

WINONA STATE UNIVERSITY  
GENERAL EDUCATION PROGRAM APPROVAL FORM

Routing form for General Education Program Course approval.

Course SPAN 101

<b>Department Approval</b>	
<u>Yogesh Grover</u> Department Chair	<u>11/26/2013</u> Date <u>ygrover@winona.edu</u> e-mail address
<b>Dean's Recommendation</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No* <u>W. J. Tamm</u> <u>11-26-13</u> Dean of College Date	
*If the dean does not approve the proposal, a written rationale shall be provided to the General Education Program Subcommittee.	
<b>GEPS Recommendation</b> <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved <u>[Signature]</u> <u>12/4/13</u> General Education Program Director Date	
<b>A2C2 Recommendation</b> <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved <u>[Signature]</u> <u>1/15/2014</u> Chair of A2C2 Date	
<b>Faculty Senate Recommendation</b> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved  _____ Date President of Faculty Senate	
<b>Academic Vice President Recommendation</b> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved  _____ Date Academic Vice President	
<b>Decision of President</b> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved  _____ Date President	
Please forward to Registrar. Registrar recorded. _____ Date entered	
Please notify department chair via e-mail that curricular change has been	

WINONA STATE UNIVERSITY  
PROPOSAL FOR GENERAL EDUCATION PROGRAM COURSES

Department Global Studies & World Languages Date 11/23/13

SPAN 101 Elementary Spanish I 4  
Course No. Course Name Credits

Prerequisites None

GEP Goal Area(s):\*

CORE GOAL AREAS

- ☐ Goal 1: Communication  
☐ Goal 3: Natural Science  
☐ Goal 4: Mathematics/Logical Reasoning  
☐ Goal 5: History and the Social and Behavioral Sciences  
☒ Goal 6: The Humanities and Fine Arts

THEME GOAL AREAS

- ☐ Goal 7: Human Diversity  
☒ Goal 8: Global Perspective  
☐ Goal 9: Ethical and Civic Responsibility  
☐ Goal 10: People and the Environment

\* Courses may be submitted for up to two Goal Areas.

Additional Requirement Categories:

- ☐ Intensive:
- ☐ 1. Writing
  - ☐ 2. Oral Communication
  - ☐ 3. a. Mathematics/Statistics
  - ☐ b. Critical Analysis

☐ Physical Development and Wellness

Provide information as specified in the previous directions.

Attach a ***General Education Program Approval Form***.

Department Contact Person for this Proposal:

Dr. Julie González 457-5412 jgonzalez@winona.edu  
Name (please print) Phone e-mail address

[Revised 9-6-11]

## GEP CATEGORIES REQUESTED

### Goal 6: The Humanities and Fine Arts

Application for SPAN 101 Elementary Spanish I to satisfy Goal Area 6: The Humanities and Fine Arts

Note: Course already approved to satisfy Goal Area 8: Global Perspectives

**Goal 6: The Humanities and Fine Arts:** To expand students' knowledge of the human condition and human cultures, especially in relation to behavior, ideas, and values expressed in works of human imagination and thought. Through study in disciplines such as literature, philosophy, and the fine arts, students will engage in critical analysis, form aesthetic judgments, and develop an appreciation of the arts and humanities as fundamental to the health and survival of any society. Students should have experiences in both the arts and humanities.

#### Students will be able to:

- Demonstrate awareness of the scope and variety of works in the arts and humanities.
- Understand those works as expressions of individual and human values within a historical and social context.
- Respond critically to works in the arts and humanities.
- Engage in the creative process or interpretive performance.
- Articulate an informed personal reaction to works in the arts and humanities.

### STUDENT COMPETENCIES, LEARNING OPPORTUNITIES, & ASSESSMENT PLAN

Student Competencies	Learning Activities & Opportunities	Assessment Plan
<b>Students will be able to:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate awareness of the scope and variety of works in the arts and humanities.</li> </ul>	<p>Students will identify, describe and react to a wide variety of works of art, architecture and literature from the target culture.</p> <p>Students will identify and contextualize (period, artist, movement, or important dates, etc.) a wide range of works in the arts and humanities.</p>	<p><b>Assignment:</b> In one section of an oral presentation, students will be asked to identify and contextualize (period, artist, movement, or important dates, etc.) a wide range of works in the arts and humanities.</p> <p><b>Sample Presentation Questions:</b> a) Identify and contextualize a Spanish work of art that is part of the permanent collection of the Museo del Prado in Spain. In order to contextualize this work of art, you should provide as many details as possible (artist, period, movement, important dates or other relevant information). b) Identify and contextualize a monument or an important building/structure in Latin America or Spain. In order to contextualize this monument or important building/structure, you should provide as many details as possible (architect or the person responsible for having it built; important dates; location, etc.).</p>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Understand those works as expressions of individual and human values within a</li> </ul>	<p>Students will describe and analyze works of art, architecture and literature from throughout the target culture</p>	<p><b>Assignment:</b> In one section of an oral presentation, students will be asked to</p>

historical and social context.	<p>within the works' historical and cultural contexts.</p> <p>Students will describe and compare works of art, architecture and literature from culturally distinct regions throughout the target culture.</p> <p>Students will explain how 3 different works in the arts and humanities are expressions of individual and human values within diverse historical and social contexts.</p>	<p>explain how 3 different works in the arts and humanities are expressions of individual and human values within diverse historical and social contexts.</p> <p><b>Sample Presentation Questions:</b> a) Identify one Hispanic song, film, or literary work and explain how the artist, composer, lyricist, and/or performer used it to express an individual point of view for personal, social, or political reasons. Contextualize the song, film, or literary work within the artist's repertoire or within the social, cultural, and/or political events surrounding the song's release.</p>
<input type="checkbox"/> Respond critically to works in the arts and humanities.	<p>Students will describe and analyze the ideas expressed in works of art, architecture and literature from the target culture.</p> <p>Students analyze diverse linguistic and cultural forms of expression and communication in the target culture.</p> <p>Students will provide a critique of a work in the arts/humanities.</p> <p>Students will interpret and respond critically to works from various cultures in the arts and humanities.</p>	<p><b>Assignment:</b> As part of written activity, students will be asked to provide a critique of a work in the arts/humanities. This could be a painting, a sculpture, a monument/important architectural achievement, a song, a film, or a literary work. Students will be asked to include two references of previously published critiques (at least one of which must be a print-based source) and a personal critique.</p>
<input type="checkbox"/> Engage in the creative process or interpretive performance.	<p>Students will write creative compositions and engage in group situational performances, skits, and presentations.</p>	<p><b>Assignment:</b> Students will be asked to write creative compositions and perform a skit or presentation.</p>
<input type="checkbox"/> Articulate an informed personal reaction to works in the arts and humanities.	<p>Students will articulate oral and/or written reactions to a variety of works of art, architecture, literature and music from the target culture.</p> <p>Students will be asked to include 3 ways in which their chosen painting, sculpture, monument/important architectural achievement, song, film, or literary work has influenced a specific culture, group of people, or period.</p>	<p><b>Assignment:</b> As part of an oral presentation, students will be asked to include 3 ways in which their chosen painting, sculpture, monument/important architectural achievement, song, film, or literary work has influenced a specific culture, group of people, or period. These influences could be linked to the time when the chosen work was first created, or they could be linked to present/ongoing influences.</p>

## COURSE OUTLINE

This course will cover the following topics:

### I. Communication: Greetings and farewells

- a. Pronunciation: The Spanish *a* and *e*
- b. Grammar:
  - i. Cardinal numbers 0-30
  - ii. The alphabet
  - iii. Colors
  - iv. Days of the week
  - v. Months of the year
  - vi. Subject Pronouns
  - vii. Present indicative of *ser*
- c. Culture: *En la vida real, Latinos in the United States, Mexican Americans*

### II. Communication: Class expressions, useful questions and answers, polite expressions.

- a. Pronunciation: The Spanish *i*, *o* and *u*
- b. Grammar:
  - i. Gender and number
  - ii. Definitive and indefinite articles
  - iii. Cardinal numbers 31-100
  - iv. Telling time
  - v. Present indicative of regular *-ar* verbs
  - vi. Negative and interrogative sentences
  - vii. Possession with *de*
- c. Culture: *El español en los Estados Unidos y en Canadá, Cuban Americans*

### III. Communication: Telephone calls

- a. Pronunciation: Linking
- b. Grammar:
  - i. Gender
  - ii. Possessive adjectives
  - iii. Cardinal numbers 101-1,000
  - iv. Descriptive adjectives
  - v. Present indicative of regular *-er* and *-ir* verbs
  - vi. Present indicative of irregular verbs *tener* and *venir*
- c. Culture: *¡Por teléfono!, Puerto Ricans in the United States*

### IV. Communication: Party activities, foods, and beverages

- a. Pronunciation: Consonants
- b. Grammar:
  - i. The personal *a*
  - ii. Contractions
  - iii. Expressions with *tener*
  - iv. Present indicative of irregular verbs *ir*, *dar*, *estar*
  - v. *Ir a* + infinitivo
  - vi. Present indicative of *e*: *ie* stem-changing verbs
- c. Culture: *Panorama Hispánico: España I, Mexico*

### V. Communication: Family relationships and personal characteristics

- a. Pronunciation: Consonants
- b. Grammar:
  - i. Comparative forms
  - ii. Irregular comparative forms
  - iii. Present indicative of *o*: *ue* stem-changing verbs
  - iv. Present progressive
  - v. Uses of *ser* and *estar*
- c. Culture: *Guatemala and El Salvador*

VI. Communication: Foreign Travel

- a. Pronunciation: Consonants
- b. Grammar:
  - i. Present indicative of *e: i* stem-changing verbs
  - ii. Affirmative and negative expressions
  - iii. Verbs with irregular first-person forms
  - iv. *Saber and conocer*
  - v. Direct object pronouns
  - vi. Weather expressions
- c. Culture: *Panorama Hispánico: España II, Honduras and Nicaragua*

VII. Communication: Foreign Travel

- a. Pronunciation: consonants
- b. Grammar:
  - i. Demonstrative adjectives and pronouns
  - ii. Indirect object pronouns
  - iii. Construction with *gustar*
  - iv. Time expressions with *hacer*
  - v. Preterit of regular verbs
- c. Culture: *Costa Rica and Panamá*

VIII. Communication: Running errands

- a. Pronunciation: Consonants
- b. Grammar:
  - i. Direct object pronouns
  - ii. Indirect object pronouns
  - iii. Regular Preterit
  - iv. Formation of adverbs
- c. Culture: *Puerto Rico*

IX. Communication: Daily routines

- a. Pronunciation: Consonants
- b. Grammar:
  - i. Reflexive constructions
  - ii. Possessive pronouns
  - iii. Irregular Preterit
  - iv. Hacer... meaning ago
- c. Culture: *Cuba and La República Dominicana*

**Texts:** *¿Cómo se dice...?* 10<sup>th</sup> edition (2013) by Jarvis, Lebrede, and Mena-Ayllon. Houghton Mifflin. Printed access card for computer activities. Spanish/English dictionary and verb book recommended.

**Learning outcomes for the course:**

The course prepares students to communicate in Spanish in various situations. The class is conducted in Spanish. The student in Spanish 101 will:

- a) learn phonological structures in context and practice pronunciation.
- b) build vocabulary by mastering the words of each lesson.
- c) acquire basic grammar skills.
- d) be introduced to the Hispanic culture through media presentations, discussions, news, and readings.
- e) build listening, speaking, and writing skills that will help in the elimination of direct translation from English to Spanish.
- f) demonstrate awareness of the scope and variety of works in the arts and humanities.
- g) understand those works as expressions of individual and human values within a historical and social context.
- h) respond critically to works in the arts and humanities.
- i) engage in a creative process or interpretive performance.
- k) articulate an informed personal reaction to works in the arts and humanities.

WINONA STATE UNIVERSITY  
FINANCIAL AND STAFFING DATA SHEET

Course or Program SPAN 101

Include a Financial and Staffing Data Sheet with any proposal for a new course, new program, or revised program.

Please answer the following questions completely. Provide supporting data.

1. Would this course or program be taught with existing staff or with new or additional staff? If this course would be taught by adjunct faculty, include a rationale.

Existing Staff

2. What impact would approval of this course/program have on current course offerings? Please discuss number of sections of current offerings, dropping of courses, etc.

None

3. What effect would approval of this course/program have on the department supplies? Include data to support expenditures for staffing, equipment, supplies, instructional resources, etc.

None

**WINONA STATE UNIVERSITY**  
**REQUIRED CHECKLIST FOR ALL CURRICULAR PROPOSALS**

Course or Program SPAN 101

This checklist enables A2C2 representatives to endorse that their departments have accurately followed the Process for Accomplishing Curricular Change. For each course or program proposal submitted to A2C2, this checklist must be completed, signed by the submitting department's A2C2 representative, and included with the proposal when forwarded for approval. Peer review of proposals is also strongly advised, e.g., departments should discuss and vote on the proposals *as submitted to A2C2*, rather than on just the ideas proposed or drafts of proposals.

If a proposal fails to follow or complete any aspect of the process, the Course and Program Proposal Subcommittee will postpone consideration of the proposal and return it to the department's A2C2 representative for completion and resubmission. Resubmitted proposals have the same status as newly submitted proposals.

Note: This form need not be completed for notifications.

1. The appropriate forms and the "Approval Form" have been completed in full for this proposal. All necessary or relevant descriptions, rationales, and notifications have been provided.  
☒ Completed
- 2a. The "Financial and Staffing Data Sheet" has been completed and is enclosed in this proposal, if applicable.  
☒ Completed ☐ NA
- 2b. For departments that have claimed that "existing staff" would be teaching the course proposed, an explanation has been enclosed in this proposal as to how existing staff will do this, e.g., what enrollment limits can be accommodated by existing staff. If no such explanation is enclosed, the department's representative is prepared to address A2C2's questions on this matter.  
☐ Completed ☒ NA
3. Arrangements have been made so that a department representative knowledgeable of this proposal will be attending both the Course and Program Proposal Subcommittee meeting and the full A2C2 meeting at which this proposal is considered.  
☒ Completed  
Name and office phone number of proposal's representative: Dr. Julie González 457-5412
4. Reasonable attempts have been made to notify and reach agreements with all university units affected by this proposal. Units still opposing a proposal must submit their objections in writing before or during the Course and Program Proposal Subcommittee meeting at which this proposal is considered.  
☐ Completed ☒ NA
5. The course name and number is listed for each prerequisite involved in this proposal.  
☐ Completed ☒ NA
6. In this proposal for a new or revised program (major, minor, concentration, etc.), the list of prerequisites provided includes all the prerequisites of any proposed prerequisites. All such prerequisites of prerequisites are included in the total credit hour calculations. ☐ Completed ☒ NA
7. In this proposal for a new or revised program, the following information for each required or elective course is provided:
  - a. The course name and number.
  - b. A brief course description.
  - c. A brief statement explaining why the program should include the course.☐ Completed ☒ NA
8. This course or program revision proposal:
  - a. Clearly identifies each proposed change.
  - b. Displays the current requirements next to the proposed new requirements, for clear, easy comparison.☐ Completed ☒ NA
9. This course proposal provides publication dates for all works listed as course textbooks or references using a standard form of citation. Accessibility of the cited publications for use in this proposed course has been confirmed.  
☒ Completed ☐ NA

Dr. Michael Bowler

Department's A2C2 Representative or Alternate

11/23/13

Date

[Revised 9-05]