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

**SUBMITTED BY:**

<table>
<thead>
<tr>
<th>Department</th>
<th>Foreign Languages</th>
<th>College/School</th>
<th>CLA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepared by</td>
<td>A. Fitts</td>
<td>Phone</td>
<td>x7980</td>
</tr>
<tr>
<td>Email Contact</td>
<td><a href="mailto:fhafr@uaf.edu">fhafr@uaf.edu</a></td>
<td>Faculty Contact</td>
<td>Alexandra Fitts</td>
</tr>
</tbody>
</table>

**1. COURSE IDENTIFICATION:**

<table>
<thead>
<tr>
<th>Dept</th>
<th>Course #</th>
<th>No. of Credits</th>
<th>No. of Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN</td>
<td>3010</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**COURSE TITLE:**

Advanced Comprehension and Conversation

**2. ACTION DESIRED:**

- Change Course [X]
- Drop Course

**NUMBER**

<table>
<thead>
<tr>
<th>TITTLE</th>
<th>DESCRIPTION</th>
</tr>
</thead>
</table>

**PREQUISITES**

<table>
<thead>
<tr>
<th>CREDITS (including credit distribution)</th>
</tr>
</thead>
</table>

**CROSS-LISTED**

Dept. (Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)

**STACKED (400/600)**

<table>
<thead>
<tr>
<th>OTHER (please specify)</th>
</tr>
</thead>
</table>

**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:
  - Mode of delivery (specify lecture, field trips, labs, etc)
  - Lecture

- 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 [X]
  - N = Natural Science
  - S = Social Sciences
  - Will this course be used to fulfill a requirement for the baccalaureate core? [X] YES
  - IF YES, check which core requirements it could be used to fulfill:
    - O = Oral Intensive, Format [X]
    - W = Writing Intensive, Format 7
    - Natural Science, Format 8

- COURSE REPEATABILITY:

<table>
<thead>
<tr>
<th>Is this course repeatable for credit?</th>
</tr>
</thead>
</table>

- Multiple sections of the course will focus on different topics.
  - [X] TIMES
  - n/a CREDITS
6. CURRENT CATALOG DESCRIPTION AS IT APPEARS IN THE CATALOG: including dept., number, title and credits

   SPAN F301O Advanced Comprehension and Conversation (h)

   3 Credits  Offered Fall
   Focus on increasing writing and listening comprehension. Discussions, presentations and exercises to enhance verbal competence. Conducted in Spanish. Prerequisites: COMM F131X or COMM F141X; SPAN F202 or equivalent; or instructor permission. (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 F301O Advanced Comprehension and Conversation (h)

   3 Credits  Offered Fall
   Focus on increasing writing and listening comprehension. Discussions, presentations and exercises to enhance verbal competence. Conducted in Spanish. Note: Course may be repeated for credit if topic varies. Prerequisites: COMM F131X or COMM F141X; SPAN F202 or equivalent; or instructor permission. (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.
    none

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  this is an already existing course

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)
    Only the Spanish program within Foreign Languages.

13. POSITIVE AND NEGATIVE IMPACTS
    Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.
    There are no foreseen impacts on other departments.
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.

In the past, we have been able to offer only one section of this course. Demand has increased to the point that we are adding a second section. Because the goal of listening and reading comprehension and speaking in Spanish may be accomplished through several means, the new section will have a different focus (in this case, conversation and comprehension through contemporary film). Since the focus is different, and because students need as much reinforcement of their oral skills as possible, they should be able to repeat the course one time.

APPROVALS:

Signature, Chair, Program/Department of: Foreign Languages

Date 2-26-09

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

Date 3-2-09

Signature, Dean, College/School of: CLA

Date 3-3-09

Signature of Provost (if applicable)
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.

Signature, Chair, UAF Faculty Senate Curriculum Review Committee

Date

ADDITIONAL SIGNATURES: (If required)

Signature, Chair, Program/Department of:

Date

Signature, Chair, College/School Curriculum Council for:

Date

Signature, Dean, College/School of:

Date
ATTACH COMPLETE SYLLABUS (as part of this application).
Note: syllabus must follow the guidelines discussed in the Faculty Senate Guide
http://www.uaf.edu/ufgov/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.”
| GENERAL          | Prof. Alexandra Fitts  
T/R 2:00-3:30  
GRUE ??  
3 credits |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>DESCRIPTION, GOALS &amp; OUTCOMES</td>
<td>This course is designed to help students understand the cultures of the Spanish-speaking world through the discussion and analysis of film and media. All class discussion will be conducted in Spanish, and assignments and class activities are designed to also improve students' speaking, listening, reading, and writing skills in Spanish. The course is divided into 4 large categories: Memoria y olvido (Remembering and Forgetting), Inmigración y exilio (Immigration and Exile), Las identidades marginalizadas en la historia (Marginalized Identities), and El mundo hispano en la globalización (The Hispanic World and Globalization). We will view and discuss 2-3 films in each section.</td>
</tr>
<tr>
<td>MATERIALS</td>
<td>Saachi, Pessoa, Mertin-Cabrera, Más allá de la pantalla: El mundo hispano a través del cine. Boston: Thomson Heinele, 2006. There may be other assigned materials either as handouts or E-Res documents.</td>
</tr>
</tbody>
</table>
| GRADING          | exams (2x10) 20%  
presentations (3x10) 30%  
participation/preparation 20%  
reviews (10x3) 30% |
| SCALE            | 97-100 A+  
93-96 A  
90-92 A-  
87-89 B+  
83-86 B  
80-82 B-  
77-79 C+  
73-76 C  
70-72 C-  
67-69 D+  
63-66 D  
60-62 D- |
| CONTACT INFO     | Alexandra Fitts  
608B Gruening  
474-7980  
ffaff@uaf.edu  
Office hours: T/W/R 11:00-1:00 and by appointment |
| 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." The Language Lab is open M-F from 8-5 and has computers, printers, language software and tutors. |
| CLASS            | • please turn off cell phones and other buzzing |
| CONDUCT | appliances  
|----------------|----------------------------------|
|            | eating and drinking are okay as long as you keep it non-disruptive  
|            | students who arrive more than 10 minutes late will be counted absent; see me if you know that you will frequently need to arrive late or leave early  
|            | you may not enter while another student is giving a presentation- wait in the hall until s/he is done  
|            | make-ups for exams or presentations will only be given with an excuse from a doctor or prior permission from me. Late homework is not accepted  
|            | 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.  
| EXAMS     | There will be two written tests during the semester (a midterm and a final)  
| HOMEWORK  | You are responsible for preparing the Imágenes, Escenas, y análisis sections of the book before coming to class for discussion of the film. There will be outside readings (and maybe written work) for each unit. These will be assigned in class- it is your responsibility to contact me or a classmate to get the assignment if you miss class. You will write a 1-2 page structured review of each film in Spanish (following the Tú eres el crítico exercises in each chapter- we will discuss the guidelines in class). You may be asked to share these with the class. You may drop your one lowest review score.  
| PARTICIPATION | You are expected to participate in discussions in class. You will be assigned a weekly participation grade. Active participation includes: being in class (of course!), being prepared, paying attention, asking questions, contributing voluntary relevant comments, and responding politely to others in the class. Each student will be asked to lead the discussion on a film.  
| PRESENTATIONS | Each student will do three presentations. The guidelines will be discussed in class. Presentation #1: introduction to the country and historical period of the film; Presentation #2: presentation of your review, with discussion questions prepared for the class; Presentation #3: group project- make your own short film in Spanish! We will discuss the technical issues and logistics in class.  
| WARNING    | The films are chosen for their international reputation and cultural and linguistic content. Most are rated "R" and may contain nudity, sexual content, graphic violence, or adult language. Please see me if you foresee this as a problem for you. |
Absence Policy for Spanish Classes:
Number of Allowable Absences and Amount Grade is Lowered for Excessive Absences

<table>
<thead>
<tr>
<th></th>
<th>3 credit classes</th>
<th>5 credit classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>total # of contact hours in semester</td>
<td>42 hrs</td>
<td>70 hrs</td>
</tr>
<tr>
<td># of hrs must be present to pass (2/3 of semester)</td>
<td>28 hrs</td>
<td>47 hrs</td>
</tr>
<tr>
<td># of hrs absent that results in F (1/3 of semester)</td>
<td>miss &gt; 14 hrs</td>
<td>miss &gt; 23 hrs</td>
</tr>
<tr>
<td># of missed days allowed</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>% that final grade is lowered for each additional absence</td>
<td>-4% ea. absence</td>
<td>-5% ea. absence</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>HOMEWORK</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Introduction to class</td>
<td>none</td>
</tr>
<tr>
<td></td>
<td><em>Memoria y olvido: La lengua de las mariposas (Spain)</em></td>
<td>- Prepare Imágenes, Escenas, y análisis (from book) for discussion in class</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Write 2 page review, following Tú eres el escritor y Tú eres el crítico guidelines- due 18 sept</td>
</tr>
<tr>
<td></td>
<td><em>Memoria y olvido: La boca del lobo (Perú)</em></td>
<td>- Prepare Imágenes, Escenas, y análisis (from book) for discussion in class</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Write 2 page review, following Tú eres el escritor y Tú eres el crítico guidelines- due 25 sept</td>
</tr>
<tr>
<td></td>
<td><em>Memoria y olvido: La historia oficial (Argentina)</em></td>
<td>- Prepare Imágenes, Escenas, y análisis (from book) for discussion in class</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Write 2 page review, following Tú eres el escritor y Tú eres el crítico guidelines- due 2 oct</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
</tbody>
</table>
| **Inmigración y exilio:**  
* Bread and Roses (USA/México)  
| Prepare Imágenes, Escenas, y análisis (from book) for discussion in class  
| Write 2 page review, following *Tú eres el escritor y Tú eres el crítico* guidelines- due 16 oct  |
| **Inmigración y exilio:**  
* El Norte (USA/ Guatemala)  
| Prepare Imágenes, Escenas, y análisis (from book) for discussion in class  
| Write 2 page review, following *Tú eres el escritor y Tú eres el crítico* guidelines- due 23 oct  |
| **contiuación/ discusión/ debate**  
* Exam 1  
| **Las identidades marginalizadas:**  
* Camila (Argentina)  
| Prepare Imágenes, Escenas, y análisis (from book) for discussion in class  
| Write 2 page review, following *Tú eres el escritor y Tú eres el crítico* guidelines- due 6 nov  |
| **Las identidades marginalizadas:**  
* Los olvidados (Mexico)  
| Prepare Imágenes, Escenas, y análisis (from book) for discussion in class  
| Write 2 page review, following *Tú eres el escritor y Tú eres el crítico* guidelines- due 13 nov  |
| **Todo sobre mi madre (Spain)  
| Prepare Imágenes, Escenas, y análisis (from book) for discussion in class  
| Write 2 page review, following *Tú eres el escritor y Tú eres el crítico* guidelines- due 27 nov  |
| **Viewing of student films  
|  |
| **El mundo hispano en la globalización:**  
* Johnny 100 pesos (Chile)  
| Prepare Imágenes, Escenas, y análisis (from book) for discussion in class  
<p>| Write 2 page review, following <em>Tú eres el escritor</em> guidelines- due 16 oct  |</p>
<table>
<thead>
<tr>
<th>Title</th>
<th>Tasks</th>
</tr>
</thead>
</table>
| **La comunidad (Spain)**                       | - Prepare Imágenes, Escenas, y análisis (from book) for discussion in class  
|                                                | - Write 2 page review, following *Tú eres el escritor* y *Tú eres el crítico* guidelines - due 11 dic |
| **El mundo hispano en la globalización: Nueve reinas (Argentina)** | - Prepare Imágenes, Escenas, y análisis (from book) for discussion in class  
|                                                | - Write 2 page review, following *Tú eres el escritor* y *Tú eres el crítico* guidelines - due 20 dic |
| **FINAL EXAM**                                 |                                                                      |