

WINONA STATE UNIVERSITY
GENERAL EDUCATION PROGRAM APPROVAL FORM

Routing form for General Education Program Course approval.

Course SPAN 202

Department Approval

Yogesh Grover
Department Chair

Feb 10
Date

ygrover@winona.edu
e-mail address

Dean's Recommendation ☒ Yes ☐ No*

M. S. Tund
Dean of College

2-10-14
Date

*If the dean does not approve the proposal, a written rationale shall be provided to the General Education Program Subcommittee.

GEPS Recommendation ☐ Approved ☐ Disapproved

General Education Program Director

Date

A2C2 Recommendation ☐ Approved ☐ Disapproved

Chair of A2C2

Date

Faculty Senate Recommendation ☐ Approved ☐ Disapproved

President of Faculty Senate

Date

Academic Vice President Recommendation ☐ Approved ☐ Disapproved

Academic Vice President

Date

Decision of President ☐ Approved ☐ Disapproved

President

Date

Please forward to Registrar.

Registrar _____ Please notify department chair via e-mail that curricular change has been recorded.

Date entered

[Revised 7-13-11]

R1 3/19/2014 pgp

WINONA STATE UNIVERSITY

REQUIRED CHECKLIST FOR ALL CURRICULAR PROPOSALS

Course or Program SPAN 202

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.
 X Completed
- 2a. The "Financial and Staffing Data Sheet" has been completed and is enclosed in this proposal, if applicable.
 Completed X 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 X 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.
 X Completed
Name and office phone number of proposal's representative: Vanessa Fernandez Greene x2393
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 X NA
5. The course name and number is listed for each prerequisite involved in this proposal.
 Completed X 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 X 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 X 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 X 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.
 X Completed NA

Yogesh Grover 1/23/14
Department's A2C2 Representative or Alternate Date

[Revised 9-05]

WINONA STATE UNIVERSITY
PROPOSAL FOR GENERAL EDUCATION PROGRAM COURSES

Department Global Studies & World Languages Date 1/23/14

SPAN 202 Intermediate Spanish II 4
Course No. Course Name Credits

Prerequisites SPAN201 or equivalent

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:

Vanessa Fernandez Greene 457-2393 vfernandezgreen@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 202 Intermediate Spanish II to satisfy Goal Area 6: The Humanities and Fine Arts

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

COURSE OUTLINE

This course will cover the following topics:

I. Vocabulary: Technology and Science

Grammar: Present perfect

Past perfect

Diminutives and augmentatives

Literature and Culture: Argentina

Cartoonists of Argentina: Mafalda and Macanudo

Inventions of Argentina

“Ese bobo del móvil” by Arturo Pérez-Reverte

II. Vocabulary: The economy and the workplace

Grammar: The conditional

Past subjunctive

Si clauses with simple tenses

Literature and Culture: Venezuela

Telenovelas in Latin America

“La abeja haragana” by Horacio Quiroga

Carolina Herrera

III. Vocabulary: Popular Culture and the Media

Grammar: Present Perfect subjunctive

Relative pronouns

The neuter lo

Literature and Culture: Uruguay and Paraguay

Mate

Murgas and Candombe

Guaraní

IV. Vocabulary: Literature and the Arts

Grammar: Future Perfect

Conditional Perfect

Past Perfect subjunctive

Literature and Culture: Chile

Modernist architecture

“Continuidad de los parques” by Julio Cortázar

Molecular gastronomy

V. Vocabulary: Politics and Religion

Grammar: Passive voice

Uses of se

Prepositions: de, desde, en, entre, hasta, sin

Literature and Culture: Bolivia

Puerto Rico

“Cómo Bolivia perdió su mar”

VI. Vocabulary: History and civilization

Grammar: Uses of the infinitive

Summary of the indicative

Summary of the subjunctive

Literature and Culture: Perú and Ecuador

Machu Picchu and the Incas

STUDENT COMPETENCIES, LEARNING OPPORTUNITIES, & ASSESSMENT PLAN

(Please note that the sample questions are translated from the Spanish used in class)

Student Competencies	Learning Activities & Opportunities	Assessment Plan
<p>Students will be able to:</p> <ul style="list-style-type: none"> ☐ Demonstrate awareness of the scope and variety of works in the arts and humanities. 	<p>Students will identify, describe and react to a wide variety of works of art, architecture, music 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>Assignments: Students are assigned readings and comprehension questions about artists, architects, and writers and their works. They then react to these readings in small group and classroom discussions.</p> <p>Sample Comprehension Questions: What visual elements of the story belong to a mystery novel? What techniques does the writer use to keep the reader's attention?</p> <p>Sample Group Discussion Question What sort of art do you like most? Art of the Renaissance, like the works of El Greco, or modern art, like that of Salvador Dalí or Gonzalo Cienfuegos?</p>
<ul style="list-style-type: none"> ☐ Understand those works as expressions of individual and human values within a historical and social context. 	<p>Students will describe and analyze works of art, architecture, music, and literature from throughout the target culture within the works' historical and cultural contexts.</p> <p>Students will describe and compare works of art, architecture, music, and literature from culturally distinct regions throughout the target culture.</p> <p>Students will explain how different works in the arts and humanities are expressions of individual and human values within diverse historical and social contexts.</p>	<p>Assignments: Students describe, analyze, and compare in unit exams Spanish and Latin American artists, architects, and writers and their works within their historical/cultural context.</p> <p>Students explain in homework assignments and discuss in groups how different works in the arts and humanities expressions of individual and human values within diverse historical and social contexts</p> <p>Sample Group Discussion Question: How is modernist architecture in Catalonia different from modernist architecture in the rest of Europe or in Latin America?</p>
<ul style="list-style-type: none"> ☐ Respond critically to works in the arts and humanities. 	<p>Students will describe and analyze the ideas expressed in works of art, architecture, music, 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 critique a work in the</p>	<p>Assignments: For homework and in group discussions students will:</p> <ul style="list-style-type: none"> • Describe and analyze ideas expressed in works of art and literature • Analyze diverse linguistic and cultural forms of expression and communication in the target culture

	<p>arts/humanities.</p> <p>Students will interpret and respond critically to works from various cultures in the arts and humanities.</p>	<ul style="list-style-type: none"> • Critique works in the arts/humanities • Interpret and respond critically to works in the arts and humanities <p>Sample Group Discussion Question:</p> <p>Look for examples of expressions or words that have to do with the way the people talk on the phone. How do these expressions contribute to the tone of the narrative? What do they say about the author's opinion of them?</p> <p>Sample Group Discussion Questions for a short story read for homework:</p> <p>1. In the story two places are clearly contrasted: the hive and the exterior. Can you find a word that describes each place? 2. Why is it important that everyone collaborates on the work of collecting pollen? What is the purpose of the honey that the bees collect? What meaning does it have for the community? 3. What do you think made the lazy bee change its mind? 4. Do you agree with the moral of the story or not?</p>
<input type="checkbox"/> Engage in the creative process or interpretive performance.	<p>Students will write creative compositions and engage in group situational performances.</p>	<p>Assignments: Students will be asked to write creative compositions and perform situational skits they wrote. They will also participate in improvisational skits in front of the class.</p> <p>Example: Role for improvisational skit student #1: You are a famous movie star and you have a day off. When you are out in the street, people recognize you and ask you for your autograph. You want to be nice, but you also want to enjoy your day off. Role for improvisational skit student #2: You are at the mall and spot your favorite movie star. You are so excited, you run up to him/her and ask them for your autograph.</p>
<input type="checkbox"/> Articulate an informed personal reaction to works in the arts and humanities.	<p>Students will articulate an informed personal reaction to a variety of works of art, architecture, literature, and music from the target culture.</p>	<p>Assignments: Students articulate an informed personal reaction to a variety of works of art, architecture, literature, and music from the target cultures in unit exams and group discussions.</p>

COURSE SYLLABUS

Course Syllabus College of Liberal Arts Winona State University

Department: Foreign Languages

Course Number: 202

Number of Credits: 4

Prerequisites: 201 or equivalent

Course applies to: University Studies & Gen Ed

Professor: Vanessa Fernández-Greene

Email: vfernandezgreen@winona.edu

Office Phone: 457- 2393

Date of Revision: August 2013

Course Title: Intermediate Spanish II

Frequency of Offering: Yearly

Grading: Pass/Grade/No credit

Office: Minné 126

Office Hours:

Mon, Tues, Thurs: 12-3 p.m.

Mornings, Wednesdays, and Fridays by appointment

(send me an email to arrange a time)

Course Text and Materials:

Book: *Enfoques* 3rd edition by José Blanco and María Colbert, Vista Higher Learning, 2012

Online Workbook/Lab Manual: SAM/WebSAM passcode

Textbook website (with additional review activities) <http://www.vhlcentral.com>

Spanish/English dictionary

Course Description

1. Catalog Description

Further development of communication skills. Study of grammar essential to skills. Selected readings in Spanish literature and culture.

2. Statement of major focus and objectives of the course

The course endeavors to prepare students to communicate in Spanish in various situations. The target language will be used as much as possible.

The student in Spanish 202 will:

- a) learn phonological structures in context and practice pronunciation.
- b) build vocabulary by mastering the words of each lesson.
- c) review grammar skills from previous two semesters.
- d) be introduced to the Hispanic culture through media presentations,

discussions, and readings.

e) build listening, speaking, and writing skills that will help in the elimination of direct translation from English to Spanish.

3. Course outline of the major topics

The class will provide a review and more in-depth study of grammar learned in Spanish 101, 102 and 201. Together with tense recognition and usage, the class will focus on building up the student's basic vocabulary from chapter themes addressed in the book.

4. Basic instructional plan and teaching methods utilized

A variety of instructional methods will be used including:

- a) class discussion of reading assignments
- b) media presentations
- c) lecture/questioning
- d) collaborative learning activities

5. Course Requirements

- a) active oral participation in classroom discussions
- b) assigned readings and corresponding questions
- c) workbook exercises
- d) oral presentations
- e) written compositions

6. Academic dishonesty policy: Academic dishonesty will not be tolerated and disciplinary measures will be enforced according to school policy. The first offense will result in an F on the project in question, and a subsequent infraction will result in a failing grade for the course (or worse). Online dictionary use is permitted only to look up definitions of words or phases. Translation programs are not to be used on complete English sentences, paragraphs, or entire compositions.

7. Grading

The final grade will be comprised of the following elements:

Attendance, class preparation and participation	10%
Online workbook	10%
1 Oral presentation	15%
3 Exams	30%
2 Written compositions	20%
1 Final Exam	15%

Grade Scale:

A 100-90% **B** 89-80% **C** 79-70% **D** 69-60% **F** 59-0%

Note to students with Disabilities: If you have special needs related to a disability that may affect your performance in this course, please arrange an appointment as soon as possible to discuss your needs privately. This includes students who require special circumstances for test taking, as well as students whose health may hinder their class attendance.

COURSE STANDARDS AND POLICES

1. Class preparation and participation: Learning a language requires regular study and practice and it is important that students come well prepared to speak in class. You should consider class time not as a period of passive observation, but almost as a performance (like a music lesson or acting class). Every meeting day the topic for the next class will be announced. The student is expected to study it and be prepared to use it in class after the professor has answered any questions. The class will then focus on practicing the day's grammar point and/or discussion of the readings assigned the night before. Students should anticipate classroom activities not only by reading assignments carefully and completing any questions assigned, but also by planning in advance comments or questions about the material along with the proper vocabulary. Absences do not excuse you from work missed and it is your responsibility to inform yourself of any work that is due. All homework assignments will be posted on the class page <http://www.vhlcentral.com> under "Student Tools."

2. Attendance: Since exposure to the language is necessary to achieve a good command of the language, class attendance, participation, and daily preparation are essential. **Unexcused absences of more than 4 classes will result in a drastic**

reduction of your final participation grade. Absences of more than 4 consecutive classes could result in failure of the course. In case you are forced to miss a class, please be sure you find out any assignments for the next day and consult the syllabus and the course web page (<http://www.vhlcentral.com>) regarding the next day's topic in class. If a sudden illness or emergency circumstance results in your inability to attend class in the following circumstances: 1) for more than three consecutive days 2) you have already exceeded the total of 4 unexcused absences for the semester 3) you will be missing a test, presentation, or handing in of assignments, it is imperative that you contact me **at that time** to make arrangements regarding missed classes and late work. Lack of communication with the professor could result in failure of the course.

3. **Late work:** Students are expected to turn in papers, make presentations, and take tests on the date specified. Assignments are due in class the day of the deadline. If you are not in class, it is your responsibility to get the assignment to me via the course website (<http://www.vhlcentral.com>), another student, or my mailbox in Minne 126 **prior** to the class. Turning in late work will result in one grade less than would have been given for that assignment. (An A will become a B, etc.)

4. **Compositions:** Students will have two written compositions throughout the semester. The first composition will be in-class, with the topic given that same day in class. The second composition will be a take-home assignment and should be typed, double-spaced. Correct punctuation, paragraphing, and correct grammar are expected, as well as coherent organization and effective expression. Online dictionary use is permitted only to look up definitions of words or phrases. Translation programs are not to be used on complete English sentences, paragraphs, or entire compositions.

5. **Oral presentation:** Students will have one oral presentation during the semester that can be presented in pairs or groups. It will be a live skit using the vocabulary and grammar points studied in class. Each student will receive an individual grade for his or her presentation. **No notes and no rescheduling will be allowed.** Further details will be given when assigned.

6. **Exams:** Three 50-minute exams and one final exam will be given throughout the semester. NO MAKE-UP exams will be given, unless you provide your instructor with a written, verifiable medical excuse. All make-up exams must be taken within a week of the original scheduled date, or the student will receive a zero for that test.

7. **Final exam:** The final exam will be a comprehensive exam based on the vocabulary, grammar, and class content covered during the semester. More details about the final exam will be given in class so you can prepare adequately for it. DO NOT MAKE TRAVEL ARRANGEMENTS PRIOR TO THE DATE OF THE FINAL EXAM, AS NO MAKEUP WILL BE GIVEN. **The final exam schedule for Fall 2013:**

202-01 (9 a.m.- 9:50 a.m.) will be on Tuesday, December 10 from 8:00 a.m. – 10:00 a.m. in Somsen 327

202-02 (10 a.m.- 10:50 a.m.) will be on Wednesday, December 11 from 8 a.m. – 10:00 a.m. in Somsen 327

Course Calendar Fall 2013

* Discretionary changes may be made to the syllabus by the professor when deemed appropriate.

Semana 1 (26 de agosto – 29 de agosto)

- 26 de agosto: Introducción al curso
- 27 de agosto: repaso de la gramática: el indicativo; Lección 7: La tecnología y la ciencia vocabulario pp. 244-245
- 28 de agosto: repaso de la gramática: el subjuntivo
- 29 de agosto: el presente perfecto pp. 256-257

Semana 2 (2 de septiembre – 5 de septiembre)

- 2 de septiembre: **No hay clase**
- 3 de septiembre: el presente perfecto pp. 256-257 *Enfoques: Argentina: Tierra de animadores* pp. 252-253
- 4 de septiembre: el pluscuamperfecto pp. 260-261; *Cultura: Las tiras cómicas de Argentina*
- 5 de septiembre: el pluscuamperfecto pp. 260-261; *Flash Cultura "Inventos argentinos"*

Semana 3 (9 de septiembre – 12 de septiembre)

- 9 de septiembre: diminutivos y aumentativos pp. 262-263; *Lectura: "Ese bobo del móvil"* de Pérez-Reverte pp. 271-273
- 10 de septiembre: *Cinemateca "Viaje a Marte"*; resumen de gramática lección 11
- 11 de septiembre: Lección 8: La economía y el trabajo vocabulario pp. 282- 283

- 12 de septiembre: el condicional pp. 294-295

Semana 4 (16 de septiembre – 19 de septiembre)

- 16 de septiembre: el condicional pp. 294-295; *Enfoques*: Las telenovelas pp. 290-291
- 17 de septiembre: el imperfecto del subjuntivo pp. 298-299; *Cultura*: las telenovelas
- 18 de septiembre: el imperfecto del subjuntivo pp. 298-299
- 19 de septiembre: la cláusulas de "si" pp. 302-303

Semana 5 (23 de septiembre – 26 de septiembre)

- 23 de septiembre: la cláusulas de "si" pp. 302-303; *Lectura*: "La abeja haragana" de Horacio Quiroga pp. 311-315
- 24 de septiembre: *Lectura*: "Carolina Herrera" pp. 317-319; repaso de gramática lección 12
- 25 de septiembre: *Flash cultura* "Las alpacas"; repasar para examen #1
- 26 de septiembre: **EXAMEN #1 lecciones 7 y 8**

Semana 6 (30 de septiembre – 3 de octubre)

- 30 de septiembre: Lección 9: La cultura popular vocabulario pp. 324-325
- 1 de octubre: el presente perfecto del subjuntivo pp. 336-337
- 2 de octubre: el presente perfecto del subjuntivo pp. 336-337; *Enfoques*: El mate pp. 332-333
- 3 de octubre: el presente perfecto del indicativo y el subjuntivo repaso

Semana 7 (7 de octubre – 10 de octubre)

- 7 de octubre: los pronombres relativos pp. 338-339
- 8 de octubre: los pronombres relativos pp. 338-339; *Cinemateca* "Sintonía"
- 9 de octubre: "Lo" p. 342; *Flash Cultura* "Lo mejor de Argentina"
- 10 de octubre: *Lectura*: "Guaraní: La lengua vencedora" pp. 355-357; *Cultura*: las lenguas indígenas de Latinoamérica

Semana 8 (14 de octubre – 17 de octubre)

- 14 de octubre: Lección 10: La literatura y el arte vocabulario pp. 362-363; el futuro perfecto pp. 374-375
- 15 de octubre: el futuro perfecto pp. 374-375
- 16 de octubre: **No hay clase**
- 17 de octubre: *Cinemateca* "Las Viandas"; *Flash Cultura* "Arquitectura modernista"

Semana 9 (21 de octubre– 24 de octubre)

- 21 de octubre: ****Composición escrita en clase**
- 22 de octubre: **University Improvement Day: No hay clase**
- 23 de octubre: **No hay clase: conferencia**
- 24 de octubre: **No hay clase: conferencia**

Semana 10 (28 de octubre – 31 de octubre)

- 28 de octubre: el condicional perfecto pp. 376-377; *Lectura*: "Continuidad de los parques" de Julio Cortázar pp. 385-387
- 29 de octubre: el condicional perfecto pp. 376-377
- 30 de octubre: el pluscuamperfecto del subjuntivo pp. 378-379
- 31 de octubre: el pluscuamperfecto del subjuntivo pp. 378-379; *Cultura*: El día de los muertos

Semana 11 (4 de noviembre – 7 de noviembre)

- 4 de noviembre: repaso para examen #2
- 5 de noviembre: **EXAMEN #2 lecciones 9 y 10**
- 6 de noviembre: Lección 11: La política y la religión vocabulario pp. 396-397; La voz pasiva pp. 408- 409
- 7 de noviembre: La voz pasiva pp. 408-409

Semana 12 (11 de noviembre – 14 de noviembre)

- 11 de noviembre: **Veteran's Day: No hay clase**
- 12 de noviembre: Los usos de "se" pp. 410-411; *Enfoques*: El carnaval de Oruro pp. 404-405
- 13 de noviembre: Los usos de "se" pp. 410-411; *Flash Cultura*: "Puerto Rico"
- 14 de noviembre: Las preposiciones pp. 414-415

Semana 13 (18 de noviembre – 21 de noviembre)

- 18 de noviembre: Las preposiciones pp. 414-415; *Lectura*: Cómo Bolivia perdió su mar pp. 431-433
- 19 de noviembre: **Presentaciones orales**
- 20 de noviembre: **Presentaciones orales**
- 21 de noviembre: repaso para examen #3: lección 11

Semana 14 (25 de noviembre – 28 de noviembre)

- 25 de noviembre: **EXAMEN #3 lección 11**
- 26 de noviembre: Lección 12: La historia y la civilización vocabulario pp. 438-439; El uso del infinitivo pp. 450-451
- 27 de noviembre: **Thanksgiving: No hay clase**
- 28 de noviembre: **Thanksgiving: No hay clase**

Semana 15 (2 de diciembre – 5 de diciembre)

- 2 de diciembre: Un resumen del indicativo pp. 454-455; *Enfoques* La herencia de los incas pp. 446-447
- 3 de diciembre: Un resumen del subjuntivo pp. 458-460;
- 4 de diciembre: Repaso para el examen final; *Flash cultura*: Machu Picchu: encanto y misterio
- 5 de diciembre: Repaso para el examen final; ****Entregar composición final**