

Submit original with signatures + 1 copy + electronic copy to Faculty Senate (Box 7500).  
 See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

**TRIAL COURSE OR NEW COURSE PROPOSAL**

**SUBMITTED BY:**

<b>Department</b>	Foreign Languages	<b>College/School</b>	CLA
<b>Prepared by</b>	Timothy Wilson	<b>Phone</b>	X5463
<b>Email Contact</b>	tim.wilson@alaska.edu	<b>Faculty Contact</b>	Timothy Wilson

1. **ACTION DESIRED** (CHECK ONE):  
 Trial Course  New Course

2. **COURSE IDENTIFICATION:** Dept  Course #  No. of Credits

Justify upper/lower division status & number of credits: The rigor of this course, specifically the amount of reading, writing, and preparation required, is consistent with other 200-level courses in the department. Will meet three hours a week

3. **PROPOSED COURSE TITLE:**

4. **To be CROSS LISTED?** YES/NO  If yes, Dept:  Course #

NOTE: Cross-listing requires approval of both departments and deans involved. Add lines at end of form for additional required signatures.

5. **To be STACKED?** YES/NO  If yes, Dept.  Course #

How will the two course levels differ from each other? How will each be taught at the appropriate level?:

Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi—undergraduate and graduate versions—will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online - see URL at top of this page.

6. **FREQUENCY OF OFFERING:**   
 Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) - or As Demand Warrants

7. **SEMESTER & YEAR OF FIRST OFFERING** (AY2013-14 if approved by 3/1/2013; otherwise AY2014-15)

**8. COURSE FORMAT:**

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the Core Review Committee.

**COURSE FORMAT:** (check all that apply)  1  2  3  4  5  6 weeks to full semester

**OTHER FORMAT** (specify)

Mode of delivery (specify lecture, field trips, labs, etc)

9. CONTACT HOURS PER WEEK:

LECTURE

LAB

hours /week

PRACTICUM

hours /week

Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/guidelines-for-computing-/> for more information on number of credits.

OTHER HOURS (specify type)

10. COMPLETE CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking (50 words or less if possible):

Example of a complete description:

FISH F487 W, O Fisheries Management  
3 Credits Offered Spring

Theory and practice of fisheries management, with an emphasis on strategies utilized for the management of freshwater and marine fisheries. Prerequisites: COMM F131X or COMM F141X; ENGL F111X; ENGL F211X or ENGL F213X; ENGL F414; FISH F425; or permission of instructor. Cross-listed with NRM F487. (3+0)

**SPAN F294 Intermediate Spanish Reading (h)**

3 Credits Offered Spring

Practice reading in Spanish at the intermediate level, with an emphasis on comprehension and fluency rather than analysis. Conducted in Spanish. Prerequisites: SPAN F102 or equivalent; or permission of instructor.

11. COURSE CLASSIFICATIONS: Undergraduate courses only. Consult with CLA Curriculum Council to apply S or H classification appropriately; otherwise leave fields blank.

H = Humanities

S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? If YES, attach form.

YES:

NO:

IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, Format 6

W = Writing Intensive, Format 7

X = Baccalaureate Core

11.A Is course content related to northern, arctic or circumpolar studies? If yes, a "snowflake" symbol will be added in the printed Catalog, and flagged in Banner.

YES

NO

12. COURSE REPEATABILITY:

Is this course repeatable for credit?

YES

NO

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit?

TIMES

If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course?

CREDITS

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?

CREDITS

13. GRADING SYSTEM: Specify only one. Note: Changing the grading system for a course later on constitutes a Major Course Change - Format 2 form.

LETTER:

PASS/FAIL:

**RESTRICTIONS ON ENROLLMENT (if any)**

**14. PREREQUISITES**

SPAN F102 or equivalent; or permission of instructor.

These will be required before the student is allowed to enroll in the course.

**15. SPECIAL RESTRICTIONS, CONDITIONS**

N/A

**16. PROPOSED COURSE FEES**

N/A

Has a memo been submitted through your dean to the Provost for fee approval?  
Yes/No

N/A

**17. PREVIOUS HISTORY**

Has the course been offered as special topics or trial course previously?

Yes/No

No

If yes, give semester, year, course #, etc.:

N/A

**18. ESTIMATED IMPACT**

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

None. The course has already been assigned to the faculty member teaching it and is part of her workload.

**19. LIBRARY COLLECTIONS**

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No

Yes

Will not affect library collections

**20. IMPACTS ON PROGRAMS/DEPTS**

What programs/departments will be affected by this proposed action?  
Include information on the Programs/Departments contacted (e.g., email, memo)

No other programs/departments except our own will be affected.

**21. POSITIVE AND NEGATIVE IMPACTS**

Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.

There will be no impacts, negative or positive, on other courses/programs/departments except our own. See "Justification" (below) for impact on Spanish Foreign Language major and minor. This course would not be a prerequisite for other courses, and would not affect other courses in our department.

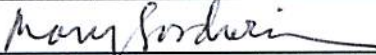
**JUSTIFICATION FOR ACTION REQUESTED**


The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

This course will meet needs of both majors and minors. There is currently a dearth of courses available to second year students (whether majors or minors) who wish to improve their proficiency in the target language. We propose this course in place of a previous second year course that was taught in English; this replacement will help students progress toward their major or minor more rapidly, but with a better skill set. Majors will be able to improve their reading skills in preparation for the challenges of third and fourth year literature classes; minors will depart our program with greater fluency and speaking ability.

APPROVALS: Add additional signature lines as needed.

	Date	08/28/13
Signature, Chair, Program/Department of:	FOREIGN LANGUAGES	

	Date	9-17-13
Signature, Chair, College/School Curriculum Council for:	CLA	

	Date	9/18/13
Signature, Dean, College/School of:	CLA	

Offerings above the level of approved programs must be approved in advance by the Provost.

	Date	
Signature of Provost (if above level of approved programs)		

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE

	Date	
Signature, Chair Faculty Senate Review Committee:   __ Curriculum Review   __ GAAC __ Core Review        __ SADAC		

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)

	Date	
Signature, Chair, Program/Department of:		

	Date	
Signature, Chair, College/School Curriculum Council for:		

	Date	
Signature, Dean, College/School of:		

ATTACH COMPLETE SYLLABUS (as part of this application). This list is online at:

<http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/>

The Faculty Senate curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course (or changes to it) may be denied.

#### SYLLABUS CHECKLIST FOR ALL UAF COURSES

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

##### 1. Course information:

Title,  number,  credits,  prerequisites,  location,  meeting time (make sure that contact hours are in line with credits).

##### 2. Instructor (and if applicable, Teaching Assistant) information:

Name,  office location,  office hours,  telephone,  email address.

##### 3. Course readings/materials:

Course textbook title,  author,  edition/publisher.

Supplementary readings (indicate whether  required or  recommended) and

any supplies required.

##### 4. Course description:

Content of the course and how it fits into the broader curriculum;

Expected proficiencies required to undertake the course, if applicable.

Inclusion of catalog description is *strongly* recommended, and

Description in syllabus must be consistent with catalog course description.

##### 5. Course Goals (general), and (see #6)

##### 6. Student Learning Outcomes (more specific)

##### 7. Instructional methods:

Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

##### 8. Course calendar:

A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

##### 9. Course policies:

Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

##### 10. Evaluation:

Specify how students will be evaluated,  what factors will be included,  their relative value, and  how they will be tabulated into grades (on a curve, absolute scores, etc.)  Publicize UAF regulations with regard to the grades of "C" and below as applicable to this course. (Not required in the syllabus, but is a convenient way to publicize this.) Link to PDF summary of grading policy for "C":

[http://www.uaf.edu/files/uafgov/Info-to-Publicize-C\\_Grading-Policy-UPDATED-May-2013.pdf](http://www.uaf.edu/files/uafgov/Info-to-Publicize-C_Grading-Policy-UPDATED-May-2013.pdf)

##### 11. Support Services:

Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

##### 12. Disabilities Services: Note that the phone# and location have been updated.

<http://www.uaf.edu/disability/> The Office of Disability Services implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials.

State that you will work with the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.

# **SPANISH 294: Intermediate Spanish Reading**

Instructor: Timothy Wilson  
Office: 606C Gruening  
Office hours: MW 1-3 and by appt.

Email: [tim.wilson@alaska.edu](mailto:tim.wilson@alaska.edu)  
Phone: 474-5463

**Class time and place:** MWF 9:15-10:15 or MWF 10:30-11:30 in GRUE 204  
**Prerequisites:** SPAN 102 or equivalent\* (see "PLACEMENT" below).

## **COURSE MATERIALS**

- Our main text for the class will be Leyendas del mundo hispano, 3<sup>rd</sup> Edition, from Pearson Prentice Hall Publishers, which is available at the bookstore and is required.
- A few other short readings will also be required reading. They will be found on the **Blackboard** site for the class. These documents are required material and are NOT optional. You are responsible for printing out and bringing to class any extra readings.

## **DESCRIPTION**

### **SPAN F294 Intermediate Spanish Reading (h)**

3 Credits Offered Spring

Practice reading in Spanish at the intermediate level, with an emphasis on comprehension and fluency rather than analysis. Conducted in Spanish. Prerequisites: SPAN F102 or equivalent; or permission of instructor.

## **COURSE OBJECTIVES**

### **Course goals**

- Learn new strategies for improving reading comprehension
- Expand vocabulary
- Provide the opportunity for students reflect upon the readings using Spanish in oral and written formats

### **Expected student learning outcomes**

- Students will read more quickly and comprehend better
- Students will be able to recognize more vocabulary and speak about more topics
- Students will improve Spanish written and oral communication, and will be able to ask and answer questions, make statements and converse at a beginner-intermediate level.

## **INSTRUCTIONAL METHODS**

This is a communicative language class, and as such, there will not be a significant element of lecture. Rather the professor will act principally as a resource, and as a facilitator of interaction. There will be whole class interaction, small group interaction and pair work.

## PLACEMENT

Students **must** have taken SPAN 102 at UAF; or have transfer credit from another university; or have AP credit. If you don't have any of these, you **MUST** take the CLEP test in order to be in the class. You can receive up to 16 UAF credits by taking the Spanish CLEP test.

## EVALUATION

To measure the expected learning outcomes, we will use the following resources:

### A. *Participación/participation*

Learning a language is not done in isolation. Speaking, listening, and interacting with others are essential parts of the learning process. Therefore you will be graded on your classroom performance—not necessarily on whether you get the right answer, but on whether you are in class, with your materials, prepared and willing to speak. Participation will be evaluated regularly (See "PARTICIPATION GRADE CRITERIA" below). From 0-5 points will be awarded for every week. *Warning:* As participation figures as a large percentage in your evaluation, you might be surprised to see the damage that regularly receiving 3 points or 0 points will do to your final grade.

One of the great options on the supersite is the section labeled "tutorials" that reviews grammar and vocabulary from the chapters. If you are home and not able to attend class, due to illness, using this section will help you keep up with the class. I also have some options for making up participation points, if you are sick, such as attending the Spanish lunch table, participating in conversation groups, working with the tutors, etc

### B. *Deberes/homework*

The tentative course calendar in this syllabus (see below) very clearly spells out the textbook pages that you need to prepare for class each day. You are expected to have read these pages *before* class begins. In addition, some exercises from the text are to be written out and handed in the first day of each week.

### C. *Exámenes/chapter exams*

We will have an exam after each chapter. Please be aware that each chapter exam will include an oral component. Basically, you will be required to speak to a partner or small group (in Spanish, of course) on a variety of topics that I will give you in advance. You may prepare for this activity by reviewing vocabulary and phrases at home, but the activity will be conducted without books or dictionaries. *Exams may not be made up without advance accommodation.*

### D. *Examen final/final exam*

There will be a comprehensive final exam. Part of the exam will follow the written/aural format of the chapter exams, but there will also be an oral component. More information will be given later in the semester.

### E. *Ensayos/Compositions*

You will be writing 4 compositions over the course of the semester. Please note the due dates. Topics will be given in class. Compositions are to be 1 page in length in 12 pt font, double spaced. We have tutors in the language lab that can assist you with your compositions if you have questions.

## Components of the Final Grade and weight by percentage

Participation	20%
Homework	20%
Chapter exams	25%
Final exam	15%
Compositions	20%

**Grading scale**

A+	97-100	B+	87-89	C+	77-79	D+	67-69	F	0-60
A	93-96	B	83-86	C	73-76	D	63-66		
A-	90-92	B-	80-82	C-	70-72	D-	60-62		

**COURSE POLICIES****Appropriate class behavior**

- You are welcome to bring a drink or snack to class, as long as you are not distracting and you clean up after yourself.
- Side conversations are not acceptable.
- Class time is to be used paying attention to me and your classmates. Please do not use it doing homework for either this class or another class.
- I expect you to be courteous and respectful to classmates and professor at all times.
- As a courtesy, you should sit up so your face is visible to others in the class
- Cell phones, laptops and personal electronic devices **must** be turned off and put away; obviously there will be NO texting or answering phones in class. See "PARTICIPATION GRADE CRITERIA" below for dire consequences.
- students who arrive more than 10 minutes late *or who leave the room* for extended periods will be counted absent; see me if you know that you will frequently need to arrive late or leave early.

**Student responsibilities**

- **Attendance.** Participation is extremely important in a class such as this; but you cannot participate if you are not present. If you have circumstances that will necessitate missing classes, you should discuss your situation with your instructor, preferably in advance. Allowances will be made for (a few) reasonable and unavoidable absences, but unexcused absences will result in percentages off your final grade, and if you miss more than 1/3 of the total contact hours for the semester, you automatically fail the class. If you miss class, it is YOUR responsibility to check with the instructor or a classmate to see if you missed any assignment or schedule change.
- **Monitoring of course grade.** It is the student's responsibility to keep track of grades received, as well as to periodically check the daily grade assigned for participation, in order to monitor progress over the course of the semester, and so be able to make changes in time to avoid receiving a low final grade.

**Students with disabilities.** UAF makes appropriate accommodations for individuals with disabilities who have been documented by the Office of Disability Services (208 Whitaker Building, 474-5655). Students with learning or other disabilities who may need classroom accommodations are encouraged to make an appointment to obtain the appropriate documentation if they do not have it. Please meet with me during office hours so that I can collaborate with the Office of Disability Services to provide the appropriate accommodations and supports to assist you in meeting the goals of the course.

**Student support services.** UAF is committed to equal opportunity for all students. Students who are the first in their families to attempt a four-year college degree, or students whose incomes are low, have opportunities for tutorial and other forms of support from the office of Student Support Services. Please make an appointment with Student Support Services in 514 GRUE, at 474-6844.



**TENTATIVE COURSE CALENDAR**

(This schedule may be adjusted to fit class needs)

***Semana 1***

Introducción al curso

***Semana 2***

Cap. 1 El mito de la creación Inca (Bolivia, Perú)

**CHAPTER 1 EXAM*****Semana 3***

Cap. 2 Yerba mate (Paraguay, Argentina, Uruguay)

**ESSAY 1 DUE*****Semana 4***

Cap. 3 Los amantes de Teruel (España)

**CHAPTER 2 EXAM*****Semana 5***

Cap. 4 Los volcanes (México)

***Semana 6***

Cap. 5 El abencerraje y la hermosa Jarifa (Hispano-Árabe)

**ESSAY 2 DUE****CHAPTER 3 EXAM*****Semana 7***

Cap. 6 La leyenda de El Dorado (Colombia)

***Semana 8***

Cap. 7 La Llorona (México)

**CHAPTER 4 EXAM*****Semana 9***

Cap. 8 La virgen de la caridad del cobre (Cuba)

**ESSAY 3 DUE*****Semana 10***

Cap. 9 El ñandutí (Paraguay)

**CHAPTER 5 EXAM*****Semana 11***

Cap. 10 La casa de los Muñecos (México)

***Semana 12***

Cap. 11 El año que llovieron tortillas (Nuevo México)

**ESSAY 4 DUE*****Semana 13***

Cap. 12 Los cadejos (El salvador)

***Semana 14***

Leyendas

**CHAPTER 6 EXAM*****Semana 15***

review

**PARTICIPATION GRADE CRITERIA****Very Good: 5 points**

Arrives to class on time.  
 Speaks exclusively in Spanish, including greeting people and taking leave using Spanish expressions.  
 Comes to class prepared  
 Exhibits enthusiasm and a positive attitude.  
 Contributes actively during whole class and small group discussions; asks and responds to questions to further conversation.  
 Initiates interactions and shares ideas, but doesn't overly dominate discussion; always listens attentively while others speak.  
 Frequently asks questions when something isn't clear.

**Satisfactory: 4 points**

Arrives to class on time.  
 Speaks exclusively in Spanish, including greeting people and taking leave using Spanish expressions.  
 Comes to class *mostly* prepared.  
 Participates in *most* activities, *usually* with enthusiasm.  
 Contributes voluntarily during whole class activities.  
 Only rarely doesn't listen while others speak.  
 Sometimes asks questions when something isn't clear.

**Unsatisfactory: 3 points**

Arrives no more than 5 minutes late.  
 Comes to class semi-prepared.  
 Sometimes uses English during small group activities, but always uses Spanish during class discussion.  
 Participation is often limited to answering instructor's questions.  
 Is usually an active listener while others talk.  
 Sometimes contributes actively during small group activities.

**Unacceptable: 0 points**

Arrives 10 minutes (or more) late, leaves early, or leaves the room for extended periods during class.  
 Comes to class unprepared.  
 Doesn't contribute to discussions\*.  
 Doesn't listen while others talk.  
 Often uses English when speaking with instructor or classmates.  
 Doesn't pay attention and/or distracts others.  
 Displays a *negative attitude* or otherwise disrespects the instructor or classmates.  
 Uses personal electronic device in class (all devices need to be powered down and stowed away)

**\*Note: Merely showing up for class does not guarantee you will receive participation points. If you come but do not participate, you may receive 0 (zero) points.**

**PARTICIPATION GRADE**

Nombre: \_\_\_\_\_

Instructor: Prof. Wilson

WK	Self-score	Prof's revision	Professor's comments	absences to date
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				