**WINONA STATE UNIVERSITY**  
**GENERAL EDUCATION PROGRAM APPROVAL FORM**  

Routing form for General Education Program Course approval.  

<table>
<thead>
<tr>
<th>Department Approval</th>
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<tr>
<td><strong>Y. Grover</strong></td>
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<td>Department Chair</td>
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<tr>
<th>Dean's Recommendation</th>
<th>Yes</th>
<th>No*</th>
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<tr>
<td><strong>J. Anul</strong></td>
<td><strong>2-10-14</strong></td>
<td>Date</td>
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<td>Dean of College</td>
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*If the dean does not approve the proposal, a written rationale shall be provided to the General Education Program Subcommittee.

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<tr>
<th>GEPS Recommendation</th>
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<tr>
<td>General Education Program Director</td>
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<tr>
<th>A2C2 Recommendation</th>
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<td>Chair of A2C2</td>
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<th>Faculty Senate Recommendation</th>
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<tr>
<td>President of Faculty Senate</td>
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<th>Academic Vice President Recommendation</th>
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<th>Decision of President</th>
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<td>President</td>
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Please forward to Registrar.

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

Date entered

[Revised 7-13-11]
Department: **Global Studies and World Languages**

**Course No.** | **Course Name** | **Credits**
--- | --- | ---
SPAN 303 | Culture of Latin America | 3

**Prerequisites**

SPAN 301 or equivalent

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**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:

_____ Vanessa Fernandez Greene __x2393_____ vfernandezgreen@winona.edu

Name (please print)         Phone          e-mail address

[Revised 9-6-11]
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.

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<tr>
<th>Student Competencies “Students will be able to…”</th>
<th>Learning Opportunity</th>
<th>Assessment &amp; Evaluation</th>
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<td>a) Earn significant course credit through extemporaneous oral presentations</td>
<td>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.</td>
<td>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.</td>
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|   |   | 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 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.
| 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 | 1. Students will complete a written evaluation of their classmates’ formal presentations, debate arguments, and facilitating of small group discussions. 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. | 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;

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.

2. Debate arguments must be thoroughly supported by research.

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

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