Proposal Form For Addition And Revision Of Courses

1. Proposing College / School: College of Liberal Arts
   Department: Foreign Languages and Literatures

2. Course Prefix and Number: FLSP3930
   3. Effective Term: Fall 2012

4. Course Title: Directed Study in Spanish
   Abbreviated Title (30 characters or less):

5. Requested Action:
   - [ ] Renumber a Course
   - [ ] Add a Course
   - [ ] Revise a Course
   - Current Course Number:
   - Proposed Course Number:
   - Type of Revision:

6. Course Credit:
   - Contact/Group Hours: 3
   - Scheduled Type: Directed Study
   - Weekly or Per Term?: Weekly
   - Credit Hours: 3
   - Anticipated Enrollment: 2
   - Total Credit Hours: 3

7. Grading Type:
   - [ ] Regular (ABCDF)
   - [ ] Satisfactory/Unsatisfactory (S/U)
   - [ ] Audit

8. Prerequisites/Corequisites:
   Use "P:" to indicate a prerequisite, "C:" to indicate a corequisite, and "P/C:" to indicate a prerequisite with concurrency.
   P: FLSP 3000 level course

9. Restrictions: List specific restriction in space above.
   - College
   - Major
   - Standing
   - Degree

10. Course Description:
    (20 Words or Less; exactly as it should appear in the Bulletin)
    Continued development of advanced-level of Spanish proficiency in the four language skills: listening, speaking, reading, and writing.

11. May Count Either
    Program Type or Program Title
    Requirement or Elective?
    (Indicate if this particular course cannot be counted for credit in addition to another)
    
12. Affected Program(s):
    (Respond "N/A" if not included in any program; attach memorandum if more space is required)
    Minor/Major
    Minor/Major in Spanish
    Optional

13. Overlapping or Duplication of Other Units' Offerings:
    (If course is included in any other degree program, is used as an elective frequently by other unit(s), or is in an area similar to that covered by another college/school, attach correspondence with relevant unit)
    - [ ] Applicable
    - [ ] Not Applicable
14. Justification:

The Spanish section of the Department of Foreign Languages and Literatures is proposing this course to address the needs of the current curriculum in this language area. The goal of this specific course proposal is to bring more uniformity in the course offerings in FLL language areas.

(Include a concise, yet adequate rationale for the addition/revision of the course, citing accreditation, assessments (faculty, graduate, and/or external) where applicable)

15. Resources:

N/A

(Indicate whether existing resources such as library materials, classroom/laboratory space, and faculty appointments are adequate to support the proposed addition/revision; if additional resources are required, indicate how such needs will be met, referencing the appropriate level of authorization -- i.e.: Dean -- where necessary; if no additional resources or shifting of resources will be necessary, respond "Not Applicable")

16. Student Learning Outcomes:

*(This course will vary in content to correspond to the specialty of the faculty member conducting it and/or the interests of the student).

By the end of the course, students will gain:
1) speaking and listening skills for advanced conversation and to make long speech using topics related to everyday life and one’s own interests.
2) reading skills to read and get a general idea as well as specific information from some authentic materials.
3) writing skills to write long compositions and essays about students’ interest, using appropriate Spanish syntax.

(State in measurable terms (reflective of course level) what students should be able to do when they have completed this course)

17. Course Content Outline:

Contemporary Spain Issues Through Film:

DURING THE BREAK: PREVIEW: Lesson 18 new vocabularies (nouns, adjectives, and verbs) and grammar points
WEEK 1: Franco and the aftermath of the dictator's years.
   The Devil's Backbone
WEEK 2: Debate (oral practice)
   Report 1 (written practice).
   Quiz 1
WEEK 3: E.T.A.
   A Shot in the Head
WEEK 4: Debate (oral practice)
   Report 2 (written practice).
WEEK 5: Ghosts in the Closet
   The Orphanage
WEEK 6: Debate (oral practice)
   Report 3 (written practice).
   Quiz 2
WEEK 7: Women.
   Alone
WEEK 8: Debate (oral practice)
   Midterm exam.
WEEK 9: Domestic Violence
   I Give You My Eyes
WEEK 10: Debate (oral practice)
   Report 5 (written practice).
   Quiz 3
WEEK 11: Thriller made in Spain
   Box 507
WEEK 12: Debate (oral practice)
   Report 6 (written practice).
   Quiz 4
WEEK 13: Immigration
   14 Kilometers
WEEK 14: Debate (oral practice)
   Report 7 (written practice).
   Quiz 5
18. Assignments / Projects:

Throughout the course, students are required to complete various assignments by the designated deadlines, including quizzes, homework, and exams. Each assignment is designed to strengthen students' competence in the upper-level of Spanish in the integrated manner, and will be evaluated by the rigorous standards set by the instructor.

1. Regular meeting with the instructor is mandatory. You must arrange meeting schedules with the instructor at the beginning of the semester.
2. You must prepare for and take several quizzes during the course.
3. Quizzes will ensure your timely completion of the assignment, and evaluate your familiarity with the new vocabularies as a result of your self-study. Please refer to the daily schedule for details. (Bluebook purchase recommended)
4. You must complete all assignments prior to each meeting with the instructor. Assignments include previewing new vocabularies and grammar points of each assigned lesson, and preparing for the grammar exercises in the lesson.
5. Homework must be submitted by assigned due date. Homework includes: grammar exercises, compositions, and interviews/reports.
6. There will be a midterm exam, and a final exam.

(List all quizzes, projects, reports, activities and other components of the course grade -- including a brief description of each assignment that clarifies its contribution to the course's learning objectives)

19. Rubric and Grading Scale:

- Quizzes (10%): Participation (debates) (20%); Reports... 20%; Midterm exam (20%); Final exam (30%)
- A: 94-100 / A-: 90-93 / B+: 87-89 / B: 84-86 / B-: 80-83
- C+: 77-79 / C: 74-76 / C-: 70-73 / D: 60-69 / F: 0-59

List all components of the course grade -- including attendance and/or participation if relevant -- with point totals for each; indicate point totals and ranges or percentages for grading scale; for S/U grading, detail performance expectations for a passing grade)

20. Justification for Graduate Credit:

N/A

(Include a brief statement explaining how the course meets graduate educational standards (i.e.: rigorous standards for evaluation, development of critical thinking and analytical skills, etc.))

(Included below are standard statements regarding course policies. If necessary, a statement may be altered to reflect the academic policies of individual faculty members and/or the academic unit or department, provided that there is no conflict with the Tiger Cub, Faculty Handbook, or any existing university policy.)

POLICY STATEMENTS

Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request, and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the Tiger Cub for more information on excused absences.

Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged for the last three days before the final exam period begins.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Tiger Cub will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Disability Accommodations: Students who need special accommodations in class, as provided for by the Americans With Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodation Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2096 (V/T/T).