

86-UCCh.

FORMAT 2

Submit originals and one copy and electronic copy to **Governance/Faculty Senate Office**  
 See <http://www.uaf.edu/uafgov/faculty/cd> for a complete description of the rules governing curriculum & course changes.

**CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL**

**SUBMITTED BY:**

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

**1. COURSE IDENTIFICATION:**

Dept **Spanish** Course # **103** No. of Credits **3**

**COURSE TITLE** **SPAN F103 Conversational Spanish I (h)**

**2. ACTION DESIRED:**

Change Course  If Change, indicate below what change. Drop Course

NUMBER		TITLE		DESCRIPTION	<input checked="" type="checkbox"/>
PREQUISITES	<input checked="" type="checkbox"/>			FREQUENCY OF OFFERING	<input checked="" type="checkbox"/>
CREDITS (including credit distribution)				COURSE CLASSIFICATION	
CROSS-LISTED		Dept.		(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)	
STACKED (400/600)		Dept.		Course #	
OTHER (please specify)					

**3. 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:  1  2  3  4  5  6 weeks to full semester

OTHER FORMAT (specify)

Mode of delivery (specify lecture, field trips, labs, etc) **Lecture/discussion**

**4. COURSE CLASSIFICATIONS:** (undergraduate courses only. Use approved criteria found on Page 10 & 17 of the manual. If justification is needed, attach on separate sheet.)

H = Humanities  N = Natural Science  S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core?  YES  NO

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

O = Oral Intensive, Format 6  W = Writing Intensive, Format 7  Natural Science, Format 8

**5. 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). **N/A**

How many times may the course be repeated for credit? **N/A** TIMES

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

6. *CURRENT CATALOG DESCRIPTION AS IT APPEARS IN THE CATALOG: including dept., number, title and credits*

**SPAN F103 Conversational Spanish I (h)**

3 Credits  
Offered Fall, Summer, As Demand Warrants

Verbal skills improvement. Includes role playing, problem solving and situational conversation. Conducted entirely in Spanish. Prerequisites: SPAN F100A and SPAN F100B; or SPAN F101; or permission of instructor. (3+0)

7. *COMPLETE CATALOG DESCRIPTION AS IT WILL APPEAR WITH THESE CHANGES: (Underline new wording strike through old wording and use complete catalog format including dept., number, title, credits and cross-listed and stacked.) PLEASE SUBMIT NEW COURSE SYLLABUS. For stacked courses the syllabus must clearly indicate differences in required work and evaluation for students at different levels.*

**SPAN F103 Conversational Spanish I (h)**

3 Credits  
Offered Fall, Summer, As Demand Warrants

Verbal skills improvement. Includes role playing, problem solving and situational conversation. Conducted entirely in Spanish. Prerequisites: SPAN F100A and SPAN F100B; or SPAN F101; SPAN F102 or equivalent, or permission of instructor. (3+0)

8. *IS THIS COURSE CURRENTLY CROSS-LISTED?*

YES/NO

NO

If Yes, DEPT

NUMBER

(Requires written notification of each department and dean involved. Attach a copy of written notification.)

9. *GRADING SYSTEM:*

LETTER:

X

PASS/FAIL:

10. *ESTIMATED IMPACT*

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

There will be no impact on budget, facilities, faculty, etc.

11. *LIBRARY COLLECTIONS*

*Have you contacted the library collection development officer (ffklj@uaf.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

X

Yes

Not applicable

12. *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)*

The increased rigor of the class will allow it to be counted toward the Spanish minor

13. *POSITIVE AND NEGATIVE IMPACTS*

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

Positive impact: students will be able to use the class toward their minor, and the increased rigor will ensure that their minor is meaningful.

Negative impact: none foreseen



**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. If you ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning graduate credit. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

Goal: Put this beginning conversation class in line with our other (intermediate and advanced) conversation classes in terms of prerequisites and function.

Background: Span 100 A and B previously were academic classes that counted toward the Perspectives on the Human Condition core, but were changed to be non-academic courses; now they meet neither core prerequisites nor Foreign Language major or minor requirements. However, these classes are still listed in the description of this class as fulfilling the prerequisite.


Futhermore, this class is intended to follow the 101/102 series as an optional opportunity for oral development, and should not be taken unless students are of the appropriate level.

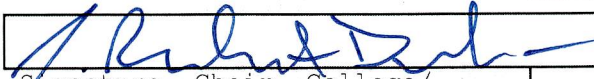
Proposal: Change prerequisites and grade type of 103 so as to make it more rigorous, consistent with our other other conversation classes; amend listed frequency of offering to better reflect actual needs.

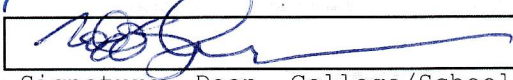
Ramifications: With this change, the class would more adequately serve its intended purpose: to be rigorous enough for students who intend to continue on to the 200 level classes, while at the same time providing language experience beyond the basic level for those not necessarily interested in the academic track.

In summary: These changes would increase the rigor of an existing course, making it commensurate with its designator, while at the same time benefitting our students by bridging a gap between lower and intermediate-level courses. Quality of UAF education would be improved, not compromised by the changes proposed.

**APPROVALS:**

 Signature, Chair, Program/Department of:	Date <span style="border: 1px solid black; padding: 2px;">08/28/13</span>
FOREIGN LANGUAGES TRINA R. MAMOON	

 Signature, Chair, College/ School Curriculum Council for:	Date <span style="border: 1px solid black; padding: 2px;">5/9/14</span>
CLA	

 Signature, Dean, College/School of:	Date <span style="border: 1px solid black; padding: 2px;">5/9/14</span>
CLA	

Signature of Provost (if applicable)	Date <span style="border: 1px solid black; display: inline-block; width: 80px; height: 20px;"></span>
Offerings above the level of approved programs must be approved in advance by the Provost.	

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

<span style="border: 1px solid black; display: inline-block; width: 500px; height: 20px;"></span>	Date <span style="border: 1px solid black; display: inline-block; width: 80px; height: 20px;"></span>
Signature, Chair, UAF Faculty Senate Curriculum Review Committee	

*ADDITIONAL SIGNATURES: (If required)*

	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).**

Note: syllabus must follow the guidelines discussed in the Faculty Senate Guide

<http://www.uaf.edu/uafgov/faculty/cd/syllabus.html>.

The department and campus wide 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 change will 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  Student Learning Outcomes (more specific)**

**6. 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.).

**7. 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.

**8. Course policies:**

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

**9. 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.)

**10. Support Services:**

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

**11. Disabilities Services:**

The Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials.

State that you will work with the Office of Disabilities Services (203 WHIT, 474-7043) to provide reasonable accommodation to students with disabilities."



# SPANISH 103: Conversational Spanish I

Prerequisites: SPAN 102 or equivalent; or permission of instructor.  
Conducted *exclusively* in Spanish.

Instructor:  
Office: xxxx Gruening  
Office hours: by appointment

Email: [xxxxxxx@alaska.edu](mailto:xxxxxxx@alaska.edu)  
Phone: 474-xxxx

## DESCRIPTION

Bienvenidos a Español 103, a beginning intermediate Spanish conversation course. This **3 credit** class builds in a more focused way on the general Spanish communication skills that students practiced in 101 and 102. This course is designed for students who have completed basic Spanish language courses at UAF or elsewhere, and wish to improve *speaking and listening skills*. The course is intended as an expansion of vocabulary and a sharpening of oral skills; grammatical concepts will not be explicitly covered.

## COURSE OBJECTIVES

### Course goals

- Immerse students in a completely Spanish speaking environment
- Provide the opportunity for students to interact and use their Spanish intensively
- Expose students to new vocabulary for real communicative purposes

### Expected student learning outcomes

- Students will achieve the immediacy and fluency that is only possible through an immersion environment.
- Students will achieve greater communicative ability and an increased confidence level.
- Students will gain the confidence to be able to converse on a wide variety of topics such as jobs, restaurants, and travel.

## COURSE MATERIALS

One main "text" for the class will be the conversations that we have in every class period. The class will be intensely oral, and students should be prepared to take notes. Students are required to buy a small **notebook or journal** for the express purpose of writing down vocabulary from this class, and it should be a notebook dedicated to this class only.

In addition, the instructor will provide readings and vocabulary which can be found on the BlackBoard site for this class. **These materials are required reading.** You are responsible for **printing out** and bringing to class the correct readings **for any given day**. Supplementary readings may occasionally be provided, and they are also required reading.

## INSTRUCTIONAL METHODS

This is a communicative language experience, 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. In addition to individual language learning, students can expect a great deal of communicative interaction at many levels: large and small group interaction and pair work. There will also be educational games, music, and films.

## PLACEMENT

Unless express permission is granted by the instructor, 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. You can receive up to 16 UAF credits by taking the Spanish CLEP test.

To take a CLEP test, visit:	<b>hours:</b>
<b>Testing Services Office</b>	Mon/Wed/Thurs 1pm or 3pm
207B Gruening	Tues/Fri 9am or 11am
474-5277	or call for appointment.
<a href="http://www.uaf.edu/testing/">www.uaf.edu/testing/</a>	Cost: \$90

## EVALUATION

\*\*Important note on grading: Students will **NOT** be graded on their speaking skills as compared to a native Spanish speaker, nor compared to their classmates, but rather on an individual basis taking into account enthusiasm, dedication, and willingness to improve during the course of the semester. 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.

### B. *Tareal homework exercises*

Grammar is not a focus of this class, but the realistic use of valuable vocabulary and fixed phrases is fundamental to your oral improvement. For this reason, regular written assignments will be handed in (see coursepack).

### C. *Pruebas de vocabulario/vocab tests*

Brief regular tests will be administered. The purpose of these is to test students' acquisition of new vocabulary. No make-ups are offered. These vocabulary quizzes will test words from two sources: 1) a list of vocab provided by the instructor, and 2) a list based on “favorite words” submitted by students (see *Lista de vocabulario* below).

### D. *Lista de vocabulario/vocab lists*

You are expected to keep a notebook in which you jot down any interesting vocabulary you hear in class. This journal may occasionally be checked by the instructor. Additionally, at the end of every week, you will be responsible for submitting, on paper or via email, a list of the 10 words you found most useful during that week. Failure to complete this task or take it seriously will detract from your final grade.

## Components of the Final Grade and weight by percentage

Participation	30%
Homework	30%
Vocabulary tests	30%
Vocabulary lists	10%

## 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 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 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 and other personal devices must be **turned off**, and 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.

### 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 at 474-6844.

### Student code of conduct.

As a UAF student, you are subject to UAF's Honor Code:

*"Students will not collaborate on any quizzes, in-class exams, or take-home exams that will contribute to their grade in a course, unless permission is granted by the instructor of the course. Only those materials permitted by the instructor may be used to assist in quizzes and examinations.*

*Students will not represent the work of others as their own. A student will attribute the source of information not original with himself or herself (direct quotes or paraphrases) in compositions, theses and other reports.*

*No work submitted for one course may be submitted for credit in another course without the explicit approval of both instructors.*

*Violations of the Honor Code will result in a failing grade for the assignment and, ordinarily, for the course in which the violation occurred. Moreover, violation of the Honor Code may result in suspension or expulsion."*

## TENTATIVE COURSE CALENDAR

(This schedule may be adjusted to fit class needs)

Each day will be divided into 3 components: *Reunión*, *Comprensión*, and *Estudio*. Briefly, *Reunión* is a time for oral production, and will consist of interaction such as interviews, mock meetings, role plays, debates, etc. *Comprensión* will be a time for practicing listening skills, and will include songs, movies, and so on. The *Estudio* component will be a time for individual work on things like pronunciation, common errors, and false cognates. All the materials for the activities shown below can be found in the coursepack (See COURSE MATERIALS).



**Week 1****Reunión**

Intro; Needs analysis; Circumlocution; Interviews  
 Circumlocution: Taboo; food and shopping;  
 Body language and gestures

**Estudio**

Pronunciation: V B; vocab test

**Comprensión**

Song: "Te espero sentada"  
 Short Film: Viaje a Marte

**Week 2****Reunión**

Personality traits; zodiac; psychologist game

**Estudio**

Pronunciation: vowels; brief personal exploration time; vocab test

**Comprensión**

"Te espero sentada": pronunciation and intonation exercise  
 Short Film: Diez Minutos

**Week 3****Reunión**

Describing: information gap, drawings; determining differences  
 Discussion: immigration

**Estudio**

Pronunciation: C G Q; brief personal exploration time; vocab test

**Comprensión**

Movie: Hijo de la Novia (Episode #1)

**Week 4****Reunión**

Convincing; explaining reasons  
 Vocabulary: Small talk and casual interpersonal communication

**Estudio**

Pronunciation: H J; brief personal exploration time; vocab test

**Comprensión**

Movie: Hijo de la Novia (Episode #2)

**Week 5****Reunión**

AIDS in Africa: discussion of causes and solutions;  
 1ª ponencia en panel (*Panel presentation I*)

**Estudio**

Pronunciation: LL RR; brief personal exploration time; vocab test

**Comprensión**

Movie: Hijo de la Novia (Episode #3)

**Week 6****Reunión**

News stories; detective and crime scene game; dictionary bluffing game  
 Immigration Pro and con

**Estudio**

Sayings and proverbs; brief personal exploration time; vocab test

**Comprensión**

Song: "El lado oscuro": pronunciation and intonation exercise

## **PARTICIPATION CRITERIA:**

### **Very good: 5 points**

- arrives for class on time
- greets people and takes leave using Spanish expressions
- speaks exclusively in Spanish during whole class and group discussions,
- often initiates interactions by responding to classmates' comments in addition to responding to the instructor's questions
- works on comprehension skills by listening attentively when others speak
- participates in all activities with enthusiasm and a *positive attitude*
- often asks questions when something is not clear
- contributes actively during group activities

### **Satisfactory: 4 points**

- arrives for class nearly on time
- sometimes greets and takes leave using Spanish expressions
- almost never uses English
- during whole group discussion, participation is only sometimes limited to answering the instructor's questions
- is usually an active listener when not participating during whole class or group interactions and only rarely does not listen while others talk
- participates in all activities, sometimes enthusiastically
- usually asks for help in Spanish when something is not clear, but not always

### **Unsatisfactory: 3 points**

- arrives more than 5 minutes late for class period
- sometimes uses English during group activities, but always uses Spanish during whole class activities
- during whole group discussion, participation is often limited to answering the instructor's questions
- is usually an active listener when not participating during whole class or group interactions and only rarely does not listen while others talk
- sometimes contributes actively during group activities
- sometimes contributes to getting the task done in group work
- does not bring the necessary books or workbooks to class

### **Unacceptable: 0 points**

- arrives more than 10 minutes late for class period
- uses more English than Spanish when speaking with the instructor or class members
- does not listen while others talk
- does not contribute much to getting the task done in group work
- contributes to the failure of activities by not completing small group or individual assignments
- works on assignments for other classes and/or Spanish HOMEwork
- displays a *negative attitude*
- sleeps in class

## PARTICIPATION

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

Instructor: \_\_\_\_\_

Week	Self-score	Revised score	Instructor comments
1			
2			
3			
4			
5			
6			