**General Education Course Inclusion Proposal**

**PERSPECTIVES ON SOCIETY**

*This proposal form is intended for departments proposing a course for inclusion in the Northern Michigan University General Education Program. Courses in a component satisfy both the Critical Thinking and the component learning outcomes. Departments should complete this form and submit it electronically through the General Education SHARE site.*

**Course Name and Number:** Spanish American Civilization and Culture, SN 310

**Home Department:** Modern Languages and Literatures

**Department Chair Name and Contact Information** (phone, email): Dr. Timothy Compton, 906 227 1107, tcompton@nmu.edu

**Expected frequency of Offering of the course** (e.g. every semester, every fall): Every Winter

**Official Course Status**: Has this course been approved by CUP and Senate? YES

*Courses that have not yet been approved by CUP must be submitted to CUP prior to review by GEC. Note that GEC is able to review courses that are in the process of approval; however, inclusion in the General Education Program is dependent upon Senate and Academic Affairs approval of the course into the overall curriculum.*

**Overview of course** (please attach a current syllabus as well): *Please limit the overview to two pages (not including the syllabus)*

1. Overview of the course content

SN 310 is a survey course on Spanish Civilization and Culture, taught in Spanish. Students learn about the societies that have contributed to current-day Spanish society, as well as ways Spanish society has contributed to other societies around the world. Through an analysis of geography, history, politics and cultural artifacts (films, visual art, literary texts, etc.) students learn about the continuities, ruptures and transformations of societies in Spain.

1. Explain why this course satisfies the Component specified and significantly addresses both learning outcomes

Critical Thinking: One of the explicit course objectives of SN312 is to challenge students to think critically about what they read. Assignments call for critical observations on the part of students, who must draw evidence from the works being studied, formulate conclusions based on that evidence and on their own insights, and articulate their arguments.

Perspectives on Society: This course satisfies the component “Perspectives on Society” because in it, students…

1. Engage in analysis of social issues, structures, and processes/events.

2. Address ethical issues in society.

3. Explore themes in the development of human society.

Students in SN 312 focus on social structures and issues facing various peoples in a variety of locales during several different time periods in Latin America. Students then examine and think about the ethics and impact of those structures and issues on people over time, and analyze how modern society deals with similar issues.

1. Describe the target audience (level, student groups, etc.)

SN 310 is taught in Spanish and requires SN 301 or 302, EN 211, and sophomore status.

1. Give information on other roles this course may serve (e.g. University Requirement, required for a major(s), etc.)

SN 310 is required for Spanish majors and minors seeking certification in Education. It is an elective for non-Education Spanish majors and minors.

 E. Provide any other information that may be relevant to the review of the course by GEC

The syllabus provided is in Spanish, in accordance with the fact that the course is taught in Spanish. It is the syllabus for SN310 for this winter 2015 semester. Here follows an overview of each section:

1. Boring information about the instructor, office hours, texts. 2 books: one that has short readings from Spain’s literature, and another that focuses on Spain and its society today.

2. Preliminary content about how happy the instructor is to teach this course and how he hopes students will catch the spark.

3. Course objectives. By the end of the course students will…

 A. …know the basics of Spain’s civilization (political history, artistic and other contributions to the world)

 B. …understand several dimensions of Spanish cultures today (government, languages, popular culture, how people live.)

 C. …have an appreciation for the art, literature, music and people of Spain.

 D. …have improved their Spanish skills.

 E. …have a desire to learn more and will know how to do so.

4. Disabilities information.

5. Course schedule, with homework due for each day of class—a bit from each book, dates of exams, presentation dates to be assigned once class begins, etc.

6. Grade Scheme: 450 total points

 3 midterm exams at 74 points each (short answer & essays)

 Final Exam at 100 points

 Oral Presentation: 74 points

 26 Daily Homework Assignments (short response, short essays):

Loss of 5 points per assignment if not completed, 1 point if done well and on time

 12 Hours of “Miscellaneous Points” in which students learn on their own about Spain in ways of their choosing, then turn in

 a log describing what they learned: Loss of 10 points per unfinished hour, 2 points if done well and on time

 4 points for reporting on a current event from Spain

7. Information for students for each part of the grade, including the rubric to be used for the oral presentation.

**PLAN FOR LEARNING OUTCOMES
CRITICAL THINKING**

*Attainment of the CRITICAL THINKING Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Critical Thinking Rubric for more information on student performance/proficiency in this area. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Evidence** | Assesses quality of information that may be integrated into an argument | Task type and frequency: Critical thinking will be assessed in one or more response papers, one or more argumentative papers, and/or one or more exams. All of these assignments will require students to assess the information in course readings, and draw upon them, integrating them into a cohesive argument. Overall Grading Weight: between 40-60 %Expected Proficiency Rate: 85%Rationale: Introduction to Spanish civilization and culture is taught in Spanish so students have invested years of learning to get to the proper proficiency level. The high proficiency rate is due to the fact that even though SN 310 requires knowledge of abundant data which need to be integrated into critical thinking, students taking the class are interested in the topic.  |
| **Integrate** | Integrates insight and or reasoning with existing understanding to reach informed conclusions and/or understanding | Task type and frequency: Critical thinking will be assessed in one or more response papers, one or more argumentative papers, and/or one or more exams. All of these assignments will require students to formulate conclusions based on evidence drawn from the texts and on their own insights.Overall Grading Weight: between 40-60 %Expected Proficiency Rate: 85%Rationale: Introduction to Spanish civilization and culture is taught in Spanish so students have invested years of learning to get to the proper proficiency level. The high proficiency rate is due to the fact that even though SN 310 requires knowledge of abundant data which need to be integrated into critical thinking, students taking the class are interested in the topic. |
| **Evaluate** | Evaluates information, ideas, and activities according to established principles and guidelines | Task type and frequency: Critical thinking will be assessed in one or more response papers, one or more argumentative papers, and/or one or more exams. All of these assignments will require students to articulate arguments that present conclusions based on evidence they have formulated.Overall Grading Weight: between 40-60 %Expected Proficiency Rate: 85%Rationale: Introduction to Spanish civilization and culture is taught in Spanish so students have invested years of learning to get to the proper proficiency level. The high proficiency rate is due to the fact that even though SN 310 requires knowledge of abundant data which need to be integrated into critical thinking, students taking the class are interested in the topic. |

**PLAN FOR LEARNING OUTCOMES
PERSPECTIVES ON SOCIETY**

*Attainment of the PERSPECTIVES ON SOCIETY Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Rubric for more information on student performance/proficiency in this learning outcome. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Analysis of society**  | Analysis of social issues, structures and processes or events | Task type and frequency: Students will write one or more response papers, one or more argumentative papers, and/or one or more exams in which they examine a variety of social and ethical issues relevant to the communities in and for which the texts discussed in the course were produced.Overall Grading Weight: 40-60%Expected Proficiency Rate: 85%Rationale: Introduction to Spanish civilization and culture is taught in Spanish so students have invested years of learning to get to the proper proficiency level. The high proficiency rate is due to the fact that students are very invested by the time they take this class. |
| **Ethical Issues** | Addressing ethical issues in society | Task Type and Frequency: In the papers and/or exams, students will consider the impact of the social and ethical issues raised in their analyses. Overall Grading Weight: 40-60%Expected Proficiency Rate: 85%Rationale: Introduction to Spanish civilization and culture is taught in Spanish so students have invested years of learning to get to the proper proficiency level. The high proficiency rate is due to the fact that students are very invested by the time they take this class. |
| **Development and context of society** | Explore themes in the development of human society | Task Type and Frequency: Students will create a final project or presentation that explores the development of key themes studied in the class as they relate to contemporary society, evaluating the influence of other traditions.Overall Grading Weight: 15-25%Expected Proficiency Rate: 85%Rationale: Introduction to Spanish civilization and culture is taught in Spanish so students have invested years of learning to get to the proper proficiency level. The high proficiency rate is due to the fact that students are very invested by the time they take this class. |

**Español 310--Invierno de 2015**

  **Profesor:**Timothy Compton

 **Oficina:** 145B Whitman, 227-1107 **e-mail:** tcompton@nmu.edu

 **Horas de oficina:** Martes y jueves 10-11:50, miércoles 2-2:50 o por cita

Típicamente estoy en mi oficina muchas horas más

 **Textos requeridos:** Panoramas literarios: España, Beverly Mayne Kienzle y Teresa Méndez-Faith, 1st ed.

 The New Spaniards, John Hooper, 2nd Ed

**Bulletin Description**: (Perdonen el inglés) SN 310 Intro to Spanish Civilization and Culture

Prerequisite: SN 300 or 301 or 302 or instructor permission. SN 310 is taught in Spanish. This course is a multidisciplinary introduction to the culture and civilization of Spain. It offers a comprehensive view of the historical, geographical, political and economic factors which have helped shape today’s Spanish society.

**Comentario preliminar**

Estoy sumamente feliz de enseñar esta clase. Amo España. Mi primera experiencia en el extranjero ocurrió en España hace casi 40 años, y me encantó. Vivir en España me transformó. Fui a España medio consciente y volví con los ojos, el corazón y la mente abiertos, ciudadano del mundo. Me encantaron su comida, su arte, su idioma, su gente, su historia. He vuelto a España varias veces, he aprendido mucho más sobre ella y me sigue encantando.

Y ahora, ¡qué maravilla poder compartir mi entusiasmo por España con ustedes! En esta clase vamos a examinar uno de los grandes países del mundo. Sus contribuciones al mundo han sido increíbles. Ha tenido una transformación notable en los últimos 40 años. Es un lugar cada día más complicado (con problemas bastante complejos). ¡Hay tanto que aprender! ¡Y lo vamos a hacer en castellano! Espero contagiarlos con mi amor por España…

**Objetivos del curso**

Al terminar esta clase, los estudiantes....

1. ...sabrán lo básico de la civilización de España (su historia política, sus logros artísticos, sus contribuciones al mundo, etc.) (evaluado por tarea y exámenes)...

2. ...entenderán varias dimensiones de la cultura actual de España (gobierno, modos de vivir y pensar, idiomas, cultura popular, etc.) (evaluado por tarea y exámenes)...

3. ...apreciarán el arte, la literatura, la música, y la gente de España (evaluado por tarea y exámenes)...

4. …habrán mejorado su capacidad de entender y usar el castellano… (especialmente narrar, dar y defender opiniones, hablar extensivamente de modo organizado y hablar hipotéticamente) (evaluado un poco en las presentaciones, pero la tarea y la participación obligarán la práctica)…

5. ...sabrán y querrán seguir aprendiendo (demostrado en el examen final)…

**Disabilities** (Perdonen otra vez mi inglés)

"*If you have a need for disability related accommodations or services, please inform the Coordinator of Disability Services in the Disability Services Office located in Room 2001 of the Hedgecock Student Services Building (227-1737; TTY 227-1543). Reasonable and effective accommodations and services will be provided to students if requests are made in a timely manner, with appropriate documentation, in accordance with federal, state and University guidelines*."

**HORARIO APROXIMADO**

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| --- | --- | --- | --- | --- | --- |
|  | Fecha | Tarea | Panoramas literarios | The New Spaniards | Etc. |
| ENERO | 13 | Presentación de la clase… |
| 15 | 1 | El Cid | Intro, 31 |  |
| 20 | 2 | Coplas | 1-2 |  |
| 22 | 3 | La Celestina | 3-4 | Misceláneos I (1 hora) |
| 27 | 4 | Lazarillo | 5-6 |  |
| FEBRERO | 29 | 5 | Garcilaso |  | Examen 1 |
| 3 | 6 | Fray Luis de León | 7-8 | Entregar Tema de la presentación |
| 5 | 7 | Cervantes | 9 |  |
| 10 | 8 |  | 10 | Cervantes |
| 12 | 9 |  | 11-12 | Cervantes |
| 17 | 10 | Lope de Vega | 13-14 | Entregar preguntas para la presentación |
| 19 | 11 | Góngora | 15-16 | Misceláneos II (4 horas) |
| 24 | 12 | Quevedo | 17&19 |  |
| 26 | 13 | Espronceda |  | Examen 2 |
| MARZO | 3/5 | **Vacaciones de primavera (No hay clase)** |
| 10 | 14 | Larra | 18 |  |
| 12 | 15 | Bécquer | 20 |  | **Presentaciones** |
| 17 | 16 | Alarcón | 21 |  |  |
| 19 | 17 | Galdós | 22 |  |  |
| 24 | 18 |  | 23 | Misceláneos III (3 horas) |  |
| 26 | **Españolandia (9-12 Great Lakes Rooms—UC)** |
| 31 | 19 | Pardo Bazán | 24 |  |  |
| ABRIL | 2 | 20 | Machado |  | Examen 3 |  |
| 7 | 21 | Unamuno | 25 |  |  |
| 9 | 22 | Jiménez | 26 |  |  |
| 14 | 23 | García Lorca | 27 |  |  |
| 16 | 24 | Cela | 28 |  |  |
| 21 | 25 | Matute | 29 | Misceláneos IV (4 horas) |  |
| 23 | 26 | Aleixandre | 30 |  |  |
| 30 | (Jueves, de 8:00 a 9:50 AM)  **Examen final** |

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| **NOTAS EN LA CLASE** |
| POSITIVOSExámenes 3 X 74 = 222 puntosExamen final 100 puntosPresentación 74 puntosTarea 26 puntosMisceláneos 24 puntos Noticia 4 puntos ========== TOTAL 450 puntos |  420-450 A 330-344 C 405-419 A- 315-329 C- 390-404 B+ 300-314 D+ 375-389 B 285-299 D 360-374 B- 270-284 D- 345-359 C+ 0-269 F |
| NEGATIVOSTarea -5 por cada faltaPuntos misceláneos -10 por cada hora que faltaAsistencia -10 por cada falta después de 2 Falta de participación, mala actitud, mal uso de tecnología -5 por caso  |

**Tarea**

Se dará tarea para cada día del semestre. Hay que terminarla y entregarla por correo electrónico antes de empezar la clase, inclusive en los días en que la universidad cancele clases. Hay que hacerla y hacerla bien para recibir el punto positivo del día. Entregar la tarea tarde significa que no ganas el punto positivo, y no entregar la tarea significa 5 puntos negativos.

**Misceláneos**

Hay tanto que aprender y descubrir sobre España que es imposible hacerlo todo en la clase. Cada estudiante debe pasar por lo menos doce horas descubriendo España fuera de la clase. (¡OJO!—no se cuentan cosas sobre Latinoamérica o sobre el español en sí…) Posibles fuentes: revistas, la red mundial, películas, libros, entrevistas con españoles o visitantes a España, folletos turísticos, visitas a España durante las vacaciones, etc. Se ganan 2 puntos por hora (se registran al entregar el registro), pero no hacerlo significa 10 puntos negativos por hora. Deben mencionar a la clase algunas de las cosas más interesantes que descubren. Los registros se entregan 4 veces según el horario en el sílabo.

**Noticias**

Una vez hay que buscar una noticia sobre España y presentarla a la clase. No hacerlo o hacerlo mal (leyéndola, ininteligible, etc.) y se pierden puntos. Se publicará el horario para estas presentaciones pronto.

**Participación y asistencia**

Claro que cada estudiante tiene que asistir a la clase y participar. Como parte del propósito de la clase es ayudar a los estudiantes a perfeccionar su español, es necesario llegar a la hora, estar preparado y participar en español, particularmente en el trabajo en grupos. Esto requiere disciplina. Cada falta no oficial (faltas aceptables requieren documentación apropiada) baja la nota 5 puntos. Si la participación de un estudiante no es aceptable, el profesor se lo comunicará, y las consecuencias de tal comportamiento pueden ser similares a las consecuencias de no asistir a la clase. El maluso de tecnología en la clase distrae a los estudiantes y al profesor y constituye un crimen mayor en cuanto a participación. Usen sus computadoras para contribuir a la clase.

**Presentación**

Empezando en marzo se darán 18-22 minutos a pares de estudiantes para presentar algo interesante relacionado con España a la clase. Esto tendrá que incluir el uso de Powerpoint o Presi, el no leer la presentación y asegurar que los otros estudiantes aprendan. Aquí está el esquema que usaré para asignar notas:

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| Presentación de  |
|  |  | **Excelente** | **Bien** | **Más o menos** | **Mal** | **Terrible** |  Excelente: 67-74 puntos  Bien: 60-66  Más o menos: 53-59  Mal: 46-52  Terrible: 0-51 |
| AyudasVisuales | 1. Contribuyen al mensaje. 2. Texto apropiado en powerpoint.3. Interesantes. |  |  |  |  |  |  |
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| Técnicas de Presentación | 1. Mirar a los oyentes, 2. Usar voz fuerte, 3. Hablar lentamente, 4. Mínimo de notas, 5. Mostrar entusiasmo, 6. Tomar 9-11 minutos. |  |  |  |  |  |  |
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| Contenido | 1. Interesante, 2. Buena información, 3. Todo claro4. Buenas preguntas y respuestas. |  |  |  |  |  |  |
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| Idioma | 1.La gramática no distrae, 2. expresa muy bien el mensaje, 3. buen uso de vocabulario. |  |  |  |  |  |  |
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| TOTAL: / 74 |