

d) press Ctrl F, and enter the prefix and number of the course(s) from this form.

Non-licensure programs: -Spanish B.A. major

Teacher Licensure programs: Spanish Education, B.S. major

Liberal Education: N/A

Prerequisite(s): This course is a prerequisite of the following courses.

N/A

The above “service area” programs/departments were notified of this modification on _____ (date) by _____ (mail, email, or phone).

N/A as all programs and courses are within the proposing department

Please check one of the items below:

_____ No comments were received from other programs or departments within one week of the notification.

_____ Comments were received within one week of the notification, and are attached.

Current Learning outcomes and major content areas:

None

Proposed Learning outcomes and major content areas:

Student Outcomes:

Students will:

*demonstrate ways to express themselves and interact orally in the target language with others in different types of discourse (such as conversation, exposition, debate, role-plays, narration, etc.) at the intermediate-advanced level (ACTFL guidelines). (Measured using a rubric based on the Oral Proficiency Interview at the end of the semester.)

*demonstrate knowledge of the interconnectedness of global dynamics (issues, processes, trends, systems, etc.) as it applies to topics and issues of the Spanish speaking world.

Major Content Areas:

Spanish grammar, writing, comprehension, and oral expression.

Hispanic art, literature, film

Film and literature analysis

Spanglish

BSU Curriculum Forms

Form 2

Updated 9.19.15

Course Modification Form

Current Course Number(s):

Undergraduate: SPAN 3314

Graduate:

Proposed Course Number(s), if different:

Undergraduate: 3319

Graduate:

Current Course Title: Spanish for the Professions

Proposed Course Title, if different:

Current Course Description:

A course designed to develop the Spanish vocabulary necessary for work in a specific field. Professional areas change as announced: medical professions, education, business and finance, social work, criminal justice, law and the courtroom. Prerequisites: SPAN 3311 and SPAN 3312 or consent of instructor. (Might not be offered every year.)

Proposed Course Description, if different:

Current Credits: 3

Proposed Credits, if different:

Current Prerequisite(s):

Undergraduate: SPAN 3311 and SPAN 3312 or consent of instructor.

Graduate:

Proposed Prerequisite(s), if different:

Undergraduate:

Graduate:

1) Reason(s) for change(s):

Revising course number to indicate this is a stand-alone course and not part of a sequence.

2) May this modified course replace the current course for students remaining in the old curriculum? Yes X No If not, please drop the current course and submit a new course form for the modification.

3) Do these modifications change any of the following? **For all Yes answers, please provide updated information on the next page.**

Student Learning Outcomes Yes No X

Major Content Areas Yes No X

Projected Maximum Class Size (Cap) Yes No X

4) Current Course fee(s) per student: \$
for:
Proposed Course fee(s) per student, if different: \$
for:

5) Service Areas:

This course is a requirement or an elective in the programs/areas listed below. To locate where this course appears please search the online catalog, as follows:

- a) go to <http://www.bemidjistate.edu/academics/catalog/> and choose the most recent catalog(s),
- b) click on “Areas of Study, and Course Descriptions,”
- c) click on “PDF of Entire Catalog” in upper right,
- d) press Ctrl F, and enter the prefix and number of the course(s) from this form.

Non-licensure programs:
Spanish, BA major

Teacher Licensure programs:
Spanish Education

Liberal Education:
Spanish minor

The above “service area” programs/departments were notified of this modification on _____ (date) by _____ (mail, email, or phone).

Please check one of the items below:

_____ No comments were received from other programs or departments within one week of the notification.

_____ Comments were received within one week of the notification, and are attached.

BSU Curriculum Forms

Form 2

Updated 9.19.15

Course Modification Form

Current Course Number(s):

Undergraduate: SPAN 4415

Graduate:

Proposed Course Number(s), if different:

Undergraduate:

Graduate:

Current Course Title: A Study of Selected Hispanic Drama

Proposed Course Title, if different: Hispanic Drama

Current Course Description: A study of selected works. Prerequisite(s): SPAN 3312 or consent of instructor. (Might not be offered every year.)

Proposed Course Description, if different:

Current Credits: 3

Proposed Credits, if different:

Current Prerequisite(s):

Undergraduate: SPAN 3312 or consent of instructor.

Graduate:

Proposed Prerequisite(s), if different:

Undergraduate:

Graduate:

1) Reason(s) for change(s): Shorter title.

2) May this modified course replace the current course for students remaining in the old curriculum? Yes X No If not, please drop the current course and submit a new course form for the modification.

3) Do these modifications change any of the following? **For all Yes answers, please provide updated information on the next page.**

Student Learning Outcomes Yes X No

Major Content Areas Yes X No

Projected Maximum Class Size (Cap) Yes No X

4) Current Course fee(s) per student: \$
for:

Proposed Course fee(s) per student, if different: \$
for:

5) Service Areas:

This course is a requirement or an elective in the programs/areas listed below. To locate where this course appears please search the online catalog, as follows:

- a) go to <http://www.bemidjistate.edu/academics/catalog/> and choose the most recent catalog(s),
- b) click on “Areas of Study, and Course Descriptions,”
- c) click on “PDF of Entire Catalog” in upper right,
- d) press Ctrl F, and enter the prefix and number of the course(s) from this form.

Non-licensure programs: B. A. Spanish major/minor

Teacher Licensure programs: B. S. Spanish Education major

Liberal Education: N/A

Prerequisite(s): This course is a prerequisite of the following courses.
N/A

The above “service area” programs/departments were notified of this modification on _____ (date) by _____ (mail, email, or phone).

N/A as all programs and courses are within the proposing department

Please check one of the items below:

_____ No comments were received from other programs or departments within one week of the notification.

_____ Comments were received within one week of the notification, and are attached.

Current outcomes and major content areas:

None

Proposed Student outcomes

Students will:

- a) become familiar with the achievements of a number of playwrights
- b) apply historical, cultural, aesthetic, and literary understandings to the discipline of theater
- c) apply criteria to make informed assessments in works of theater
- d) develop intra and interpersonal skills essential to the collaborative process in theater
- e) process and respond to sensory information through the language unique to theater
- f) examine and explain in oral, visual, and written discussion how these texts work as socio-cultural and political documents
- g) identify and discuss different themes across a range of plays, including how those themes emerge in theaters for varied audiences

Proposed Content Areas

- a) Hispanic drama and playwrights in different movement periods
- b) Hispanic cultural politics
- c) Hispanic theater as aesthetic and sociocultural practices
- d) Hispanic individual and group identity
- e) historical Hispanic identity
- f) gender, memory, censorship, self-censorship, borders, indigenous etc. performance

BSU Curriculum Forms

Form 2

Updated 9.19.15

Course Modification Form

Current Course Number(s):

Undergraduate: SPAN 4430

Graduate:

Proposed Course Number(s), if different:

Undergraduate:

Graduate:

Current Course Title: Spanish Grammar and Linguistics

Proposed Course Title, if different: Spanish Linguistics

Current Course Description: The application of knowledge from ML 3430 Linguistics to the Spanish language. Intensive grammar review as needed. Emphasis on aspects of the language that enhance the teaching of Spanish to English-speaking students. Corequisite: ML 3430.

Proposed Course Description, if different: The application of knowledge of ML 3430 Linguistics to the Spanish language. An introductory course of Spanish topics of phonology, morphology, syntax, lexicography, semantics, and language acquisition theory. Includes the study of the origins and evolution of Spanish and its current use. Prerequisite(s): SPAN 3311 and SPAN 3313 Pre/Co-requisite(s): ML 3430; or consent of instructor.

Current Credits: 1

Proposed Credits, if different: 3

Current Prerequisite(s):

Undergraduate: Corequisite: ML 3430

Graduate:

Proposed Prerequisite(s), if different:

Undergraduate: SPAN 3311 and SPAN 3313 Pre/Co-requisite(s): ML 3430 or consent of instructor.

Graduate:

1) Reason(s) for change(s): Emphasis strictly on Spanish linguistics. Current credits of 1 did not afford quality coverage of material. Expanding to 3 credits will allow sufficient time for students to acquire appropriate and sufficient skills in the course. Because grammar is covered under other courses we will be able to focus exclusively on Spanish Linguistics.

2) May this modified course replace the current course for students remaining in the old curriculum? Yes X No If not, please drop the current course and submit a new course form for the modification.

3) Do these modifications change any of the following? **For all Yes answers, please provide updated information on the next page. (See attachment.)**

Student Learning Outcomes	Yes <u> X </u>	No <u> </u>
Major Content Areas	Yes <u> X </u>	No <u> </u>
Projected Maximum Class Size (Cap)	Yes <u> </u>	No <u> X </u>

4) Current Course fee(s) per student: \$
for:
Proposed Course fee(s) per student, if different: \$
for:

5) Service Areas:

This course is a requirement or an elective in the programs/areas listed below. To locate where this course appears please search the online catalog, as follows:

- go to <http://www.bemidjistate.edu/academics/catalog/> and choose the most recent catalog(s),
- click on “Areas of Study, and Course Descriptions,”
- click on “PDF of Entire Catalog” in upper right,
- press Ctrl F, and enter the prefix and number of the course(s) from this form.

Non-licensure programs: Spanish, B.A. major

Teacher Licensure programs: Spanish Education, B.S. major

Liberal Education: N/A

Prerequisite(s): This course is a prerequisite of the following courses.
N/A

The above “service area” programs/departments were notified of this modification on (date) by (mail, email, or phone).

N/A as all programs and courses are within the proposing department

Please check one of the items below:

 No comments were received from other programs or departments within one week of the notification.

 Comments were received within one week of the notification, and are attached.

Major Content Areas:

1. Presentation and discussion of materials in the target language.
2. Issues related to Spanish linguistics.
3. Vocabulary and core concepts/ideas in the areas of applied and formal linguistics (i.e., terminology, classifications, methods, historical and current research trends).
4. Study and teaching of Spanish.
5. Acquiring skills in working with others.
6. Acquiring a deeper understanding of linguistic diversity of Hispanic cultures.
7. Identify attitudes toward bilingualism and non-standard language use.
8. Some topics include history of the Spanish language, phonology, pronunciation, grammatical changes, dialectal and lexical variation.
9. Advanced language study.

Learning Outcomes:

INDICATOR	ASSESSMENT ACTIVITY	ASSESSMENT CRITERION
A. 1: understand language as a system	Tests Essays	Passing grade Evidence of critical thinking, understanding of material
A. 2: understand first and second language acquisition theory and how this informs practice	Tests	Passing grade
C.5: have a sociolinguistic understanding sufficient for accurately communicating the interrelationships of the language;	Tests	Passing grade

La Universidad de Bemidji State
Lingüística española - SPAN 4430
Sílabus – semestre ____3 credits

Instructor and Course Information

Instructor	April J. Larson
Office	Hagg-Sauer 315
Office Hours	12 & 1 MTWF (Also by appt.)
Phone	218-755-2809
E-mail	alarson@bemidjistate.edu
Class Meeting Time	Tuesdays @ 4:00 in H-S 248B

Texto: Hualde, Olarrea y Escobar. *Introducción a la lingüística hispánica*. New York: Cambridge University Press, 2002.

Course Description: The application of knowledge from ML 3430 to the Spanish language. An introductory course of Spanish topics of phonology, morphology, syntax, lexicography, semantics, and language acquisition theory. Includes the study of the origins and evolution of Spanish and its current use.

Prerequisites:

SPAN 3311 and SPAN 3313 Pre/Co-requisite(s): ML 3430 or consent of instructor.

Goal: Linguistics is the study of human languages – what they are composed of and how they are used. This course provides an introduction to Spanish linguistics and establishes the basis for future application of linguistic principles. The goal of this course is to provide students with a level of knowledge that enables them to make connections between the structure of Spanish and relevant issues in contemporary Spanish linguistics such as (among others), language variation and Spanish in the United States.

Objectives: Acquire skills and demonstrate understanding of basic fields of linguistic analysis (syntax, morphology, phonology, semantics) and consideration of sub-fields (dialectology, language change, history of the Spanish language).

Grading: The final course grade will consist of the following components:

Component	%	Explanation
Journal article review & presentations	20%	Review & critique two journal articles relating to course content. Specific guidelines will be given in class.
Tests	35%	Midterm and End of Quarter Tests

Portfolio	30%	Answers to text exercises along with questions about or responses to the readings will be submitted weekly, then assembled together in a Portfolio.
Class participation	15%	Preparation and active participation are important for maintaining class discussion.

Major Content Areas:

1. Presentation and discussion of materials in the target language.
2. Issues related to Spanish linguistics.
3. Vocabulary and core concepts/ideas in the areas of applied and formal linguistics (i.e., terminology, classifications, methods, historical and current research trends).
4. Study and teaching of Spanish.
5. Acquiring skills in working with others.
6. Acquiring a deeper understanding of linguistic diversity of Hispanic cultures.
7. Identify attitudes toward bilingualism and non-standard language use.
8. Some topics include history of the Spanish language, phonology, pronunciation, grammatical changes, dialectical and lexical variation.
9. Advanced language study.

Learning Outcomes:

INDICATOR	ASSESSMENT ACTIVITY	ASSESSMENT CRITERION
B. 1: understand language as a system	Tests Essays	Passing grade Evidence of critical thinking, understanding of material
B. 2: understand first and second language acquisition theory and how this informs practice	Tests	Passing grade
C.5: have a sociolinguistic understanding sufficient for accurately communicating the interrelationships of the language;	Tests	Passing grade

Horario tentativo

Note: Assigned readings and activities should be completed **prior to** the date shown to their left. Exercise responses and questions about/responses to readings will be collected weekly and later resubmitted in the form of a portafolio.

30 agosto	Texto: 1-25	Introducción al curso Lectura en clase
6 sep	Texto: 26-50	Ejercicios 1-8 (pp. 42-43)

13 sep	Texto: 51-75	Ej. 1 (p. 49) Ej. 2 (p. 52) Ej. 3 (p. 54) Ej. 5-7 (p. 74)
20 sep	Texto: 76-100	Ej. 8 (p. 80) Ej. 9 (p. 81) Ej. 10-11 (p. 84) Ejercicios de repaso (ej. 12-14) (pp. 86-88) Ej. 15-20 (pp. 95-97)
27 sep	Texto: 101-125	Ej. 21-23 (pp. 100) Ej. 24 (p. 103) Ej. 25-26 (pp. 104-106) Ej. 27-29 (p. 111) Entregar: *Artículo sobre algún aspecto lingüístico
4 oct	Texto: 126-150	Ej. 1-2 (p. 130) Ej. 3-8 (pp. 132-133) Ej. 9-12 (p. 135-137) Ej. 13 (p. 140) Ej. 14 (p. 142) Ej. 15 (p. 144) Ej. 16 (p. 145)
11 oct	Texto: 151-175	Ej. 17-18 (p. 158) Ej. 19 (p. 165) Ej. 20-22 (pp. 170-172) Ej. 23-27 (p. 175) Entregar: Ensayo #1
18 oct	Texto: 176-200	Ej. 28 (p. 176) Ej. 29-31 (p. 179) Ej. 32-33 (p. 182) Ej. 34-35 (p. 184) Ej. 36 (p. 185) Ej. 37-41 (pp. 191-192) Ej. 42-45 (p. 198) Ej. 46 (p. 200) Examen I
25 oct	Texto: 201-225	Ej. 47-48 (p. 201) Ejercicios de repaso: Ej. 49-62 (pp. 203-204) Ej. 1 (p. 213) Ej. 2-4 (p. 214) Ej. 5 (p. 216) Ej. 6-7 (p. 222) Ej. 8 (p. 223)
1 nov	Texto: 226-250	Ej. 9 (p. 226)

		Ej. 10 (p. 229) Ej. 11-12 (p. 231-232) Ej. 13 (p. 235) Ej. 14 (p. 238) Ej. 15 (pp. 247-248) Ej. 16-18 (pp. 249-250)
8 nov	Texto: 251-275	Ej. 19 (pp. 252-253) Ej. 20-21 (p. 256) Ej. 22-23 (pp. 260-261) Ej. 24-25 (pp. 265-266)
15 nov	Texto: 276-300	Ej. 1 (p. 282) 4 ejercicios (p. 29-299)
22 nov	Texto: 301-325	Ejercicio (p. 303) Preguntas 1-10 (p. 307) Entrevista (p. 317) Ejercicios de repaso: Ej. 1-6 (pp. 323-326)
29 nov	Texto: 326-350	Ejercicio (p. 341)
6 dic	Texto: 351-364	Ejercicios de repaso: Ej. 1-20 (pp. 360-364) Entregar: Portafolio de respuestas a los ejercicios
13 dic		Entregar: Ensayo final Examen II

BSU Curriculum Forms

Form 3

Updated: 9.19.15

New Course Form

Course Number: SPAN 3317

Undergraduate: X

Graduate:

Course Title: Topics in Latin America

Course Description: An in-depth study of Latin America. Varies by semester. May be repeated for up to 6 credits with different topic subtitles. Prerequisite(s): SPAN 3311 Pre/Co-requisite: SPAN 3312, or consent of instructor. Liberal Education Goal Area 8. Might not be offered every year.

Possible Topics:

- 1. Cinema, Literature and Culture:** Major cinematic movements Latin America, their influence and their relationship to literary and cultural issues. Possible topics include: the art of adaptation of narrative to film or Latin American Magical Realism.
- 2. History and Culture:** The Most Important Events in the History of Latin America.
- 3. Music and Traditions:** Possible Topics include: Gastronomy, traditional music and dances, by each region. Practice and presentation of each topic.
- 4. From México to Tierra del Fuego:** Artistic, cultural and pre-Hispanic expressions of people from Latin American.

Credits: 3

Curr coord: Repeatable for up to 6 credits. Add to repeat table.

Prerequisite(s):

Undergraduate: SPAN 3311 Pre/Co-requisite: SPAN 3312, or consent of instructor.

Graduate:

1. Reason(s) for creating this course: To provide a variety of topic studies that offers flexibility and emphasize unique and varied topics particular to Latin America in the target language.
2. How often will this course be offered? Every two to four years.

3. What are the student learning outcomes for the course (please precede each outcome with "Students will...")?

- Develop conversational, grammatical, reading and writing proficiency in Spanish at the advanced level.
- Engage in conversation, provide and obtain information, express feelings, and exchange opinions.
- Comprehend and interpret written and spoken language on a variety of topics.
- Present information, concepts, and ideas to an audience of listeners on a variety of topics.
- Expand historical and cultural awareness of Latin America and apply it to the study of the region.
- Learn about the basic historical and cultural origins of Latin America, including pre-colonial, colonial, and post-colonial Latin America
- Gain a perspective on regional cultures, religions, languages, and the arts in Latin America.
- Experience current popular cultures in Latin America in a variety of ways, by using authentic material.
- Enhance the ability to think critically about culture, social relations, history, politics and language in Latin America.

Lib Ed	ACTFL	PELSB
<p>Students will:</p> <p>Goal Area 6: Humanities and the Arts</p> <p>*demonstrate awareness at the scope and variety of works in the arts and humanities.</p> <p>*understand those works as expressions of individual and human values within an historical and social context</p> <p>*respond critically to works in the arts and humanities</p> <p>*engage in the creative process of interpretive performance</p> <p>*articulate and inform personal reaction to works in the arts and humanities</p>	<p>COMMUNICATION</p> <p>Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</p> <ul style="list-style-type: none"> • Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. • Interpretive Communication: Learners understand, interpret, and 	<p>Subpart 3A</p> <p>(4) Comprehend, interpret, evaluate information received in the target language through reading and listening at the level that results from demonstrating the speaking proficiency, and</p> <p>A (5) use familiar topics to write in English and the native language narratives, and descriptions of a factual nature or routine, correspondence consisting of several paragraphs to a level understandable to a native.</p> <p>C (1) be aware of areas of the world where the target language is spoken and know that life in all these areas may vary widely,</p> <p>(2) understand the target culture from a variety of perspectives, including historical, geographical,</p>

	<p>analyze what is heard, read or viewed on a variety of topics.</p> <ul style="list-style-type: none"> • Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. <p>CULTURES</p> <p>Interact with cultural competence and understanding</p> <ul style="list-style-type: none"> • Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. • Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. <p>CONNECTIONS</p> <p>Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations</p> <ul style="list-style-type: none"> • Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. 	<p>political and artistic and contemporary viewpoints. (4) understand the history of institutions within the cultures sufficiently for comprehending why current conditions exist. (5) have a sociolinguistic understanding sufficiently for accurately communicating the interrelationships of the language and culture; and (6) understand that both content and process are important and that cultural knowledge and understanding are interdisciplinary (7) understand that culture is neither monolithic nor static and that developing insights into the variability of cultural phenomena is a life-long process (8) know that every cultural phenomenon is unique and is affected by age, geographic region, sex, class, and other factors and that multiple perspectives, value systems, and modes of decision-making and behaviors exist; (9) know about cultural stereotyping and how to address it as a result of developing skills in processing information which include observing, comparing, and inquiring about cultural phenomena, analyzing and hypothesizing about the phenomena, and synthesizing and determining their generalizability; (10) compare and contrast cultures of people who speak another language with the teacher's own culture</p>
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	<ul style="list-style-type: none"> • Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. <p>COMPARISONS</p> <p>Develop insight into the nature of language and culture in order to interact with cultural competence</p> <ul style="list-style-type: none"> • Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. • Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. <p>COMMUNITIES</p> <p>Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</p> <ul style="list-style-type: none"> • School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. • Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. 	
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Lib Ed & Critical Thinking Assessment

- Group and individual cultural presentations
- Research-based essays and projects
- Listening comprehension evaluation
- Oral Proficiency Interview
- ACTFL Written Proficiency Evaluation
- Guided discussion in the target language
- Exams
- Final grade earned

4. What are the major content areas for the course?

1. Presentation and discussion of materials in the target language.
2. Reading and discussing selections from literary works.
3. Viewing and discussing films, documentaries, works of art.
4. The analysis of these works from a textual, historical, and social perspective including authentic documents such as films, video clips, literature, and documentaries.
5. Listening to guest speakers and/or participating in community activities and events.
6. The written or oral analysis of presented materials using essays, compositions, presentations, or journals focusing on fostering intercultural understanding and sensitivity.
7. The creation and presentation of original written and power point and video clip works in the target language.
8. Linguistic, literary, creative, and analytical activities based on exposure to and awareness of different cultures and different peoples who share a common language.
9. Develop a critical understanding of the main debates and problems of Latin American history, society and culture, and familiarity with the successes, failures, contrasts, and future challenges facing Latin America.
10. Familiarity with vocabulary of the social sciences, literature, and film.

11. Culture: Students acquire cultural information for the purpose of understanding and appreciating the products, practices, and perspectives of other cultures. Topics vary according to readings and viewings.

12. Critical thinking and problem solving through conversation.

13. Continue to develop the ability to respond to new and diverse perspectives, and use language in imaginative and original ways to make useful contributions.

5. Is this course repeatable for credit, and if so, what is the maximum number of credits that can be earned? Yes. Six.

6. If this course is intended primarily for off-campus delivery (not offered on campus), what delivery mechanism will be used?

7. What is the projected maximum class size (cap)? 15

8. What qualified faculty will be available to teach this course? Dr. Miriam Rivera-Hokanson; April Larson

NOTE WELL: Department and dean, in approving this proposal, attest both to the adequacy of the qualifications of faculty here named, and to their availability to teach the course at the frequency specified above, without excessive overload or disruption to other curriculum.

9. What additional library and other resources need or should be provided for this course, that are not already available?

10. What special personal property or service fee(s) would be charged to students taking this course? These charges would be for 1) items that are retained by the student and have an educational or personal value beyond the classroom, or 2) services that are on the student's behalf (see MnSCU Board Policy 5.11).

Amount per student: \$

For:

11. Attach a sample syllabus for the course. Note: if this course is double-numbered (u-grad/grad), the syllabus must include an additional component for graduate students.

Bemidji State University
SPAN 3317: Topics in Latin America

3 credits

Spanish 3317

Instructor: Dr. Miriam Rivera-Hokanson

Office: HS 310

Office Hours: TBA

E-mail: mriverahokanson@bemidjistate.edu

Phone: 755-2810 or leave a message at 755-2880

Course Description: An in-depth study of Latin America. Varies by semester. May be repeated for up to 6 credits with different topic subtitles. Prerequisite(s): SPAN 3311 Pre/Co-requisite: SPAN 3312, or consent of instructor. Liberal Education Goal Area 8. Might not be offered every year.

Possible Topics:

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- 4. From México to Tierra del Fuego:** Artistic, cultural and pre-Hispanic expressions of people from Latin American.

Learning outcomes:

Students will ...

-Develop conversational, grammatical, reading and writing proficiency in Spanish at the advanced level.

- Engage in conversation, provide and obtain information, express feelings, and exchange opinions.
- Comprehend and interpret written and spoken language on a variety of topics.
- Present information, concepts, and ideas to an audience of listeners on a variety of topics.
- Expand historical and cultural awareness of Latin America and apply it to the study of the region.
- Learn about the basic historical and cultural origins of Latin America, including pre-colonial, colonial, and post-colonial Latin America
- Gain a perspective on regional cultures, religions, languages, and the arts in Latin America.
- Experience current popular cultures in Latin America in a variety of ways, by using authentic material.
- Enhance the ability to think critically about culture, social relations, history, politics and language in Latin America.

Lib Ed	ACTFL	PELSB
<p>Students will:</p> <p>Goal Area 6: Humanities and the Arts</p> <p>*demonstrate awareness at the scope and variety of works in the arts and humanities.</p> <p>*understand those works as expressions of individual and human values within an historical and social context</p> <p>*respond critically to works in the arts and humanities</p> <p>*engage in the creative process of interpretive performance</p> <p>*articulate and inform personal reaction to works in the arts and humanities</p>	<p>COMMUNICATION</p> <p>Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</p> <ul style="list-style-type: none"> • Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. • Interpretive Communication: Learners understand, interpret, and analyze what is heard, read or viewed on a variety of topics. • Presentational Communication: Learners present information, 	<p>Subpart 3A</p> <p>(4) Comprehend, interpret, evaluate information received in the target language through reading and listening at the level that results from demonstrating the speaking proficiency, and</p> <p>A (5) use familiar topics to write in English and the native language narratives, and descriptions of a factual nature or routine, correspondence consisting of several paragraphs to a level understandable to a native.</p> <p>C (1) be aware of areas of the world where the target language is spoken and know that life in all these areas may vary widely,</p> <p>(2) understand the target culture from a variety of perspectives, including historical, geographical, political and artistic and contemporary viewpoints.</p> <p>(4) understand the history of institutions within the cultures sufficiently for comprehending why current conditions exist.</p>

	<p>concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p>CULTURES</p> <p>Interact with cultural competence and understanding</p> <ul style="list-style-type: none"> Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. <p>CONNECTIONS</p> <p>Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations</p> <ul style="list-style-type: none"> Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are 	<p>(5) have a sociolinguistic understanding sufficiently for accurately communicating the interrelationships of the language and culture; and</p> <p>(6) understand that both content and process are important and that cultural knowledge and understanding are interdisciplinary</p> <p>(7) understand that culture is neither monolithic nor static and that developing insights into the variability of cultural phenomena is a life-long process</p> <p>(8) know that every cultural phenomenon is unique and is affected by age, geographic region, sex, class, and other factors and that multiple perspectives, value systems, and modes of decision-making and behaviors exist;</p> <p>(9) know about cultural stereotyping and how to address it as a result of developing skills in processing information which include observing, comparing, and inquiring about cultural phenomena, analyzing and hypothesizing about the phenomena, and synthesizing and determining their generalizability;</p> <p>(10) compare and contrast cultures of people who speak another language with the teacher's own culture</p>
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	<p>available through the language and its cultures.</p> <p>COMPARISONS</p> <p>Develop insight into the nature of language and culture in order to interact with cultural competence</p> <ul style="list-style-type: none"> • Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. • Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. <p>COMMUNITIES</p> <p>Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</p> <ul style="list-style-type: none"> • School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. • Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. 	
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Major Content Areas:

1. Presentation and discussion of materials in the target language.
2. Reading and discussing selections from literary works.
3. Viewing and discussing films, documentaries, works of art.
4. The analysis of these works from a textual, historical, and social perspective including authentic documents such as films, video clips, literature, and documentaries.
5. Listening to guest speakers and/or participating in community activities and events.
6. The written or oral analysis of presented materials using essays, compositions, presentations, or journals focusing on fostering intercultural understanding and sensitivity.
7. The creation and presentation of original written and power point and video clip works in the target language.
8. Linguistic, literary, creative, and analytical activities based on exposure to and awareness of different cultures and different peoples who share a common language.
9. Develop a critical understanding of the main debates and problems of Latin American history, society and culture, and familiarity with the successes, failures, contrasts, and future challenges facing Latin America.
10. Familiarity with vocabulary of the social sciences, literature, and film.
11. Culture: Students acquire cultural information for the purpose of understanding and appreciating the products, practices, and perspectives of other cultures. Topics vary according to readings and viewings.
12. Critical thinking and problem solving through conversation.
13. Continue to develop the ability to respond to new and diverse perspectives, and use language in imaginative and original ways to make useful contributions.

Lib Ed & Critical Thinking Assessment

- Group and individual cultural presentations
- Research-based essays and projects
- Listening comprehension evaluation

- Oral Proficiency Interview
- ACTFL Written Proficiency Evaluation
- Guided discussion in the target language
- Exams
- Final grade earned

Required textbooks and materials: will vary

Recommended:

Useful Online sources

<http://www.colby.edu/personal/b/bknelson/exercises/> (Grammar/cultural activities)

<http://www.elmundo.es/diccionarios> (On-line Dictionary)

<http://www.univision.com> (noticias nacionales e internacionales y del medio artísti

Course requirements:

Students are expected to complete the assigned readings and assignments before each class in order to actively participate in class discussions.

Attendance and participation: Your presence and active participation in class is very important. You are allowed up to 3 absences during the semester, use them wisely for when you have personal/family events or dangerous weather related situations. Attendance is mandatory. Being late or leaving class early three times will count as an absence. Also, no preparation; falling asleep; cell phone/texting and disrupting participation will count as an absence. More than 3 absences will affect your final grade by 1%.

Make-up work for homework/class work or exams will not accepted, unless you have an official excuse.

Complete your assignments on time: You will not be able to be actively engage in class discussions if you are not fully prepared and it will adversely affect your grade. During class you will discuss the assigned materials in pairs, small groups or with the entire class as well and complete other types of activities based on the homework. In group and class discussions you will nearly always be speaking Spanish. Expect to hear Spanish spoken in the classroom from the

first day of class and make every possible effort to do so yourself. Speak with confidence, use the time allocated to express ideas in Spanish (not giving the shortest possible answer and then sitting there silently or speaking English). While speaking provide complete sentences and maintain a short dialogue by asking and answering questions. During class discussions your professor will help you through any gaps in vocabulary or grammar.

Assignments:

Come to class prepared to discuss: reading assignments, documentaries, interviews, films and other listed material in your syllabus. All the assignments are scheduled and should be done prior coming to class, so you are well prepare to discuss them. Check grammar for each written assignment, since you will be turn in for grade after discussion.

Pruebas: These quizzes will be about the material presented in class, such as the appropriate grammar used, vocabulary or selected reading and visual material.

Exams: There will be 2 regular exams and a final as scheduled.

Essays: There will be 2 essays, each are to be completed individually. Using the reading and articles write a literary analysis about the selected reading. You are required to write a maximum of 4 pages, MLA style, double spaced, font: Times New Roman. Check your grammar before turning in your paper.

Oral presentations: There will be 2 presentations (in group), and 1 individual "creative project" presentation, at the end of the semester.

Grading Method:

Regular Exams (2@ 10% each) -----	20%
Pruebas 2@ 5% each-----	10%
Preparation(readings and writing assignments) participation in class discussions --	10%
Essays (2 @ 10% each) -----	20%
Oral presentations in group (2 @ 10% each) -----	20%
Creative project presentation -----	10%
Final exam -----	10%

Grading System:

A+ = 97% -100% (4.00/4.00)	C+ = 77% -79% (2.33/4.00)
A = 93% - 96% (4.00/4.00)	C = 73% -76% (2.00/4.00)
A - = 90% - 92% (3.67/4.00)	C- = 70% -72% (1.67/4.00)
B+ = 87% - 89% (3.33/4.00)	D+ = 67% - 69% (1.33/4.00)
B = 83% - 86% (3.00/4.00)	D = 63% - 66% (1.00-4.00)
B- = 80% - 82% (2.67/4.00)	D- = 60% - 62% (0.6/4.00)
	F= 0% - 59% (0.00/4.00)

Academic Integrity:

BSU students are expected to practice the highest standards of ethics, honesty and integrity in all of their academic work. Any form of academic dishonesty (e.g., plagiarism, cheating and misrepresentation) may result in disciplinary action. Possible disciplinary actions may include failure for part of all of a course as well as suspension from the University.

Students with Special Needs:

BSU is committed to making all educational programs, course materials, services and activities sponsored by the University accessible to individuals with disabilities. Students requesting accommodations due to a disability or other need for access should contact Accessibility Services as soon as possible. Accessibility Services is located at Decker Hall 202. PH: 218.755.3883 or email: accessibility@bemidjistate.edu. This information is also available through Minnesota Relay Services at 800.627.3529.

Mental Health & Counseling:

You may experience mental health concerns or stressful events that may lead to diminished academic performance. The Student Center for Health & Counseling is available to assist you with concerns. Office: Cedar hall, first floor (218) 755-2053 fax: (218) 755-2750.

Tutor.com:

The Minnesota State system has updated the online tutoring service available to our students. We are now partnering with Tutor.com to offer 24/7 online tutoring, which will connect students with an expert tutor for extra assistance one-on-one. Online tutoring services can be accessed through the main page in D2L and your course page, by clicking on the tutor.com link, located in the "HelpLinks" menu.

All students will receive 15 hours of tutoring at no cost. Tutoring services cover a variety of subject areas including math, writing, accounting, economics, biology, languages and nursing. Additional time may be purchased by students directly through tutor.com.

Calendario tentativo

Class Day/Date Activity/Homework

1	August Week 1 M/27	-Introduction: El cine y la literatura, una relación de intertextualidad -Discusión- Puntos de vista- Ejemplificaciones-
2	W/29	Continuación-Intertextualidades El séptimo arte- Lectura -Martín Garcel. <i>El lenguaje del cine.</i> “ Un arte y un lenguaje”, pp. 16-20, (artículo en fotocopia o PDF). Discusión en grupo
3	F/31	Los orilleros: película, 1975, Drama / Western (90 min) País: Argentina Dirección: Ricardo Luna. Guión: Ricardo Luna / Adolfo Bioy Casares
	Week 2 SEPTEMBER M/3	LABOR DAY- No day classes-
4	W/5	Continuar con la película “Los orilleros”- Preguntas de análisis y comprensión
5	F/7	Lectura -Martín Garcel. <i>El lenguaje del cine.</i> “ Un lenguaje y un ser”, pp. 21-25, (artículo en fotocopia o PDF). Discusión y análisis de la película Los orilleros usando teoría estudia e intertextualidades.
6	Week 3 M/10	EXAMEN #1
7	W/12	¿Qué es la cultura? https://youtu.be/C4bnWcf1HEQ

		<p>Cultura argentina "Voces": la vida cultural argentina, en primera persona. Ministerio de cultura. Presidencia de la nación. Gobierno de la Argentina, 2015.</p> <p>https://www.cultura.gob.ar/noticias/voces-la-vida-cultural-argentina-en-primera-persona/</p> <p>www.cultura.gob.ar/voces–</p>
8	F/14	<p>Ver entrevista sobre la cultura argentina con Prof. Adil Moustaut Shrir,</p> <p>Por Joseph Martin Roldan https://youtu.be/7YIBKk2PwO4</p> <p>Artículo para discutir -Buenos Aires La París de Suramérica-</p>
9	Week 4 M/17	<p>Beatriz Sarlo. Why Buenos Aires Is Not Paris. <i>Words Without Borders Magazine</i> April 2018 issue. <i>In this essay, literary and cultural critic Beatriz Sarlo takes on the longstanding myth that Buenos Aires is the Paris of South America. (A bilingual essay)</i></p> <p>https://www.wordswithoutborders.org/article/april-2018-argentina-buenos-aires-is-not-paris-beatriz-sarlo-becker-tomasin</p>
10	W/19	<p>Discusión del artículo Why Buenos Aires Is Not Paris, de Beatriz Sarlo</p> <p>Buenos aires- Arquitectura- música- teatro-cine</p> <p>Los porteños- Los Rioplatenses</p>
11	F/21	<p>Historia de la Argentina – Breve resumen de la historia de Argentina</p> <p>https://www.slideshare.net/martinaci/breve-resumen-de-la-historia-de-argentina</p> <p>or BREVE RESEÑA DE HISTORIA ARGENTINA</p> <p>http://www.robertexto.com/archivo1/breve_hist_arg.htm#top</p>
	Week 5 M	<p>Argentina: Gobierno Radical 1916- 1930</p> <p>https://www.youtube.com/watch?v=y42jS2Zxe4c</p>

W	Cultura argentina (1916-1930): Moda –consumismo –Bailes: El Tango/La milonga https://www.youtube.com/watch?v=-TcRA4ZMg9Y
F	Argentina: Breve historia del tango y su internacionalización: Carlos Gardel y Libertad Lamarque (cantantes de Tango)
Week 6 M	EXAMEN #2
W	La Invención del Gaucho: 200 años de Literatura argentina, Desde el Sur(30:07 mins). https://youtu.be/6lkRtYLaPM Costumbres -Estilo de vida -Vestimenta
F	Argentina: cultura gaucha- Historiador argentino (26 mins) https://youtu.be/eESgmLx4Y4 El guacho en la literatura de <u>José Hernández</u> , <u>El gaucha Martín Fierro</u> (1872) – Resumen de la vida del gaucha, Martín Fierro
Week 7 M	Costumbres y tradiciones gauchescas: Tradicional bebida del cono sur: El mate Estilo de vida del gaucha
W	Análisis de algunos partes del poemas del <i>Martín Fierro</i> , de José Hernández. Resúmenes de la ida y vuelta del gaucha Martín Fierro
F	Descripción del personaje gaucha Martín Fierro- Distinciones en el poema - Análisis y comprensión –interpretación=
Week 8	Película: <i>Martín Fierro</i> - Lautaro Murua con Alfredo Alcón. Gaucho y Pampa- https://youtu.be/BCVKeEQCuBA

M	
W	Continuar con la película Martín Fierro - Lautaro Murua con Alfredo Alcón. Gaucho y Pampa- https://youtu.be/BCVKeEQCuBA
F	Discusión- Análisis interpretativo del personaje del gaucho y del típico vaquero americano- PRUEBA #1 SOBRE MARTÍN FIERRO Y CULTURA GUACHA
Week 9 M	PRESENTACIÓN ORAL #1 (EN GRUPO)
W	Topics and outline for Research paper: Latin American theme not studied in class – Review about MLA style
F	Latin American Dance: the southern cone Gaucho dance Regiones gauchas: Argentina, Uruguay, Paraguay...
Week 10 M	Continuación... Latin American Dance: the southern cone Gaucho dance Regiones gauchas: Chile y Río Grande do Sul Brazil.
W	Música Folklórica : Chile Camila Moreno. Justiciera y poética. Camila Moreno apareció en la escena chilena para despertar conciencias y enamorar. Manifestaciones en la pintura y/o en documental
F	Música de Protesta y testimonial: Mercedes Sosa y Facundo cabral (Argentina) Manifestaciones en la pintura y/o en documental

Week 11 M	Colombia: El conflicto armado- Las Farc (1964-) ¿Quiénes son los miembros? Documental Farc-ep - Solución política https://youtu.be/ssbCAtejRO4
W	Análisis de las pinturas de Juan Manuel Echavarría Discusión en grupo
F	PRESENTACIÓN ORAL #2 (EN GRUPO)
Week 12 M	Topics and outline for Research paper: Latin American theme not studied in class – Review about MLA style
W	Biografía de Che Guevara (Argentina 1928-67) Médico, político, militar, escritor, periodista y revolucionario argentino-cubano, y uno de los ideólogos y comandantes de la Revolución cubana. - Documental
F	Veteran's Day – No classes
Week 13 M	Película: <i>Diarios de motocicleta- Motorcycle Diaries</i>- Director: Walter Salles Los jóvenes médicos Ernesto Guevara (Gael García Bernal) y Alberto Granado (Rodrigo de la Serna) emprendieron un viaje por Latinoamérica antes de convertirse en personajes esenciales de la causa comunista. Año de producción: 2004
W	Continuación...Película: <i>Diarios de Motocicleta</i>
F	Discusión y comentario del diario de viaje- Análisis de la cultura y el paisaje latinoamericano.

		Thanksgiving Break
Week 14 M		PRUEBA #2 SOBRE DIARIOS DE MOTOCICLETA Topics and outline for Research paper: Latin American theme not studied in class – Review about MLA style
W		Presentaciones individuales
F		Presentaciones Individuales
Week 15 M		Presentaciones Individuales Repaso y guía de estudio para el examen final
W		Reading Day – No Classes
F		Examen final

BSU Curriculum Forms

Form 3

Updated: 9.19.15

New Course Form

Course Number:

Undergraduate: SPAN 3320

Graduate:

Course Title: La telenovela

Course Description:

In this course students will learn the usefulness of telenovelas from Spanish-speaking societies as stylistic discourses to promote the knowledge and improvement of their Spanish. We will explore "Las telenovelas" as audio-visual cultural products, and how they contribute to linguistic globalization. Spanish telenovelas are different than the U.S. soap operas in that they are short in duration. Selected telenovelas for this course, such as *Pasión y poder*, will immerse in Spanish pop-culture while at the same time they acquire the language. By watching frequent episodes, and listening actively to dialogues while watching the subtitles, students will develop the pleasure of watching telenovelas and understand that learned language is useful for practical situations, and that telefilms position American Spanish and its varieties in the global linguistic market. The telenovelas are stylistic discourses that promote the knowledge of Spanish through the ease of the pronunciation and the use of music associated to the expression of feelings and emotions. Prerequisite(s): SPAN 3311 Pre/Co-requisite: SPAN 3312 or consent of instructor. Liberal Education Goal Area 8. (Might not be offered every year.)

Credits: (variable 1-2)

Prerequisite(s):

Undergraduate: Prerequisite(s): SPAN 3311 Pre/Co-requisite: SPAN 3312 or consent of instructor.

Graduate:

1. Reason(s) for creating this course: To promote knowledge of Spanish language and Cultures of the Spanish-speaking World through the "telenovela."
2. How often will this course be offered? Varies. Might be yearly, or anywhere from every two to four years.
3. What are the student learning outcomes for the course (please precede each outcome with "Students will...")?

Lib Ed & Critical Thinking Assessment

In the target language, students will

- Engage in group and individual cultural presentations
- Create, interpret and produce research information
- Analyze, examine, research and present essays and projects
- Demonstrate listening comprehension
- Demonstrate oral proficiency interview
- Discuss content in the target language
- Exhibit memory of learned materials through exams
- Analyze usefulness of “telenovelas” as a cultural product for the continued development of their listening, speaking, reading, and writing skills.
- Demonstrate how the language learned will be useful in practical situations.
- Explain “telenovelas” as cultural products created originally in Latin America, and how their global exportation in mass as a product has had a great impact in the linguistic globalization of Spanish in Latin America and internationally

4. What are the major content areas for the course?

The telenovela genre (a major social, cultural, political, and economic force in Latin America, Spain, and the U.S.); writing, listening comprehension, discussion in the target language; cultures and products of the Spanish-speaking world

5. Is this course repeatable for credit, and if so, what is the maximum number of credits that can be earned? No.

6. If this course is intended primarily for off-campus delivery (not offered on campus), what delivery mechanism will be used?

7. What is the projected maximum class size (cap)? 15

8. What qualified faculty will be available to teach this course? Dr. Miriam Rivera-Hokanson

NOTE WELL: Department and dean, in approving this proposal, attest both to the adequacy of the qualifications of faculty here named, and to their availability to teach the course at the frequency specified above, without excessive overload or disruption to other curriculum.

9. What additional library and other resources need or should be provided for this course, that are not already available?

10. What special personal property or service fee(s) would be charged to students taking this course? These charges would be for 1) items that are retained by the student and

have an educational or personal value beyond the classroom, or 2) services that are on the student's behalf (see MnSCU Board Policy 5.11).

Amount per student: \$

For:

11. Attach a sample syllabus for the course. Note: if this course is double-numbered (u-grad/grad), the syllabus must include an additional component for graduate students.

Bemidji State University

SPAN 3320

Title: La telenovela

1-2 credits

Spanish 3320 Tuesday Instructor: Miriam Rivera-Hokanson/April Larson

Office: H-S 317 Office Hours: TBA E-mail:mriverahokanson@bemidjistate.edu

Phone: 755-2810 or leave a message at 755-2880 /755-2809

Course description:

In this course students will learn the usefulness of telenovelas from Spanish-speaking societies as stylistic discourses to promote the knowledge and improvement of their Spanish. We will explore “Las telenovelas” as audio- visual cultural products, and how they contribute to linguistic globalization. Spanish telenovelas are different than the U.S. soap operas in that they are short in duration. Selected telenovelas for this course, such as *Pasión y poder*, will immerse in Spanish pop-culture while at the same time they acquire the language. By watching frequent episodes, and listening actively to dialogues while watching the subtitles, students will develop the pleasure of watching telenovelas and understand that learned language is useful for practical situations, and that telefilms position American Spanish and its varieties in the global linguistic market. The telenovelas are stylistic discourses that promote the knowledge of Spanish through the ease of the pronunciation and the use of music associated to the expression of feelings and emotions.

Learning outcomes:

- Engage in group and individual cultural presentations
- Create, interpret and produce research information
- Analyze, examine, research and present essays and projects
- Demonstrate listening comprehension
- Demonstrate oral proficiency interview
- Discuss content in the target language
- Exhibit memory of learned materials through exams
- Analyze usefulness of “telenovelas” as a cultural product for the continued development of their listening, speaking, reading, and writing skills.
- Demonstrate how the language learned will be useful in practical situations.
- Explain “telenovelas” as cultural products created originally in Latin America, and how their global exportation in mass as a product has had a great impact in the linguistic globalization of Spanish in Latin America and internationally

Minnesota State Language Standards

A.4: comprehend, interpret, and evaluate information received in the target language through reading and listening at the level that results from demonstrating the speaking proficiency

A.5: use familiar topics to write narratives and descriptions of a factual nature or routine correspondence consisting of several paragraphs at a level understandable to a native speaker of the target language.
C.1: be aware of areas of the world where the target language is spoken and know that life in all these areas may vary widely
C.2: Understand the target culture from a variety of perspectives, including historical, geographical, political, and artistic and contemporary viewpoints
C.6: understand that both content and process are important and that cultural knowledge and understanding are interdisciplinary
C.7: understand that culture is neither monolithic nor static and that developing insights into the variability of cultural phenomena is a lifelong process
C.9: know about cultural stereotyping and how to address it as a result of developing skills in processing information which include observing, comparing, and inquiring about cultural phenomena; analyzing and hypothesizing about the phenomena; and synthesizing and determining their generalizability
C.10: compare and contrast cultures of people who speak another language with the teacher's own culture

Liberal Education Goal Areas: Goal Area 8

Lib Ed & Critical Thinking Assessment

In the target language, students will

- Engage in group and individual cultural presentations
- Create, interpret and produce research information
- Analyze, examine, research and present essays and projects
- Demonstrate listening comprehension
- Demonstrate oral proficiency interview
- Discuss content in the target language
- Exhibit memory of learned materials through exams

Prerequisites: SPAN 3311 **Pre/Co-requisite:** SPAN 3312 or consent of instructor.

Major Content Areas:

The telenovela genre (a major social, cultural, political, and economic force in Latin America, Spain, and the U.S.); writing, listening comprehension, discussion in the target language; cultures and products of the Spanish-speaking world

Required materials:

1. Dictionary: * El pequeño Larousse ilustrado. Larousse México, 2008
2. Selected telenovela scripts (UnivisionNow.com) Check email
3. SD card or UBS drive (1 per group)
4. Camcorder (IT rental)

5. Pocket folder

Recommended:

Clarkson, William M. ¡Búscalo! (Look it up!): A quick reference guide to Spanish. John Wiley and sons, 1998.

Useful Online sources <http://www.colby.edu/personal/b/bknelson/exercises/>
(Grammar/cultural activities) <http://www.elmundo.es/diccionarios> (On-line Dictionary)
<http://www.univision.com> (noticias nacionales e internacionales y del medio artístico)
<http://lanic.utexas.edu> (Latin American Network Information Center) música, periódicos,
revistas estaciones de radio, etc) <http://www.elpais.es> (periódico de España)

Course requirements:

Attendance and active participation:

Role will be taken every time the class meets, and attendance is mandatory. Being late or leaving class early three times will count as an absence. You are allowed to 2 absences during the semester, use them wisely for when you have personal/family events or for dangerous weather related situations. More than 2 absences will affect your final grade.

Complete your assignments on time. Prepare materials from the Listening and comprehension activities given in class prior to each episode. During class, you will discuss the materials you have prepared, in pairs, small groups or with the entire class as well as complete other types of activities which will be based on the homework. In group and class discussions, you will nearly always be speaking Spanish. Your grade for this category will be affected if you do not come to class prepared.

To achieve the goals of this course you must attend each class meeting and actively participate in classroom activities while speaking only Spanish during class time. You will also need to complete all homework assignments on time and meet with your instructor in her office to discuss any problems you might have. Make sure to allow extra time for practicing grammar, reading scripts and listening assignments (telenovela episodes). It is sometimes necessary, and always a good practice, to read and listen multiple times to assure your preparation for the next class meeting.

Expect to hear Spanish spoken in the classroom from the first day of class and make every possible effort to do so yourself. Speak with confidence, use the time allocated to express ideas in Spanish (not giving the shortest possible answers and then sitting there silently or speaking English). While speaking, provide complete sentences and maintain a short dialogue by asking and answering questions. During class discussions your professor will help you through any gaps in vocabulary or grammar. Often she will repeat back what you have just said if she thinks that others may not have heard or understood. Hearing something repeated in a different way is often helpful to others, as well as yourself, and does not mean that you have said something wrong.

GENERAL RULE: Falling asleep, cell phone/texting, and disrupting participation during class will adversely affect your grade even after you have earned an excellent grade for each class participation.

Assignments and group projects:

Activities for discussion in your syllabus must be done prior to coming to class since we will discuss them, and at the end of class, you turn them in for grade.

Activities in your syllabus identified “EN CLASS” and/or “EN CASA” will be collected for grade, but I will let you know which ones you need to turn in.

Group activities:

Projects: 2 “Mini-telenovela” scripts. For this activity, you and your group will write 2 scripts Mini-telenovelas.

2 “Mini-telenovela” videos. For this activity you will be using your scripts and film your acting, after editing your video, you will turn it in for grade.

Telenovela Acting role: This activity will be done during the 2 days of the semester. For this activity you will select a particular episode of “Pasión y poder”, act according to your selected character and give a different ending to the episode (capítulo de telenovela)

Final Group project: There will be a final presentation, during final exams. Act an episode of any telenovela in Spanish. Check Univisionnow.com

Grading Method:

Mini – telenovela Scrip (2 Scripts @ 5% each) ----- 10%

Mini- telenovela (2 video @ 10% each) ----- 20%

Telenovela acting role----- 10%

Homework: Readings and writing (assignments pocket) ----- 20%

Preparation and participation in class discussions (oral participation) ----- 20%

Final project: ----- 20%

Grading System:

A+ = 97% -100% (4.00/4.00)	C+ = 77% -79% (2.33/4.00)
A = 93% - 96% (4.00/4.00)	C = 73% -76% (2.00/4.00)
A - = 90% - 92% (3.67/4.00)	C- = 70% -72% (1.67/4.00)
B+ = 87% - 89% (3.33/4.00)	D+ = 67% - 69% (1.33/4.00)
B = 83% - 86% (3.00/4.00)	D = 63% - 66% (1.00-4.00)

B- = 80% - 82% (2.67/4.00)	D- = 60% - 62% (0.6/4.00)
	F= 0% - 59% (0.00/4.00)

Academic Integrity:

BSU students are expected to practice the highest standards of ethics, honesty and integrity in all of their academic work. Any form of academic dishonesty (e.g., plagiarism, cheating and misrepresentation) may result in disciplinary action. Possible disciplinary actions may include failure for part of all of a course as well as suspension from the University.

Students with Special Needs:

BSU is committed to making all educational programs, course materials, services and activities sponsored by the University accessible to individuals with disabilities. Students requesting accommodations due to a disability or other need for access should contact Accessibility Services as soon as possible. Accessibility Services is located at Decker Hall 202. PH: 218.755.3883 or email: accessibility@bemidjistate.edu. This information is also available through Minnesota Relay Services at 800.627.3529.

Mental Health & Counseling:

You may experience mental health concerns or stressful events that may lead to diminished academic performance. The Student Center for Health & Counseling is available to assist you with concerns. Office: Cedar hall, first floor (218) 755-2053 fax: (218) 755-2750.

Tutor.com:

The Minnesota State system has updated the online tutoring service available to our students. We are now partnering with Tutor.com to offer 24/7 online tutoring, which will connect students with an expert tutor for extra assistance one-on-one. Online tutoring services can be accessed through the main page in D2L and your course page, by clicking on the tutor.com link, located in the "HelpLinks" menu.

All students will receive 15 hours of tutoring at no cost. Tutoring services cover a variety of subject areas including math, writing, accounting, economics, biology, languages and nursing. Additional time may be purchased by students directly through tutor.com.

TENTATIVE SCHEDULE

Telenovela: Pasión y Poder- UnivisiónNow.com

SEMANA 1 / T AUGUST 22

VER CAPÍTULOS 1 Y 2

Presentar a los personajes de la telenovela

Estudiar el vocabulario previo al capítulo.

Capítulo 1-Ver capítulo: Eladio y Arturo pelearán por el amor de Julia, y con su ambición y egoísmo destruirán los sueños de sus hijos convirtiendo todo en un juego peligroso.

Contestar preguntas de comprensión

Conversar sobre la situación que afecta a los personajes en este primer capítulo.

Estudiar el vocabulario previo al capítulo.

Capítulo 2: Regina se prueba su vestido de novia pero Nina le prohíbe que use un vestido tan sencillo. Eladio le asegura a Arturo que el terreno de Huatulco será de él.

Contestar preguntas de comprensión

Conversar sobre la situación que afecta de Regina y su madre.

Repasar el pretérito e imperfecto- Describa el ambiente en que ocurren las escenas.

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SEMANA 2/ T-AUGUST 29

VER CAPÍTULOS 3 Y 4

Estudiar el vocabulario previo al capítulo

Capítulo 3: El médico le dice a Eladio que el accidente de David podría tener consecuencias. Nina le prohíbe a Regina que cancele su boda con Joshua.

Contestar preguntas de comprensión : ¿Por qué la madre se opone a la cancelación de la boda?

Conversar sobre la situación que afecta Regina con su boda y Josua

Estudiar el vocabulario previo al capítulo.

Capítulo 4: Julia le pide a Eladio que haga la prueba de ADN para que aclare sus dudas sobre David. Eladio le dice a David que su accidente fue provocado y le pide que levante una denuncia en contra de Joshua. Contestar preguntas de comprensión - Conversar sobre la situación que afecta a la familia.

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TUESDAY SEPTEMBER 5 <><>No day classes<><>

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SEMANA 3/ T SEPTEMBER 12

VER CAPÍTULOS 5 Y 6

Estudiar vocabulario previo al capítulo

Capítulo 5: Eladio le cuenta a Franco que odia a Arturo porque Julia siempre lo ha amado. Arturo le confiesa a Agustín que sigue enamorado de Julia.

EN CLASE: Contestar preguntas de comprensión -En grupos, conversar sobre la situación que afecta a la Julia.

Estudiar vocabulario previo al capítulo

Capítulo 6: Eladio lleva a Julia a su restaurante favorito y le asegura que las cosas van a cambiar. Arturo le confiesa a Agustín que quiere decirle a Julia todo lo que no le pudo decir en el pasado.

Contestar preguntas de comprensión-

EN CASA: Repasar el futuro y el condicional -Escribe un párrafo explicando la situación de Julia. ¿Cuál es tu predicción? ENCLASE: Discutir tus predicciones en cuanto a la situación de Julia

=====

SEMANA 4 / T/ SEPTEMBER 19

Estudiar vocabulario previo al capítulo.

Capítulo 7: Arturo le manda un donativo a Julia con una nota. Gisela le cuenta a Eladio que Caridad va a salir de la cárcel y que quiere recuperar a Franco. Eladio termina su relación con Montserrat porque su relación con Julia está mejorando.

EN CLASE: Contestar estas preguntas ¿Qué sucede en la vida de Franco? ¿Quién es él? ¿Qué trabajo tiene? ¿Cuál es la relación de Franco con Caridad y Eladio? ¿Cómo es caridad?

=====

SEMANA 5/ T SEPTEMBER 26

Estudiar vocabulario previo al capítulo

Capítulo 9-Un agente de la policía clausura el bar de Eladio y le asegura que si sus permisos son falsos, él podría ir a la cárcel. Eladio le dice a David que lo apoyará económicamente y emocionalmente.

Analizar la situación entre Eladio y David. ¿Cómo afecta esta relación a la madre de David? ¿cómo se justifica?-

Vocabulario previo al capítulo

Capítulo 10. El hotel se equivoca y pone a David y Regina en la misma habitación. Julia besa a Eladio y le pide que le haga el amor para tranquilizarlo por lo que pasó en la asociación

EN CLASE: Predicciones: ¿Mejorará la vida matrimonial de Julia y Eladio a partir de este momento? Expresar sus opiniones- conversar previo a las escenas del capítulo.

Repasar el futuro y el condicional

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SEMANA 6/ T OCTOBER 3

*****GROUP PRESENTATIONS #2 SCRIPT AND VIDEO PRESENTATIONS *****

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SEMANA 7/ T OCTOBER 10

VER CAPÍTULO 11 Y 12

Estudiar vocabulario previo al capítulo

Capítulo 11. David le dice a Regina que pasó la noche con ella porque estaba muy borracha. David le cuenta a Regina que salió con Daniela y ella le da una cachetada.

Repasar el pretérito e imperfecto -Conversar ideas centrales del capítulo y contestar: ¿Quién es Daniela? ¿Cómo explicas la reacción de Regina hacia David?

Estudiar vocabulario previo al capítulo

Capítulo 12. David le asegura a Regina que quiere tener algo serio con ella. Arturo y Eladio se enfrentan en una subasta de un vestido. Repasar el tiempo futuro-

Predicciones: ¿Qué sucede en la subasta del vestido? ¿Quién gana la apuesta? ¿Por qué?

=====

SEMANA 8/ T OCTOBER 17

Estudiar vocabulario previo al capítulo

Capítulo 13. David le pregunta a Regina si estaría dispuesta a enfrentar a su familia por él. Montserrat le pide a Erick que se divorcie y él descubre que se iba a ir a Europa.

Estudiar hand-out “Tiempos compuestos”

Contestar estas preguntas después de ver el capítulo – use la gramática, tiempos verbales y los tiempos compuestos para contestar estas preguntas: ¿Quién es Monserrat? ¿Cuál es la relación entre ella y Erick? ¿Cómo es Erick?

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SEMANA 9/ T OCTOBER 24

Estudiar vocabulario previo al capítulo

Capítulo 14: Eladio le dice a Julia que viajarán a ver a David y ella se pone muy feliz. Joshua le pide a Regina que se case en la entrega de premios de arquitectura, intenta llevársela a la fuerza pero David la defiende. Contestar y conversar- ¿Cómo es Julia, con respecto a Eladio? –

Conversar poniendo énfasis en esta pareja- Elaborar conclusiones- Use Si clauses and the imperfect subjunctive. Review hand out.

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SEMANA 10/ T OCTOBER 31

Estudiar vocabulario previo al capítulo

Capítulo 15. Julia descubre a Eladio con Montserrat y aunque él intenta convencerla de que no hay nada entre ellos, ella se va muy enojada. Regina encuentra a David con Daniela y le dice que seguramente es porque ella es más divertida. Arturo le lleva flores a Julia.

TAREA: Escriba un párrafo centrándose en el personaje de Julia- ¿Qué harías en su lugar?

Estudiar vocabulario previo al capítulo

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SEMANA 11/ T NOVEMBER 7

VER CAPÍTULO 16 Y 17

Estudiar vocabulario previo al capítulo

Capítulo 16: Eladio descubre que Monserrat lo engaña con Erick y se pelean a golpes por ella. Regina les cuenta a Consuelo y Miguel que David la comparó con Daniela.

Contesta estas preguntas, luego conversa: ¿Cómo se describe el rol masculino en este capítulo? ¿Cómo percibes a Eladio? Y Julia, ¿Cómo donde se ubica en esta trama?

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Estudiar vocabulario previo al capítulo

Capítulo 17: Arturo se entera que Daniela se puso muy borracha y se molesta demasiado. Arturo golpea a Eladio por meterse con su familia.

Usa los diferentes tiempos verbales para expresar por escrito, el motivo de la rivalidad entre Arturo y Eladio. ¿Cuál es la raíz del problema? -Predicción- ¿Cuál es el problema de Daniela? Explica.

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SEMANA 12/T NOVEMBER 14

*****GROUP PRESENTATIONS #2 SCRIPT AND VIDEO PRESENTATIONS *****

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T/ NOVEMBER 21 <><>FALL BREAK<><>

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SEMANA 13/ T NOVEMBER /28

Estudiar vocabulario previo al capítulo

Capítulo 18: Nina le dice a Arturo que tendrán que internar a Daniela en un centro de rehabilitación. Regina le dice a David que no pueden estar juntos porque sus padres son enemigos. Arturo le pide ayuda a Miguel para destruir a Eladio.

Explique el mayor problema entre las familias de Regina y David- ¿Les afecta a ambos?, ¿de qué manera?- Elaborar conclusiones y Conversar

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SEMANA 14/ T/DECEMBER 5

Estudiar vocabulario previo al capítulo

Capítulo 19: Daniela le dice a Arturo que Regina le quitó a su novio para vengarse de lo que pasó con Joshua. Julia le dice a Arturo que nunca ha sido feliz con Eladio porque se casó por despecho.

Usa la gramática de los tiempos compuestos y variedad de expresiones para explicar ¿A qué se debe la rivalidad entre las dos hermanas? Analice el rol del padre y la madre en esta familia.

DRAMATIZACIÓN: Actuar una escena basándose en este capítulo con un final diferente

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SEMANA 15/ T DECEMBER 11

Estudiar vocabulario previo al capítulo.

Capítulo 15: Regina le dice a David que no se va a casar y le asegura que todo fue idea de Daniela. Julia le pide el divorcio a Eladio. -Contestar/ analizar y conversar refiriéndose a las siguientes preguntas y situaciones: El hogar de las dos familias. ¿Qué motiva a Julia en la decisión de divorciarse? ¿Lo logrará?-

DRAMATIZACIÓN: Actuar una escena basándose en este capítulo con un final diferente

CONTINUARÁ EN UN OPORTUNO SEMESTER CUANDO SE CONJUGUEN NUEVAMENTE LA PASIÓN Y EL PODER *****

FINAL EXAM: Final Group project

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BSU Curriculum Forms

Form 3

Updated: 9.19.15

New Course Form

Course Number:

Undergraduate: SPAN 3330

Graduate:

Course Title: Traditional Folk Art of the Spanish-speaking World

Course Description: This course is designed for students who are interested in learning the cultures of the Spanish-speaking world from precolonial times to the present. Students will explore the intellectual history of different artisan materials and culture of Latin America and Spain. They will gain understanding of the historic significance of works of arts by investigation and creating their own art. Understanding of richness of this heritage will be fostered by reading various articles, media, and the creation of works of art. Students will also get to experience working with a variety of different mediums such as fabric, wood, paper, plastic, wood, yarn, etc. During the process of creating works of art, students will use unique (preferably recyclable) materials to create their own artworks.

Through the exposure to traditional art forms, students will learn the basic concepts that will enable them to interpret images and sound to understand the richness of cultures within the Spanish-speaking world. In this course it is very important to keep an open attitude and use perception, imagination, curiosity and sensibility. Students will spend 1-2 hours on each creation, and are required to present and exhibit their artwork at the end of the semester. This course will be taught in English. Liberal Education Goal Area 6. (Might not be offered every year.)

Credits: 2

Prerequisite(s):

Undergraduate: None

Graduate:

1. Reason(s) for creating this course: To expand students' knowledge of folk art history and traditions in the Spanish-speaking world. Students as creators and innovators will respond to new and diverse perspectives through studying and creating traditional folk art of the Spanish-speaking world.

2. How often will this course be offered? Varies. Anywhere from three to four years.

3. What are the student learning outcomes for the course (please precede each outcome with "Students will...")?

- Demonstrate understanding of how art can become a tool to express their feelings and ideas.
- Examine and analyze artworks as amazing features of the society to which they belong.
- Take part in and appreciate the different art and cultural manifestations of Latin American and Spain from pre-Colombian times to the present.
- Compare and exchange of ideas and products from people from different cultures.
- Develop self-confidence in producing personal artworks. Learn to respect other's creations, and accepting and respecting opinions and criticism.
- Plan and create artworks in a cooperative way, assuming different functions and collaborating to produce a final product.

Minnesota State Language Standards

Traditional Folk Art of the Spanish-speaking World

C.1: be aware of areas of the world where the target language is spoken and know that life in all these areas may vary widely

C.6: understand that both content and process are important and that cultural knowledge and understanding are interdisciplinary

C.7: understand that culture is neither monolithic nor static and that developing insights into the variability of cultural phenomena is a lifelong process

C.10: compare and contrast cultures of people who speak another language with the teacher's own culture

4. What are the major content areas for the course? Traditional artisan crafts of the Spanish-speaking World; history of traditional Hispanic Artisan Crafts, Spanish Language, critical thinking and problem-solving; collaboration; creativity and imagination; visual communication; relationships between culture and design; the crafting of folk art of the Spanish-speaking world.

5. Is this course repeatable for credit, and if so, what is the maximum number of credits that can be earned? No.

6. If this course is intended primarily for off-campus delivery (not offered on campus), what delivery mechanism will be used?

7. What is the projected maximum class size (cap)? 25

8. What qualified faculty will be available to teach this course? Dr. Miriam Rivera-Hokanson

NOTE WELL: Department and dean, in approving this proposal, attest both to the adequacy of the qualifications of faculty here named, and to their availability to teach the

course at the frequency specified above, without excessive overload or disruption to other curriculum.

9. What additional library and other resources need or should be provided for this course, that are not already available?

10. What special personal property or service fee(s) would be charged to students taking this course? These charges would be for 1) items that are retained by the student and have an educational or personal value beyond the classroom, or 2) services that are on the student's behalf (see MnSCU Board Policy 5.11).

Students will be responsible for their own materials. Use of recycled material is recommended. See syllabus.

Amount per student: \$

For:

11. Attach a sample syllabus for the course. Note: if this course is double-numbered (u-grad/grad), the syllabus must include an additional component for graduate students.

Bemidji State University

SPAN 3330 Traditional Folk Art of the Spanish-speaking World Spring 2019 2 credits

Spanish 3330 TUESDAY 12:00-1:40 p.m.
Instructor: Miriam Rivera-Hokanson/April Larson
Office: HS 310
Office Hours: TBA
E-mail: mrivERAHokanson@bemidjistate.edu
Phone: 755-2810 or leave a message at 755-2880

Course Description: This course is designed for students who are interested in learning the cultures of the Spanish-speaking world from precolonial times to the present. Students will explore the intellectual history of different artisan materials and culture of Latin America and Spain. They will gain understanding of the historic significance of works of arts by investigation and creating their own art. Understanding of richness of this heritage will be fostered by reading various articles, media, and the creation of works of art. Students will also get to experience working with a variety of different mediums such as fabric, wood, paper, plastic, wood, yarn, etc. During the process of creating works of art, students will use unique (preferably recyclable) materials to create their own artworks.

Through the exposure to traditional art forms, students will learn the basic concepts that will enable them to interpret images and sound to understand the richness of cultures within the Spanish-speaking world. In this course it is very important to keep an open attitude and use perception, imagination, curiosity and sensibility. Students will spend 1-2 hours on each creation, and are required to present and exhibit their artwork at the end of the semester. This course will be taught in English. Liberal Education Goal Area 6. (Might not be offered every year.)

Credits: 2

Learning outcomes:

Students will:

- Demonstrate understanding of how art can become a tool to express their feelings and ideas.
- Examine and analyze artworks as amazing features of the society to which they belong.
- Take part in and appreciate the different art and cultural manifestations of Latin American and Spain from pre-Colombian times to the present.
- Compare and exchange of ideas and products from people from different cultures.
- Develop self-confidence in producing personal artworks. Learn to respect other's creations, and accepting and respecting opinions and criticism.
- Plan and create artworks in a cooperative way, assuming different functions and collaborating to produce a final product.

Minnesota State Language Standards

Traditional Folk Art of the Spanish-speaking World

C.1: be aware of areas of the world where the target language is spoken and know that life in all these areas may vary widely

C.6: understand that both content and process are important and that cultural knowledge and understanding are interdisciplinary

C.7: understand that culture is neither monolithic nor static and that developing insights into the variability of cultural phenomena is a lifelong process

C.10: compare and contrast cultures of people who speak another language with the teacher's own culture

Prerequisites/Co-Requisites: NONE

Liberal Education Goal Areas: Goal Area 6

Lib Ed & Critical Thinking Assessment

- Group and individual cultural presentations
- Research-based essays and projects
- Listening comprehension evaluation
- Oral Proficiency Interview
- ACTFL Written Proficiency Evaluation
- Guided discussion in the target language
- Exams
- Final grade earned

Major Content Areas:

Traditional artisan crafts of the Spanish-speaking World; history of traditional Hispanic Artisan Crafts, Spanish Language, critical thinking and problem-solving; collaboration; creativity and imagination; visual communication; relationships between culture and design; the crafting of folk art of the Spanish-speaking world.

Textbook & Required Materials: Vary

1. Journal articles, media resources, hard copies or PDF documents via email
2. Cost of materials: we will use mostly recyclable materials. (try to keep cost low)

3. 1(one) pocket folder

Course requirements:

Attendance:

Role will be taken every time the class meets, and attendance is mandatory. Being late or leaving class early three times will count as an absence. You are allowed to 2 absences during the semester, use them wisely for when you have personal/family events or for dangerous weather related situations. More than 2 absences will affect your final grade.

Attendance and active participation: To achieve the goals of this course you must attend each class meeting and actively participate in classroom activities. You will also need to complete all homework assignments on time and meet with your instructor in her office to discuss any problems you might have.

Prepare materials from the readings, videos, art craft etc. prior to coming to class. During class you will discuss the materials you have prepared, in pairs, small groups, or with the entire class as well as complete other types of activities which will be based on the homework. Your grade for this category will be affected if you don't come to class prepared.

GENERAL RULE: Falling asleep, cell phone/texting, and disrupting participation during class will adversely affect your grade even after you have earned an excellent grade for each class participation.

Assignments and projects:

Activities in your syllabus identified as HMWK (Homework) must be done prior to coming to class since we will discuss them, and at the end of class you turn them in for grade. Some of the activities "IN CLASS" will be collected for grade, but I will let you know which ones you need to turn in.

Projects: There will be some individual craft projects, and 5 group projects.

Video assignments: There will be 2 video assignments as scheduled.

Final individual project: There will be a Cultural Presentation, Craft/ or Research project with video, during the last days of class.

Grading Method:

Individual craft projects -----	10%
In Group Craft projects (5) -----	20%
Homework: Readings and writing (assignments pocket) -----	20%
Video assignments (Film) 2 @ 7.5 each-----	15%
Preparation and participation in class discussions (oral participation) -----	20%
Final individual project: Cultural presentation (craft)/ or Research project with Video-----	<u>15%</u>

Grading System:

A+ = 97% -100% (4.00/4.00) A = 93% - 96% (4.00/4.00) A - = 90% - 92% (3.67/4.00)	C+ = 77% -79% (2.33/4.00) C = 73% -76% (2.00/4.00) C- = 70% -72% (1.67/4.00)
B+ = 87% - 89% (3.33/4.00) B = 83% - 86% (3.00/4.00) B- = 80% - 82% (2.67/4.00)	D+ = 67% - 69% (1.33/4.00) D = 63% - 66% (1.00-4.00) D- = 60% - 62% (0.6/4.00) F= 0% - 59% (0.00/4.00)

Academic Integrity:

BSU students are expected to practice the highest standards of ethics, honesty and integrity in all of their academic work. Any form of academic dishonesty (e.g., plagiarism, cheating and misrepresentation) may result in disciplinary action. Possible disciplinary actions may include failure for part of all of a course as well as suspension from the University.

Students with Special Needs:

BSU is committed to making all educational programs, course materials, services and activities sponsored by the University accessible to individuals with disabilities. Students requesting accommodations due to a disability or other need for access should contact Accessibility Services as soon as possible. Accessibility Services is located at Decker Hall 202. PH: 218.755.3883 or email: accessibility@bemidjistate.edu. This information is also available through Minnesota Relay Services at 800.627.3529.

Mental Health & Counseling:

You may experience mental health concerns or stressful events that may lead to diminished academic performance. The Student Center for Health & Counseling is available to assist you with concerns. Office: Cedar hall, first floor (218) 755-2053 fax: (218) 755-2750.

Tutor.com:

The Minnesota State system has updated the online tutoring service available to our students. We are now partnering with Tutor.com to offer 24/7 online tutoring, which will connect students with an expert tutor for extra assistance one-on-one. Online tutoring services can be accessed through the main page in D2L and your course page, by clicking on the tutor.com link, located in the "HelpLinks" menu. **All students will receive 15 hours of tutoring at no cost.** Tutoring services cover a variety of subject areas including math, writing, accounting, economics, biology, languages and nursing. Additional time may be purchased by students directly through tutor.com.

Class	Day/Date	Activity/Homework
1	AUGUST T/ 22	<p>- Introduction - IN CLASS: Watch video “Latin American Culture Facts”. World languages. Sara O. and David Juliao Texas, US 02/03/2018 https://study.com/academy/lesson/latin-american-culture-facts-food-traditions.html Learn about L.A countries –Map - Location –climate- map</p> <p>-----2nd hour -----</p> <p>IN CLASS: Facts about Guatemala: People and Culture What are worry dolls and where does the tradition come from? http://theanthrotrorian.com/culture/2016/1/2/no-worries-the-legend-of-guatemalan-worry-dolls Collect recyclable material for the making of worry dolls.</p>
2	T/29	<p>IN CLASS: Make of a literacy project- (with recyclable material) Craft #1 Worry dolls (individually)</p> <p>-----2nd. hour-----</p> <p>Complete Project -Explain why these dolls are a popular souvenir and what they represent. - Group discussion – express your opinions</p>
	SEPTEMBER T/5	-----NO CLASS-----
3	T /12	<p>HMWK: Read “Día de Muertos: Intangible Cultural Heritage of Humanity” MX.com Official Mexico Social Media: Life 10.29.2016 https://www.mexico.mx/en/articles/dia-de-muertos-intangible-cultural-heritage-of-humanity?page=16life Article discussion-</p> <p>-----2nd. hour -----</p> <p>IN CLASS: Watch Stefan Gates “<i>Day of the Dead</i>” Video Documentary –<i>Cultural aspects of the indigenous celebration of the Day of the Dead.</i> BBC (Feast 2 of 3=18min) & (3of 3= 14 min) 17.09.2011 https://www.speakinglatino.com/day-of-the-dead-video/ OR https://youtu.be/JFt8-WdstQA</p> <p>Interactive activity based on the videos-</p> <p>CRAFT #2 -Group project: selection of craft activity to make for “Day of the dead” *Check list at the end of the syllabus</p>

4	T/19	<p>HMWK: Cont. Day of the Dead” Video Documentary –Cultural aspects of the indigenous celebration of the Day of the Dead. (3 of 3=14 mins) 17.09.2011 https://www.speakinglatino.com/day-of-the-dead-video/</p> <p>OR https://youtu.be/JFt8-WdstQA</p> <p>HMWK: Summarize key points of the article and video about “Day of the dead” (individually) -for discussion in class</p> <p>- Bring class materials for crafts and decorations for Day of the Dead altar</p> <p>-----2nd. hour -----</p> <p>IN CLASS: In groups – Elaborate shades and patterns for each craft.</p> <p>Work on the making of crafts such as: sugar skulls, paper flowers (marigolds)* check list.</p> <p>Craft #3 -Group project- Continue working on crafts for Day of the Dead -Decorate the language lab</p>
5	T/ 26	<p>What does “Day of the dead” altar symbolize? What are the steps to create an altar?</p> <p>Read “Anatomy of a Day of the Dead altar” article by Kori Rumore, Rick Tuma, Rodolfo Jimenez and Octavio Lopez. <i>Chicago Tribune</i>. Art. oct 24 2017. http://www.chicagotribune.com/news/ct-day-of-the-dead-altar-diagram-spanish-english-20151029-htmstory.html</p> <p>-----2nd. hour -----</p> <p>According to the article and your creativity and start putting together the altar in the Language Lab</p> <p>Group project -altar decoration-</p>
6	October T/3	<p>IN CLASS: Read article about “The Sumpango Giant Kite Festival” (Barriletes Gigantes De Guatemala) by <u>Rich Polanco</u>. https://www.okantigua.com/sumpango-giant-kite-festival-barriletes-gigantes-de-guatemala/</p> <p>-Watch colorful pictures and components of the kites</p> <p>-----2nd. hour -----</p> <p>CLASS: Video Barriletes Gigantes Guatemala (giant kites flying) https://youtu.be/otO6FRxsyB8</p> <p>Select materials for the kite (Group project)</p>
7	T/10	<p>Bring material for the kite</p>

		<p>IN CLASS: Watch Video “Day of the Dead, Giant Kite Festival”, Sumpango, Guatemala. Dan perez. Nov. 2016. https://youtu.be/XA0koGe9BfU</p> <p>-----2nd. hour -----</p> <p>IN CLASS: In group discussion the design, size, colors, of your kite.</p> <p>Craft #4 KITE -Start Group project- design “Day of the Dead Kite”</p>
8	T 17 CAPÍTULO	<p>IN Group- Continue creating your kite- Take notes about each step you did to get the final product The kite final product.</p> <p>-----2nd. hour -----</p> <p>IN Group: Film Flying the kite, and narrate a story about your “Day of the Dead” Kite experience. Film 4-5 minutes video (any outdoor space or on campus)</p> <p>Group project # 5 -PIÑATA: Start collecting recyclable materials for “Day of the Dead” piñata</p>
9	T 24	<p>Group=Turn in your 4-5 minutes video (“Day of the Dead” Kite) for grade.</p> <p>HMWK: Read article: “History of the piñata” Wendy Devlin. MexConnect & respective authors ISSN #1028-9089, Mexico, 1997-2018 http://www.mexconnect.com/articles/459-history-of-the-pi%C3%B1ata</p> <p>Bring to class homemade glue and other materials Make the piñatas for “Day of the Dead (1 per group)</p> <p>-----2nd. hour -----</p> <p>Continue making the piñata and crafts for “Day of the dead” (Marigold flowers, papel picado, candle holders, etc).</p>
10	T 31	<p>Group- Continue making decorations for “Day of the dead”</p> <p>Decorate the Language Lab and Altar</p> <p>-----2nd. hour -----</p> <p>Decorate the language Lab for “Day of the dead celebration” (Nov. 1-2)</p> <p>Collect recyclable materials (fabric & cardboard, etc.) for your own Spanish hand fan-</p> <p>Group: Make Pan de Muerto</p>

11	T 7	<p>Bring material to class for Spanish hand fan HMWK: Read article “The Secret Language of the Spanish Hand Fan (abanico)” IN CLASS: article discussion “The Secret Language of ...” -----2nd. hour ----- Craft #6 Spanish hand fan (individually) -Work on shapes,textures and start making your own customized hand fan- Present a proposal of your own Project presentation. (done individually)</p>
12	NOV. T 14	<p>IN CLASS: complete your personal Project (Spanish hand fan). Set up Fan exhibition in the Language Lab Talk about your Project -----2nd. hour ----- HMWK: Read “Language of the fan in Danza puertorriqueña. http://www.ladanza.com/language.htm IN CLASS: -Article discussion Preparation for your Project presentation. (done individually)</p>
	T 21	BREAK –THANKSGIVING-
13	T 28	Presentation: crafts or Research project (all include aVideo)
14	Dec. T 5	Presentation: crafts or Research project (all include a video)
15		READING DAY
	FINAL EXAM	FINAL EXAM

***Day Of The Dead Projects – See scheduled date Sept. 12**

1. Pumpkin Sugar Skull Candle Holders
2. Glow in the Dark Skull Lanterns
3. Painted Skulls
4. Sugar Skull Balloons
5. Dia De Los Muertos Garland
6. Skull Lanterns
7. Dia de los Muertos Ribbon Bracelet
8. Day of the Dead Piñata
9. Day Of The Dead Sugar Skull Tree
10. Papel Picado Pumpkins
11. Stone Sugar Skulls

- 12. Easy Skull Box Craft**
- 13. Day Of The Dead Goodie Bags**
- 16. Sugar Skull Dolls**
- 14 Sugar Skull Paper Lantern**
- 15. Felt Skulls**
- 16. Day of the Dead Wreath**

BSU Curriculum Forms

Form 3

Updated: 9.19.15

New Course Form

Course Number:

Undergraduate: SPAN 3830

Graduate:

Course Title: Voices of Women in the Spanish-speaking World

Course Description:

A study of selected women writers of the Spanish-speaking world. Emphasis is given to their contributions to the development of Spanish and Latin American Literature and Culture as well as their vision of the world. This course focuses on the emergence of women's voices of Latin America and Spain through a collection of selected authentic materials such as: articles, movies, short film, documentaries, interviews, literature of testimony, from the 16thth century through the present. Special attention will be given to critical thinking and interpretation, speaking, and writing skills. This course is conducted entirely bilingually. Prerequisite(s): SPAN 3311, Pre/Co-requisite: SPAN 3312 and SPAN 3313, or consent of the instructor. (No prerequisites for non-Spanish majors.) Liberal Education Goal Area 6. (Might not be offered every year.)

Credits: 3

Prerequisite(s):

Undergraduate: SPAN 3311, Pre/Co-requisite: SPAN 3312 and SPAN 3313, or consent of the instructor. (No prerequisites for non-Spanish majors.)

Graduate:

1. Reason(s) for creating this course: Expand focus on women's literature in the Spanish-speaking world and their vision of the world.

2. How often will this course be offered?

Every two to four.

3. What are the student learning outcomes for the course (please precede each outcome with "Students will...")?

-Students will examine the rich diversity of style and theme in gender, race, political and environmental activism, women governance, and other issues through selected materials.

-Student will identify, analyze, and interpret historical context in which these voices took shape.

- Students will gain interest in the literature and culture of Spain and Latin America and expand their awareness of its diversity.

-Students will read, understand, and analyze a wide range of texts in Spanish and English

-Students will write critically, concisely, and clearly in Spanish and/or English

Minnesota State Language Objectives:

- A. 4: comprehend, interpret, and evaluate information received in the target language through reading and listening at the level that results from demonstrating the speaking proficiency
- C. 2: understand the target culture from a variety of perspectives, including historical, geographical, political, artistic and contemporary viewpoints.
- C. 4: understand the history of institutions within the cultures sufficiently for comprehending why current conditions exist
- C. 6: understand that both content and process are important and that cultural knowledge and understanding are interdisciplinary.

Lib ed	ACTFL	PELSB
<p>Students will:</p> <p>Goal Area 6: Humanities and the Arts</p> <p>*demonstrate awareness at the scope and variety of works in the arts and humanities.</p> <p>*understand those works as expressions of individual and human values within an historical and social context</p> <p>*respond critically to works in the arts and humanities</p> <p>*engage in the creative process of interpretive performance</p> <p>*articulate and inform personal reaction to works in the arts and humanities</p>	<p>COMMUNICATION</p> <p>Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</p> <ul style="list-style-type: none"> • Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. • Interpretive Communication: Learners understand, interpret, and analyze what is heard, read or viewed on a variety of topics. 	<p>Subpart 3A</p> <p>(4) Comprehend, interpret, evaluate information received in the target language through reading and listening at the level that results from demonstrating the speaking proficiency, and B (2) comprehend, interpret, evaluate information received in the target language and in English through reading and listening at the level that results from demonstrating the speaking proficiency</p> <p>C (1) be aware of areas of the world where the target language is spoken and know that life in all these areas may vary widely, (2) understand the target culture from a variety of perspectives, including</p>

	<ul style="list-style-type: none"> • Presentation Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. <p>CULTURES</p> <p>Interact with cultural competence and understanding</p> <ul style="list-style-type: none"> • Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. • Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and 	<p>historical, geographical, political and artistic and contemporary viewpoints.</p> <p>(6) understand that both content and process are important and that cultural knowledge and understanding are interdisciplinary</p> <p>(7) understand that culture is neither monolithic nor static and that developing insights into the variability of cultural phenomena is a life-long process</p> <p>(8) know that every cultural phenomenon is unique and is affected by age, geographic region, sex, class, and other factors and that multiple perspectives, value systems, and modes of decision-making and behaviors exist;</p> <p>(9) know about cultural stereotyping and how to address it as a result of developing skills in processing information which include observing, comparing, and inquiring about cultural phenomena, analyzing and hypothesizing about the phenomena, and synthesizing and determining their generalizability;</p> <p>(10) compare and contrast cultures of people who speak another language with the teacher's own culture</p>
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	<p>perspectives of the cultures studied.</p> <p>CONNECTIONS</p> <p>Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations</p> <ul style="list-style-type: none"> Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. <p>COMPARISONS</p> <p>Develop insight into the nature of language and culture in order to interact with cultural competence</p> <ul style="list-style-type: none"> Language Comparisons: 	
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	<p>Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p> <ul style="list-style-type: none"> • Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. <p>COMMUNITIES</p> <p>Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</p> <ul style="list-style-type: none"> • School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. • Lifelong Learning: Learners set goals and reflect on their progress in using 	
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	<p>languages for enjoyment, enrichment, and advancement.</p> <ul style="list-style-type: none"> • 	
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4. What are the major content areas for the course? Spanish Language, Women's Literature of the Spanish-speaking world, Cultures of the Spanish-speaking world, contemporary social issues of the Spanish-speaking world.

5. Is this course repeatable for credit, and if so, what is the maximum number of credits that can be earned? No.

6. If this course is intended primarily for off-campus delivery (not offered on campus), what delivery mechanism will be used? N/A

7. What is the projected maximum class size (cap)? 25

8. What qualified faculty will be available to teach this course? Dr. Miriam Rivera-Hokanson

NOTE WELL: Department and dean, in approving this proposal, attest both to the adequacy of the qualifications of faculty here named, and to their availability to teach the course at the frequency specified above, without excessive overload or disruption to other curriculum.

9. What additional library and other resources need or should be provided for this course, that are not already available?

10. What special personal property or service fee(s) would be charged to students taking this course? These charges would be for 1) items that are retained by the student and have an educational or personal value beyond the classroom, or 2) services that are on the student's behalf (see MnSCU Board Policy 5.11).

Amount per student: \$

For:

11. Attach a sample syllabus for the course. Note: if this course is double-numbered (u-grad/grad), the syllabus must include an additional component for graduate students.

Bemidji State University
SPANISH 3830: Voices of Women in the Spanish-speaking World
3 credits

Spanish 3830-01

Instructor: Miriam Rivera-Hokanson/April Larson

Office: HS 310

Office Hours: TBA

E-mail: mriverahokanson@bemidjistate.edu

Phone: 755-2810 or leave a message at 755-2880

Course Description:

A study of selected women writers of the Spanish-speaking world. Emphasis is given to their contributions to the development of Spanish and Latin American Literature and Culture as well as their vision of the world. This course focuses on the emergence of women's voices of Latin America and Spain through a collection of selected authentic materials such as: articles, movies, short film, documentaries, interviews, literature of testimony, from the 16th century through the present. Special attention will be given to critical thinking and interpretation, speaking, and writing skills. This course is conducted entirely bilingually. Liberal Education Goal Area 6. (Might not be offered every year.)

Lib Ed & Critical Thinking Assessment Areas

- Group and individual cultural presentations
- Research-based essays and projects
- Listening comprehension evaluation
- Oral Proficiency Interview
- ACTFL Written Proficiency Evaluation
- Guided discussion in the target language
- Exams
- Final grade earned

Prerequisites: SPAN 3311, Pre/Co-requisite: SPAN 3312 and SPAN 3313, or consent of the instructor. (No prerequisites for non-Spanish majors.)

Liberal Education Goal Areas: Goal area 6

Learning outcomes:

-Students will examine the rich diversity of style and theme in gender, race, political and environmental activism, women governance, and other issues through selected materials.

-Student will identify, analyze, and interpret historical context in which these voices took shape.

- Students will gain interest in the literature and culture of Spain and Latin America and expand their awareness of its diversity.

-Students will read, understand, and analyze a wide range of texts in Spanish and English

-Students will write critically, concisely, and clearly in Spanish and/or English

Minnesota State Language Objectives:

- B. 4: comprehend, interpret, and evaluate information received in the target language through reading and listening at the level that results from demonstrating the speaking proficiency
- D. 2: understand the target culture from a variety of perspectives, including historical, geographical, political, artistic and contemporary viewpoints.
- D. 4: understand the history of institutions within the cultures sufficiently for comprehending why current conditions exist
- D. 6: understand that both content and process are important and that cultural knowledge and understanding are interdisciplinary.

Major Content Areas:

Spanish Language, Women's Literature of the Spanish-speaking world, contemporary social issues and cultures of the Spanish-speaking world

Textbooks/Materials: Vary

Variety of articles from Journals, books, online sources, and films. *(see calendar).

Domitila B. De Chungara.. ' *Si me permiten hablar...* ': *testimonio de Domitila: una mujer de las minas de Bolivia*. Moema Viezzer, ed. Mexico: Siglo XXI Editores, SA de CV, 1971.

OR - Domitila B. De Chungara. *Let Me Speak! : Testimony of Domitila, a Woman of the Bolivian Mines* -Monthly Review Press. ISBN 10: 085345485X.

Rigoberta Menchú. *I Rigoberta Menchú: An indian women in Guatemala*. "Lessons taught her by her Mother: Indian women and *Ladino* women. Ed. Elizabeth Burgos- Debray. Trans. Ann Wright. London: verso, 1984.

Evelyn Picon Garfield. Ed. and trans. *Women's Voices from Latin America: selections from Twelve Contemporary*. 1st. ed. Wayne State University Press: 1986 ISBN-10: 0814317820

Dictionary. *El pequeño Larousse ilustrado*. Larousse México, 2008

Pocket folder

Recommended:

Clarkson, William M. *¡Búscalo! (Look it up!): A quick reference guide to Spanish*. John Wiley and Sons, 1998.

Useful Online sources

<http://www.colby.edu/personal/b/bknelson/exercises/> (Grammar/cultural activities)

<http://www.elmundo.es/diccionarios> (On-line Dictionary)

<http://www.univision.com> (noticias nacionales e internacionales y del medio artístico)

<http://lanic.utexas.edu> (Latin American Network Information Center) música, periódicos, revistas, literatura, estaciones de radio, etc.

[http://www.miami.com/mld/elnuevo/...](http://www.miami.com/mld/elnuevo/) (Periódico de Miami en español)

Course requirements:

Students are expected to complete the assigned readings and assignments before each class in order to actively participate in class discussions.

Attendance and participation: Your presence and active participation in class is very important. You are allowed up to 3 absences during the semester, use them wisely for when you have personal/family events or dangerous weather related situations. Attendance is mandatory. Being late or leaving class early three times will count as an absence. In addition, not being prepared, falling asleep, cell phone/texting, and disrupting participation will count as an absence. More than 3 absences will affect your final grade by 1%. Make-up work for homework/class work or exams is not accepted unless you have an official excuse.

Complete your assignments on time: You will not be able to be actively engaged in class discussions if you are not fully prepared and it will adversely affect your grade. During class you will discuss the assigned materials in pairs, small groups or with the entire class as well and complete other types of activities based on the homework. For in-group and class discussions you will nearly always be speaking Spanish. Expect to hear Spanish spoken in the classroom from the first day of class and make every possible effort to do so yourself. Speak with confidence, use the time allocated to express ideas in Spanish (not giving the shortest possible answer and then sitting there silently or speaking English). While speaking provide complete sentences and maintain a short dialogue by asking and answering questions. During class discussions your professor will help you through any gaps in vocabulary or grammar.

Come to class prepared to discuss reading assignments, documentaries, interviews, films and other listed material in your syllabus. All the assignments are scheduled and should be done prior coming to class, so you are well prepared to discuss them. Check grammar for each written assignment, since you will turn it in for grade after discussion.

Exams: There will be 2 regular exams and a final as scheduled. Each test will be about the material presented in class, such as the appropriate grammar used, vocabulary, selected reading, and visual material.

Essays- There will be 2 essays, and each are to be completed individually. Using the readings and articles students will write a literary analysis about the selected reading. You are required to write a maximum of 4 pages, MLA style, double spaced, font: Times New Roman. Check your grammar before turning in your paper.

Oral presentations. There will be 2 presentations (in group), and 1 individual "creative project" presentation at the end of the semester.

Grading Method:

Regular Exams (2@ 10% each) ----- 20%
 Preparation (readings and writing assignments) participation in class discussions --20%
 Essays (2 @ 10% each)-----20%
 Oral presentations in group (2 @ 10% each)-----20%
 Creative project presentation-----10%
 Final exam -----10%
 100

Grading System:

A+ = 97% -100% (4.00/4.00)	C+ = 77% -79% (2.33/4.00)
A = 93% - 96% (4.00/4.00)	C = 73% -76% (2.00/4.00)
A - = 90% - 92% (3.67/4.00)	C- = 70% -72% (1.67/4.00)
B+ = 87% - 89% (3.33/4.00)	D+ = 67% - 69% (1.33/4.00)
B = 83% - 86% (3.00/4.00)	D = 63% - 66% (1.00-4.00)
B- = 80% - 82% (2.67/4.00)	D- = 60% - 62% (0.6/4.00)
	F= 0% - 59% (0.00/4.00)

Academic Integrity:

BSU students are expected to practice the highest standards of ethics, honesty and integrity in all of their academic work. Any form of academic dishonesty (e.g., plagiarism, cheating and misrepresentation) may result in disciplinary action. Possible disciplinary actions may include failure for part of all of a course as well as suspension from the University.

Students with Special Needs:

BSU is committed to making all educational programs, course materials, services and activities sponsored by the University accessible to individuals with disabilities. Students requesting accommodations due to a disability or other need for access should contact Accessibility Services as soon as possible. Accessibility Services is located at Decker Hall 202. PH: 218.755.3883 or email: accessibility@bemidjistate.edu. This information is also available through Minnesota Relay Services at 800.627.3529.

Mental Health & Counseling:

You may experience mental health concerns or stressful events that may lead to diminished academic performance. The Student Center for Health & Counseling is available to assist you with concerns. Office: Cedar hall, first floor(218) 755-2053fax: (218) 755-2750.

Tutor.com:

The Minnesota State system has updated the online tutoring service available to our students. We are now partnering with Tutor.com to offer 24/7 online tutoring, which will connect students with an expert tutor for extra assistance one-on-one. Online tutoring services can be accessed through the main page in D2L and your course page, by clicking on the tutor.com link, located in the "HelpLinks" menu. **All students will receive 15 hours of tutoring at no cost.** Tutoring services cover a variety of subject areas including math, writing, accounting, economics, biology, languages and nursing. Additional time may be purchased by students directly through tutor.com.

* Calendario tentativo

Class	Day/Date	Activity/Homework
1	August Week 1 M/27	<p>-Introduction – “I speak not with one voice but with many” – Alejandra Pizarnik</p> <p>I. REVOLUCIÓN, REPRESIÓN, TESTIMONIO Y LIDERAZGO</p> <p>Lionel Sosa. <i>Children of the revolution</i>. “Revolutionary women and the Adelitas”. Director and Host Lionel Sosa. Episode 108. Aired 2/3/11. Lakeland PBS. 26m 55s https://www.pbs.org/video/children-of-the-revolucion-revolutionary-women-and-the-adelitas</p>
2	W/29	<p>Cont. <i>Children of the Revolution: Revolutionary women and the Adelitas</i>. Mexican Folk song- “Adelita”. https://youtu.be/wQF8yjkibHc - Adelita” con letra en español . https://youtu.be/EoR1dyGhGt8</p> <p>Discusión sobre la decisiva participación de las mujeres (<i>las Adelitas</i>) soldaderas en la revolución Mexicana</p>
3	F/31	<p>César Cervera. “El secreto peor guardado de la historia de España: las mujeres guerreras «de puñal guardado en la liga” ABC Historia. Sevilla Nacional. 27/12/2015 03:19h https://www.abc.es/historia/abci-secreto-peor-guardado-historia-espana-mujeres-guerreras-punal-guardado-liga-201510290311_noticia.html</p> <p>Francisco Franco. La España de Franco.- (1939 - 1975) Documental. <i>Canal Historia</i>. Published on Jul 1, 2016 https://youtu.be/7cKSk_cTa94</p>
	Week 2 SEPTEMBER M/3	LABOR DAY- No day classes-
4	W/5	<p>Sam Jones. “Retrieving an untold story: voices of Spanish female artists finally heard: Madrid commemorates a lost generation of female writers, artists, scientists and thinkers silenced by Franco” Wed 15 Feb 2017 01.00 EST. Last modified on Tue 28 Nov 2017 00.23 EST https://www.theguardian.com/world/2017/feb/15/voices-of-spanish-women-silenced-by-franco-are-being-heard-once-more</p>
5	F/7	<p>“Las mujeres más influyentes de la historia de España” <i>Periódico 20 MINUTOS</i>. EDITORA, S.L. https://listas.20minutos.es/lista/las-mujeres-mas-influyentes-de-la-historia-de-espana-214586/</p>
6	Week 3 M/10	<p>Reading: Domitila B. De Chungara. ‘ <i>Si me permiten hablar...’ : testimonio de Domitila: una mujer de las minas de Bolivia</i>. .1- 8. OR English version- Domitila B. De Chungara. <i>Let Me Speak! : Testimony of Domitila, a Woman of the Bolivian Mines</i>.</p>

7	W/12	Contin. 'Si me permiten hablar...': testimonio de Domitila: una mujer de las minas de Bolivia. pp.9-17
8	F/14	Cont... 'Si me permiten hablar...': testimonio de Domitila: una mujer de las minas de Bolivia. 18-25
9	Week 4 M/17	Cont... 'Si me permiten hablar...': testimonio de Domitila: una mujer de las minas de Bolivia 25-32
10	W/19	Domitila Chungara. "06 Conferencia mundial de mujeres en México - Domitila Chungara" May 13, 2012. https://youtu.be/OYv-tkM3JFo Study guide and review EXAM I
11	F/21	Rigoberta Menchú. <i>I Rigoberta Menchú: An indian women in Guatemala</i> . "Lessons taught her by her Mother: Indian women and <i>Ladino</i> women". pp. 212-15
	Week 5 M	Cont...Rigoberta Menchú. <i>I Rigoberta Menchú: An indian women in Guatemala</i> . pp. 16-20 TURN IN ESSAY #1
	W	Elio Noé Salcedo. "Sor Juana Inés de la Cruz, una mujer importante". Dirección de Prensa institucional. <i>Revista Historia, Sociedad</i> . Universidad Nacional de San Juan-Argentina. 16 marzo, 2017. http://www.revista.unsj.edu.ar/?p=2330 -----Análisis de "Redondillas" de Sor Juana Inés de la cruz-----
	F	GROUP PRESENTATION #1
	Week 6 M	GROUP PRESENTATION #1
	W	II. EMPODERAMIENTO: MUJERES INDÍGENAS Y MESTIZAS Sharon McClenaghan. "Women, work and Empowerment: Romanticizing the Reality" in <i>Gender Politics in latin America: debates in theory and practice</i> . Elizabeth Jelin. <i>Monthly Review Press</i> . New York: 1997. pp19-36 Karen Joo. "La Malinche: The Venture Beyond Borders". 22 sep. 2017. <i>National History</i> . 2017. youtube-video.usa.cc/watch?v=2pHOg2H3xdk OR. Yolo Camotes. "La Malinche: la princesa que fue traicionada". Published on Sep 27, 2017 http://bit.ly/2lhILub Discusión

		Sor Juana Inés de la Cruz. Biografías y Vidas: La encyclopedia biográfica en línea. 2004-2018. http://www.biografiasyvidas.com/biografia/j/juana_ines.htm
F		<p>Rtve. “El poder de la mujer indígena”. <i>A la carta: informe semanal</i>. Corporación de Radio y Televisión Española (rtve) 16 de junio de 2012. (. http://www.rtve.es/alacarta/videos/informe-semanal/informe-semanal-poder-mujer-indigena/1438955/)</p> <p>Comité de Amas de Casa Siglo XX- “Contar Para No Olvidar” –Documental de María Laura Lagos. Carlos Masotta Published on Feb 8, 2015 https://youtu.be/zmnqaZg4MLI</p> <p>Máxima Acuña. 2016 Goldman Prize Recipient South and Central America. https://www.goldmanprize.org/recipient/maxima-acuna/</p>
Week 7 M		<p>III. EMPRENDEDORAS INDÍGENAS Y MESTIZAS</p> <p>Sergio Ortíz. Ixtle "Unión de mujeres artesanas del Valle del Mezquital" Published on Jul 11, 2014 https://youtu.be/vg5iMzB-Lc8</p>
W		<p>Ximena Duarte. “Combatiendo la pobreza” Novedoso proyecto social para mujeres indígenas artesanas en México. Univision Noticias con Enrique Acevedo. May 30, 2016. https://youtu.be/UKrLrC1Y0wc</p> <p>Amelina Espinosa. Reportaje Café Tv bordados de Zuleta. Published on Aug 27, 2015. 8/10/18. https://youtu.be/VU5b0LHk2HM</p>
F		<p>Ignacio Medina. “Pan, femenino, plural” El país, Cultura. 9 de marzo, 2018. 8/2/2018. https://elpais.com/cultura/2018/03/08/actualidad/1520544335_245872.html</p> <p>Mujeres Latinoamericanas: manos de mujeres artesanas de Zuleta visten a grandes mujeres latinoamericanas. Published on May 27, 2016. https://youtu.be/wdXYg1Abnk8</p>
Week 8 M		<p>Carolina Herrera. “Carolina Herrera on her life in the fashion world”. CBS This Morning. Published on Feb 12, 2014. https://youtu.be/0TPWUtEZ178</p> <p>Carolina Herrera. “Carolina Herrera on Building a Style Empire”. <i>Bloomberg</i>. Published on Sep 3, 2014 https://youtu.be/--ceURkBK1Q</p>
W		GROUP PRESENTATION #2
F		GROUP PRESENTATION #2

Week 9 M	EXAM #2
W	<p>IV. ACTIVISMO, CINE, LITERATURA AND POLITICA</p> <p>Delia Blanco. “La relacion entre el cine y la literature”. <i>Diario Hoy</i>. Publicado el: 24 agosto, 2012. Martes 24 de julio. www.revistas.una.ac.cr/index.php/letras/article/view/1653</p> <p>Lobo Andariego. “Tips para analizar una película, o al menos acercarse a ella y no perderse en el intento”. martes, 9 de marzo de 2010. http://apreciaelcine.blogspot.com/2010/03/tips-para-analizar-una-pelicula-o-al.html</p> <p>TURN IN ESSAY #2</p>
F	<p>Leer el artículo de María C. Fellie. Silence, Metaperformance, and communication in Pedro Almodóvar’s <i>Hable con ella</i>. <i>Hispania</i> 99.2(2016) 223-33.</p> <p>Ver la película de Pedro Almodóvar. <i>Hable con ella</i>” Drama. Pedro Almodóvar, Dir /writer. Javier Cámara, Darío Grandinetti, Rosario Flores, 23 August, Spain, 2002 (113 minutes)</p> <p>Discutir y analizar la película en clase</p>
Week 10 M	<p>Leer el artículo de María C. Fellie. Silence, Metaperformance, and communication in Pedro Almodóvar’s <i>Hable con ella</i>. <i>Hispania</i> 99.2(2016) 223-33.</p> <p>Ver la película de Pedro Almodóvar. <i>Hable con ella</i>” Drama. Pedro Almodóvar, Dir /writer. Javier Cámara, Darío Grandinetti, Rosario Flores, 23 August, Spain, 2002 (113 minutes)</p>
W	<p>Cont... con la película <i>Hable con ella</i>” de Pedro Almodóvar. Watch the end in the Language Lab or home.</p> <p>Discutir y analizar la película en clase</p>
F	<p>Leer el artículo de Mónica Escudero. “María Luisa Bemberg entre lo Político y lo personal” <i>Revista Canadiense de Estudios Hispánicos</i>. Vol. 27, No. 1, (Otoño 2002), pp. 193-206URL: https://www.jstor.org/stable/27763822</p>
Week 11 M	<p>Ver la película: <i>De eso no se habla (I Don’t want to Talk About it)</i>. María Luisa Bemberg, Dir. María Luisa Bemberg, Jorge Goldenberg (dialogue) 1993. PG13, 1h 42 min. https://www.imdb.com/title/tt0106678/</p>
W	<p>Cont.. la película: <i>De eso no se habla (I Don’t want to Talk About it)</i>. María Luisa Bemberg. Watch the end of the movie, at the Language Lab or home</p> <p>Escribir un breve análisis y discutir puntos claves de la película(en grupo)</p>

F	<p>Discutir y analizar la película en clase</p> <p>Las 7 mujeres de América Latina que marcaron historia en la política. notimérica/política. 23/08/2015. MÉXICO DF, 23 (Notimérica). http://www.notimerica.com/politica/noticia-mujeres-latinas-marcaron-historia-politica-20150823095933.html</p> <p>1. RIGOBERTA MENCHÚ Rigoberta Menchú. Activista indígena. http://www.notimerica.com/politica/noticia-mujeres-latinas-marcaron-historia-politica-20150823095933.html Rigoberta Menchú. Nobel Peace Prize Recipient: Rigoberta Menchú Interview - Documentary https://youtu.be/u22NT22pV0U</p>
Week 12 M	<p>2. FRIDA KAHLO. Artista y poeta resaltó por su obra y controvertida ideología política. Artículo “Revolutionaries in The Temple of Finance” <i>Frida: A Biography of Frida Kahlo</i>. Hayden Herrera, 1983. pp.161-76</p> <p>Who Was Frida Kahlo? Frida Kahlo is perhaps one of the most influential artists of the 20th century. Published on Apr 10, 2018 http://www.youtube.com/artrageouswith...]https://youtu.be/Y3MSyNGsBWk</p> <p>*Iconic Looks & Facts About Frida. https://youtu.be/98Yl3TIglO4 *The Evolution of Frida Kahlo's Style [mitú. Published on May 28, 2017 *Learn how Frida Kahlo's style and art were influenced and inspired: https://youtu.be/twdG7xRE2TY</p>
W	<p>3. MANUELA SÁENZ. Ecuatoriana también conocida como 'La libertadora del libertador' y heroína en la independencia latinoamericana.</p> <p>Película: Manuela Sáenz. <i>La libertadora del Libertador</i> [película editada] subtitulada https://youtu.be/iLi73u_v6g</p> <p>4. LAS HERMANAS MIRABAL. Las Mirabal, tres hermanas dominicanas, tuvieron un papel activo en diversas actividades contra el dictador Rafael Leónidas Trujillo.</p> <p>FILM(Película) <i>En el tiempo de las mariposas</i> (in English-with spanish subtitles) 1hr 32:02 https://youtu.be/edQAJM7uCyE</p>
F	Veteran's Day – No day classes
Week 13 M	<p>Cont. con película <i>En el tiempo de las mariposas</i>.- watch the end at home. Elaborate an analysis and work on worksheets about the movie.</p> <p><i>The Butterfly Effect The Mirabal Sisters Taking a Stand</i> National History Day Senior Group Documentary 2017 (about the Mirabal Sisters) https://youtu.be/2q07lil2Xd0</p>

W	<p>5. EVA DUARTE DE PERÓN. “Evita”, actriz y política argentina. Fue clave en la constitución del sufragio femenino en Argentina, que fue aprobado en el país en 1947. Biografía de Eva Duarte de Peron "Evita", narrada por Pinky 1992 https://youtu.be/LfVEq_V0Kkw</p> <p>6. LEONA VICARIO. Una de las primeras mujeres periodistas de México. apoyó la causa independentista en el país con todos los medios que estuvieron a su alcance. Impulsora del feminismo y de la cultura. Minibiografía: Leona Vicario https://youtu.be/e9pmDSVkf2U</p>
F	Thanksgiving Break
Week 14 M	<p>7. POLICARPA SALAVARRIETA. 'La Pola', Policarpa luchó por la independencia de Colombia. Toda una 'matahari', se convirtió en espía de las fuerzas independentistas. https://www.buscabiografias.com/biografia/verDetalle/5481/Policarpa%20Salavarrieta</p>
W	<p>HuffPost “Mujeres presidentas en la historia de América Latina” https://youtu.be/Fukut37HAHU (47secs) (Jefas de Estado en la región Americana).</p> <p>Reading. Urckari. Top 10: Primeras Presidentas de Latinoamérica. Published on Feb 23, 2016. https://youtu.be/HoT6VCrhyxI</p> <p>Presidentas de Latinoamérica y sus países Dilma Vana Russel (Brasil), Laura Chinchilla Miranda (Costa Rica), Cristina Fernández de Kirchner (Argentina), Michelle Bachelet (Chile), Mireya Moscoso Ramírez (Panamá), Rosalía Arteaga Serrano (Ecuador)Violeta Barrios de Chamorro (Nicaragua)- Lidia Guiler Tejada (Bolivia),María Martínez de Perón (Argentina)</p>
F	Presentaciones individuales
Week 15 M	Presentaciones individuales
W	Reading Day – No Classes
F	Examen final

BSU Curriculum Forms

Form 3

Updated: 9.19.15

New Course Form

Course Number:

Undergraduate: SPAN 3840

Graduate:

Course Title: Contemporary Issues in the Spanish-speaking World

Course Description: Research and discussion of selected issues that significantly contribute to and affect life in contemporary Spanish-speaking societies. Examination and use of authentic media materials. Prerequisite(s): SPAN 3311, SPAN 3312, or consent of the instructor. Liberal Education Goal Area 8. (Might not be offered every year.)

Lib Ed & Critical Thinking Assessment Areas

- Group and individual cultural presentations
- Research-based essays and projects
- Listening comprehension evaluation
- Oral Proficiency Interview
- ACTFL Written Proficiency Evaluation
- Guided discussion in the target language
- Exams
- Final grade earned

Credits: 3

Prerequisite(s):

Undergraduate: SPAN 3311, SPAN 3312, or consent of the instructor.

Graduate:

1. Reason(s) for creating this course: Emphasizes contemporary issues of the Spanish-speaking world and use of authentic materials.
2. How often will this course be offered? (Every two to four years.)

3. What are the student learning outcomes for the course (please precede each outcome with "Students will...")?

In the target language, students will:

*Demonstrate acquisition of foundational knowledge relating to historical, political, social, geographic, and economic conditions in specified regions of Latin America and Spain

*Critically analyze ideas, evidence, arguments relating to topics relevant to Latin America and Spain

*Examine, discuss, and present ideas about the connections between Latin American culture and the various dimensions of Latin American society and Spanish culture and the various dimensions of Spanish society

*Organize and conduct research relating to Latin American topics presented in class

Lib Ed	ACTFL	PELSB
<p>Students will:</p> <p>Goal Area 8: Global Perspective</p> <p>*Use critical thinking and appropriate frameworks for inquiry</p> <p>*Understand concepts, ideas and theories from various disciplines and integrate knowledge, values, and abilities associated with specialized fields of study.</p> <p>*Examine, evaluate, and express values.</p> <p>*present ideas clearly and effectively, in visual, written, and oral form.</p> <p>*recognize the experiences and contributions of diverse groups and cultures.</p> <p>*Demonstrate awareness, concepts, knowledge and actions which promote one's wellbeing.</p> <p>*Demonstrate knowledge, ethics, and abilities as they relate to one's specialization in career choices.</p> <p>*Participate as contributing member of a changing global society.</p>	<p>COMMUNICATION</p> <p>Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</p> <ul style="list-style-type: none"> • Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. • Interpretive Communication: Learners understand, interpret, and analyze what is heard, read or viewed on a variety of topics. • Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of 	<p>Subpart 3A</p> <p>(4) Comprehend, interpret, evaluate information received in the target language through reading and listening at the level that results from demonstrating the speaking proficiency, and</p> <p>B (3) use familiar topics to write in English and the native language narratives, and descriptions of a factual nature or routine, correspondence consisting of several paragraphs to a level understandable to a native.</p> <p>C (1) be aware of areas of the world where the target language is spoken and know that life in all these areas may vary widely,</p> <p>(2) understand the target culture from a variety of perspectives, including historical, geographical, political and artistic and contemporary viewpoints.</p> <p>(4) understand the history of institutions within the cultures sufficiently for comprehending why current conditions exist.</p> <p>(6) understand that both content and process are important and that cultural knowledge and understanding are interdisciplinary</p> <p>(7) understand that culture is neither monolithic nor static and that developing insights into the</p>

	<p>listeners, readers, or viewers.</p> <p>CULTURES</p> <p>Interact with cultural competence and understanding</p> <ul style="list-style-type: none"> Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. <p>CONNECTIONS</p> <p>Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations</p> <ul style="list-style-type: none"> Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. <p>COMPARISONS</p>	<p>variability of cultural phenomena is a life-long process</p> <p>(8) know that every cultural phenomenon is unique and is affected by age, geographic region, sex, class, and other factors and that multiple perspectives, value systems, and modes of decision-making and behaviors exist;</p> <p>(9) know about cultural stereotyping and how to address it as a result of developing skills in processing information which include observing, comparing, and inquiring about cultural phenomena, analyzing and hypothesizing about the phenomena, and synthesizing and determining their generalizability;</p> <p>(10) compare and contrast cultures of people who speak another language with the teacher's own culture</p>
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	<p>Develop insight into the nature of language and culture in order to interact with cultural competence</p> <ul style="list-style-type: none"> • Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. • Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. <p>COMMUNITIES</p> <p>Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</p> <ul style="list-style-type: none"> • School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. • Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. 	
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4. What are the major content areas for the course? Spanish Language, contemporary social issues and cultures of the Spanish-speaking world.

5. Is this course repeatable for credit, and if so, what is the maximum number of credits that can be earned? No

6. If this course is intended primarily for off-campus delivery (not offered on campus), what delivery mechanism will be used?

7. What is the projected maximum class size (cap)? 15

8. What qualified faculty will be available to teach this course? Dr. Miriam Rivera-Hokanson

NOTE WELL: Department and dean, in approving this proposal, attest both to the adequacy of the qualifications of faculty here named, and to their availability to teach the course at the frequency specified above, without excessive overload or disruption to other curriculum.

9. What additional library and other resources need or should be provided for this course, that are not already available?

10. What special personal property or service fee(s) would be charged to students taking this course? These charges would be for 1) items that are retained by the student and have an educational or personal value beyond the classroom, or 2) services that are on the student's behalf (see MnSCU Board Policy 5.11).

Amount per student: \$

For:

11. Attach a sample syllabus for the course. Note: if this course is double-numbered (u-grad/grad), the syllabus must include an additional component for graduate students.

Bemidji State University
SPAN 3840: Contemporary Issues in the Spanish -speaking World
3 credits

Spanish 3840

Instructor: Miriam Rivera-Hokanson/April Larson

Office: HS 310

Office Hours: TBA

E-mail: mriverahokanson@bemidjistate.edu

Phone: 755-2810 or leave a message at 755-2880

Course Description: Research and discussion of selected issues that significantly contribute to and affect life in contemporary Spanish-speaking societies. Examination and use of authentic media materials. Prerequisites: SPAN 3311, 3312, or consent of the instructor. Liberal Education Goal Area 8. (Might not be offered every year.)

Learning outcomes:

Students will:

In the target language, students will:

*Demonstrate acquisition of foundational knowledge relating to historical, political, social, geographic, and economic conditions in specified regions of Latin America and Spain

*Critically analyze ideas, evidence, arguments relating to topics relevant to Latin America and Spain

*Examine, discuss, and present ideas about the connections between Latin American culture and the various dimensions of Latin American society and Spanish culture and the various dimensions of Spanish society

*Organize and conduct research relating to Latin American topics presented in class

Lib Ed	ACTFL	PELSB
Students will:	COMMUNICATION	Subpart 3A

<p>Goal Area 6: Humanities and the Arts</p> <p>*demonstrate awareness at the scope and variety of works in the arts and humanities.</p> <p>*understand those works as expressions of individual and human values within an historical and social context</p> <p>*respond critically to works in the arts and humanities</p> <p>*engage in the creative process of interpretive performance</p> <p>*articulate and inform personal reaction to works in the arts and humanities</p>	<p>Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</p> <ul style="list-style-type: none"> • Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. • Interpretive Communication: Learners understand, interpret, and analyze what is heard, read or viewed on a variety of topics. • Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. <p>CULTURES</p> <p>Interact with cultural competence and understanding</p> <ul style="list-style-type: none"> • Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. • Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. <p>CONNECTIONS</p> <p>Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations</p> <ul style="list-style-type: none"> • Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. • Acquiring Information and Diverse Perspectives: Learners access and 	<p>(4) Comprehend, interpret, evaluate information received in the target language through reading and listening at the level that results from demonstrating the speaking proficiency, and</p> <p>A (5) use familiar topics to write in English and the native language narratives, and descriptions of a factual nature or routine, correspondence consisting of several paragraphs to a level understandable to a native.</p> <p>C (1) be aware of areas of the world where the target language is spoken and know that life in all these areas may vary widely,</p> <p>(2) understand the target culture from a variety of perspectives, including historical, geographical, political and artistic and contemporary viewpoints.</p> <p>(4) understand the history of institutions within the cultures sufficiently for comprehending why current conditions exist.</p> <p>(5) have a sociolinguistic understanding sufficiently for accurately communicating the interrelationships of the language and culture; and</p> <p>(6) understand that both content and process are important and that cultural knowledge and understanding are interdisciplinary</p> <p>(7) understand that culture is neither monolithic nor static and that developing insights into the variability of cultural phenomena is a life-long process</p> <p>(8) know that every cultural phenomenon is unique and is affected by age, geographic region, sex, class, and other factors and that multiple perspectives, value systems, and modes of decision-making and behaviors exist;</p> <p>(9) know about cultural stereotyping and how to address it as a result of developing skills in processing information which include observing, comparing, and inquiring about cultural phenomena, analyzing and hypothesizing about the phenomena, and synthesizing and determining their generalizability;</p> <p>(10) compare and contrast cultures of people who speak another language with the teacher's own culture</p>
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	<p>evaluate information and diverse perspectives that are available through the language and its cultures.</p> <p>COMPARISONS</p> <p>Develop insight into the nature of language and culture in order to interact with cultural competence</p> <ul style="list-style-type: none"> • Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. • Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. <p>COMMUNITIES</p> <p>Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</p> <ul style="list-style-type: none"> • School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. • Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. 	
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Lib Ed & Critical Thinking Assessment

- Group and individual cultural presentations
- Research-based essays and projects
- Listening comprehension evaluation
- Oral Proficiency Interview

- ACTFL Written Proficiency Evaluation
- Guided discussion in the target language
- Exams
- Final grade earned

Major Content Areas:

Writing proficiency, listening comprehension, speaking proficiency in the target language; religion, language, culture, arts, politics, social issues of the Spanish-speaking World.

Prerequisites: SPAN 3311, 3312, or consent of the instructor.

Required textbooks and materials: will vary

1. **Readings (hard copies and/or online material) Check email**
2. **The Oxford Spanish Dictionary: Spanish-English/ English-Spanish.**
3. **Pocket folder**

Recommended:

Useful Online sources

<http://www.colby.edu/personal/b/bknelson/exercises/> (Grammar/cultural activities)

<http://www.elmundo.es/diccionarios> (On-line Dictionary)

Centro Virtual Cervantes. <https://cvc.cervantes.es/>
EL PAÍS: el periódico global. <https://elpais.com/>

Course requirements:

Students are expected to complete the assigned readings and assignments before each class in order to actively participate in class discussions.

Attendance and participation: Your presence and active participation in class is very important. You are allowed up to 3 absences during the semester, use them wisely for when you have personal/family events or dangerous weather related situations. Attendance is mandatory. Being late or leaving class early three times will count as an absence. Also, no preparation; falling asleep; cell phone/texting and disrupting participation will count as an absence. More than 3 absences will affect your final grade by 1%.

Make-up work for homework/class work or exams is not accepted, unless you have an official excuse.

Complete your assignments on time: You will not be able to be actively engage in class discussions if you are not fully prepared and it will adversely affect your grade. During class you will discuss the assigned materials in pairs, small groups or with the entire class as well and complete other types of activities based on the homework. In group and class discussions you will nearly always be speaking Spanish. Expect to hear Spanish spoken in the classroom from the first day of class and make every possible effort to do so yourself. Speak with confidence, use the time allocated to express ideas in Spanish (not giving the shortest possible answer and then sitting there silently or speaking English). While speaking provide complete sentences and maintain a short dialogue by asking and answering questions. During class discussions your professor will help you through any gaps in vocabulary or grammar.

Assignments:

Come to class prepared to discuss: reading assignments, documentaries, interviews, films and other listed material in your syllabus. All the assignments are scheduled and should be done prior coming to class, so you are well prepare to discuss them. Check grammar for each written assignment, since you will be turn in for grade after discussion.

Exams: There will be 2 regular exams and a final as scheduled. The exams will be about the material presented in class, such as the appropriate grammar used, vocabulary or selected reading and visual material.

Research paper- There will be 2 papers, each are to be completed individually. Using the reading and articles write a literary analysis about the selected theme. You are required to write a maximum of 4 pages, MLA style, double spaced, font: Times New Roman. Check your grammar before turning in your paper.

Oral presentations. There will be 2 presentations (in group), and 1 individual "creative project" presentation, at the end of the semester.

Grading Method:

Regular Exams (2@ 10% each) ----- 20%

Preparation (readings and writing assignments) participation in class discussions --- 15%

Research papers (2 @ 10% each) ----- 20%

Oral presentations in group (2 @ 10% each) ----- 20%

Creative project presentation ----- 15%

Final exam ----- 10%

100

Grading System:

A+ = 97% -100% (4.00/4.00)	C+ = 77% -79% (2.33/4.00)
A = 93% - 96% (4.00/4.00)	C = 73% -76% (2.00/4.00)
A - = 90% - 92% (3.67/4.00)	C- = 70% -72% (1.67/4.00)
B+ = 87% - 89% (3.33/4.00)	D+ = 67% - 69% (1.33/4.00)
B = 83% - 86% (3.00/4.00)	D = 63% - 66% (1.00-4.00)
B- = 80% - 82% (2.67/4.00)	D- = 60% - 62% (0.6/4.00)
	F= 0% - 59% (0.00/4.00)

Academic Integrity:

BSU students are expected to practice the highest standards of ethics, honesty and integrity in all of their academic work. Any form of academic dishonesty (e.g., plagiarism, cheating and misrepresentation) may result in disciplinary action. Possible disciplinary actions may include failure for part of all of a course as well as suspension from the University.

Students with Special Needs:

BSU is committed to making all educational programs, course materials, services and activities sponsored by the University accessible to individuals with disabilities. Students requesting accommodations due to a disability or other need for access should contact Accessibility Services as soon as possible. Accessibility Services is located at Decker Hall 202. PH: 218.755.3883 or email: accessibility@bemidjistate.edu. This information is also available through Minnesota Relay Services at 800.627.3529.

Mental Health & Counseling:

You may experience mental health concerns or stressful events that may lead to diminished academic performance. The Student Center for Health & Counseling is available to assist you with concerns. Office: Cedar hall, first floor(218) 755-2053fax: (218) 755-2750.

Tutor.com:

The Minnesota State system has updated the online tutoring service available to our students. We are now partnering with Tutor.com to offer 24/7 online tutoring, which will connect students with an expert tutor for extra assistance one-on-one. Online tutoring services can be accessed through the main page in D2L and your course page, by clicking on the tutor.com link, located in the “HelpLinks” menu. **All students will receive 15 hours of tutoring at no cost.** Tutoring services cover a variety of subject areas including math, writing, accounting, economics, biology, languages and nursing. Additional time may be purchased by students directly through tutor.com.

Calendario tentativo

Class Day/Date Activity/Homework

1	August Week 1 M/27	Introduction: -Discusión- Puntos de vista- Ejemplificaciones- El medio ambiente: https://cnnespanol.cnn.com/2017/05/22/el-aire-sucio-de-america-latina/
2	W/29	-La comunidad Latina y el medio ambiente https://www.lclaa.org/campaigns/campana-ambiental
3	F/31	Kishna Jaramillo y Marcela Peñaloza. <u>“Ser ambientalista en América Latina: ¿Sinónimo de muerte?”</u> <i>Latinamerican Post</i> . Jun 11, 2018 https://latinamericanpost.com/index.php/es/derechos-humanos-latinoamerica/21528-ser-ambientalista-en-america-latina-sinonimo-de-muerte
	Week 2 SEPTEMBER M/3	LABOR DAY- No day classes-
4	W/5	Jennifer Homand “Berta Cáceres y el mortal costo de defender la tierra y la vida” <i>Ecología Política</i> . No. 51, Ecología política en América Latina (Junio 2016), pp. 124-129 Published by: <u>Fundacio ENT</u> https://www.jstor.org/stable/24894084 Medio Ambiente y sus desafíos para la Paz en América Latina y el Caribe https://www.youtube.com/watch?v=-JseG7w7DCg
5	F/7	José Luis García Hernández. “Mujeres mártires ambientales en América Latina: una visibilización de los ecofeminicidios por la defensa del territorio en México”. <u>Vol 3, No 33 (2016)</u> . Centro de Relaciones Internacionales. <i>HistoriAgenda</i> . Revistas UNAM, Mexico, 2016 http://revistas.unam.mx/index.php/historiagenda/article/view/64607/56701
6	Week 3	Leer Lauro Zavala. <i>Teoría y práctica del análisis cinematográfico</i> . prólogo and “Elementos de análisis cinematográfico” Anotaciones –Discusión-

	M/10	<p>https://www.researchgate.net/publication/31739130_Elementos_del_discurso_cinematografico_L_Zavala</p> <p>Película <i>La misión</i> (título original: <i>The Mission</i>) 1986. dirigida por Roland Joffé e interpretada por Robert De Niro, Jeremy Irons, Ray McAnally y Aidan Quinn</p>
7	W/12	Continuación...Película: <i>La misión</i> .
8	F/14	<p>Análisis de la película – discusión-</p> <p>Alasdair Baverstock (report) “Acid rain threatens ancient Mayan monuments of Mexico”. OGTN America . Feb 28, 2018 The world today</p> <p>https://youtu.be/xvlt5FHKmRY OR--</p> <p>https://america.cgtn.com/2018/02/28/acid-rain-threatens-ancient-mayan-monuments-of-mexico</p>
9	Week 4 M/17	<p>Carlos de Miguel y Marcia Tavares (comps.) El desafío de la sostenibilidad ambiental en América Latina y el Caribe. “Sostenibilidad ambiental”, “El desarrollo urbano y ciudades sostenibles” y “Consumo y producción sostenibles”, en <i>América Latina y el Caribe en la agenda para el desarrollo después de 2015: reflexiones preliminares basadas en la trilogía de la igualdad</i> (CEPAL, 2014). Pp.35-40 –</p> <p>Discutir y debatir – Posibles soluciones</p> <p>http://www.cepal.org/publicaciones/xml/4/53214/Reflexionespreliminaresdelatrilogialigualdad.pdf</p>
10	W/19	EXAMEN 1
11	F/21	<p>Los pueblos indígenas en sus propias voces. “Declaración sobre los Derechos de los Pueblos Indígenas”.</p> <p>http://www.un.org/es/events/indigenousday/pdf/indigenousdeclaration_faqs.pdf</p> <p>Web: http://www.un.org/esa/socdev/unpfii/es/declaration.html</p>

	Week 5 M/24	<p>¿Qué es Reforma? https://www.significados.com/reforma</p> <p>Ver Cortometraje: Huasipungo- Jorge Icaza</p> <p>Leer “ Guía de análisis conceptual y gráfico del film”</p> <p>https://yantorno01.files.wordpress.com/2011/10/guia-de-analisis-de-la-pelicula.pdf-</p>
	W/26	<p>Hoja trabajo: Preguntas fundamentales para el análisis de la película Ver película: <i>Soil, Struggle and Justice: Agroecology in the Brazilian Landless</i>”</p> <p>A film by Andreas Hernandez. <i>Kosmos</i>. Journal for Global transformation. November 4, 2014.</p> <p>https://www.kosmosjournal.org/news/film-soil-struggle-and-justice-agroecology-in-the-brazilian-landless-movement/</p>
	F/28	<p>Continuar... película: <i>Soil, Struggle and Justice: Agroecology in the Brazilian Landless</i>” –</p>
	OCTOBER Week 6 M/1	<p>Ficha sobre análisis de cine</p> <p>Discusión- Análisis interpretativo del personaje –la historia</p> <p>Preparación para las presentaciones</p>
	W/3	<p>PRESENTACIÓN ORAL # 1 (Grupos 1 y 2)</p>
	F/5	<p>PRESENTACIÓN ORAL #1 (Grupos 3 y 4)</p>
	Week 7 M/8	<p>Topics & outline for Research paper: Spain select a theme not studied in class – Review about MLA style handbook</p> <p>En clase: Write Research paper #1-</p>
	W/10	<p>Research paper -Peer reviewing-</p>

		<p>Alicia Ziccardi. “Pobreza y exclusión social</p> <p>En las ciudades del siglo XXI”. pp. 9-14. Andamios. ISSN 1870-0063</p> <p>Andamios vol.7 no.13 México may./ago. 2010. http://www.flacsoandes.edu.ec/agora/pobreza-y-exclusion-social-en-las-ciudades-del-siglo-xxi</p>
	F/12	<p>Turn in Research paper #1</p> <p>Contin... Alicia Ziccardi. “Pobreza urbana, segregación residencial y calidad de vida”, pp. 15-20.</p>
	<p>Week 8</p> <p>M/15</p>	<p>Colombia: El conflicto armado- Las Farc (1964-) ¿Quiénes son los miembros?</p> <p>Documental Farc-ep - Solución política https://youtu.be/ssbCAtEjRO4</p>
	W/17	<p>Las Farc. ¿Por qué empezó y qué pasó en la guerra de más de 50 años que desangró a Colombia? Natalio Cosoy BBC Mundo, Bogotá (@nataliocosoy) 24 de Agosto de 2016. https://www.bbc.com/mundo/noticias-america-latina-37181413</p>
	F/19	No day class
	<p>Week 9</p> <p>M/22</p>	Examen #2
	W/24	<p>¿Qué piensan las mujeres de la guerrilla sobre acuerdos de paz en Colombia? https://youtu.be/fabiACvou9E</p>

		<p>Análisis de las pinturas del artista colombiano Juan Manuel Echavarría. <i>Ríos y Silencios, 20 años de guerra en fotografías</i>. Por Laura Guzmán Díaz. Laura Camacho @ lauracamacho Redacción Tecnósfera. 29 de mayo de 2018.</p> <p>http://www.eltiempo.com/cultura/exposicion-de-juan-manuel-echavarria-estara-abiera-en-el-mambo-143114</p>
	F/26	<p>Carlos Arbeláez <i>Los colores de la montaña</i> - filme Colombiano, dirigido por Carlos Arbeláez. (Colombia el 11 de marzo de 2011) Galardonado en el Festival Internacional de Cine de San Sebastián. Publicado por Andrés Fernando Figueró Molina. Jan 8, 2016. 8 de agosto de 2018. 1:33:15 https://youtu.be/pOaHjiuHg9Y</p>
	Week 10 M/29	<p>Cont. Carlos Arbeláez <i>Los colores de la montaña</i> - filme Colombiano, dirigido por Carlos Arbeláez.</p>
	W/31	<p>Discusión y análisis de la película</p> <p>Leer: Jairo García Oñoro García Oñoro, Jairo. (2012). Latinoamérica: entre la democracia y el autoritarismo. Estudios Políticos, 41, Instituto de Estudios Políticos, Universidad de Antioquia, pp. 15-35.</p> <p>www.scielo.org.co/pdf/espo/n41/n41a02.pdf</p> <p>OR...</p> <p>“Autoritarismo en Latinoamérica” Diario Listin. EFE Washington. 24 de julio 2018. https://www.listindiario.com/las-mundiales/2017/03/04/456403/autoritarismo-en-latinoamerica</p>
	NOVEMBER F/2	<p>Petra Bonometti y Susana Ruiz Seisdedos. “Latin American Democracies Under The Threat Of Inequality”. Andamios, México , V. 7, N. 13, P. 11-36, Agosto 2010</p> <p>Http://Www.Scielo.Org.Mx/SciELO.Php?Script=Sci_Arttext&Pid=S1870-00632010000200002&Lng=Es&Nrm=Iso>. Accedido En 14 Agosto 2018</p>

W/28	<p>Continuar...Razones por las que los latinoamericanos emigran a USA...</p> <p>Michael Robinson Chavez. L.A. Times photographer describes ride on 'La Bestia' freight train. 2018, Los Angeles Times</p> <p>http://www.latimes.com/visuals/video/81283388-132.html</p>
	<p>Cécile Blouin y Francisco Mamani. ¿Por qué persiste la trata de personas en América Latina? <i>Instituto de Democracia y Derechos Humanos</i>.</p> <p>http://idehpucp.pucp.edu.pe/analisis/persiste-la-trata-personas-america-latina/</p>
Week 14 F/30	<p>Profesiones y oficios de mayor riesgo en Honduras. <i>Diario el Herald</i></p> <p>http://www.elheraldo.hn/sucesos/701778-219/las-profesiones-y-oficios-de-mayor-riesgo-en-honduras</p>
Week 15 DECEMBER M/3	<p>Redacción Internacional. <i>El Espectador</i>. 14 de agosto de 2018</p> <p>“Centroamérica, la otra crisis migratoria”(El Mundo 25 Nov 2015) https://www.elspectador.com/noticias/elmundo/centroamerica-otra-crisis-migratoria-articulo-601467</p> <p>Leer: “A look inside 'The Death Train’ - CNN Video - CNN.com 1:50 https://www.cnn.com/videos/international/.../orig-jag-death-train.cnn/us/2014/07/30/secure-the-border-lavandera-orig-jtb.cnn/video/playlists/immigration-border-crossing/</p>
W/5	<p>Veronica G. Cardenas. “Aboard 'the beast': migrants' daring train ride through Mexico – in pictures” Photograph by Veronica G Cardenas. The Guardian. Wed 13 Dec 2017. 15 de agosto de 2018. www.theguardian.com/us-news/gallery/2017/dec/13/mexico-central-american-migrants-la-bestia-pictures</p> <p>-Análisis of pictures “Aboard the beast” Class discussion</p>

Week 15 M	Presentaciones individuales (Creative project presentation)
F/7	Presentaciones Individuales
Week 16 M/10	Presentaciones Individuales Repaso y guía de estudio para el examen final
W/12	READING DAY
13-19 FINALS	Examen final

BSU Curriculum Forms

Form 3

Updated: 9.19.15

New Course Form

Course Number:

Undergraduate: SPAN 3850

Graduate:

Course Title: Topics in Spanish Peninsular Literature and Artistic Representations

Course Description: Analysis of selected topics of literary and artistic representations of different historic periods of Spain. Possible Topics include cinema and culture, history and culture, music and traditions by regions, political economic social and cultural events in Spain, Spain in the XVIII century to civil war and dictatorship of Francisco Franco. May be repeated for up to 6 credits with different topics. Prerequisite(s): SPAN 3311, SPAN 3312, or consent of the instructor. Liberal Education Goal Area 6. (Might not be offered every year.)

Credits: 3

Prerequisite(s):

Undergraduate: SPAN 3311, SPAN 3312, or consent of the instructor.

Graduate:

1. Reason(s) for creating this course: To expand students' knowledge of the human conditions and human cultures in relation to ideas expressed in works of human imagination and through authentic literature and art of Spanish cultures.

2. How often will this course be offered? Every two to four years.

3. What are the student learning outcomes for the course (please precede each outcome with "Students will...")?

-Develop conversational, grammatical, reading and writing proficiency in Spanish at the Advanced level.

-Take part in and engage in conversation, provide and obtain information, express feelings, and exchange opinions.

-Demonstrate comprehension and interpret written and spoken language on a variety of topics

-Present information, concepts, and ideas to an audience of listeners on a variety of topics.

-Show and summarize historical and cultural awareness of Spain and apply it to the study of the region.

-Define a perspective on regional cultures, religions, languages, and the arts in Spain.

-Demonstrate understanding of the ability to think critically about culture, social relations, history, politics and language in Latin America.

4. What are the major content areas for the course?

Spanish Language, Spanish Literature, Spanish Artistic Representations, past and contemporary social issues and cultures of Spain.

5. Is this course repeatable for credit, and if so, what is the maximum number of credits that can be earned? Repeatable for max of 6 credits

6. If this course is intended primarily for off-campus delivery (not offered on campus), what delivery mechanism will be used? Yes.

7. What is the projected maximum class size (cap)? 15

8. What qualified faculty will be available to teach this course? Dr. Miriam Rivera-Hokanson

NOTE WELL: Department and dean, in approving this proposal, attest both to the adequacy of the qualifications of faculty here named, and to their availability to teach the course at the frequency specified above, without excessive overload or disruption to other curriculum.

9. What additional library and other resources need or should be provided for this course, that are not already available?

10. What special personal property or service fee(s) would be charged to students taking this course? These charges would be for 1) items that are retained by the student and have an educational or personal value beyond the classroom, or 2) services that are on the student's behalf (see MnSCU Board Policy 5.11).

Amount per student: \$

For:

11. Attach a sample syllabus for the course. Note: if this course is double-numbered (u-grad/grad), the syllabus must include an additional component for graduate students.

Lib Ed	ACTFL	PELSB
<p>Students will:</p> <p>Goal Area 6: Humanities and the Arts</p> <p>*demonstrate awareness at the scope and variety of works in the arts and humanities.</p> <p>*understand those works as expressions of individual and human values within an historical and social context</p> <p>*respond critically to works in the arts and humanities</p> <p>*engage in the creative process of interpretive performance</p> <p>*articulate and inform personal reaction to works in the arts and humanities</p>	<p>COMMUNICATION</p> <p>Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</p> <ul style="list-style-type: none"> • Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. • Interpretive Communication: Learners understand, interpret, and analyze what is heard, read or viewed on a variety of topics. • Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. <p>CULTURES</p> <p>Interact with cultural competence and understanding</p> <ul style="list-style-type: none"> • Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. • Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship 	<p>Subpart 3A</p> <p>(4) Comprehend, interpret, evaluate information received in the target language through reading and listening at the level that results from demonstrating the speaking proficiency, and</p> <p>A (5) use familiar topics to write in English and the native language narratives, and descriptions of a factual nature or routine, correspondence consisting of several paragraphs to a level understandable to a native.</p> <p>C (1) be aware of areas of the world where the target language is spoken and know that life in all these areas may vary widely,</p> <p>(2) understand the target culture from a variety of perspectives, including historical, geographical, political and artistic and contemporary viewpoints.</p> <p>(4) understand the history of institutions within the cultures sufficiently for comprehending why current conditions exist.</p> <p>(5) have a sociolinguistic understanding sufficiently for accurately communicating the interrelationships of the language and culture; and</p> <p>(6) understand that both content and process are important and that cultural knowledge and understanding are interdisciplinary</p> <p>(7) understand that culture is neither monolithic nor static and that developing insights into the variability of cultural phenomena is a life-long process</p> <p>(8) know that every cultural phenomenon is unique and is affected by age, geographic region, sex, class, and other factors and that multiple perspectives, value systems, and modes of decision-making and behaviors exist;</p> <p>(9) know about cultural stereotyping and how to address it as a result of developing skills in processing information which include observing, comparing, and inquiring about cultural phenomena, analyzing and hypothesizing about the phenomena, and synthesizing and determining their generalizability;</p> <p>(10) compare and contrast cultures of people who speak another</p>

	<p>between the products and perspectives of the cultures studied.</p> <p>CONNECTIONS</p> <p>Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations</p> <ul style="list-style-type: none"> • Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. • Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. <p>COMPARISONS</p> <p>Develop insight into the nature of language and culture in order to interact with cultural competence</p> <ul style="list-style-type: none"> • Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. • Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. <p>COMMUNITIES</p> <p>Communicate and interact with cultural competence in order to</p>	<p>language with the teacher's own culture</p>
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	<p>participate in multilingual communities at home and around the world</p> <ul style="list-style-type: none"> • School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. • Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. 	
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Bemidji State University
SPAN 3850: Topics in Peninsular Literature and Artistic Representations
3 credits

Spanish 3850

Instructor: Dr. Miriam Rivera-Hokanson

Office: HS 310

Office Hours: TBA

E-mail: mrivrahokanson@bemidjistate.edu

Phone: 755-2810 or leave a message at 755-2880

Course Description: Analysis of selected topics of literary and artistic representations of different historic periods of Spain. Possible Topics include cinema and culture, history and culture, music and traditions by regions, political economic social and cultural events in Spain, Spain in the XVIII century to civil war and dictatorship of Francisco Franco. May be repeated for up to 6 credits with different topics. Prerequisite(s): SPAN 3311, SPAN 3312, or consent of the instructor. Liberal Education Goal Area 6. (Might not be offered every year.)

Lib Ed & Critical Thinking Assessment

- Group and individual cultural presentations
- Research-based essays and projects
- Listening comprehension evaluation
- Oral Proficiency Interview
- ACTFL Written Proficiency Evaluation
- Guided discussion in the target language
- Exams
- Final grade earned

Possible Topics in Peninsular:

Cinema and Culture: Major cinematic movements in Spain: Students will study their influence and relationship to literary and cultural issues. Possible topics include: the art of adaptation of narrative to film or Spanish surrealism.

History and culture: The most important events in the history of the Iberian Peninsula through the centuries.

Music and traditions by regions: Possible topics include: Gastronomy, traditional music, and dances in each region.

Political, economic, social and cultural events in Spain:

Spain in the XVIII century to Civil war (1936-39) and dictatorship of Francisco Franco(1939-1975)

The Transition: From Franco's dictatorship to democracy and the present.

Learning outcomes:

- Develop conversational, grammatical, reading and writing proficiency in Spanish at the Advanced level.
- Take part in and engage in conversation, provide and obtain information, express feelings, and exchange opinions.
- Demonstrate comprehension and interpret written and spoken language on a variety of topics
- Present information, concepts, and ideas to an audience of listeners on a variety of topics.
- Show and summarize historical and cultural awareness of Spain and apply it to the study of the region.
- Define a perspective on regional cultures, religions, languages, and the arts in Spain.
- Demonstrate understanding of the ability to think critically about culture, social relations, history, politics and language in Latin America.

Lib Ed	ACTFL	PELSB
<p>Students will:</p> <p>Goal Area 6: Humanities and the Arts</p> <p>*demonstrate awareness at the scope and variety of works in the arts and humanities.</p> <p>*understand those works as expressions of individual and human values within an historical and social context</p> <p>*respond critically to works in the arts and humanities</p> <p>*engage in the creative process of interpretive performance</p> <p>*articulate and inform personal reaction to works in the arts and humanities</p>	<p>COMMUNICATION</p> <p>Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</p> <ul style="list-style-type: none"> • Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. • Interpretive Communication: Learners understand, interpret, and analyze what is heard, read 	<p>Subpart 3A</p> <p>(4) Comprehend, interpret, evaluate information received in the target language through reading and listening at the level that results from demonstrating the speaking proficiency, and</p> <p>B (3) use familiar topics to write in English and the native language narratives, and descriptions of a factual nature or routine, correspondence consisting of several paragraphs to a level understandable to a native.</p> <p>C (1) be aware of areas of the world where the target language is spoken and know that life in all these areas may vary widely,</p> <p>(2) understand the target culture from a variety of perspectives, including historical, geographical,</p>

	<p>or viewed on a variety of topics.</p> <ul style="list-style-type: none"> • Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. <p>CULTURES</p> <p>Interact with cultural competence and understanding</p> <ul style="list-style-type: none"> • Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. • Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. <p>CONNECTIONS</p> <p>Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations</p> <ul style="list-style-type: none"> • Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. 	<p>political and artistic and contemporary viewpoints.</p> <p>(4) understand the history of institutions within the cultures sufficiently for comprehending why current conditions exist.</p> <p>(6) understand that both content and process are important and that cultural knowledge and understanding are interdisciplinary</p> <p>(7) understand that culture is neither monolithic nor static and that developing insights into the variability of cultural phenomena is a life-long process</p> <p>(8) know that every cultural phenomenon is unique and is affected by age, geographic region, sex, class, and other factors and that multiple perspectives, value systems, and modes of decision-making and behaviors exist;</p> <p>(9) know about cultural stereotyping and how to address it as a result of developing skills in processing information which include observing, comparing, and inquiring about cultural phenomena, analyzing and hypothesizing about the phenomena, and synthesizing and determining their generalizability;</p> <p>(10) compare and contrast cultures of people who speak another language with the teacher's own culture</p>
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Major Content Areas: Spanish Language, Cultures of the Spanish-speaking world, contemporary social issues of the Spanish-speaking world.

Prerequisites: SPAN 3311, SPAN 3312, or consent of the instructor.

Required textbooks and materials: will vary

Recommended:

Useful Online sources

<http://www.colby.edu/personal/b/bknelson/exercises/> (Grammar/cultural activities)

<http://www.elmundo.es/diccionarios> (On-line Dictionary)

<http://www.univision.com> (noticias nacionales e internacionales y del medio artísti

Course requirements:

Students are expected to complete the assigned readings and assignments before each class in order to actively participate in class discussions.

Attendance and participation: Your presence and active participation in class is very important. You are allowed up to 3 absences during the semester, use them wisely for when you have personal/family events or dangerous weather related situations. Attendance is mandatory. Being late or leaving class early three times will count as an absence. In addition, no preparation, falling asleep, cell phone/texting and disrupting participation will count as an absence. More than 3 absences will affect your final grade by 1%.

Make-up work for homework/class work or exams will not accepted unless you have an official excuse.

Complete your assignments on time: You will not be able to be actively engaged in class discussions if you are not fully prepared and it will adversely affect your grade. During class you will discuss the assigned materials in pairs, small groups or with the entire class as well and complete other types of activities based on the homework. In group and class discussions you will nearly always be speaking Spanish. Expect to hear Spanish spoken in the classroom from the first day of class and make every possible effort to do so yourself. Speak with confidence, use the time allocated to express ideas in Spanish (not giving the shortest possible answer and then sit there silently or speaking English). While speaking provide complete sentences and maintain a short dialogue by asking and answering questions. During class discussions your professor will help you through any gaps in vocabulary or grammar.

Assignments:

Come to class prepared to discuss: reading assignments, documentaries, interviews, films and other listed material in your syllabus. All the assignments are scheduled and should be done prior coming to class, so you are well prepare to discuss them. Check grammar for each written assignment, since you will be turn in for grade after discussion.

Exams: There will be 2 regular exams and a final as scheduled. Each test will be about the material presented in class, such as the appropriate grammar used, vocabulary, selected reading and visual material.

Essays- There will be 2 essays, each are to be completed individually. Using the reading and articles students will write a literary analysis about the selected reading. You are required to write a maximum of 4 pages, MLA style, double spaced, font: Times New Roman. Check your grammar before turning in your paper.

Oral presentations. There will be 2 presentations (in group), and 1 individual "creative project" presentation at the end of the semester.

Grading Method:

Regular Exams (2@ 10% each) -----20%

Preparation(readings and writing assignments) participation in class discussions --20%

Essays (2 @ 10% each)-----20%

Oral presentations in group (2 @ 10% each)-----20%

Creative project presentation-----10%

Final exam -----10%

Grading System:

A+ = 97% -100% (4.00/4.00)	C+ = 77% -79% (2.33/4.00)
A = 93% - 96% (4.00/4.00)	C = 73% -76% (2.00/4.00)
A - = 90% - 92% (3.67/4.00)	C- = 70% -72% (1.67/4.00)
B+ = 87% - 89% (3.33/4.00)	D+ = 67% - 69% (1.33/4.00)
B = 83% - 86% (3.00/4.00)	D = 63% - 66% (1.00-4.00)
B- = 80% - 82% (2.67/4.00)	D- = 60% - 62% (0.6/4.00)
	F= 0% - 59% (0.00/4.00)

Academic Integrity:

BSU students are expected to practice the highest standards of ethics, honesty and integrity in all of their academic work. Any form of academic dishonesty (e.g., plagiarism, cheating and misrepresentation) may result in disciplinary action. Possible disciplinary actions may include failure for part of all of a course as well as suspension from the University.

Students with Special Needs:

BSU is committed to making all educational programs, course materials, services and activities sponsored by the University accessible to individuals with disabilities. Students requesting accommodations due to a disability or other need for access should contact Accessibility Services as soon as possible. Accessibility Services is located at Decker Hall 202. PH: 218.755.3883 or email: accessibility@bemidjistate.edu. This information is also available through Minnesota Relay Services at 800.627.3529.

Mental Health & Counseling:

You may experience mental health concerns or stressful events that may lead to diminished academic performance. The Student Center for Health & Counseling is available to assist you with concerns. Office: Cedar hall, first floor(218) 755-2053fax: (218) 755-2750.

Tutor.com:

The Minnesota State system has updated the online tutoring service available to our students. We are now partnering with Tutor.com to offer 24/7 online tutoring, which will connect students with an expert tutor for extra assistance one-on-one. Online tutoring services can be accessed through the main page in D2L and your course page, by clicking on the tutor.com link, located in the "HelpLinks" menu. **All students will receive 15 hours of tutoring at no cost.** Tutoring services cover a variety of subject areas including math, writing, accounting, economics, biology, languages and nursing. Additional time may be purchased by students directly through tutor.com.

Calendario tentativo

Class Day/Date Activity/Homework

1	August	-Introduction: El cine y la literatura, una relación de intertextualidad -Discusión- Puntos de vista- Ejemplificaciones-
	Week 1	
	M/27	
2	W/29	Continuación-Intertextualidades El séptimo arte- Lectura -Martín Garcel. <i>El lenguaje del cine.</i> " Un arte y un lenguaje", pp. 16-20, (artículo en fotocopia o PDF). Discusión en grupo

3	F/31	<p>Lectura-Martín Garcel. <i>El lenguaje del cine</i>. “Un lenguaje y un ser”, pp. 21-26, (artículo en fotocopia o PDF).</p> <p>Discusión y análisis de la película usando teoría estudia e intertextualidades.</p>
	Week 2 SEPTEMBER M/3	LABOR DAY- No day classes-
4	W/5	<p>Leer “ Guía de análisis conceptual y gráfico del film”</p> <p>https://yantorno01.files.wordpress.com/2011/10/guia-de-analisis-de-la-pelicula.pdf–</p> <p>Ver película: <i>Ocho apellidos vascos</i> –Dirección: Emilio Martínez-Lázaro</p> <p>Producción Snow Films, A.I.E.(Ghislain Barrois, Álvaro Augustin), Kowalski Films, S.L.(Koldo Zuazua), Lazona(Gonzalo Salazar-Simpson)</p> <p>Guion:Diego San José, Borja Cobeaga</p> <p>Intérpretes:Dani Rovira, Dani Rovira, Clara Lago, Carmen Machi, Karra Elejalde, Alfonso Sánchez, Alberto López, Aitor Mazo (3 Premios Goya)</p>
5	F/7	<p>Continuar con película: <i>Ocho apellidos vascos</i></p> <p>Preguntas de comprensión, análisis crítico-cultural</p>
6	Week 3 M/10	<p>Análisis del film- preguntas- Comentarios-</p> <p>¿Qué es la cultura? https://youtu.be/C4bnWcf1HEQ</p> <p>Leer artículo: Cultura Española: Una joya histórica de múltiples tradiciones marzo 13, 2018 https://www.cultura10.org/espanola/</p>

7	W/12	Leer el artículo: “ Conoce detalles de los bailes regionales más importantes de España ” agosto 13, 2012 http://blog.ruraldir.com/conoce-detalles-de-los-bailes-regionales-mas-importantes-de-espana/
8	F/14	Continuar... “ Conoce detalles de los bailes regionales más importantes de España ” Videos sobre diferentes estilos de bailes en España
9	Week 4 M/17	Leer copia del texto: MÚSICA TRADICIONAL EN ESPAÑA , pp. 1-5 silviamusic.weebly.com/.../5/.../mÚsica_tradicional_de_españa.pdf
10	W/19	MÚSICA TRADICIONAL EN ESPAÑA , pp.6-12 silviamusic.weebly.com/.../5/.../mÚsica_tradicional_de_españa.pdf **En casa Continuar...MÚSICA TRADICIONAL EN ESPAÑA, pp.14-16 silviamusic.weebly.com/.../5/.../mÚsica_tradicional_de_españa.pdf Traer resumen y presentar en grupo- discusión-
11	F/21	EXAMEN 1
	Week 5 M/24	Flamenco. Emilia Conejo. Clara de la Flor, Coordinación editorial. COLECCIÓN MARCA ESPAÑA. Centro de Investigación y Publicaciones de Idiomas, S.L., 2011 España: T. G. Soler www.difusion.com https://www.difusion.com/uploads/.../catalogue/.../Flamenco.pdf ISBN: 978-84-8443-729-1
	W/26	Continuar...lectura <i>Flamenco</i> –Actividades Ver video: Entre dos aguas (Paco de Lucia) - Flamenco dancing and guitar, Barcelona- https://youtu.be/LTu_npk4NFo

F/28	<p>Carmen Amaya y su troupe por Bulerías - 1961 https://youtu.be/GP3Gho5qe4Y</p> <p>Baile Flamenco: Fiesta Gitana - bailaoras / bailaores https://youtu.be/eAcjgh2ofQ8</p> <p>Trabajo en grupo- Identificar comparar y describir diferentes estilos del baile flamenco/bulerías-bailadoras</p>
OCTOBER Week 6 M/1	<p>Leer el artículo: “Gastronomía Española: 15 platos típicos que debes probar” Cristina. 15 MARZO, 2017 http://www.estaentumundo.com/europa/espana-europa/gastronomia-espanola-15-platos-tipicos-que-debes-probar.html</p>
W/3	<p>La gastronomía española. Embajada de España, Consejería de Educación y ciencia, Londres: Leada 1997. ISN: 1901806251</p> <p>https://www.mecd.gob.es/.../La_gastronomia.../La_gastronomia_esp...</p> <p>Algunas Recetas Famosas De La Gastronomía Española https://www.spain.info/es/top-10/las-recetas-mas-famosas-de-la-gastronomia-espanola.html</p>
F/5	<p>Leer Lauro Zavala. Teoría y práctica del análisis cinematográfico. prólogo and “Elementos de análisis cinematográfico” Anotaciones –Discusión-</p> <p>https://www.researchgate.net/publication/31739130_Elementos_del_discurso_cinematografico_L_Zavala</p>
Week 7 M/8	<p>Leer “ Guía de análisis conceptual y gráfico del film”</p> <p>https://yantorno01.files.wordpress.com/2011/10/guia-de-analisis-de-la-pelicula.pdf</p> <p>Hoja trabajo: Preguntas fundamentales para el análisis de la película</p> <p>Introducción Ver Belle Epoque. Director: Fernando Trueba Production companies: LolaFilms, Fernando Trueba Producciones Cinematográficas</p>

		<i>Fernando Trueba</i> /Rafael Azcona. Release date : February 25, 1994 (USA)
	W/10	Continuar con la película <i>Belle Epoque</i> .
	F/12	<i>Belle Epoque</i> . – Ficha sobre análisis de cine Discusión- Análisis interpretativo del personaje -
	Week 8 M/15	PRESENTACIÓN ORAL GRUPO # 1 y 2
	W/17	PRESENTACIÓN ORAL GRUPO # 3 y 4
	F/19	No class
	Week 9 M/22	Topics & outline for Research paper: Spain select a theme not studied in class – Review about MLA style
	W/24	Research paper -Peer reviewing- La Guerra civil española- Canal Historia: La guerra civil española documental https://youtu.be/uvGC0ICC-rs
	F/26	Continuación... La Guerra civil española- Canal Historia: La guerra civil española documental https://youtu.be/uvGC0ICC-rs
	Week 10 M/29	Discusión de la Guerra civil y la película- comparar situaciones/ambientes Análisis – Aporte crítico
	W/31	Examen #2
	NOVEMBER F/2	La Guerra Civil Española y el cine durante la dictadura https://www.enforex.com/espanol/cultura/peliculas-espanolas.html

Week 11 M/5	Francisco Franco. LA ESPAÑA DE FRANCO.- (1939 - 1975) Documental Canal Historia. Published on Jul 1, 2016 https://youtu.be/7cKSk_cTa94
W/7	<p>“Por que Franco se mantuvo tanto tiempo en el poder” Entrevista: opinión sobre Franco y el franquismo desde la visión de una mujer.</p> <p>https://youtu.be/9WwR0PG4_OM</p> <p>Discusión Sobre Franco y la Guerra civil</p> <p>Apuntes -</p>
F/9	<p>La transición y la movida madrileña: el franquismo y la transición</p> <p>https://youtu.be/Q98RT7lclKg</p> <p>Leer La mujer en el franquismo: “Enseñando a señoritas y sirvientas la formación femenina y clasista en el franquismo”. Por la profesora de Historia Matilde Peinado. https://youtu.be/K9ktzmRLNKU</p>
Week 12 M/12	VETERAN’S DAY
W/14	<p>Leer artículo “ A brief Introduction to la Movida madrileña”(Madrid Scene)</p> <p>https://theculturetrip.com/europe/spain/articles/a-brief-introduction-to-la-movida-madrilena/</p> <p><u>'El Penta', origen de la 'movida madrileña': el punto sobre la historia</u> https://youtu.be/CwYJ3aJpa20</p> <p>Discusión en clase –Actividad en grupo-</p>
F/16	Veteran’s Day – No classes
Week 13 M/19-F23	THANKSGIVING

Week 14 M/26	<p>La Movida. Leer artículo “El papel de la fotografía” https://cvc.cervantes.es/artes/fotografia/papel_foto/default.htm</p> <p>Personas de la Movida madrileña. <u>Almodóvar y su musa: la Movida madrileña.</u> https://www.youtube.com/watch?v=4GwkUNm3x4E</p>
W/28	<p>Topics and outline for Research paper: Spain theme not studied in class – Review about MLA style</p> <p>Start essay#2 in class</p>
	<p>Biografía de Ana María Matute.</p> <p>Cuento. La posguerra y el franquismo: “pecado de omission” https://airenuestro.files.wordpress.com/2015/03/ana-marc3ada-matute-cuentos.pdf</p>
Week 14 F/30	<p>Contin. Lectura: “Pecado de Omisión” Actividades de comprensión- Análisis</p> <p>Contexto histórico: “Guernica” de Pablo Picasso. https://www.pablocicasso.org/guernica.jsp</p>
Week 15 DECEMBER M/3	<p>La historia del Guernica de Picasso. Por Ignacio Gutiérrez Zaldívar, Cronista. 7 de abril, 2017. https://www.cronista.com/negocios/La-historia-del-guernica-de-Picasso-20170407-0001.html Copyright © www.cronista.com</p>
W/5	<p>Leer el artículo sobre Joaquín Sabina. MÚSICA Y ESCENA MÚSICA Y ESCENA Joaquín Sabina (2) Por Llanos Navarro García Centro Virtual Cervantes. cvc@cervantes.es https://cvc.cervantes.es/el_rinconete/anteriores/mayo_12/18052012_02.htm</p> <p>Escuchar música y letra de las canciones de Sabina.</p>
Week 15 M	Presentaciones individuales - Proyecto
F/7	Presentaciones Individuales - Proyecto
Week 16	Presentaciones Individuales -Proyecto

	<i>M/10</i>	Repaso y guía de estudio para el examen final
	<i>W/12</i>	READING DAY
	<i>13-19 FINALS</i>	Examen final

BSU Curriculum Forms

Form 3

Updated: 9.19.15

New Course Form

Course Number:

Undergraduate: SPAN 3870

Graduate:

Course Title: Intensive Immersion Practicum: Concordia Language Villages

Course Description:

Students acquire first-hand experience with the Spanish Language and Spanish-speaking cultures in the United States by participating in a practical, hands on 80 hour volunteer experience at Concordia Language Villages. Two options are available. See department for further information. Criminal background check required. Prerequisites: SPAN 2212 or ACTFL Intermediate-low proficiency in Spanish. Instructor permission required. Liberal Education Goal Area 8.

(Curriculum Coord only: Set course to flag for instructor permission per proposer.)

Credits: 4

Prerequisite(s):

Undergraduate: Prerequisites: SPAN 2212 or ACTFL Intermediate-low proficiency in Spanish. Instructor permission required.

Graduate:

1. Reason(s) for creating this course: To provide students with the opportunity to learn and practice Spanish language and Spanish-speaking cultures literacies in an immersion setting.

2. How often will this course be offered? Every year fall, spring, and summer

3. What are the student learning outcomes for the course (please precede each outcome with "Students will...")?

Subpart 3: C.11 Students have opportunities for first-hand experiences with the target cultures, whether in the U.S. or abroad, and relate those experiences to the classroom setting.

Students will relate first-hand experiences with the target cultures, whether in the U.S. or abroad, to the classroom setting, their career field, and their personal life.

Lib Ed	ACTFL	PELSB
Students will:	COMMUNICATION	Subpart 3

Goal Area 8: Global Perspective	Communicate effectively in more than on language in order to	A. (1) understand language as a system
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4. What are the major content areas for the course? Spanish Language, cultures of the Spanish-speaking world, Oral Proficiency in the target language. (Also, see syllabus below.)

5. Is this course repeatable for credit, and if so, what is the maximum number of credits that can be earned? no

6. If this course is intended primarily for off-campus delivery (not offered on campus), what delivery mechanism will be used? In person.

7. What is the projected maximum class size (cap)? Arranged Individually.

8. What qualified faculty will be available to teach this course? Dr. Miriam Rivera-Hokanson/April Larson

NOTE WELL: Department and dean, in approving this proposal, attest both to the adequacy of the qualifications of faculty here named, and to their availability to teach the course at the frequency specified above, without excessive orverload or disruption to other curriculum.

9. What additional library and other resources need or should be provided for this course, that are not already available? N/A

10. What special personal property or service fee(s) would be charged to students taking this course? These charges would be for 1) items that are retained by the student and have an educational or personal value beyond the classroom, or 2) services that are on the student's behalf (see MnSCU Board Policy 5.11).

Amount per student: \$

For:

11. Attach a sample syllabus for the course. Note: if this course is double-numbered (u-grad/grad), the syllabus must include an additional component for graduate students.

Bemidji State University
Syllabus – Spanish 3870 Intensive Immersion Practicum: Concordia Language Villages
(4 credits)

Spanish 3870-01
Instructor: Miriam Rivera-Hokanson/April Larson
Office: HS 310
Office Hours: M W F _____ TBA
Also by appointment.
E-mail: mriverahokanson@bemidjistate.edu
Phone: 755-2810 or leave a message at 755-2880

Course Description:

Students acquire first-hand experience with the Spanish Language and Spanish-speaking cultures in the United States by participating in a practical, hands on 80 hour volunteer experience at Concordia Language Villages. Two options are available. See department for further information. Prerequisites: SPAN 2212 or ACTFL Intermediate-low proficiency in Spanish. Instructor permission required. Liberal Education Goal Area 8.

Criminal background check required.

Course objectives: Spanish 3870 is designed to help students develop and attain greater skill levels in speaking the Spanish language and gaining cultural literacy of the Hispanic world. Students will engage in daily conversations and group activities at Concordia Language Villages (El Lago del Bosque) and develop confidence in their speaking abilities through various group activities.

Learning Outcomes: (MN state standard)

Subpart 3: C.11 Students have opportunities for first-hand experiences with the target cultures, whether in the U.S. or abroad, and relate those experiences to the classroom setting.

Major Content Areas:

1. Discussion of topics related to activities at Concordia Language Villages in El Lago del Bosque immersion programs.
2. Culture: Students acquire cultural information for the purpose of understanding and appreciating the products, practices, and perspectives of other cultures. Topics could include but are not limited to: activities of daily life, art, music, gastronomy, sports, and dance of the Spanish-speaking world.

3. Continued development of communication skills based on acquiring proficiency levels of National Standards for Foreign Language Learning.
4. Focus on acquisition of information and recognition of the distinctive viewpoints that are only available through the foreign language and its cultures.
5. Continue to develop pronunciation proficiency.
6. Critical thinking and problem solving through conversation and communication.
7. Develop ability to respond to new and diverse perspectives, and use language in imaginative and original ways to make useful contributions.

Liberal Education Goal Areas: Goal area 8

Lib Ed & Critical Thinking Assessment

- Group and individual cultural presentations
- Research-based essays and projects
- Listening comprehension evaluation
- Oral Proficiency Interview
- ACTFL Written Proficiency Evaluation
- Guided discussion in the target language
- Exams
- Final grade earned

Required textbook and materials:

A good Spanish dictionary.

Recommended:

Clarkson, William M. ¡Búscalo! (Look it up!): A quick reference guide to Spanish. John Wiley and sons, 1998.

Useful Online sources

<http://www.colby.edu/personal/b/bknelson/exercises/>

<http://www.elmundo.es/diccionarios> (On-line Dictionary)

<http://www.univision.com> (noticias nacionales e internacionales y del medio artístico)

<http://lanic.utexas.edu> (Latin American Network Information Center) música, periódicos,

revistas estaciones de radio, etc.

<http://www.elpais.es> (periódico de España)

Course requirements:

Students are expected to comply with Concordia Language Village El Lago del Bosque program policies, requirements and activities. Previous approval by at least one full-time faculty in the Spanish program of Bemidji State University; be in good academic standing.

Attendance and participation: Your presence and active participation in the programs is very important, since this immersion course focuses on daily conversation. Role will be taken by program staff, and attendance is mandatory. Being late or leaving class early three times will count as an absence. More than 2 absences will affect your final grade.

Make-up work for homework/class work will not accepted, unless you have a valid excuse.

Exams: There will be no exams for the course. You will be required to submit a 5-minute video of yourself participating in the programs.

Presentation:

You will be required to do a presentation in Spanish about your activities and experiences in the Concordia Language Villages programs. Instructions will be announced in class.

Note: Candidates for Spanish BS should request syllabus addendum for specific board of teaching goals and expectations (see syllabus).

Students interested in ACTFL goals can request a copy of syllabus.

Grading:

Students are expected to participate fully and responsibly in the programs, and are required to submit a participant form signed by Concordia Language Villages El Lago del Bosque staff verifying the hours spent as a counselor in the programs.

Grading Method:

Participation -----	70%
Short video-----	5%
Presentation-----	5%
Can-do statement journal-----	15%
Submit rubric (completed by Concordia Language Village staff-----	5%

Grading System:

A+ = 97% -100% (4.00/4.00) A = 93% - 96% (4.00/4.00) A - = 90% - 92% (3.67/4.00)	C+ = 77% -79% (2.33/4.00) C = 73% -76% (2.00/4.00) C- = 70% -72% (1.67/4.00)
B+ = 87% - 89% (3.33/4.00) B = 83% - 86% (3.00/4.00) B- = 80% - 82% (2.67/4.00)	D+ = 67% - 69% (1.33/4.00) D = 63% - 66% (1.00-4.00) D- = 60% - 62% (0.6/4.00) F= 0% - 59% (0.00/4.00)

Academic Integrity:

BSU students are expected to practice the highest standards of ethics, honesty and integrity in all of their academic work. Any form of academic dishonesty (e.g., plagiarism, cheating and misrepresentation) may result in disciplinary action. Possible disciplinary actions may include failure for part of all of a course as well as suspension from the University.

Students with Special Needs:

BSU is committed to making all educational programs, course materials, services and activities sponsored by the University accessible to individuals with disabilities. Students requesting accommodations due to a disability or other need for access should contact Accessibility Services as soon as possible. Accessibility Services is located at Decker Hall 202. PH: 218.755.3883 or email: accessibility@bemidjistate.edu. This information is also available through Minnesota Relay Services at 800.627.3529.

Mental Health & Counseling:

You may experience mental health concerns or stressful events that may lead to diminished academic performance. The Student Center for Health & Counseling is available to assist you with concerns. Office: Cedar hall, first floor (218) 755-2053 fax: (218) 755-2750.

Tutor.com:

The Minnesota State system has updated the online tutoring service available to our students. We are now partnering with Tutor.com to offer 24/7 online tutoring, which will connect students with an expert tutor for extra assistance one-on-one. Online tutoring services can be accessed through the main page in D2L and your course page, by clicking on the tutor.com link, located in the "HelpLinks" menu. **All students will receive 15 hours of tutoring at no cost.** Tutoring services cover a variety of subject areas including math, writing, accounting, economics, biology, languages and nursing. Additional time may be purchased by students directly through tutor.com.

BSU Curriculum Forms

Form 3

Updated: 9.19.15

New Course Form

Course Number:

Undergraduate: SPAN 3971

Graduate:

Course Title: Intercultural Immersion Internship

Course Description:

Students can acquire first-hand experience with the Spanish Language and Spanish-speaking cultures in the U.S. or abroad by participating in an intercultural immersion internship. In this volunteer internship students will acquire intercultural soft skills, improve language skills, gain career experience in their field, and more. See department for more information. May be repeated for maximum of 4 credits. Prerequisites: SPAN 2212 or ACTFL Intermediate-low proficiency in Spanish. Instructor permission required. Liberal Education Goal Area 8. Credits: 1-4

Prerequisite(s):

Undergraduate: SPAN 2212 or ACTFL Intermediate-low proficiency in Spanish.

Graduate:

1. Reason(s) for creating this course: Provide students with the opportunity for first-hand experiences with the target cultures, whether in the U.S. or abroad, and relate those experiences to the classroom setting and to their career field and personal life.

2. How often will this course be offered? Every year each term as needed/arranged.

3. What are the student learning outcomes for the course (please precede each outcome with "Students will...")? Subpart 3: C.11 Students have opportunities for first-hand experiences with the target cultures, whether in the U.S. or abroad, and relate those experiences to the classroom setting and to their career field.

Students will relate first-hand experiences with the target cultures, whether in the U.S. or abroad, to the classroom setting, their career field, and their personal life.

Lib Ed	ACTFL	PELSB
Students will: Goal Area 8: Global Perspective	COMMUNICATION Communicate effectively in more than one language in order to	Subpart 3 B. (1) understand language as a system

4. What are the major content areas for the course?

1. Oral and listening communication competency enhancement through immersion settings in the target language.
2. Interaction in the target language with people of varying ages and experience levels.
3. Critical thinking and problem solving through conversation in the target language.
4. Exposure to dialectical, lexical, and cultural variations as well as diverse perspectives in the target language.
5. Adapting to varied roles and responsibilities and working effectively in a climate of ambiguity and changing priorities.
6. Monitoring one's own understanding and learning needs.
7. Working appropriately and productively with others.
8. Demonstrating diligence and a positive work ethic.
9. Using interpersonal problem-solving skills to influence and guide others toward a goal.
10. National or international work experience.

5. Is this course repeatable for credit, and if so, what is the maximum number of credits that can be earned? Yes. Four.

6. If this course is intended primarily for off-campus delivery (not offered on campus), what delivery mechanism will be used? In-person participation.

7. What is the projected maximum class size (cap)? Individually.

8. What qualified faculty will be available to teach this course? Dr. Miriam Rivera-Hokanson

NOTE WELL: Department and dean, in approving this proposal, attest both to the adequacy of the qualifications of faculty here named, and to their availability to teach the course at the frequency specified above, without excessive overload or disruption to other curriculum.

9. What additional library and other resources need or should be provided for this course, that are not already available?

10. What special personal property or service fee(s) would be charged to students taking this course? These charges would be for 1) items that are retained by the student and

have an educational or personal value beyond the classroom, or 2) services that are on the student's behalf (see MnSCU Board Policy 5.11).

Amount per student: \$

For:

11. Attach a sample syllabus for the course. Note: if this course is double-numbered (u-grad/grad), the syllabus must include an additional component for graduate students.

Bemidji State University
Syllabus -SPAN 3971 Intercultural Immersion Internship (1-4 credits)

Spanish 3971-01

Instructor: Miriam Rivera-Hokanson/April Larson

Office: HS 310

Office Hours: M W F _____

T _____ Also by appointment.

E-mail: mriverahokanson@bemidjistate.edu

Phone: 755-2810 or leave a message at 755-2880

Course Description:

Students can acquire first-hand experience with the Spanish Language and Spanish-speaking cultures in the U.S. or abroad by participating in an intercultural immersion internship. In this volunteer internship students will acquire intercultural soft skills, improve language skills, gain career experience in their field, and more. See department for more information. May be repeated for up to 4 credits. Prerequisites: SPAN 2212 or ACTFL Intermediate-low proficiency in Spanish. Instructor permission required. Liberal Education Goal Area 8.

Examples of opportunities:

Spanish Course + Internship Program in Valencia

Barcelona - Global Experiences: International Internship Programs

Barcelona, Madrid, U.S.A. – Worldwide Internships

Internships & Spanish Immersion in Spain Linguistic Horizons in La Coruña

Osorno, Chile (Salmon Farming, Organic Apiary Farm, Granja Peuma Mapu – indigenous community)

- National or international work experience.
- Experiential events and excursions.
- Strengths-based career development.
- Programs include internships by career field, whether long- or short-term.
- Practical hands-on work experience.

- May include pre-departure webinars
- Learn new things and meet new people.
- Immersion accommodations

Prerequisite(s): SPAN 2212 or ACTFL Intermediate-low proficiency in Spanish.

Course objectives: Spanish 3971 is designed to help students develop and attain greater skill levels in speaking the Spanish language and gaining cultural literacy of the Hispanic world. Students will participate successfully in internships abroad or in the U.S. and gain experience in their field.

Learning Outcomes: (MN state standard)

Students will relate first-hand experiences with the target cultures, whether in the U.S. or abroad, to the classroom setting, their career field, and their personal life.

Subpart 3: C.11 Students have opportunities for first-hand experiences with the target cultures, whether in the U.S. or abroad, and relate those experiences to the classroom setting and to their career field.

Students will: Goal Area 8: Global Perspective	COMMUNICATION Communicate effectively in more than on language in order to	Subpart 3 A. (1) understand language as a system
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Major Content Areas:

1. Discussion of topics related to internship program.
2. Culture: Students acquire cultural information for the purpose of understanding and appreciating the products, practices, and perspectives of other cultures. Topics could include but are not limited to: activities of daily life, art, music, gastronomy, sports, dance, and career development while immersed in the Spanish language and Spanish-speaking cultures during their internship.
3. Continued development of communication skills based on acquiring proficiency levels of National Standards for Foreign Language Learning.
4. Focus on acquisition of information and recognition of the distinctive viewpoints that are only available through the foreign language and its cultures.
5. Continue to develop pronunciation proficiency.
6. Critical thinking and problem solving through conversation and communication.

7. Develop ability to respond to new and diverse perspectives, and use language in imaginative and original ways to make useful contributions.

Liberal Education Goal Areas: Goal area 8

Recommended Resources:

Clarkson, William M. ¡Búscalo! (Look it up!): A quick reference guide to Spanish. John Wiley and sons, 1998.

Useful Online sources

<http://www.colby.edu/personal/b/bknelson/exercises/>

<http://www.elmundo.es/diccionarios> (On-line Dictionary)

<http://www.univision.com> (noticias nacionales e internacionales y del medio artístico)

<http://lanic.utexas.edu> (Latin American Network Information Center) música, periódicos, revistas estaciones de radio, etc.

<http://www.elpais.es> (periódico de España)

Course requirements:

Students are expected to comply with internship program policies, requirements and activities, whether abroad or in the U.S.

Attendance and participation: Your presence and active participation in the program is very important, since this immersion course focuses on daily participation and career development.

Exams: There will be no exams for the course. You may be required to submit short videos periodically of yourself participating in the program.

Presentation:

You may be asked to do a presentation in Spanish about your experiences in the internship. Instructions will be arranged with Bemidji State University Spanish Program Director.

Note: Candidates for Spanish BS should request syllabus addendum for specific board of teaching goals and expectations (see syllabus).

Students interested in ACTFL goals can request a copy of syllabus.

Grading:

Students are expected to participate fully and responsibly in the programs, and are required to submit a participant form signed by Concordia Language Villages El Lago del Bosque staff verifying the hours spent as a counselor in the programs.

Grading Method:

Participation -----	70%
Short video-----	15%
Presentation-----	15%

(* If no videos or presentation are required, grade will be based 100% on verified internship participation/successful completion.)

Grading System:

S or U - Satisfactory or Unsatisfactory

Academic Integrity:

BSU students are expected to practice the highest standards of ethics, honesty and integrity in all of their academic work. Any form of academic dishonesty (e.g., plagiarism, cheating and misrepresentation) may result in disciplinary action. Possible disciplinary actions may include failure for part of all of a course as well as suspension from the University.

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You may experience mental health concerns or stressful events that may lead to diminished academic performance. The Student Center for Health & Counseling is available to assist you with concerns. Office: Cedar hall, first floor (218) 755-2053 fax: (218) 755-2750.

Tutor.com:

The Minnesota State system has updated the online tutoring service available to our students. We are now partnering with Tutor.com to offer 24/7 online tutoring, which will connect students with an expert tutor for extra assistance one-on-one. Online tutoring services can be accessed through the main page in D2L and your course page, by clicking on the tutor.com link, located in the "HelpLinks" menu. **All students will receive 15 hours of tutoring at no cost.** Tutoring services cover a variety of subject areas including math, writing, accounting, economics, biology, languages and nursing. Additional time may be purchased by students directly through tutor.com.

BSU Curriculum Forms

Form 3

Updated: 9.19.15

New Course Form

Course Number:

Undergraduate: SPAN 4310

Graduate:

Course Title: Advanced Spanish Composition

Course Description: A writing course designed to improve the ability to write correct idiomatic (expressions natural to a native speaker) Spanish. Emphasis on acquisition of a wider vocabulary and structural understanding of the language. Selected topics from literary and cultural materials. Includes creative and formal writing in specific genres. Includes reading, writing, comprehending and producing written expression.

Prerequisite(s): SPAN 3311, SPAN 3312, or consent of instructor. (Might not be offered every year.)

Credits: 3

Prerequisite(s):

Undergraduate: SPAN 3311, SPAN 3312, or consent of instructor.

Graduate:

1. Reason(s) for creating this course: Focuses on ability to write in different genres and at higher competency levels in the target language.

2. How often will this course be offered? Every two to four years.

3. What are the student learning outcomes for the course (please precede each outcome with "Students will...")?

-Students will develop techniques in writing. Critical thinking skills will also be enhanced by analyzing the intersection of language and culture.

- Students will demonstrate understanding and appreciation of Hispanic culture and literature through selected readings by major Spanish and Latin American writers.

-Students will analyze and discuss their grammatical writing in the target language. At the target level, students should be able to: meet all practical writing needs such as taking notes on familiar topics, deliver summaries in the form of oral reports about literature and cultural.

-Students will compose and present several paragraphs that are generally understandable to a native speaker of Spanish.

-Students will take part in daily conversations, and develop confidence in their speaking abilities through various group activities.

MN World Language Standards

ACTFL	PELSB
<p>COMMUNICATION</p> <p>Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</p> <ul style="list-style-type: none"> • Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. • Interpretive Communication: Learners understand, interpret, and analyze what is heard, read or viewed on a variety of topics. • Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. <p>CULTURES</p> <p>Interact with cultural competence and understanding</p> <ul style="list-style-type: none"> • Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. • Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. <p>CONNECTIONS</p> <p>Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations</p> <ul style="list-style-type: none"> • Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. 	<p>Subpart 3</p> <p>A (5) use familiar topics to write narratives and descriptions of a factual nature or routine correspondence consisting of several paragraphs at a level understandable to a native speaker of the target language</p> <p>C (1) be aware of the areas of the world where the target language is spoken and know that life in all these areas may vary widely</p> <p>(5) have a socio-linguistic understanding sufficient for accurately communicating the interrelationships of the language and culture</p> <p>(9) know about cultural stereotyping and how to address it as a result of developing skills in processing information which include observing, comparing, and inquiring about cultural phenomena, analyzing and hypothesizing about the phenomena, and synthesizing and determining their generalizability;</p>

<ul style="list-style-type: none"> • Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. <p>COMPARISONS</p> <p>Develop insight into the nature of language and culture in order to interact with cultural competence</p> <ul style="list-style-type: none"> • Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. • Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. <p>COMMUNITIES</p> <p>Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</p> <ul style="list-style-type: none"> • School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. • Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. 	
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4. What are the major content areas for the course?

1. Presentation and discussion of materials in the target language.
2. Reading and discussing selections from literary works.
3. Viewing and discussing films.
4. The analysis of these works from a textual, historical, and social perspective, including authentic documents such as film and literature.
5. The written or oral analysis of presented materials using essays, compositions, presentations, or journals focusing on fostering intercultural understanding and sensitivity.

6. The creation and presentation of original written and power point work in the target language.

7. Linguistic, literary, creative and analytical activities based on exposure to and awareness of different cultures and different peoples who share a common language.

8. Grammatical topics may include: “ser” and “estar”, prepositions, adjectives, pronouns, subjunctive, relative pronouns, uses of “se”, uses of subjunctive and conditional.

9. Vocabulary and culture topics vary.

5. Is this course repeatable for credit, and if so, what is the maximum number of credits that can be earned? No.

6. If this course is intended primarily for off-campus delivery (not offered on campus), what delivery mechanism will be used?

7. What is the projected maximum class size (cap)? 15

8. What qualified faculty will be available to teach this course? Dr. Miriam Rivera-Hokanson

NOTE WELL: Department and dean, in approving this proposal, attest both to the adequacy of the qualifications of faculty here named, and to their availability to teach the course at the frequency specified above, without excessive overload or disruption to other curriculum.

9. What additional library and other resources need or should be provided for this course, that are not already available?

10. What special personal property or service fee(s) would be charged to students taking this course? These charges would be for 1) items that are retained by the student and have an educational or personal value beyond the classroom, or 2) services that are on the student’s behalf (see MnSCU Board Policy 5.11).

Amount per student: \$

For:

11. Attach a sample syllabus for the course. Note: if this course is double-numbered (u-grad/grad), the syllabus must include an additional component for graduate students.

Bemidji State University
SPAN 4310: Advanced Spanish Composition
3 credits

Spanish 4310-01
Instructors: Miriam Rivera-Hokanson/April Larson
Office: HS 310
Office Hours: TBA
E-mail: mrivera@bemidjistate.edu
Phone: 755-2810 or leave a message at 755-2880

Course Description:

A writing course designed to improve the ability to write correct idiomatic (expressions natural to a native speaker) Spanish. Emphasis on acquisition of a wider vocabulary and structural understanding of the language. Selected topics from literary and cultural materials. Includes creative and formal writing in specific genres. Includes reading, writing, comprehending and producing written expression. Prerequisite(s): SPAN 3311, SPAN 3312, or consent of instructor. (Might not be offered every year.)

Learning outcomes:

- Students will develop techniques in writing. Critical thinking skills will also be enhanced by analyzing the intersection of language and culture.
- Students will demonstrate understanding and appreciation of Hispanic culture and literature through selected readings by major Spanish and Latin American writers.
- Students will analyze and discuss their grammatical writing in the target language. At the target level, students should be able to: meet all practical writing needs such as taking notes on familiar topics, deliver summaries in the form of oral reports about literature and cultural.
- Students will compose and present several paragraphs that are generally understandable to a native speaker of Spanish.
- Students will take part in daily conversations, and develop confidence in their speaking abilities through various group activities.

MN World Language Standards

ACTFL	PELSB
COMMUNICATION Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes <ul style="list-style-type: none">• Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.• Interpretive Communication: Learners understand, interpret, and analyze what is heard, read or viewed on a variety of topics.	Subpart 3 A (5) use familiar topics to write narratives and descriptions of a factual nature or routine correspondence consisting of several paragraphs at a level understandable to a native speaker of the target language C (1) be aware of the areas of the world where the target language is spoken and know that life in all these areas may vary widely (5) have a socio-linguistic understanding sufficient for accurately communicating the interrelationships of the language and culture (9) know about cultural stereotyping and how to address it as a result of developing skills in processing information which include observing, comparing, and

<ul style="list-style-type: none"> • Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. <p>CULTURES</p> <p>Interact with cultural competence and understanding</p> <ul style="list-style-type: none"> • Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. • Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. <p>CONNECTIONS</p> <p>Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations</p> <ul style="list-style-type: none"> • Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. • Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. <p>COMPARISONS</p> <p>Develop insight into the nature of language and culture in order to interact with cultural competence</p> <ul style="list-style-type: none"> • Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. • Cultural Comparisons: Learners use the language to investigate, explain, and reflect on 	<p>inquiring about cultural phenomena, analyzing and hypothesizing about the phenomena, and synthesizing and determining their generalizability;</p>
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<p>the concept of culture through comparisons of the cultures studied and their own.</p> <p>COMMUNITIES</p> <p>Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</p> <ul style="list-style-type: none"> • School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. • Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. 	
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Major Content Areas:

1. Presentation and discussion of materials in the target language.
2. Reading and discussing selections from literary works.
3. Viewing and discussing films.
4. The analysis of these works from a textual, historical, and social perspective, including authentic documents such as film and literature.
5. The written or oral analysis of presented materials using essays, compositions, presentations, or journals focusing on fostering intercultural understanding and sensitivity.
6. The creation and presentation of original written and power point work in the target language.
7. Linguistic, literary, creative and analytical activities based on exposure to and awareness of different cultures and different peoples who share a common language.
8. Grammatical topics may include: “ser” and “estar”, prepositions, adjectives, pronouns, subjunctive, relative pronouns, uses of “se”, uses of subjunctive and conditional.
9. Vocabulary and culture topics vary.

Prerequisites: SPAN 3311, SPAN 3312, or consent of instructor.

Required textbooks and materials:

1. Bleichmar, Guillermo and paula Cañón. *Taller de escritores*. 2nd. Ed. Vista, 2016
2. Readings (make hard copies) Check email for materials-
4. The Oxford Spanish Dictionary: Spanish-English/ English-Spanish.
5. Pocket folder

Recommended:**Useful Online sources**

<http://www.colby.edu/personal/b/bknelson/exercises/> (Grammar/cultural activities)

<http://www.elmundo.es/diccionarios> (On-line Dictionary)

<http://www.univision.com> (noticias nacionales e internacionales y del medio artísti

Course requirements:

Students are expected to complete the assigned readings and assignments before each class in order to actively participate in class discussions.

Attendance and participation: Your presence and active participation in class is very important. You are allowed up to 3 absences during the semester, use them wisely for when you have personal/family events or dangerous weather related situations. Attendance is mandatory. Being late or leaving class early three times will count as an absence. Not being prepared, falling asleep; cell phone/texting and disrupting participation will count as an absence. More than 3 absences will affect your final grade by 1%.

Make-up work for homework/class work or exams is not accepted unless you have an official excuse.

Complete your assignments on time- You will not be able to be actively engage in class discussions if you are not fully prepared, and it will adversely affect your grade. During class you will discuss the assigned materials in pairs, small groups, or with the entire class. Students will also complete other types of activities based on the homework. During group and class discussions you will nearly always be speaking Spanish. Expect to hear Spanish spoken in the classroom from the first day of class and make every possible effort to do so yourself. Speak with confidence, use the time allocated to express ideas in Spanish (not giving the shortest possible answer and then sitting there silently or speaking English). While speaking provide complete sentences and maintain a short dialogue by asking and answering questions. During class discussions your professor will help you through any gaps in vocabulary or grammar.

Assignments:

Reading assignments: and homework are listed in your syllabus. Assignments identified as “TAREA en casa” are to be written on a separate sheet of paper for group discussion.

Written assignments (research or from the book), oral activities (dialogues/interviews, recording, etc.) should be completed prior coming to class, so you are prepared to discuss them. Grammar and the quality of the content of each assignment “TAREA” will be assessed and turned in for grade after discussion.

Quizzes: There will be quizzes. These quizzes will be about the material presented in class, such as the appropriate grammar used, vocabulary, or selected reading and visual material.

Written assignments: You are fully responsible for the readings and homework assigned for each lesson as scheduled. Most assigned activities will be discussed in class, therefore, your participation and preparation is expected.

Compositions: There will be 4 compositions, written in class based on selected readings or material discussed in class. From the six themes at the end of each literary section, a topic will be selected by your instructor to write your composition. Peer editing will be a part of this writing exercise. Before handing in the composition, check your grammar (accents, tildes, punctuations) and format. A composition with more than fifteen (15) grammatical errors will not be accepted.

Guidelines for the compositions: Your composition will be at least 4 pages in length. On the first page on the left side of the paper, type your name, assignment name, class and date. The content should be in letter type **Times New Roman**, size **12**, margins: **1”** and **double spaced**.

Exams: there will be 2 regular exams and a final as schedule

Presentation: There will be 1 final presentation done individually during the last days of class.

Grading Method:

Regular Exams (2@ 10% each) ----- 20%
 Homework (TAREA): readings and writing assignments----- 20%
 Preparation and participation in class discussions (oral participation) ----- 20%
 4 compositions----- 20%
 Presentation-----10%
 Final exam -----10%

Grading System:

A+ = 97% -100% (4.00/4.00)	C+ = 77% -79% (2.33/4.00)
A = 93% - 96% (4.00/4.00)	C = 73% -76% (2.00/4.00)
A - = 90% - 92% (3.67/4.00)	C- = 70% -72% (1.67/4.00)
B+ = 87% - 89% (3.33/4.00)	D+ = 67% - 69% (1.33/4.00)
B = 83% - 86% (3.00/4.00)	D = 63% - 66% (1.00-4.00)
B- = 80% - 82% (2.67/4.00)	D- = 60% - 62% (0.6/4.00)
	F= 0% - 59% (0.00/4.00)

Academic Integrity:

BSU students are expected to practice the highest standards of ethics, honesty and integrity in all of their academic work. Any form of academic dishonesty (e.g., plagiarism, cheating and misrepresentation) may result in disciplinary action. Possible disciplinary actions may include failure for part of all of a course as well as suspension from the University.

Students with Special Needs:

BSU is committed to making all educational programs, course materials, services and activities sponsored by the University accessible to individuals with disabilities. Students requesting accommodations due to a disability or other need for access should contact Accessibility Services as soon as possible. Accessibility Services is located at Decker Hall 202. PH:

218.755.3883 or email: accessibility@bemidjistate.edu. This information is also available through Minnesota Relay Services at 800.627.3529.

Mental Health & Counseling:

You may experience mental health concerns or stressful events that may lead to diminished academic performance. The Student Center for Health & Counseling is available to assist you with concerns. Office: Cedar hall, first floor (218) 755-2053 fax: (218) 755-2750.

Tutor.com:

The Minnesota State system has updated the online tutoring service available to our students. We are now partnering with Tutor.com to offer 24/7 online tutoring, which will connect students with an expert tutor for extra assistance one-on-one. Online tutoring services can be accessed through the main page in D2L and your course page, by clicking on the tutor.com link, located in the “HelpLinks” menu. **All students will receive 15 hours of tutoring at no cost.** Tutoring services cover a variety of subject areas including math, writing, accounting, economics, biology, languages and nursing. Additional time may be purchased by students directly through tutor.com.

You are expected to fully prepare the **HW** (Homework) assignments **and** the indicated pages/activity for the next class period before coming to class.

Calendario tentativo

Class Day/Date Activity/Homework

1	August Week 1 M/27	-Introduction Lección 1 – La descripción, pp. 2-3. Juan Ramón Jiménez -Lectura: pp. 4-5 “Platero y yo”
2	W/29	Contin. “ II Mariposas Blancas” “III juegos del atardecer” pp.-6 Análisis/ Discusión de las lecturas - Vídeo e interpretación de “Platero”
3	F/31	Taller de Lengua: p.7-8 Léxico: Vocabulario/ Descripción de un objeto/una persona. TAREA: En casa: p.8 (Práctica act. 1). En clase Act. 2 Practica: Texturas/consistencias- objetos/formas. Practica con material: Texturas/consistencias LSRW Skills (vocab., texturas y consistencias and elaborar historia similar a “Platero”)
	Week 2 SEPTE MBER M/3	LABOR DAY- No day classes-
4	W/5	Léxico: pp. 9-10 Expresiones de percepción sensorial: la vista, el oído, el tacto, el olfato y el gusto. TAREA: En casa p.10 (Práctica act. 1) y (act. 2) Cortometraje: Los gritones :Relaciones de pareja, expresar sentimientos
5	F/7	Estructuras: pp. 11-12 –The present tense; ser and estar – En clase: Diferenciar usos TAREA: En casa, p.13, práctica(1, 2, y 3) Cortometraje: Manguitos: https://vimeo.com/13262767

		Expresar con tus palabras ideas centrales del corto
6	Week 3 M/10	Estructuras: pp. 14-15 Preposiciones: En clase: diferenciar usos, valores e interpretaciones de las preposici. (mat. audio-visual). TAREA: En casa, p. 15, (Práctica 1) Cortometraje: Sin palabras - discusión-
7	W/12	Estructuras: pp. 16-17 Adjetivos- Placement – p.18 En clase: práctica de la oración y su estructura gramatical. En casa, p. 18(2)
8	F/14	Ortografía y puntuación: Acentuación I, p. 19. En clase (Práctica 1, Las tildes) p. 20-Puntuación I, En clase, p.21 (práctica 1)
9	Week 4 M/17	Taller de escritura, pp. 22-31- EN CASA→1A: La descripción de lugares y objetos, 1B:La descripción de personas, 1C:La comparación EN CLASE: Escoger modelo de escritura y tema de composición. Use library sources and reliable journal online.
10	W/19	Review MLA guidelines <i>This day, bring an outline, theme, bibliographic references and sources for your composition.</i> En class **Start Composición #1
11	F/21	En clase: Edit/Peer Review -Study guide for the
	Week 5 M	Exam #1
	W	Lección 2: La narración Gabriel García Márquez pp. 34-36- Lectura: “La siesta del martes” Entregar composición #1
	F	Contin. Pp.37-39 Lectura: “La siesta del martes” En casa: TAREA: p.40 (1-Comprensión) y p. 40 (2 análisis)
	Week 6 M	En casa: Lectura: artículo por Delia Blanco. “La relación entre cine y la literatura” Diario Hoy. Publicado el: 24 agosto, 2012. Martes 24 de julio. www.revistas.una.ac.cr/index.php/letras/article/view/1653 En clase:-Corto: La siesta del martes (20 minutos) Vocabulario y actividades previas al corto https://vimeo.com/22580128 -Análisis e interpretación del corto

W	Taller de Lengua: p.42-45 Léxico: Vocabulario y usos de verbos: ser y estar/ haber/hacer/venir. TAREA: En casa: p.43 (Práctica act. 2)
F	p.44- Léxico: Vocabulario y usos de verbos: ser/estar/haber/hacer/ir/venir. TAREA: En casa, p. 43 (Práctica, act. 2).
Week 7 M	Estructuras: pp. 46-47 Narrating in the past: The preterite and imperfect/expressions – Práctica preterite vs imperfect – identificar- Escritura- narrar eventos en el pasado.
W	pp. 48-49 – Present perfect vs Preterite/Preterite and the past perfect TAREA, en casa p. 48, Práctica (1) y (4). En clase, p. 48 (1), p. 49 (2)
F	pp. 50-52, Adjectival relative clauses – TAREA, en casa p.52 práctica (1). En clase, act (2) y (3)
Week 8 M	Taller de escritura, pp. 58-69 - EN CASA →2A: La narración de un evento, 2B:El relato periodístico, 2C:La carta de opinión/artículo de opinión EN CLASE: Escoger modelo de escritura y tema de composición. Use library sources and reliable journal online.
W	Review MLA guidelines <i>This day, bring an outline, theme, bibliographic references and sources for your composition.</i> En class **Start Composición #2 **
F	En clase: Edit/Peer Review Guía de estudio para el examen
Week 9 M	Examen #2
W	Autora: Isabel Allende Lectura: pp. 72-74 “Una bandera rota y embarrada” Entregar composición #2
F	Continuación, p75 “Una bandera rota y embarrada” TAREA en casa, p. 75, Comprensión. En clase, p. 75 Análisis/Discusión
Week 10 M	Isabel Allende- *LITERATURA: La casa de los espíritus, pp. 25-28- (((Copy form <i>Spanish Composition Through Literature.</i> ” Pp.25-30)))
W	*La casa de los espíritus- Continuación-. pp.29-30→ interpretación y estilo.
F	Isabel Allende FILM: Película: La casa de los espíritus Vocabulario y actividades previas a la película

		https://youtu.be/mzypksZczE0 (1:39:27)
Week 11 M	Contin...	Película: <i>La casa de los espíritus</i>
W	Continue....	TAREA: En casa or in the Language Lab: Terminar de ver Película: <i>La casa de los espíritus</i> . Find articles related to this film. -Discusión-
F		Taller de lengua Léxico p. 77 – Las conjunciones. En casa: TAREA: p. 78, Práctica (1), pp. 79-80 pp. 81-83 Construcciones pasivas. TAREA: p. 83, en casa. En clase p. 87, práctica (act. 1)
Week 12 M		pp. 85-87 – El futuro y el condicional, TAREA, en casa (p. 87, act. 1). En clase (3) Preparación y práctica
W		En casa – Taller de escritura – pp. 92-101 – 3A: La narración de un evento histórico – 3B: El ensayo narrativo. 3C: editorial Review MLA guidelines <i>This day, bring an outline, theme, bibliographic references and sources for your composition.</i> En class **Start Composición #3
F		<i>Veteran's Day – No day classes</i>
Week 13 M		pp. 122-124 – Infinitives and participles, TAREA, en casa pp. 124-125 (1 y 3). En clase , p. 125, act. 4 En clase: Edit/Peer Review
W		p. 119 – The subjunctive in adverbial clauses – pp. 120 (actividades 1 y 2), p. 120 TAREA en casa , act. 3 y 5
F		pp. 157-158 – Si clauses – Repaso de los usos con el presente indicative, pretérito, presente y pasado del subjuntivo – p. 169 – Si clauses – Práctica- Worksheets TAREA, en casa p. 156 (1) – En clase , Act. 4
M-F		FALL BREAK
Week 14 M		En clase: Composición #4- Escritura creativa (Creative writing) (Use ortografía y puntuación (p126-129) VER: p. 129 act. (1 y 2) y p. 125 (3) Also, (Si) cláusulas , el presente del indicativo, pretérito, presente perfecto y presente del subjuntivo y pasado del subjuntivo
W		Presentaciones
F		Presentaciones

Week 15 M	Presentaciones
W	Reading Day – No Classes
F	Examen final

2. Student Outcomes

	ACTFL	PELSB
	<p>COMMUNICATION</p> <p>Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</p> <ul style="list-style-type: none"> • Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. • Interpretive Communication: Learners understand, interpret, and analyze what is heard, read or viewed on a variety of topics. • Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. <p>CULTURES</p> <p>Interact with cultural competence and understanding</p> <ul style="list-style-type: none"> • Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. • Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. 	<p>Subpart 3</p> <p>A (5) use familiar topics to write narratives and descriptions of a factual nature or routine correspondence consisting of several paragraphs at a level understandable to a native speaker of the target language</p> <p>C (1) be aware of the areas of the world where the target language is spoken and know that life in all these areas may vary widely</p> <p>(5) have a socio-linguistic understanding sufficient for accurately communicating the interrelationships of the language and culture</p> <p>(9) know about cultural stereotyping and how to address it as a result of developing skills in processing information which include observing, comparing, and inquiring about cultural phenomena, analyzing and hypothesizing about the phenomena, and synthesizing and determining their generalizability;</p>

	<p>CONNECTIONS</p> <p>Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations</p> <ul style="list-style-type: none"> • Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. • Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. <p>COMPARISONS</p> <p>Develop insight into the nature of language and culture in order to interact with cultural competence</p> <ul style="list-style-type: none"> • Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. • Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. <p>COMMUNITIES</p> <p>Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</p> <ul style="list-style-type: none"> • School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. • Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. 	
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BSU Curriculum Forms

Form 3

Updated: 9.19.15

New Course Form

Course Number:

Undergraduate: SPAN 4314

Graduate:

Course Title: Advanced Spanish Grammar Review Through Film and Literature

Abbreviated title: AdvSpanishGramRev/Film&Lit

Course Description: A course designed for advanced students with emphasis on critical grammatical application through examination of specific cultural and linguistic contexts of selected film and literature of the Spanish-speaking world. Students written proficiency level will be evaluated with the ACTFL guidelines. Prerequisite(s): SPAN 2212, SPAN 3311 Pre/Co-requisite: SPAN 3312, or consent of instructor. (Might not be offered every year.)

Credits: 3

Prerequisite(s):

Undergraduate: SPAN 2212, SPAN 3311 Pre/Co-requisite: SPAN 3312, or consent of instructor.

Graduate:

1. Reason(s) for creating this course: To enhance grammatical acquisition and communication skills and expression (written, oral, and comprehensive) using film and literature of the Spanish-speaking world.

2. How often will this course be offered? Every two to four years.

3. What are the student learning outcomes for the course (please precede each outcome with "Students will...")?

Students will develop techniques in writing. Critical thinking skills will also be enhanced by analyzing the intersection of language and culture. Students will also gain a greater understanding and appreciation of Hispanic culture and literature through selected readings by major Spanish and Latin American writers.

-Students will improve their grammatical writing in the target language. At the target level, students should be able to: meet all practical writing needs such as taking notes on familiar topics and deliver summaries in the form of oral reports about literature and cultural aspects.

-Students will be able to write several paragraphs generally understandable to a native speaker of Spanish. In addition, students will also be able to engage in daily conversations, and develop confidence in their speaking abilities through various group activities.

A.1: understand language as a system
A.4: comprehend, interpret, and evaluate information received in the target language through reading and listening at the level that results from demonstrating the speaking proficiency
A.5: use familiar topics to write narratives and descriptions of a factual nature or routine correspondence consisting of several paragraphs at a level understandable to a native speaker of the target language.
C.1: be aware of areas of the world where the target language is spoken and know that life in all these areas may vary widely
C.2: Understand the target culture from a variety of perspectives, including historical, geographical, political, and artistic and contemporary viewpoints
C.4: understand the history of institutions within the cultures sufficiently for comprehending why current conditions exist
C.5: have a sociolinguistic understanding sufficient for accurately communicating the interrelationships of the language;
C.6: understand that both content and process are important and that cultural knowledge and understanding are interdisciplinary
C.7: understand that culture is neither monolithic nor static and that developing insights into the variability of cultural phenomena is a lifelong process
C.8: know that every cultural phenomenon is unique and is affected by age, geographic region, sex, class, and other factors and that multiple perspectives, value systems, and modes of decision-making and behaviors exist
C.9: know about cultural stereotyping and how to address it as a result of developing skills in processing information which include observing, comparing, and inquiring about cultural phenomena; analyzing and hypothesizing about the phenomena; and synthesizing and determining their generalizability
C.10: compare and contrast cultures of people who speak another language with the teacher's own culture

4. What are the major content areas for the course?

1. Presentation and discussion of materials in the target language.
2. Reading and discussing selections from literary works.
3. Viewing and discussing films, documentaries, works of art.
4. The analysis of these works from a textual, historical, and social perspective, including authentic documents such as films and literature.
5. Listening to guest speakers and/or participating in community activities and events.
6. The written or oral analysis of presented materials using essays, compositions, presentations, or journals focusing on fostering intercultural understanding and sensitivity.
7. The creation and presentation of original written and artistic works in the target language.
8. Linguistic, literary, creative, and analytical activities based on exposure to and awareness of different cultures and different peoples who share a common language.

9. Grammatical topics. Continued work with the formation and uses of grammar points that typically cause difficulty for students of Spanish as a foreign language: *ser & estar*, *por* and *para*, verb tense, verb aspect (preterite/imperfect), verb mood (indicative/subjunctive).

10. Vocabulary topics related to grammar activities, literature readings, and film viewings.

11. Culture: Students acquire cultural information for the purpose of understanding and appreciating the products, practices, and perspectives of other cultures. Topics based on readings, viewings, and grammar activities.

5. Is this course repeatable for credit, and if so, what is the maximum number of credits that can be earned? No.

6. If this course is intended primarily for off-campus delivery (not offered on campus), what delivery mechanism will be used?

7. What is the projected maximum class size (cap)? 15

8. What qualified faculty will be available to teach this course? Dr. Miriam Rivera-Hokanson.

NOTE WELL: Department and dean, in approving this proposal, attest both to the adequacy of the qualifications of faculty here named, and to their availability to teach the course at the frequency specified above, without excessive overload or disruption to other curriculum.

9. What additional library and other resources need or should be provided for this course, that are not already available?

10. What special personal property or service fee(s) would be charged to students taking this course? These charges would be for 1) items that are retained by the student and have an educational or personal value beyond the classroom, or 2) services that are on the student's behalf (see MnSCU Board Policy 5.11).

Amount per student: \$

For:

11. Attach a sample syllabus for the course. Note: if this course is double-numbered (u-grad/grad), the syllabus must include an additional component for graduate students.

SPAN 4314
Advanced Spanish Grammar Review through Film and Literature
3 credits

Spanish 4314-01 MWF TBA
 Instructor: Miriam Rivera-Hokanson/April Larson
 Office: H-S 317
 Office Hours: TBA
 E-mail: mriverahokanson@bemidjistate.edu
 phone: 755-2810 or leave a message at 755-2880

Course Description: A course designed for advanced students with emphasis on critical grammatical application through examination of specific cultural and linguistic contexts of selected film and literature of the Spanish-speaking world. Students written proficiency level will be evaluated with the ACTFL guidelines. Prerequisite(s): SPAN 2212, SPAN 3311 Pre/Co-requisite: SPAN 3312, or consent of instructor. (Might not be offered every year.)

Learning outcomes:

Students will develop techniques in writing. Critical thinking skills will also be enhanced by analyzing the intersection of language and culture. Students will also gain a greater understanding and appreciation of Hispanic culture and literature through selected readings by major Spanish and Latin American writers.

-Students will improve their grammatical writing in the target language. At the target level, students should be able to: meet all practical writing needs such as taking notes on familiar topics and deliver summaries in the form of oral reports about literature and cultural aspects.

-Students will be able to write several paragraphs generally understandable to a native speaker of Spanish. In addition, students will also be able to engage in daily conversations, and develop confidence in their speaking abilities through various group activities.

A.1: understand language as a system
A.4: comprehend, interpret, and evaluate information received in the target language through reading and listening at the level that results from demonstrating the speaking proficiency
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C.5: have a sociolinguistic understanding sufficient for accurately communicating the interrelationships of the language;
C.6: understand that both content and process are important and that cultural knowledge and understanding are interdisciplinary
C.7: understand that culture is neither monolithic nor static and that developing insights into the variability of cultural phenomena is a lifelong process

C.8: know that every cultural phenomenon is unique and is affected by age, geographic region, sex, class, and other factors and that multiple perspectives, value systems, and modes of decision-making and behaviors exist
C.9: know about cultural stereotyping and how to address it as a result of developing skills in processing information which include observing, comparing, and inquiring about cultural phenomena; analyzing and hypothesizing about the phenomena; and synthesizing and determining their generalizability
C.10: compare and contrast cultures of people who speak another language with the teacher's own culture

Major Content Areas:

1. Presentation and discussion of materials in the target language.
2. Reading and discussing selections from literary works.
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7. The creation and presentation of original written and artistic works in the target language.
8. Linguistic, literary, creative, and analytical activities based on exposure to and awareness of different cultures and different peoples who share a common language.
9. Grammatical topics. Continued work with the formation and uses of grammar points that typically cause difficulty for students of Spanish as a foreign language: *ser & estar*, *por* and *para*, verb tense, verb aspect (preterite/imperfect), verb mood (indicative/subjunctive).
10. Vocabulary topics related to grammar activities, literature readings, and film viewings.
11. Culture: Students acquire cultural information for the purpose of understanding and appreciating the products, practices, and perspectives of other cultures. Topics based on readings, viewings, and grammar activities.

Prerequisites: SPAN 2212, SPAN 3311 Pre/Co-requisite: SPAN 3312, or consent of instructor.

Note: Candidates for Spanish BS should request syllabus addendum for specific board of teaching goals and expectations (see syllabus).

Students interested in ACTFL goals can request a copy of syllabus.

Required textbook and materials:

1. De la Vega, Sara L and Carmen Salazar. *Avanzando: gramática española y lectura*. 6th. ed. John Wiley & Sons, Inc. 2007.
Dictionary: * *El pequeño Larousse ilustrado*. Larousse México, 2008
3. Selected readings from various sources such as Spanish Language newspapers, movie reviews, Spanish language and culture internet sites.
4. Pocket folder

Recommended:

Clarkson, William M. ¡Búscalo! (Look it up!): A quick reference guide to Spanish. John Wiley and sons, 1998.

Useful Online sources

<http://www.colby.edu/personal/b/bknelson/exercises/> (Grammar/cultural activities)
<http://www.elmundo.es/diccionarios> (On-line Dictionary)
<http://www.univision.com> (noticias nacionales e internacionales y del medio artístico)
<http://lanic.utexas.edu> (Latin American Network Information Center) música, periódicos, revistas estaciones de radio, etc)
<http://www.elpais.es> (periódico de España)

Assignments: Reading assignments and homework are listed in your syllabus. Assignments identified as TAREA are to be written on a separate sheet of paper for group discussion. Written assignments, oral activities (dialogues/interviews) and research assignments should be done prior coming to class, so you are prepare to discuss them. Grammar and the quality of the content of each assignment “TAREA” will be graded after discussion.

Quizzes: There will be quizzes about the material presented in class. These quizzes are to be taken as the material is being presented. You will access these “autopruebas/quizzes” by visiting the Student Companion Site: www.wiley.com/wileyCDA/ There will be 3 autopruebas required per chapter (CHAPTERS 1-6).

Exams: There will be 2 exams and a final exam as scheduled. The exams consist of short essays identification, terms, reading and/or film about the material presented in class.

Course Requirements:

Attendance and participation: Your presence and active participation in class is very important, since this course focuses on daily conversation. Roll will be taken every time the class meets, and attendance is mandatory. Being late or leaving class early three times will count

Written assignments: You are fully responsible for the readings and homework assigned for each lesson as scheduled. Most assigned activities will be discussed in class, therefore, your participation and preparation is expected.

Reports: There will be 3 reports that are to be completed individually. Using the reading and articles write a literary analysis about the selected reading. For the reports you are required to write a maximum of 4 pages, double spaced, font: Times New Roman. Check your grammar before turning in your paper.

Oral Report: There will be 1 final oral report during the last day of class.

Grading Method:

Regular Exams ((2@ 10% each) -----	20%
Auto-pruebas (online quizzes)-----	10%
Preparation” TAREA” and participation in class discussions (oral part.) -----	20%
4 Written Reports (documentary, movie/reading) -----	20%
2 Oral report-----	20%
Final exam -----	10%

Grading system

A+ = 97% -100% (4.00/4.00) A = 93% - 96% (4.00/4.00) A - = 90% - 92% (3.67/4.00)	C+ = 77% -79% (2.33/4.00) C = 73% -76% (2.00/4.00) C- = 70% -72% (1.67/4.00)
B+ = 87% - 89% (3.33/4.00) B = 83% - 86% (3.00/4.00) B- = 80% - 82% (2.67/4.00)	D+ = 67% - 69% (1.33/4.00) D = 63% - 66% (1.00-4.00) D- = 60% - 62% (0.6/4.00) F= 0% - 59% (0.00/4.00)

Academic Integrity:

BSU students are expected to practice the highest standards of ethics, honesty and integrity in all of their academic work. Any form of academic dishonesty (e.g., plagiarism, cheating and misrepresentation) may result in disciplinary action. Possible disciplinary actions may include failure for part of all of a course as well as suspension from the University.

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Tutor.com:

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RPC & SUMM: Read prior to coming to class & summarize

TAREA: Writing for class discussion

Video&sum= Video Summary

Calendario tentativo

Class	Day/Date	Activity/Homework
1	AGOSTO M/27	Introduction Syllabus distribution.
2	W/29	RPC: Capítulo 1 -p. 21- Vocabulario - RPC & SUMM: p. 22- 25 Lectura: “Una puerta hacia la historia-
3	F/ 31	RPC: TAREA: p. 26- Preguntas sobre la lectura- Temas de conversación TAREA-Video & summ -Documentary 2017 The Soul of Spain Full Documentary with subtitles (53mins:23s) https://youtu.be/FnY8IZI_BV0
	Week 2 SEPTIEMBRE M/3	LABOR DAY- NO CLASSES
4	W/5	RPC: p. 32- (1) el presente indicativo p. 33- (2) verbos regulares RPC: p. 33-34 (3) verbos con cambios ortográficos
5	F/7	RPC: p.37- 38 -Verbos con cambio en la raíz/ verbos irregulares - TAREA pp. 38-39 -*Actividades: preparar para trabajar en parejas II, III, o IV p. 40- Verbo+ preposición – TAREA: preparar actividad I o II. p. 43-Para conversar:
	Week 3 M/10	RPC p. 44-46 Verbos que expresan idea de cambio- pp.46-49 interrogativos/ exclamativos-
6	W/12	Examen #1 <i>Three (3)AUTOPRUEBAS (chapter 1)must be completed---</i>
7	F/14	Capítulo 2- p. 60- Vocabulario - p. 61-62- El tango baile universal TAREA: p. 63- Preguntas sobre la lectura.
8	Week 4 M/17	VIDEO: Ver en clase: <i>Tango Its Not Just A Dance - History Documentary</i> https://youtu.be/cqfyhDeuX0w -Tango...Discutir y responder las preguntas de comprensión y análisis
9	W/19	<i>EN CLASE -PRESENTAR REPORTE ORAL #1-</i>
10	F/21	<i>EN CLASE -PRESENTAR REPORTE ORAL #1-</i> Turn in paper report#1

11	Week 5 M/24	RPC: p.63-67 Gramática- El pasado: Pretérito e imperfecto TAREA: p.67-68 Actividades: II- Las vacaciones del verano- RPC: p.69- El Imperfecto de indicativo: Verbos regulares- TAREA: p. 69- En parejas: Actividad (1)
12	W/26	RPC: pp.70- 72 –Usos/diferencias del pretérito y el imperfecto de indicativo TAREA: p. 75 (VI) EN CLASE: Video: La Leyenda del Espantapajaros (English sub) https://youtu.be/6S9jfQz88aI Hojas de trabajo (completar texto usando pret. e imperf). LSRW.
13	F/28	RPC: pp.81-83-Verbos impersonales EN CLASE: Práctica: Hoja de trabajo ----- 3 AUTOPRUEBAS (CAPÍTULO 2) MUST BE COMPLETED -----
14	Week 6 OCTOBER M/1	Capítulo 3 p. 92 –vocabulario -p.93- Ángeles Mastretta -Lectura: “Mujeres de ojos grandes”– TAREA: Preguntas sobre la lectura -
15	W/3	Cortometraje: Mujeres de Ojos Grandes https://youtu.be/uoavm-3BNsk Ver en “entrevsta a Ángeles Mastretta https://youtu.be/aRESBe3HpS4 Análisis de “mujeres de Ojos grandes” y discusión de la entrevista-
16	F/5	pp. 94-98 Gramática: El futuro y el condicional. TAREA: p. 96 – TAREA: En parejas- III Pensando en el futuro p. 99- II –Práctica- Hojas de trabajo
17	Week 7 M/8	pp. 100-02 -Usos de ser y estar- práctica p.103-(II conversaciones) TAREA: (III- La música hispanoamericana). 106-107-
18	W/10	Video “La música hispanoamericana” y diferentes ritmos Gerundio TAREA: En parejas p. 108(III). Introd. p. 109- usos del infinitivo p. 111- Frases con tener (Práctica) ---- 3 AUTOPRUEBAS(CAPÍTULO 3) MUST BE COMPLETED
	F/12	Examen # 2
19	Week 8 M/15	PRESENTACIONES –INDIVIDUAL ORAL REPORT #2 Entregar Reporte #2

20	W/17	<i>PRESENTACIONES –INDIVIDUAL ORAL REPORT #2</i>
21	F/19	Capítulo 4- p. 122- participios pasados -p.124 tiempos perfectos del modo indicativo.
22	Week 9 M/22	Cont... tiempos perfectos del modo indicativo. TAREA: p. 124 (II) y p.127 (II y III)
23	W/24	<p>p. 129- Uso de haber -TAREA: p.129 (III Frida Kahlo) Biografía y vida de Frida Kahlo.</p> <p>Who Was Frida Kahlo? Frida Kahlo is perhaps one of the most influential artists of the 20th century. Published on Apr 10, 2018 http://www.youtube.com/artrageouswith... https://youtu.be/Y3MSyNGsBWk</p>
24	F/26	<p>Leer el artículo de: Gabriel Baltodano Román. “La literatura y el cine: una historia de relaciones. Letras” 46(2009)ISS1409-424X. www.revistas.una.ac.cr › Inicio › Archivos › Vol. 2 Núm. 46 (2009).pp.11-27 http://www.revistas.una.ac.cr/index.php/letras/article/view/1653/1568(AEPE)</p> <p>Preguntas Película Frida: Spanish (English Subt) Nov, 2002 USA</p>
25	Week 10 M/29	Película Frida:
26	W/31	Contestar: preguntas fundamentales para el análisis de una película- Discusión de la película
27	NOVIEMBRE F/2	p.131 –33 Construcciones pasivas. 134 Frases con “se” -
28	Week 11 M/5	<p>p.136-38 Gustar y otros verbos similares- TAREA: p. 138 (III o IV) -3 AUTOPRUEBAS (CAPÍTULO 4) MUST BE COMPLETED--</p>
29	W/7	<p>Capítulo 5- P.163- 66 El modo indicativo y modo subjuntivo-Presente del subjuntivo. p.168 El subjuntivo: verbos de duda, voluntad o emoción-</p>
30	F/9	<p>P.171-Frases y expresiones que requieren el subjuntivo. TAREA: p172(I) p.173(II)</p>
31	Week 12 M/12	VETERANS DAY

32	W/14	<p>Capítulo 6 p. 179- Vocabulario p. 180-81- Lectura 1: “Sor Juana Inés de la Cruz: voz feminista de Hispanoamérica”</p> <p>p.183-Preparar preguntas sobre la lectura y un tema de conversación Video documental: Sor Juana Inés de la Cruz.</p> <p>-Reporte #3/4</p>
33	F/16	<p>p.188-89- El subjuntivo con antecedentes indefinidos e inexistentes p. 191- Imperfecto del subjuntivo- TAREA: p. 193(I y II)</p>
	Week 13 M/19-23	FALL BREAK
34	Week 14 M/26	<p>Gramática: Conjunciones adverbiales que requieren el subjuntivo TAREA: pp. 196 El presente perfecto del subjuntivo- TAREA: p.197 (III) –</p>
35	W/28	<p>Gramática: p. 198- Pluscuamperfecto del subjuntivo - TAREA: p. 198(II) -Práctica (III)</p> <p><i>A TOTAL OF 4 AUTOPRUEBAS(FROM CAPÍTULO 5 Y 6) MUST BE COMPLETED</i></p>
36	F/30	<p>p. 199- Secuencia de tiempos-Preparar</p> <p>p. 200(II) p. 202- Cláusulas con “Sí” –TAREA: p. 202(I) y 203(II)</p> <p>OPI (Oral Proficiency Interview) Office HS 310 (1:00-4:00 p.m)</p>
37	Week 15 DICIEMBRE M/3	<p>O Isabel Allende – Película <i>La casa de los espíritus</i> PI (Oral Proficiency Interview) Office HS 310 (1:00-4:00 p.m)</p>
38	W/5	<i>La casa de los espíritus-La casa de los espíritus- Guión</i>
39	F/7	Isabel Allende – Película <i>La casa de los espíritus</i>
40	Week 16 M/10	Isabel Allende – Película <i>La casa de los espíritus</i>
	W/12	READING DAY- NO CLASSES
	13-19 FINAL	- Examen Final -MONDAY, DEC. 14th -

BSU Curriculum Forms

Form 3

Updated: 9.19.15

New Course Form

Course Number:

Undergraduate: SPAN 4315

Graduate:

Course Title: Spanish Oral Proficiency Skills Workshop II

Course Description: This course is designed to refine Spanish speaking and comprehension competencies through the exploration of short stories, plays, articles, debates and films. Students will attain, develop, and demonstrate skills from the intermediate through advanced proficiency levels of the ACTFL Guidelines by using a variety of readings and articles related to assigned topics. Course may be repeated for up to 2 credits. Prerequisite(s): SPAN 3311, SPAN 3312, Co-requisite: SPAN 4314; or consent of instructor. (Might not be offered every year.)

Credits: 1

Curr coord: Course is repeatable for up to 2 credits max. Add to repeat table.

Prerequisite(s):

Undergraduate: SPAN 3311, SPAN 3312, Co-requisite: SPAN 4314; or consent of instructor.

Graduate:

1. Reason(s) for creating this course: Acquisition of Advanced oral proficiency skills.
2. How often will this course be offered? Every two years.
3. What are the student learning outcomes for the course (please precede each outcome with "Students will...")?

*Ask and answer questions at least at the intermediate-high level

*Demonstrate the ability to get into and out of predictable and unpredictable communicative situations in many tenses

*Practice and perform intermediate-high to advanced level speaking tasks

*Respond in paragraph length discourse at least at the intermediate-high level in the target language

Minnesota State Language Objectives:

1. Be aware of areas of the world where Spanish is spoken and know that life in all these areas may vary widely.
2. Comprehend, interpret, and evaluate information received in Spanish through reading and listening at the advanced intermediate or superior level as it relates to the study of Hispanic literature, culture and civilization.
3. Understand Hispanic culture and its relationship to the literary movements of the different periods from a variety of perspectives, including historical, geographical, and artistic and contemporary viewpoints.
4. Understand the history of institutions within Hispanic civilization and culture sufficiently for comprehending why current social conditions exist and how these relate to the Hispanic literary movements.
5. Have a sociolinguistic understanding sufficiently for accurately communicating the relationships of Hispanic language and culture.
6. Understand that content and process within Hispanic civilization are important and that cultural knowledge and understanding of these are interdisciplinary.
7. Understand that culture is neither monolithic nor static and that developing insights into the variability of cultural phenomena within Hispanic culture is a lifelong process.
8. Know that every cultural phenomenon is unique and is affected by age, geographic region, sex, class, and other factors and that multiple perspectives, value systems, and modes of decision-making and behaviors exist within the Hispanic culture.
9. Know about Hispanic cultural stereotyping and how to address it as a result of developing skills in processing information which include observing, comparing, and inquiring about cultural phenomena; analyzing and hypothesizing about the phenomena; and synthesizing and determining their generalizability.
10. Compare and contrast cultures of people who speak Spanish with the teacher's own culture.

Major Content Areas:

1. Discussion of topics related to readings, viewings and activities of SPAN 4314 Advanced Spanish Grammar Review Through film and Literature.
 2. Culture: Students acquire cultural information for the purpose of understanding and appreciating the products, practices, and perspectives of other cultures. Topics vary according to readings, discussion, and viewings.
 3. Continued development of communication skills based on acquiring proficiency levels of National Standards for Foreign Language Learning.
 4. Focus on acquisition of information and recognition of the distinctive viewpoints that are only available through the foreign language and its cultures.
 5. Continue to develop pronunciation proficiency.
 6. Critical thinking and problem solving through conversation.
 7. Develop ability to respond to new and diverse perspectives, and use language in imaginative and original ways to make useful contributions.
5. Is this course repeatable for credit, and if so, what is the maximum number of credits that can be earned? Yes, max of 2 credits.
6. If this course is intended primarily for off-campus delivery (not offered on campus), what delivery mechanism will be used?
7. What is the projected maximum class size (cap)? 15
8. What qualified faculty will be available to teach this course? Dr. Miriam Rivera-Hokanson
- NOTE WELL: Department and dean, in approving this proposal, attest both to the adequacy of the qualifications of faculty here named, and to their availability to teach the course at the frequency specified above, without excessive overload or disruption to other curriculum.
9. What additional library and other resources need or should be provided for this course, that are not already available?
10. What special personal property or service fee(s) would be charged to students taking this course? These charges would be for 1) items that are retained by the student and have an educational or personal value beyond the classroom, or 2) services that are on the student's behalf (see MnSCU Board Policy 5.11).
Amount per student: \$
For:
11. Attach a sample syllabus for the course. Note: if this course is double-numbered (u-grad/grad), the syllabus must include an additional component for graduate students.

Bemidji State University
SPAN 4315: Spanish Oral Proficiency Skill Workshop II
1 credits

Spanish 4315
Instructors: Miriam Rivera-Hokanson/April Larson
Office: HS 310
Office Hours: TBA
E-mail: mrivierahokanson@bemidjistate.edu
Phone: 755-2810 or leave a message at 755-2880

Course Description:

This course is designed to refine Spanish speaking and comprehension competencies through the exploration of short stories, plays, articles, debates and films. Students will attain, develop, and demonstrate skills from the intermediate through advanced proficiency levels of the ACTFL Guidelines by using a variety of readings and articles related to assigned topics. Course may be repeated for up to 2 credits. Prerequisite(s): SPAN 3311, SPAN 3312, Co-requisite: SPAN 4314; or consent of instructor. (Might not be offered every year.)

Learning outcomes:

- *Ask and answer questions at least at the intermediate-high level
- *Demonstrate the ability to get into and out of predictable and unpredictable communicative situations in many tenses
- *Practice and perform intermediate-high to advanced level speaking tasks
- *Respond in paragraph length discourse at least at the intermediate-high level in the target language

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1. Be aware of areas of the world where Spanish is spoken and know that life in all these areas may vary widely.
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4. Understand the history of institutions within Hispanic civilization and culture sufficiently for comprehending why current social conditions exist and how these relate to the Hispanic literary movements.

5. Have a sociolinguistic understanding sufficiently for accurately communicating the relationships of Hispanic language and culture.
6. Understand that content and process within Hispanic civilization are important and that cultural knowledge and understanding of these are interdisciplinary.
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5. Continue to develop pronunciation proficiency.
6. Critical thinking and problem solving through conversation.
7. Develop ability to respond to new and diverse perspectives, and use language in imaginative and original ways to make useful contributions.

Prerequisites: SPAN 3311, SPAN 3312, Co-requisite: SPAN 4314; or consent of instructor.

Required textbooks and materials:

1. Bleichmar, Guillermo and Paula Cañón. *Taller de escritores*. 2nd. Ed. Vista, 2016
2. Readings (make hard copies) Check email for materials-
3. The Oxford Spanish Dictionary: Spanish-English/ English-Spanish.
4. Pocket folder

Recommended:

Useful Online sources

<http://www.colby.edu/personal/b/bknelson/exercises/> (Grammar/cultural activities)

<http://www.elmundo.es/diccionarios> (On-line Dictionary)

<http://www.univision.com> (noticias nacionales e internacionales y del medio artístico)

Course requirements:

Students are expected to complete the assigned readings and assignments before each class in order to actively participate in class discussions.

Attendance and participation: Your presence and active participation in class is very important. You are allowed up to 2 absences during the semester, use them wisely for when you have personal/family events or dangerous weather related situations. **Attendance is mandatory.** Being late or leaving class early three times will count as an absence. Not being prepared, falling asleep, cell phone/texting, or disrupting participation will count as an absence. More than 2 absences will affect your final grade by 1%. Make-up work for homework/class work or exams is not accepted unless you have an official excuse.

Complete your assignments on time- You will not be able to be actively engage in class discussions if you are not fully prepared, and it will adversely affect your grade. During class you will discuss the assigned materials in pairs, small groups, or with the entire class. Students will also complete other types of activities based on the homework. During group and class discussions you will nearly always be speaking Spanish. Expect to hear Spanish spoken in the classroom from the first day of class and make every possible effort to do so yourself. Speak with confidence and use the time allocated to express ideas in Spanish (do not give the shortest possible answer and then sit there silently or only speak English). While speaking, provide complete sentences and maintain a short dialogue by asking and answering questions. During class discussions your professor will help you through any gaps in vocabulary or grammar.

Assignments:

Reading assignments: You are fully responsible for the readings and homework assigned for each lesson as scheduled. These should be completed on a separate sheet of paper for group discussion. Written assignments (research from the book), oral activities (dialogues/interviews, recording, etc.) should be completed prior coming to class, so you are prepared to discuss them. Grammar and the quality of the content of each assignment will be evaluated. Most assigned activities will be discussed in class, therefore, your participation and preparation is expected. Since this course focuses on conversation, practice your

vocabulary, verb tense, and verbal expression so that you will nurture your knowledge and be ready for in-class discussion. These assignments will be assessed, and turned in for grade, after our discussions.

Conversation – “Conversation time”- Schedule 4 (20 minute) “One-on-one conversation times” with your Spanish instructor. During your scheduled time, you will have a conversation about a selected theme you agreed to discuss. The best way to prepare for this activity is by reviewing and practicing vocabulary for each topic, verb tense forms, verbal expressions, etc., that you have learned so far in your academic years of Spanish. The conversation should last at least 20 minutes. As soon as you complete this activity, you will meet with the instructor to help to determine the areas of grammar you still need to work on. After that, a grade will be assigned for each activity, so work hard to get the best score possible.

Oral reports: There will 2 oral reports. The theme for each report will be assigned in class.

OPI: Oral Proficiency Interview: The OPI’s will be conducted as scheduled in the syllabus.

Presentation: There will be 1 final interactive presentation completed individually (as scheduled)

Grading Method:

Homework: Writing assignments-----	20%
Oral reports (2) -----	20%
Conversation - “one-on-one conversation time” (4 sessions x 20 minutes each) -----	30%
Preparation and participation in reading discussions-----	20%
Final oral Report-----	10%
	100%

Grading System:

A+ = 97% -100% (4.00/4.00)	C+ = 77% -79% (2.33/4.00)
A = 93% - 96% (4.00/4.00)	C = 73% -76% (2.00/4.00)
A - = 90% - 92% (3.67/4.00)	C- = 70% -72% (1.67/4.00)
B+ = 87% - 89% (3.33/4.00)	D+ = 67% - 69% (1.33/4.00)
B = 83% - 86% (3.00/4.00)	D = 63% - 66% (1.00-4.00)
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	F= 0% - 59% (0.00/4.00)

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You are expected to fully prepare the **HW** (Homework) assignments **and** the indicated pages/activity for the next class period before coming to class.

Calendario tentativo

Class Day/Date Activity/Homework

1	August Week 1 T/28	-Introduction Juan Ramón Jiménez -Lectura: pp. 4-5 “Platero y yo” pp.-6 Análisis/ Discusión de las lecturas - Vídeo e interpretación de “ Platero”
2	SEPTEMBER Week 2 T/4	Léxico:pp. 9-10 Expresiones de percepción sensorial: la vista, el oído, el tacto, el olfato y el gusto. TAREA: En casa p.10 (Práctica act. 1) y (act. 2) En clase -Escritura automática
3	Week 3 T /11	Estructuras: pp. Diferenciar usos, y práctica de ser y estar- -Entrevista- usando ser y estar en los tiempos, Presente, Pretérito e Imperfecto . TAREA: En casa, p.13, “One-on-one Conversation” Sign up
		LABOR DAY- No day classes-

4	Week 4 T/18	Estructuras: pp. 14-15 Preposiciones: En clase: diferenciar usos- valores e interpretaciones (Material audio-visual). TAREA: En casa, p. 15, (Práctica 1)
5	Week 5 T/25	Ortografía y puntuación: Acentuación I, p. 19. En clase (Práctica 1, Las tildes) p. 20-Puntuación I, En clase, p.21 (práctica 1) Lectura: Practica -Pronunciacion usando ejercicios de Ortografía y puntuación
6	OCTOBER Week 6 T/2	Descripcion de lugares y objetos. pp. 22-31- EN CASA→1A: La descripción de 1B:La descripción de personas, 1C:La comparación- Trabajo en grupo. “One-on-one Conversation” #1
7	Week 7 T/9	pp. 48-49 – Present perfect vs Preterite/Preterite and the past perfect TAREA, en casa p. 48, Práctica (1) y (4) En clase, p. 48 (1), p. 49 (2)
8	Week 8 T/16	Lección 2: La narración pp. 34-36- Lectura: “La siesta del martes” Analizar el contexto histórico de la siesta del martes
9	Week 9 T/23	Contin. Pp. 37-39 Lectura: “La siesta del martes” TAREA: p.40 (1-Comprensión) En clase p. 40 (2 análisis de la lectura) Leer en clase. Escriba su propio resumen en casa , para leer en la clase. “One-on-one Conversation” #2
10	Week 10 T/30	Gabriel García Márquez. Ver En clas: Corto: La siesta del martes (20 minutos) Vocabulario y actividades previas al corto https://vimeo.com/22580128 -Análisis e interpretación del corto
11	Week 11 T/6	Review Compound Tenses -Tiempos compuestos -Practica con los tiempos compuestos- Fill in the blank Worksheet -s -lectura y en el video
	Week 12 T/30	Gabriel García Márquez – ver el corto: Corto: Contigo en la distancia Analizar el corto Narrar eventos relevantes de la historia
	Week 13 T/6	Lectura- Practica Fill in the blanks – Evaluar LSRW skills pp. 50-52, Review Adjectival relative clauses. Diálogos – Dramatización “One-on-one Conversation” Sign #3
	Week 14 T/13	Review Secuencia de los tiempos y práctica- Ver película en casa , luego, escribir una crítica de cine- usando secuencia de los tiempos y gramática aprendida. Usos y práctica oral- presentar en clase Leer “ Guía de análisis conceptual y gráfico del film” https://yantorno01.files.wordpress.com/2011/10/guia-de-analisis-de-la-pelicula.pdf – Hoja trabajo: Preguntas fundamentales para el análisis de la película “One-on-one Conversation” #4

	Week 15 T/20	FALL BREAK
	Week 16 T/27	<p>Leer “ Guía de análisis conceptual y gráfico del film” https://yantorno01.files.wordpress.com/2011/10/guia-de-analisis-de-la-pelicula.pdf–</p> <p>Ver película: <i>Ocho apellidos vascos</i> –Dirección: Emilio Martínez-Lázaro Producción Snow Films. Guion:Diego San José, Borja Cobeaga Intérpretes:Dani Rovira, Dani Rovira, Clara Lago, Carmen Machi, Karra Elejalde, Alfonso Sánchez, Alberto López, Aitor Mazo (3 Premios Goya) STORY: 'Spanish Affair' Breaks Box Office Records in Spain- Pelicula en español = https://youtu.be/Dz2S_v5rCA0</p> <p>Discutir la crítica de cine- Repaso Gramatical https://youtu.be/H9fV2RWWFQs</p>
	DECEMBER Week 16 T/4	OPI (Oral Proficiency Interview)
	Week 17 T/11	OPI (Oral Proficiency Interview)
	13-19 FINALS	Final oral Report (Interactive presentation)

ASSESSMENT FOR ORAL PROFICIENCY INTERVIEWS

Process of the OPI –

The entire interview is performed in Spanish- The interview is tape recorded and transcribed during the process. We start the OPI Evaluation by asking simple questions like- ¿Cómo estás hoy?(How are you?) ¿Cuáles son tus pasatiempos favoritos? (What are you favorite hobbies?) At this point, during the descriptions of hobbies, the interview takes its course and then we keep ‘milking’ important topics derived from the conversation. We then detect tenses, verbal expressions, vocabulary, in order to elaborate his/her speech, etc. At approximately 15-20 minutes into the interview or once we have reached the ‘ceiling’ we should know the level of

proficiency (**Novice** Low/mid/high- **Intermediate** Low/mid/high- **Advanced** Low/mid/high- **Superior** Low/mid/high). We continue with a **role play** (ACTFL OPI cards)* according to the level that the interview has been identified with. At the end in the ‘winding down process’ we ask questions in the future tense. For example: ¿Qué piensas hacer esta tarde? (What are you planning in doing this afternoon?) ¿Tienes planes para el fin de semana? ¿qué piensas hacer este fin de semana? (do you have plan for this weekend? What are you planning on doing this weekend? This last stage of the conversation will confirm the appropriate level in which the student has been evaluated.

For this process of the OPI, I have included the form to be used during the evaluation process for each student evaluated. Also see samples of the ‘Role play’ cards for each level of proficiency in OPI.

***ACTFL OPI cards** -Sample cards used in OPI- Oral Proficiency Interview during roll play follow immediately after a 20 minute interview. The OPI process will last 25-30 minutes-

SAMPLE ROLE PLAYS FROM THE TEST

Intermediate/1 Role play

You are in city X. You missed your plane to New York. Ask the person behind the counter three or four questions to find out what you need to know to get to New York quickly.

Advanced/2 Role play

When you arrived at the airport in city Y, your luggage is not in the baggage claim area. You speak with a service representative, explain why you and your luggage did not arrive in the same flight, and make arrangements to have the bags delivered to your hotel.

Superior/3 Role play

- 1) You just received an award for “_____” of the Year” Make a brief speech accepting this award.
- 2) You are leading a discussion at your club on a book/movie you read/saw recently. Describe a major theme of the book/movie, and discuss the significance of the theme to society.

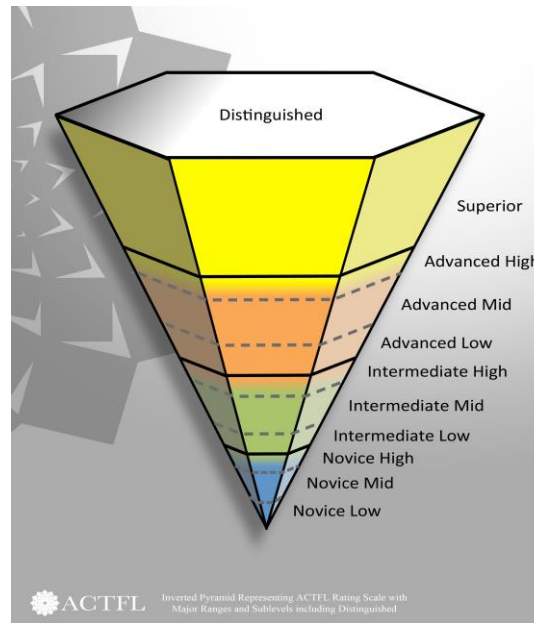
OPI Tester Interview Review Grid

Interviewee: _____ Rating: _____ Language of Interview: _____

Tasks	Level of task N/I/A/S	Topic	Questions	At level Response?	Evidence/ Examples		
				Yes	Partially	No	

ACTFL Proficiency Scale

Developed from the Federal Government's ILR scale by the American Council of Foreign Languages, the ACTFL proficiency scale has 4 main levels (Novice, Intermediate, Advanced and Superior). The first three levels are each subdivided into 3 sub-levels (Low, Mid and High). The ACTFL scale provides a great deal of definition, especially at the lower levels of proficiency usually achieved in foreign language learning. It is widely used in many arenas, but particularly in academia. Find more information about the ACTFL scale here: www.actfl.org.



BSU Curriculum Forms

Form 4

Course Drop Form

(Use this form to drop a course from the university curriculum file.

To drop a course from a program only, use Form 5 Program Modification Form)

Course Number:

Undergraduate: SPAN 3315

Graduate:

Course Title: Advanced Spanish Grammar Review (2 credits)

New or current courses that will universally replace this dropped course for students remaining in the old curriculum: SPAN 4314 Advanced Spanish Grammar Review Through Film and Literature

This dropped course is a requirement or an elective in the programs/areas listed below.

To locate where this course appears please search the online catalog, as follows:

- 1) go to <http://www.bemidjistate.edu/academics/catalog/> and choose the most recent catalog(s),
- 2) click on “Areas of Study, and Course Descriptions,”
- 3) click on “PDF of Entire Catalog” in upper right,
- 4) press Ctrl F, and enter the prefix and number of the course(s) from this form.

Non-licensure programs:

Teacher Licensure programs:

Liberal Education:

The above “service area” programs/departments were notified of this modification on _____ (date) by _____ (mail, email, or phone).

Please check one of the items below:

_____ No comments were received from other programs or departments within one week of the notification.

_____ Comments were received within one week of the notification, and are attached.

Reason(s) for dropping this course:

Higher level review with use of authentic film and literature. Higher skill level competency goal areas.

BSU Curriculum Forms

Form 4

Course Drop Form

(Use this form to drop a course from the university curriculum file.

To drop a course from a program only, use Form 5 Program Modification Form)

Course Number:

Undergraduate: SPAN 4418

Graduate:

Course Title: Medieval and Golden Age Literature (3 credits)

New or current courses that will universally replace this dropped course for students remaining in the old curriculum: No replacement. Content is covered in other courses such as the new SPAN 3850 Topics in Spanish Peninsular Literature and Artistic Representations

This dropped course is a requirement or an elective in the programs/areas listed below.

To locate where this course appears please search the online catalog, as follows:

- 1) go to <http://www.bemidjistate.edu/academics/catalog/> and choose the most recent catalog(s),
- 2) click on “Areas of Study, and Course Descriptions,”
- 3) click on “PDF of Entire Catalog” in upper right,
- 4) press Ctrl F, and enter the prefix and number of the course(s) from this form.

Non-licensure programs:

History, B.A. major (elective option)

History, B.S. major (elective option)

Teacher Licensure programs:

Liberal Education:

The above “service area” programs/departments were notified of this modification on 1.31.19 (date) by email (mail, email, or phone).

*email sent to Daniel Guenchtev – course has not been offered since prior to 2000.

Please check one of the items below:

 No comments were received from other programs or departments within one week of the notification.

 X Comments were received within one week of the notification, and are attached.

Reason(s) for dropping this course: Content covered in other courses such as the new SPAN 3850 Topics in Spanish Peninsular Literature and Artistic Representations

BSU Curriculum Forms

Form 4

Course Drop Form

(Use this form to drop a course from the university curriculum file.

To drop a course from a program only, use Form 5 Program Modification Form)

Course Number:

Undergraduate: SPAN 4428

Graduate:

Course Title: Modern Language Honors (2-4 credits)

New or current courses that will universally replace this dropped course for students remaining in the old curriculum: No replacement.

This dropped course is a requirement or an elective in the programs/areas listed below.

To locate where this course appears please search the online catalog, as follows:

- 1) go to <http://www.bemidjstate.edu/academics/catalog/> and choose the most recent catalog(s),
- 2) click on “Areas of Study, and Course Descriptions,”
- 3) click on “PDF of Entire Catalog” in upper right,
- 4) press Ctrl F, and enter the prefix and number of the course(s) from this form.

Non-licensure programs:

Teacher Licensure programs:

Liberal Education:

The above “service area” programs/departments were notified of this modification on _____ (date) by _____ (mail, email, or phone).

Please check one of the items below:

_____ No comments were received from other programs or departments within one week of the notification.

_____ Comments were received within one week of the notification, and are attached.

Reason(s) for dropping this course:

Course was never taught and will not be taught.

BSU Curriculum Forms

Form 5

Program Modification Form

Program to be modified:

Spanish B. A. *major*

Spanish *minor*

Spanish Education B. S. *major*

List all proposed change(s):

Spanish B. A. *major*

Change required credits from 28 to 34

I. Required Core Courses (15 credits)

SPAN 2212 Intermediate Spanish II (4 credits)

SPAN 3311 Composition and Communication Skills (3 credits)

SPAN 3312 Advanced Readings and Communication Skills (3 credits)

SPAN 3313 Spanish Oral Proficiency Skills Workshop I (1 credit)

SPAN 4314 Advanced Spanish Grammar Review Through Film and Literature (3 credits)

SPAN 4315 Spanish Oral Proficiency Skills Workshop II (1 credit)

II. REQUIRED IMMERSION COURSES

Complete 4 credits from one or more of the following courses:

SPAN 3300 Study Abroad (1-18 credit)

SPAN 3870 Intensive Immersion Practicum: Concordia Language Villages (4 credits)

SPAN 3971 Intercultural Immersion Internship (1-4 credits)

Note: If Section is complete at four credits, overage may be used for Section III electives.

III. REQUIRED ELECTIVES

SELECT 15 SEMESTER CREDITS WITH CONSENT OF ADVISOR

SPAN 3300 Study Abroad (1-18 credit)

SPAN 3314 (to 3319) Spanish for the Professions (3 credits)

SPAN 3317 Topics in Latin America (3 credits)

SPAN 3320 La telenovela (1-2 credits)

SPAN 3330 Traditional Folk Art of the Spanish-speaking World (2 credits)

SPAN 3830 Voices of Women in the Spanish-speaking World (3 credits)

SPAN 3840 Contemporary Issues in the Spanish-speaking World (3 credits)

SPAN 3850 Topics in Spanish Peninsular Literature & Artistic Representations (3 credits)

SPAN 3870 Intensive Immersion Practicum: Concordia Language Villages (4 credits)

SPAN 3971 Intercultural Immersion Internship (1-4 credits)

SPAN 4310 Advanced Spanish Composition (3)

SPAN 4413 Hispanic Short Fiction (3 credits)

SPAN 4414 The Hispanic Novel (3 credits)

SPAN 4415 Hispanic Drama (Previous title: A Study of Selected Hispanic Drama (3)

SPAN 4416 Hispanic Poetry (3 credits)

SPAN 4420 Twentieth Century Literature (3 credits)

SPAN 4421 Women in Hispanic Literature & Culture (3 credits)

SPAN 4422 Hispanic Literature and Culture in the U.S. (3 credits)

SPAN 4423 From Text to Image: Hispanic Film and Literature (3 credits)

SPAN 4426 Latin American Culture and Civilization (3 credits)

SPAN 4427 Spanish Culture and Civilization (3 credits)

SPAN 4430 Spanish Linguistics (3 credits)

Spanish B. A. *minor*

Required Credits from 14 to 18

I. REQUIRED CORE COURSES (15 credits)

SPAN 2212 Intermediate Spanish II (4 credits)

SPAN 3311 Composition and Communication Skills (3 credits)

SPAN 3312 Advanced Readings and Communication Skills (3 credits)

SPAN 3313 Spanish Oral Proficiency Skills Workshop I (1 credit)

SPAN 4314 Advanced Spanish Grammar Review Through Film and Literature (3 credits)

SPAN 4315 Spanish Oral Proficiency Skills Workshop II (1 credit)

II. REQUIRED ELECTIVES

SELECT 3 SEMESTER CREDITS FROM SPANISH COURSES NUMBERED 3300 OR HIGHER WITH CONSENT OF ADVISOR

SPAN 3314 to 3319 Spanish for the Professions (3 credits)

SPAN 3317 Topics in Latin America (3 credits)

SPAN 3320 La telenovela (1-2 credits)

SPAN 3330 Traditional Folk Art of the Spanish-speaking World (2 credits)

SPAN 3830 Voices of Women in the Spanish-speaking World (3 credits)

SPAN 3840 Contemporary Issues in the Spanish-speaking World (3 credits)

SPAN 3850 Topics in Spanish Peninsular Literature & Artistic Representations (3 credits)

SPAN 4310 Advanced Spanish Composition (3)

SPAN 4314 Advanced Spanish Grammar Review Through Film and Literature (3 credits)

SPAN 4413 Hispanic Short Fiction (3 credits)

SPAN 4414 The Hispanic Novel (3 credits)

SPAN 4315 Spanish Oral Proficiency Skills Workshop II (1 credits)

SPAN 4415 Hispanic Drama (Previous title: A Study of Selected Hispanic Drama (3)

SPAN 4416 Hispanic Poetry (3 credits)

SPAN 4420 Twentieth Century Literature (3 credits)

SPAN 4421 Women in Hispanic Literature & Culture (3 credits)

SPAN 4422 Hispanic Literature and Culture in the U.S. (3 credits)

SPAN 4423 From Text to Image: Hispanic Film and Literature (3 credits)

SPAN 4426 Latin American Culture and Civilization (3 credits)

SPAN 4427 Spanish Culture and Civilization (3 credits)

SPAN 4430 Spanish Linguistics (3 credits)

Immersion elective options:

SPAN 3300 Study Abroad (1-18 credits)

SPAN 3870 Intensive Immersion Practicum: Concordia Language Villages (4 credits)

SPAN 3971 Intercultural Immersion Internship (1-4 credits)

Spanish Education, B. S. *major*

(Teacher Licensure)

Change required Spanish credits from 28 to 34

Change required program credits from 64 to required credits 67

Change required GPA from 2.50 to required GPA 2.75

I REQUIRED MODERN LANGUAGE & SPANISH EDUCATION COURSES (10 credits)

Complete the following courses:

- ML 3430 Linguistics (3 credits)
- ML 3470 Methods of Teaching Modern Languages (4 credits)
- SPAN 4430 Spanish Linguistics (3 credits)

II REQUIRED CORE COURSES (15 credits)

SPAN 2212 Intermediate Spanish II (4 credits)

SPAN 3311 Composition and Communication Skills (3 credits)

SPAN 3312 Advanced Readings and Communication Skills (3 credits)

SPAN 3313 Spanish Oral Proficiency Skills Workshop I (1 credit)

SPAN 4314 Advanced Spanish Grammar Review Through Film and Literature (3 credits)

SPAN 4315 Spanish Oral Proficiency Skills Workshop II (1 credit)

III REQUIRED IMMERSION COURSES (4 credits) CHOOSE ONE OR A COMBINATION

SPAN 3300 Study Abroad (1-18 credits)

SPAN 3870 Intensive Immersion Practicum: Concordia Language Villages (4 credits)

SPAN 3971 Intercultural Immersion Internship (1-4 credits)

IV REQUIRED ELECTIVES

SELECT 5 SEMESTER CREDITS FROM SPANISH COURSES NUMBERED 2212 OR ABOVE WITH
CONSENT OF ADVISOR

SPAN 3314 to 3319 Spanish for the Professions (3 credits)

SPAN 3317 Topics in Latin America (3 credits)

SPAN 3320 La telenovela (1-2 credits)

SPAN 3330 Traditional Folk Art of the Spanish-speaking World (2 credits)

SPAN 3830 Voices of Women in the Spanish-speaking World (3 credits)

SPAN 3840 Contemporary Issues in the Spanish-speaking World (3 credits)

SPAN 3850 Topics in Spanish Peninsular Literature & Artistic Representations (3 credits)

SPAN 4310 Advanced Spanish Composition (3)

SPAN 4413 Hispanic Short Fiction (3 credits)

SPAN 4414 The Hispanic Novel (3 credits)

SPAN 4415 Hispanic Drama (Previous title: A Study of Selected Hispanic Drama (3)

SPAN 4416 Hispanic Poetry (3 credits)

SPAN 4420 Twentieth Century Literature (3 credits)

SPAN 4421 Women in Hispanic Literature & Culture (3 credits)

SPAN 4422 Hispanic Literature and Culture in the U.S. (3 credits)

SPAN 4423 From Text to Image: Hispanic Film and Literature (3 credits)

SPAN 4426 Latin American Culture and Civilization (3 credits)

SPAN 4427 Spanish Culture and Civilization (3 credits)

Immersion Options

SPAN 3300 Study Abroad (1-18 credits)

SPAN 3870 Intensive Immersion Practicum: Concordia Language Villages (4 credits)

SPAN 3971 Intercultural Immersion Internship (1-4 credits)

REQUIRED PROFESSIONAL EDUCATION COURSES (33 credits)

COMPLETE THE FOLLOWING COURSES: (21 credits)

- ED 3100 Introduction to the Foundations of public School Education (3 credits)
- ED 3110 Educational Psychology (3 credits)
- ED 3140 Human Relations in Education (3 credits)
- ED 3350 Pedagogy: Planning for Instruction (3 credits)
- ED 3780 Adaptation and Management: Designing the Learning Environment (3 credits)
- ED 4737 Content Area Reading (3 credits)

- ED 4799 The Professional Teacher (1 credit)
- HLTH 3400 Health and Drugs in Society (2 credits)

Complete 12 credits of student teaching: (12 credits)

- ED 4830 Student Teaching – Primary/Middle School/Secondary (12 credits)

Reason(s) for the change(s): The changes are designed to enhance preparation for students to help further their careers in fields such as:

- | | | | |
|--------------------------|---------------------------|------------------|------------------|
| •business | •social work | •translation | •politics |
| •finance | •literature & linguistics | •airlines | •communications |
| •international companies | | •U.S. government | |
| •medical | •legal | •teaching | •law enforcement |
| •tourism | •U.S. Embassy | | •economics |

and to develop global citizenship and proficiency in professional and personal areas of interest. Enhances all majors.

Note: In order to avoid hidden prerequisites, if a course is being dropped from this program (but not from the entire curriculum), please check for which remaining courses may include this dropped course as a prerequisite. Course prerequisites may be found in the online catalog (<http://www.bemidjistate.edu/academics/catalog/>). Remedies for hidden prerequisites may be found under Curriculum Forms at (http://www.bemidjistate.edu/faculty_staff/faculty_association/forms/).

Note: If a course from another department/program was either added to or dropped from this program, please notify the chair/coordinator of that course's department/program and indicate the following:

The course's home department/program was notified of the addition or dropping of their course(s) on _____ (date) by _____ (mail, email, or phone).

Please check one of the items below:

_____ No comments were received from other programs or departments within one week of the notification.

_____ Comments were received within one week of the notification, and are attached.

Note: If this is a joint program, the signatures of both department chairs (and both deans, if different colleges) must be provided.

Alert: Attach a copy of the current program showing the marked changes.

Please copy the current program from the online catalog

(<http://www.bemidjistate.edu/academics/catalog/>) and paste it into Word.

Then use either the Track Changes feature under Tools, or the underline

and strikethrough Font feature under Format. (Please note that the Track Changes feature may be easily switched on and off by holding down the Ctrl+Shift+E keys.)

Current program with changes:

Spanish, B.A. major

Required Credits: ~~28~~ 34

Required GPA: 2.25

Note: Students pursuing a Spanish program will be evaluated using the ACFFL Oral Proficiency Interview and/or Written Proficiency Scale (see department for additional information).

I REQUIRED CORE COURSES

~~SELECT 22 SEMESTER CREDITS FROM SPANISH COURSES
NUMBERED 3300 OR ABOVE:~~

SPAN 2212 Intermediate Spanish II (4 credits)
SPAN 3311 Composition and Communication Skills (3 credits)
SPAN 3312 Advanced Readings and Communication Skills (3 credits)
SPAN 3313 Spanish Oral Proficiency Skills Workshop I (1 credit)
SPAN 4314 Advanced Spanish Grammar Review Through Film and Literature (3 credits)
SPAN 4315 Spanish Oral Proficiency Skills Workshop II (1 credit)

II REQUIRED IMMERSION COURSES

Complete 4 credits from one or more of the following courses:

(Note: If section is complete at four credits, overage may be used for Section III electives)

SPAN 3300 Study Abroad (1-18 credits)
SPAN 3870 Intensive Immersion Practicum: Concordia Language Villages (4 credits)
SPAN 3971 Intercultural Immersion Internship (1-4 credits)

III REQUIRED ELECTIVES

SELECT ~~6~~ 15 SEMESTER CREDITS WITH CONSENT OF ADVISOR

SPAN 3319 Spanish for the Professions (3 credits)
SPAN 3317 Topics in Latin America (3 credits)
SPAN 3320 La telenovela (1-2 credits)
SPAN 3330 Traditional Folk Art of the Spanish-speaking World (2 credits)
SPAN 3830 Voices of Women in the Spanish-speaking World (3 credits)
SPAN 3840 Contemporary Issues in the Spanish-speaking World (3 credits)

SPAN 3850 Topics in Spanish Peninsular Literature & Artistic Representations (3 credits)
SPAN 4310 Advanced Spanish Composition (3)
SPAN 4413 Hispanic Short Fiction (3 credits)
SPAN 4414 The Hispanic Novel (3 credits)
~~SPAN 4415 A Study of Selected Hispanic Drama~~ Hispanic Drama (3)
SPAN 4416 Hispanic Poetry (3 credits)
SPAN 4420 Twentieth Century Literature (3 credits)
SPAN 4421 Women in Hispanic Literature & Culture (3 credits)
SPAN 4422 Hispanic Literature and Culture in the U.S. (3 credits)
SPAN 4423 From Text to Image: Hispanic Film and Literature (3 credits)
SPAN 4426 Latin American Culture and Civilization (3 credits)
SPAN 4427 Spanish Culture and Civilization (3 credits)
SPAN 4430 Spanish Linguistics (3 credits)

Clean copy of Program

Spanish, B.A. *major*

Required Credits: 34

Required GPA: 2.25

Note: Students pursuing a Spanish program will be evaluated using the ACFFL Oral Proficiency Interview and/or Written Proficiency Scale (see department for additional information).

I Required Core Courses (15 credits)

- SPAN 2212 Intermediate Spanish II (4 credits)
- SPAN 3311 Composition and Communication Skills (3 credits)
- SPAN 3312 Advanced Readings and Communication Skills (3 credits)
- SPAN 3313 Spanish Oral Proficiency Skills Workshop I (1 credit)
- SPAN 4314 Advanced Spanish Grammar Review Through Film and Literature (3 credits)
- SPAN 4315 Spanish Oral Proficiency Skills Workshop II (1 credit)

II Required Immersion Courses

Choose one of the following options for a minimum of 4 credits:

(Note: If section is complete at four credits, overage may be used for Section III electives)

- SPAN 3300 Study Abroad (1-18 credit)
- SPAN 3870 Intensive Immersion Practicum: Concordia Language Villages (4 credits)
- SPAN 3971 Intercultural Immersion Internship (1-4 credits)

III Required Electives

Select 15 semester credits with consent of advisor

- SPAN 3319 Spanish for the Professions (3 credits)
- SPAN 3317 Topics in Latin America (3 credits)
- SPAN 3320 La telenovela (1-2 credits)
- SPAN 3330 Traditional Folk Art of the Spanish-speaking World (2 credits)
- SPAN 3830 Voices of Women in the Spanish-speaking World (3 credits)
- SPAN 3840 Contemporary Issues in the Spanish-speaking World (3 credits)
- SPAN 3850 Topics in Spanish Peninsular Literature & Artistic Representations (3 credits)
- SPAN 4310 Advanced Spanish Composition (3)
- SPAN 4413 Hispanic Short Fiction (3 credits)
- SPAN 4414 The Hispanic Novel (3 credits)
- SPAN 4415 Hispanic Drama (3 credits)
- SPAN 4416 Hispanic Poetry (3 credits)

- SPAN 4420 Twentieth Century Literature (3 credits)
- SPAN 4421 Women in Hispanic Literature and Culture (3 credits)
- SPAN 4422 Hispanic Literature and Culture in the United States (3 credits)
- SPAN 4423 From Text to Image: Hispanic Film and Literature (3 credits)
- SPAN 4426 Latin American Culture and Civilization (3 credits)
- SPAN 4427 Spanish Culture and Civilization (3 credits)
- SPAN 4430 Spanish Linguistics (3 credits)

SUGGESTED SEMESTER SCHEDULE FOR SPANISH MAJOR, B.A.

The following is a list of required language courses arranged by year. This schedule is intended to help students plan their courses in an orderly fashion; however, these are only suggestions and this schedule is flexible. **Students entering with previous high school or living abroad language background may begin at the 2000 or 3000 level.** See department chair for placement testing.

Students must have sufficient language proficiency before enrolling in 3000 level or higher. It may be necessary for students to take SPAN 1111, 1112, 2211, and/or 2212 to master the oral and written proficiency levels required.

The following liberal education courses are recommended for students majoring in a modern language: European and/or other appropriate History courses, Philosophy, European and/or appropriate Art History courses, folk dance, Economics, or Political Science.

Freshman (Plan for students with no prior experience.)

- SPAN 1111 [Elementary Spanish I](#) (4 credits)
- SPAN 1112 [Elementary Spanish II](#) (4 credits)
- Second major or minor course work
- Liberal Education requirements

Sophomore

- SPAN 2211 [Intermediate Spanish I](#) (3 credits)
- SPAN 2212 [Intermediate Spanish II](#) (4 credits)
- Second major or minor course work
- Liberal Education requirements

Junior

- SPAN 3311 Composition and Communication Skills (3 credits)
- SPAN 3312 Advanced Readings and Communication Skills (3 credits)
- SPAN 3313 Spanish Oral Proficiency Skills Workshop I (1 credits)
- Immersion course(s)

- Required electives (see advisor)
- Second major or minor course work
- Complete Liberal Education requirements

Senior

- SPAN 4314 Advanced Spanish Grammar Review Through Film and Literature (3 credits)
- SPAN 4315 Spanish Oral Proficiency Skills Workshop II (1 credits)
- SPAN 4427 [Spanish Culture and Civilization](#) (3 credits)
- Remaining required electives (see advisor)
- Immersion course(s) if not completed as a junior
- Complete second major or minor course work

Current copy of minor

Spanish minor

Required Credits: ~~14~~

Required GPA: ~~2.00~~

REQUIRED CORE COURSES

~~SELECT 14 SEMESTER CREDITS FROM SPANISH COURSES
NUMBERED 3300 OR ABOVE~~

Proposed copy of minor

Spanish minor

Required credits: ~~14~~ 18 credits

Required GPA: 2.25

Note: Students pursuing a Spanish program will be evaluated using the ACFFL Oral Proficiency Interview and/or Written Proficiency Scale (see department for additional information).

I REQUIRED CORE COURSES (15 credits)

SPAN 2212 Intermediate Spanish II (4 credits)

SPAN 3311 Composition and Communication Skills (3 credits)

SPAN 3312 Advanced Readings and Communication Skills (3 credits)

SPAN 3313 Spanish Oral Proficiency Skills Workshop I (1 credit)

SPAN 4314 Advanced Spanish Grammar Review Through Film and Literature (3 credits)

SPAN 4315 Spanish Oral Proficiency Skills Workshop II (1 credit)

II REQUIRED ELECTIVES (3 credits)

Classroom Options

SPAN 3319 Spanish for the Professions (3 credits)

SPAN 3317 Topics in Latin America (3 credits)

SPAN 3320 La telenovela (1-2 credits)

SPAN 3330 Traditional Folk Art of the Spanish-speaking World (2 credits)

SPAN 3830 Voices of Women in the Spanish-speaking World (3 credits)

SPAN 3840 Contemporary Issues in the Spanish-speaking World (3 credits)

SPAN 3850 Topics in Spanish Peninsular Literature & Artistic Representations (3 credits)

SPAN 4310 Advanced Spanish Composition (3)
SPAN 4413 Hispanic Short Fiction (3 credits)
SPAN 4414 The Hispanic Novel (3 credits)
SPAN4415 Hispanic Drama (3 credits)
SPAN 4416 Hispanic Poetry (3 credits)
SPAN 4420 Twentieth Century Literature (3 credits)
SPAN 4421 Women in Hispanic Literature & Culture (3 credits)
SPAN 4422 Hispanic Literature and Culture in the U.S. (3 credits)
SPAN 4423 From Text to Image: Hispanic Film and Literature (3 credits)
SPAN 4426 Latin American Culture and Civilization (3 credits)
SPAN 4427 Spanish Culture and Civilization (3 credits)
SPAN 4430 Spanish Linguistics (3 credits)

Immersion Options

SPAN 3300 Study Abroad (1-18 credits)
SPAN 3870 Intensive Immersion Practicum: Concordia Language Villages (4 credits)
SPAN 3971 Intercultural Immersion Internship (1-4 credits)

Clean Copy of minor

Spanish minor

Required credits: 18 credits
Required GPA: 2.25

Note: Students pursuing a Spanish program will be evaluated using the ACFFL Oral Proficiency Interview and/or Written Proficiency Scale (see department for additional information).

I Required core courses (15 credits)

SPAN 2212 Intermediate Spanish II (4 credits)
SPAN 3311 Composition and Communication Skills (3 credits)
SPAN 3312 Advanced Readings and Communication Skills (3 credits)
SPAN 3313 Spanish Oral Proficiency Skills Workshop I (1 credit)
SPAN 4314 Advanced Spanish Grammar Review Through Film and Literature (3 credits)
SPAN 4315 Spanish Oral Proficiency Skills Workshop II (1 credit)

II Required electives (3 credits)

Classroom Options

SPAN 3319 Spanish for the Professions (3 credits)
SPAN 3317 Topics in Latin America (3 credits)
SPAN 3320 La telenovela (1-2 credits)
SPAN 3330 Traditional Folk Art of the Spanish-speaking World (2 credits)
SPAN 3830 Voices of Women in the Spanish-speaking World (3 credits)
SPAN 3840 Contemporary Issues in the Spanish-speaking World (3 credits)
SPAN 3850 Topics in Spanish Peninsular Literature & Artistic Representations (3 credits)
SPAN 4310 Advanced Spanish Composition (3)
SPAN 4413 Hispanic Short Fiction (3 credits)
SPAN 4414 The Hispanic Novel (3 credits)
SPAN 4415 Hispanic Drama (3 credits)
SPAN 4416 Hispanic Poetry (3 credits)
SPAN 4420 Twentieth Century Literature (3 credits)
SPAN 4421 Women in Hispanic Literature & Culture (3 credits)
SPAN 4422 Hispanic Literature and Culture in the U.S. (3 credits)
SPAN 4423 From Text to Image: Hispanic Film and Literature (3 credits)
SPAN 4426 Latin American Culture and Civilization (3 credits)
SPAN 4427 Spanish Culture and Civilization (3 credits)
SPAN 4430 Spanish Linguistics (3 credits)

Immersion Options

SPAN 3300 Study Abroad (1-18 credits)
SPAN 3870 Intensive Immersion Practicum: Concordia Language Villages (4 credits)
SPAN 3971 Intercultural Immersion Internship (1-4 credits)

Current Program

Spanish Education, B.S. major

(Teacher Licensure)

*****Students are no longer being accepted to this program
Please contact the Education or Modern Language Department
for additional information. *****

Required Credits: 64

Required GPA: 2.50

I REQUIRED CORE COURSES

COMPLETE THE FOLLOWING COURSES:

- ML 3470 [Methods Of Teaching Modern Languages](#) (4 credits)
- ML 3430 [Linguistics](#) (3 credits)
- SPAN 3311 [Composition and Conversation](#) (3 credits)
- SPAN 3312 [Advanced Readings and Conversation](#) (3 credits)
- SPAN 4430 [Spanish Grammar and Linguistics](#) (1 credit)

SELECT 11 SEMESTER CREDITS FROM SPANISH COURSES

NUMBERED 3300 OR ABOVE:

II REQUIRED ELECTIVES

SELECT 6 SEMESTER CREDITS WITH CONSENT OF ADVISOR

REQUIRED PROFESSIONAL EDUCATION COURSES

COMPLETE THE FOLLOWING COURSES:

- ED 3100 [Introduction to the Foundations of Public School Education](#) (3 credits)
- ED 3110 [Educational Psychology](#) (3 credits)
- ED 3140 [Human Relations In Education](#) (3 credits)
- ED 3350 [Pedagogy: Planning for Instruction](#) (3 credits)
- ED 3780 [Adaptation and Management: Designing the Learning Environment](#) (3 credits)
- ED 4737 [Content Area Reading](#) (3 credits)
- ED 4799 [The Professional Teacher](#) (1 credit)
- HLTH 3400 [Health and Drugs in Society](#) (2 credits)

Complete 12 credits of student teaching:

- ED 4830 [Student Teaching - Secondary](#) (1-12 credits)

Spanish Education, B.S. *major*

~~****Students are no longer being accepted to this program
Please contact the Education or Modern Language Department
for additional information.****~~

*New changes appear in green.

Required Credits: ~~64~~ 67
Required GPA: ~~2.50~~ 2.75

~~I REQUIRED CORE COURSES~~ I Required Modern Language & Spanish Education Courses (10 credits)

COMPLETE THE FOLLOWING COURSES:

- ML 3470 Methods Of Teaching Modern Languages (4 credits)
- ML 3430 Linguistics (3 credits)
- SPAN 4430 ~~Spanish Grammar and Linguistics (1 credit)~~ Spanish Linguistics (3 credits)

II REQUIRED CORE COURSES (15 credits)

- SPAN 2212 Intermediate Spanish II (4 credits)
- SPAN 3311 ~~Composition and Conversation (3 credits)~~ Composition and Communication Skills (3 credits)
- SPAN 3312 ~~Advanced Readings and Conversation (3 credits)~~ Advanced Readings and Communication Skills (3 credits)
- SPAN 3313 Spanish Oral Proficiency Skills Workshop ~~(1-4 credits)~~ (1 credit)
- SPAN 4314 Advanced Spanish Grammar Review Through film and Literature (3 credits)
- SPAN 4315 Spanish Oral Proficiency Skills Workshop II (1 credit)

III REQUIRED IMMERSION COURSES (4 credits)

Choose one or ~~A COMBINATION~~ more of the following courses:

- SPAN 3300 Study Abroad (1-18 credits)
- SPAN 3870 Intensive Immersion Practicum: Concordia Language Villages (4 credits)
- SPAN 3971 Intercultural Immersion Internship (1-4 credits)

~~IV~~ IV REQUIRED ELECTIVES

SELECT ~~6~~ 5 SEMESTER CREDITS FROM SPANISH COURSES NUMBERED 3300 OR ABOVE WITH
CONSENT OF ADVISOR

SPAN ~~3314~~ 3319 Spanish for the Professions (3 credits)

SPAN 3317 Topics in Latin America (3 credits)

SPAN 3320 La telenovela (1-2 credits)

SPAN 3330 Traditional Folk Art of the Spanish-speaking World (2 credits)

SPAN 3830 Voices of Women in the Spanish-speaking World (3 credits)

SPAN 3840 Contemporary Issues in the Spanish-speaking World (3 credits)

SPAN 3850 Topics in Spanish Peninsular Literature & Artistic Representations (3 credits)

SPAN 4310 Advanced Spanish Composition (3)

SPAN 4413 Hispanic Short Fiction (3 credits)

SPAN 4414 The Hispanic Novel (3 credits)

SPAN4415 Hispanic Drama (Previous title: A Study of Selected Hispanic Drama (3)

SPAN 4416 Hispanic Poetry (3 credits)

SPAN 4420 Twentieth Century Literature (3 credits)

SPAN 4421 Women in Hispanic Literature & Culture (3 credits)

SPAN 4422 Hispanic Literature and Culture in the U.S. (3 credits)

SPAN 4423 From Text to Image: Hispanic Film and Literature (3 credits)

SPAN 4426 Latin American Culture and Civilization (3 credits)

SPAN 4427 Spanish Culture and Civilization (3 credits)

REQUIRED PROFESSIONAL EDUCATION COURSES (33 credits)

COMPLETE THE FOLLOWING COURSES: (21 credits)

- ED 3100 [Introduction to the Foundations of Public School Education](#) (3 credits)
- ED 3110 [Educational Psychology](#) (3 credits)
- ED 3140 [Human Relations In Education](#) (3 credits)
- ED 3350 [Pedagogy: Planning for Instruction](#) (3 credits)
- ED 3780 [Adaptation and Management: Designing the Learning Environment](#) (3 credits)
- ED 4737 [Content Area Reading](#) (3 credits)
- ED 4799 [The Professional Teacher](#) (1 credit)
- HLTH 3400 [Health and Drugs in Society](#) (2 credits)

Complete 12 credits of student teaching: (12 credits)

- ED 4830 [Student Teaching - Secondary](#) (1-12 credits)

Clean copy of program

Spanish Education, B.S. *major* (Teacher Licensure)

Required Credits: 67

Required GPA: 2.75

I Required modern language & Spanish education courses

Complete the following courses

- ML 3470 Methods of Teaching Modern Languages (4 credits)
- ML 3430 Linguistics (3 credits)
- SPAN 4430 Spanish Linguistics (3 credits)

II Required core courses

- SPAN 2212 Intermediate Spanish II (4 credits)
- SPAN 3311 Composition and Communication Skills (3 credits)
- SPAN 3312 Advanced Readings and Communication Skills (3 credits)
- SPAN 3313 Spanish Oral Proficiency Skills Workshop (1 credit)
- SPAN 4314 Advanced Spanish Grammar Review Through film and Literature (3 credits)
- SPAN 4315 Spanish Oral Proficiency Skills Workshop II (1 credit)

III Required immersion courses

Complete 4 credits of one or more of the following courses:

- SPAN 3300 Study Abroad (1-18 credits)
- SPAN 3870 Intensive Immersion Practicum: Concordia Language Villages (4 credits)
- SPAN 3971 Intercultural Immersion Internship (1-4 credits)

IV Required electives

Select 5 semester credits from Spanish courses numbered 3300 or above with consent of advisor

SPAN 3317 Topics in Latin America (3 credits)

SPAN 3319 Spanish for the Professions (3 credits)

SPAN 3320 La telenovela (1-2 credits)

SPAN 3330 Traditional Folk Art of the Spanish-speaking World (2 credits)

SPAN 3830 Voices of Women in the Spanish-speaking World (3 credits)

SPAN 3840 Contemporary Issues in the Spanish-speaking World (3 credits)

SPAN 3850 Topics in Spanish Peninsular Literature & Artistic Representations (3 credits)

SPAN 4310 Advanced Spanish Composition (3)

SPAN 4413 Hispanic Short Fiction (3 credits)

SPAN 4414 The Hispanic Novel (3 credits)

SPAN4415 Hispanic Drama (Previous title: A Study of Selected Hispanic Drama (3)

SPAN 4416 Hispanic Poetry (3 credits)

SPAN 4420 Twentieth Century Literature (3 credits)

SPAN 4421 Women in Hispanic Literature & Culture (3 credits)

SPAN 4422 Hispanic Literature and Culture in the U.S. (3 credits)

SPAN 4423 From Text to Image: Hispanic Film and Literature (3 credits)

SPAN 4426 Latin American Culture and Civilization (3 credits)

SPAN 4427 Spanish Culture and Civilization (3 credits)

V Required Professional Education courses

Complete the following courses:

- ED 3100 Introduction to the Foundations of public School Education (3 credits)
- ED 3110 Educational Psychology (3 credits)
- ED 3140 Human Relations in Education (3 credits)
- ED 3350 Pedagogy: Planning for Instruction (3 credits)
- ED 3780 Adaptation and Management: Designing the Learning Environment (3 credits)
- ED 4737 Content Area Reading (3 credits)
- ED 4799 The Professional Teacher (1 credit)
- HLTH 3400 Health and Drugs in Society (2 credits)

Complete 12 credits of student teaching:

- ED 4830 Student Teaching – Secondary (1-12 credits)

Department of World Languages and Cultures

Our Mission: Our Bemidji State University Mission Statement describes our commitment in helping our students learn to respect and appreciate diverse peoples of our region and world through valuing international and multicultural understanding. In Minnesota, our society is changing rapidly with increased immigration from all parts of the world evidenced by the increases in ethnic and linguistic diversity now proliferating in our public classrooms. If we are to fulfill our goal of fully education the next generation of citizens here at our university, it is vital that our students acquire the global skills, experiences, and linguistic competencies that allow them to successfully function as global citizens and participate in multilingual communities at home and around the world.

The Department of World Languages and Cultures at Bemidji State University provides the skills and experiences to support students to work successfully with diverse peoples wherever they are. The department can enhance the education of virtually any student from every major. Our students can only benefit from our efforts to assist them in becoming more globally educated and perhaps no single effort is more important than helping them acquire the skills to participate in multilingual communities at home and around the world. Even if our students never leave, the world is coming here!

Language is more than a mode of communication. It is the primary means of understanding a culture, a people, a way of life. Studying a second language gives us a perspective on our own language and culture and prepares us to be knowledgeable and competent citizens of the world. In addition, those who undertake the study of languages experience the satisfaction and pleasure of learning what language is and how it works.

While Americans are traditionally viewed as monolingual, other countries routinely include language study as an essential part of a general education. In a world that is increasingly interconnected and interrelated, the development of a globally educated populace is crucial. Second language learning is a vital part of such an education.

The Spanish discipline offers courses that emphasize the richness and diversity of Latin American, U.S. Latino, and Iberian cultures, and prepares students with a range of linguistic and critical skills applicable to a wide variety of potential careers or further advanced study in a range of fields.

Objectives—The Spanish curriculum offers coursework in the cultures, languages, literatures, and films of Latin America, the Latino U.S.A., and Spain. The courses are designed to help students develop critical insight into the philosophies and values of other cultures, proficiency in a second language, and sensitivity toward literature and film that reflect the experiences of the Spanish-speaking world. The curriculum accommodates liberal arts students interested in a cross-cultural perspective, language study, K-12 teaching, working for nonprofit organizations and social services, or preparation for graduate study in Spanish and related fields.

Curriculum: World language study should be an integral part of an academic program for most students. The theoretical understanding of and practical experience in language underlie many intellectual disciplines that try to meet the complex problems of contemporary society. Courses

offered by the Spanish Department are designed to develop students' understanding of a second culture through the language spoken by that culture.

Upon the completion of their program of studies in the Spanish Department, majors with a concentration in Spanish will demonstrate proficiency in five goal areas: Communication, Cultures, Connections, Comparisons, and Communities. Students will be able to:

1. use their concentration language to present and interpret information and to communicate both orally and in writing;
2. demonstrate an understanding of the relationships among the products, practices, and perspectives of the culture(s) in which their concentration language is spoken;
3. demonstrate their ability to acquire information and further their knowledge through their concentration language;
4. demonstrate an understanding of the nature of language and the concept of culture by making comparisons with their own language and culture(s); and
5. demonstrate a desire to become a life-long learner of their concentration language.

Graduates will achieve both linguistic proficiency and cultural literacy through the study of the language and culture of their program. Linguistic proficiency entails the ability to function effectively in the target language and the ability to communicate competently with native speakers of the target language. Cultural literacy includes a general knowledge of the culture's history, familiarity with its literature, and basic knowledge of its social and political institutions.

If you came to Bemidji State University hoping to leave campus more attuned to the globalized currents of present, past, and future, our department is a place for you!

BSU Curriculum Forms

Form 8

Updated: 09.18.15

Signatures

Miriam Rivera-Hokanson / Associate Professor of Spanish / 1.14.18

Proposer / Title / Date

Anton Treuer / Languages and Ethnic Studies / 11.15.18

Chair or Director / Department or Program / Date

Note: "All departmental recommendations [on curriculum] must be reviewed and approved by the department's faculty."--IFO/MnSCU Master Agreement 2009-2011, 20.A.3 (p. 80).

At this point, packet goes to Records Office/Curriculum Coordinator to be logged in to the Curriculum Proposal Progress Grid.

James J Barta / Arts, Education and Humanities /

Dean / College / Date

Note: If proposal is sent back to the Proposer, please notify the Curriculum Coordinator. If approved, packet goes to Academic Affairs Office.

From: Chesley, Amanda W
Sent: Wednesday, February 20, 2019 2:12 PM
To: Larson, April J
Subject: Education Courses Approved

Hi April,

The Education Department approved of all the Spanish standards the courses had been linked with during the last submission, except that ED 4830 switched to a different standard.

Can we set up a time to go over the entire RIPA? I'm available Thursday afternoon, and all day Friday, if you have any time on one of those days. Otherwise, let me know if you have any availability next week.

Thank you,

Mandy

Amanda Wick Chesley
Research Analyst
Department of Professional Education
Bemidji State University, Bensen Hall 228
(218) 755-3747
amanda.chesley@bemidjistate.edu

Please note that my email address has changed as of December 21st, 2018.

Discipline ~ Futuristic ~ Achiever ~ Focus ~ Deliberative

From: Treuer, Anton S <Anton.Treuer@bemidjistate.edu>
Sent: Wednesday, February 20, 2019 4:48 PM
To: Larson, April J <April.Larson@bemidjistate.edu>
Cc: Gullickson, Robin S <Robin.Gullickson@bemidjistate.edu>; Rivera-Hokanson, Miriam <Miriam.Rivera-Hokanson@bemidjistate.edu>
Subject: Re: change of linguistics option

This request is approved.

<http://antontreuer.com>

From: "Larson, April J" <April.Larson@bemidjistate.edu>
Date: Wednesday, February 20, 2019 at 3:46 PM
To: "Treuer, Anton S" <Anton.Treuer@bemidjistate.edu>
Cc: "Gullickson, Robin S" <Robin.Gullickson@bemidjistate.edu>, "Rivera-Hokanson, Miriam" <Miriam.Rivera-Hokanson@bemidjistate.edu>
Subject: change of linguistics option

Hello Tony,

I am writing about our program (Spanish B.S. Education).

We had given students an option to take either ML 3430 Linguistics or ENGL 3580 The English Language in our new curriculum packet.

We are withdrawing the ENGL 3580 option, mostly because we already have a course in place for students to take the course ("Students explore various topics in the language of their interest (German, Spanish, Ojibwe, English.")

The only place the change will occur is in the program description (required courses) and in the SPAN 4430 Spanish Linguistics co-re quirement.

We are asking for your approval to do this, and send in the modification to proposed changes to committee again now.

Awaiting your response.

Mii gwech

April and Miriam

