

WINONA STATE UNIVERSITY
GENERAL EDUCATION PROGRAM APPROVAL FORM

Routing form for General Education Program Course approval.

Course SPAN303

Department Approval

Y. Grover

Department Chair

Feb 10

Date

ygrover@winona.edu

e-mail address

Dean's Recommendation ☒ Yes

☐ No*

[Signature]

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]

WINONA STATE UNIVERSITY
PROPOSAL FOR GENERAL EDUCATION PROGRAM COURSES

Department **Global Studies and World Languages**
SPAN 303 Culture of Latin America
Course No. Course Name

Date: February 3, 2014
3
Credits

Prerequisites SPAN 301 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:

 X Intensive:

- 1. Writing
- X 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:

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Name (please print)	Phone	e-mail address

[Revised 9-6-11]

Application for SPAN303 Culture of Latin America

Goal: The purpose of the Oral Intensive course requirement is to provide graduates of Winona State University the opportunity to enhance the knowledge and experience required to enable them to become highly competent communicators.

Courses can merit the Oral Intensive designation by demonstrating that section enrollment will allow for clear guidance, criteria, and feedback for the speaking assignments; that the course will require a significant amount of speaking; that speaking assignments comprise a significant portion of the final course grade; and that students will have opportunities to obtain both peer and faculty critiques of their speaking.

Student Competencies: Students will be able to:

- Earn significant course credit through extemporaneous oral presentations;
- Understand the features and types of speaking in their disciplines;
- Adapt their speaking to field-specific audiences;
- Receive appropriate feedback from teachers and peers, including suggestions for improvement;
- Make use of the technologies used for research and speaking in their fields; and
- Learn the conventions of evidence, format, usage, and documentation in their fields.

Student Competencies “Students will be able to...”	Learning Opportunity	Assessment & Evaluation
a) Earn significant course credit through extemporaneous oral presentations	<ol style="list-style-type: none">1. Students will research and present to the class how a country’s culture is informed by its geography and climate.2. Students, in pairs, will investigate and then debate a controversial topic pertaining to historical or contemporary Latin America.3. Students will moderate a small group discussion based on readings assigned for homework.	<ol style="list-style-type: none">1. Student presentations will be evaluated on the depth of research on their chosen topic, as well as on the Spanish vocabulary, grammar, and syntax used. Presentations will be given with minimal notes allowed. 15% of overall grade.2. Students will be assigned their position for the topic and after researching the topic in depth, then sit down with a student assigned the opposite position. Debates will last 15 minutes, and then the class will vote on which position they prefer. Students will be graded on their knowledge of the topic and ability to defend their assigned position through well-founded and supported arguments. 15% of overall grade.

		<p>3. Class discussions will begin by dividing up into small groups of 3-4 people. Each week, topic moderators will create discussion questions for the reading. Small group discussions will be facilitated by the selected moderators, who are responsible for maintaining the group discussions for 15-20 minutes. The smaller discussions will then open up to the rest of the class, with the professor as moderator, and all students expected to participate. Small group moderators will be graded on preparedness and ability to sustain a group discussion for the allotted timeframe. Students will be graded holistically on preparation for and participation in group and class discussions. 15% of overall grade for moderating small group discussions.</p>
b) Understand the features and types of speaking in their disciplines;	The assignment requirements will establish the criteria necessary for the different type of graded presentations: formal presentation; defense of a position in a debate; and moderating a group discussion.	1. Students will be given a grading rubric establishing expectations for each of the oral assignments.
c) Adapt their speaking to field-specific audiences;	According to the assignment, students will need to adapt their language and tone to reflect their audience: formal presentation; defense of a position in a debate; and moderating a group discussion.	Students will review proper Spanish vocabulary and syntax for formal presentations; defending a position; and moderating discussions.
d) Receive appropriate feedback from teachers and peers, including suggestions for improvement	<p>1. Students will complete a written evaluation of their classmates' formal presentations, debate arguments, and facilitating of small group discussions.</p> <p>2. The professor will grade and evaluate in detail on an individual basis the formal presentations and debates. For the group facilitating, the professor will circulate the room to listen to and participate in small groups discussions as applicable.</p>	The peer evaluations will be reviewed by the professor before being given to the recipient along with the professor comments and grade. The student will then submit a brief summary of what (s)he learned was the strengths and weaknesses as mentioned in the peer and professor evaluations.
e) Make use of the technologies used for	1. Students presentations must be done using Power Point or Prezi or some other presentation platform that can be shared	1. Students will submit their presentations to the group dropbox in D2L, so that it can be accessible

research and speaking in their fields;	online with the class via D2L. 2. Debate arguments must be thoroughly supported by research.	to the whole class as they review for content exams. 2. Students will turn in a list of sources for the formal presentation and debate.
f) Learn the conventions of evidence, format, usage, and documentation in their fields	1. The class will review appropriate language and formats for formal presentations, arguing in a debate, and facilitating a group discussion. 2. Students will work in groups in class to analyze real-world examples of debates and group facilitators to determine if evidence, format, and usage are well done.	The class will determine together which are examples of presentations, debates, and group moderating to emulate and which formats and language should be avoided.

Course outline by topics addressed

- A. (Week 1) Description and analysis of speaking formats (in groups and as a class)
 - I. A formal, researched presentation with visual aids
 - II. Defending a position in a debate
 - III. Moderating a group discussion
- B. (Weeks 2-4) Geography and climate
 - I. Countries of el Río de la Plata
Presentations: Argentina, Paraguay, and Uruguay
 - II. Southern Andean Countries
Presentations: Chile, Bolivia, and Perú
 - III. Northern Andean Countries
Presentations: Ecuador, Colombia, Venezuela
 - IV. México
Presentations: México (2-3 themes, depending on the class size)
 - V. Central America
Presentations: Guatemala, Honduras, El Salvador, Nicaragua, Costa Rica, Panamá
 - VI. The Caribbean:
Presentations: Puerto Rico, la República Dominicana, Cuba
- C. (Weeks 5- 8) Historical perspective:
 - I. Indigenous civilizations: Incas, Aztecas, Mayas
Moderated Group Discussion
Debates:
 - The Incan civilization was more advanced than that of the Spanish/ The Spanish civilization was more advanced than the of the Incans
 - The Aztec civilization was more advanced than the Spanish/ The Spanish civilization was more advanced than the of the Aztecs
 - II. Colonial period
Moderated Group Discussion
Debates:
 - The colonial countries have their own individual culture/ The colonial countries should reflect the culture of the motherland: Spain

- The colonial countries should have the right to create their own laws/ The colonial countries should obey the laws established by Spain

III. XIXth Century: Independence and crisis

Moderated Group Discussion

Debates:

- Countries should split up into individual nations that reflect their unique identities/ Countries should form a Pan-American alliance
- The independence movements in Latin America were caused by internal factors/ The independence movements in Latin America were caused by external factors

IV. XXth Century: authoritarianism and revolution

Moderated Group Discussion

Debates:

- A country's leader should be chosen by the people/ The masses are not educated enough to choose the best leader for the country
- It is possible to have democracy in Latin America/ Given economic and social factors, Latin America is not prepared for democracy

D. (Weeks 9-13) Contemporary Latin America (XXIst Century)

I. Social classes

- Moderated Group Discussion
- Debate: Ethnicity is a factor in one's social class in Latin America/ Ethnicity is not a factor in one's social class in Latin America

II. Ethnicity

- Moderated Group Discussion
- Debate: It is important that ethnic groups maintain their cultural heritage and customs from one generation to the next/ Ethnic groups should modify their cultural heritage to adapt to the modern world

III. Urban development

- Moderated Group Discussion
- Debate: In order for Latin America to compete with other global leaders, its cities need to grow/ The rapid growth of urban centers in Latin America is hurting the economy and the environment of those countries

IV. Family and family values

- Moderated Group Discussion
- Debate: The situation of women in Latin America has improved in the 20th and 21st centuries/ Women still suffer repression in Latin America

V. Education

- Moderated Group Discussion
- Debate: The division of social classes in Latin America affects the education system/ The education system is not affected by the division of social classes

VI. Religion

- Moderated Group Discussion
- Debate: Religion is a strong factor in the culture of Latin America/ Religion is only one aspect of the lives of most Latin Americans of the 21st century

E. (Weeks 14-15) Cultural critique

I. Globalization and Economic Development

II. Environment

III. National Identity