

Request for Courses in the Core Curriculum

Originating Department or College: Humanities

Person Making Request: Manuel Broncano

Telephone: (956) 326-2471 E-mail: manuel.broncano@tamiu.edu

Course Number and Title: SPAN 2350: Introduction to the Hispanic World.

Please attach syllabus as a separate document. (If this is a new or substantially changed course, it will require University Curriculum Committee approval.)

List the student learning outcomes for the course (i.e., statements of what students will know and/or be able to do as a result of taking this course and include the Core-Curriculum Learning Objectives (CCLOs) addressed. See example below.

Course Outcomes: Upon completing this course, in addition to the cultural perspective the student will develop awareness about certain cultural practices that shape social values, political affiliations and economic contributions to society. The student will have further honed the critical thinking skills that are needed to interpret various forms of culture and human interactions. The outcomes from this course will have both humanistic and practical applications. Specifically, the course objectives are:

Student Learning Outcomes (SLOs): Upon successful completion of this course, students will be able to:

1. identify highlights of Hispanic culture and geography that have shaped Hispanic identity.
2. analyze -compare and contrast- different regions and historical periods of Hispanic culture.
3. perform close readings of the various texts by analyzing concepts and articulating ideas about Hispanic cultural development.
4. examine and make connections between various art manifestations such as painting, literature, and films as expressions of cultural identity; and
5. compose texts that effectively address purpose, style, and content. (This includes: clear focus, structurally unified development of ideas, appropriate rhetorical style and visual style, correct use of the Spanish language, and appropriate and ethical use of primary and secondary sources.)

Core-Curriculum Objectives (CCOs):

1. Critical Thinking Skills: includes creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. (SLOs # 1, 2, 3, 4, 5)
2. Communication Skills: includes effective development, interpretation and expression of ideas through written, oral and visual communication. (SLOs # 2, 3, 4, 5)
3. Personal Responsibility: includes the ability to connect choices, actions and consequences to ethical decision-making. (SLOs # 2, 4, 5)
4. Social Responsibility: includes intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities. (SLOs # 1, 2, 4, 5)

Component Area for which the course is being proposed (check one):

- | | |
|---|---|
| <input type="checkbox"/> Communication | <input type="checkbox"/> American History |
| <input type="checkbox"/> Mathematics | <input type="checkbox"/> Government/Political Science |
| <input checked="" type="checkbox"/> Language, Philosophy, & Culture | <input type="checkbox"/> Social & Behavioral Science |
| <input type="checkbox"/> Creative Arts | <input type="checkbox"/> Component Area Option |
| <input type="checkbox"/> Life & Physical Sciences | |

Competency areas addressed by the course (refer to the appended chart for competencies that are required and optional in each component area):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Critical Thinking | <input type="checkbox"/> Teamwork |
| <input checked="" type="checkbox"/> Communication Skills | <input checked="" type="checkbox"/> Personal Responsibility |
| <input checked="" type="checkbox"/> Written Communication | <input checked="" type="checkbox"/> Social Responsibility |
| <input checked="" type="checkbox"/> Oral Communication | |
| <input checked="" type="checkbox"/> Visual Communication | |
| <input type="checkbox"/> Empirical & Quantitative Skills | |

Because we will be assessing student learning outcomes across multiple core courses, assignments in your course must include evaluation of the relevant core competencies. For each competency checked above, indicate the specific course assignment(s) which, when completed by students, will provide evidence of the competency. Provide detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

Critical Thinking:

SPAN 2350 has a number of opportunities for students to demonstrate their critical thinking skills. Students will be assigned three (3) essays that will ask them to analyze literary texts from cultural, social, and historical perspectives, and these assignments will include analysis of artwork or analysis of cultural representation. Student artifacts, especially the final essay assigned in the course, will be assessed using a rubric designed for WIN courses in English. The rubric domains of focus, organization/development, and research include the critical thinking aspects of “creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information.” For assessment purposes, instructors will submit these rubric scores for core-curriculum assessment, or student essays will be assessed by a Core-Curriculum Assessment Committee using a rubric designed specifically for “critical thinking.”

Communication Skills:

The same assignment submitted for “Critical Thinking” will be submitted for assessment of “Communication Skills” in the area of written and visual communication. The three (3) assigned essays will include students’ ability to analyze artwork from a given time period or an analysis of a cultural representation in relation to the “official” historical text. For example, students might analyze scenes from the painting representations of the cast system to the social concerns expressed in challenging texts such as Bartolomé de las Casas’ *la Brevísima*. Additionally, because students will be asked to analyze historical periods from cultural, social, and historical perspectives, this creates the opportunity for students to look at how visual artifacts can complement the study of written, literary works.

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For oral communication, SPAN 2350 students will be asked to work in groups and communicate their ideas about literature, art and cultural aspects by answering specific questions posed by the instructor, or by developing their own set of questions within a small-group setting. To assess their oral communication skills, students will assess their peers using a peer-to-peer assessment. The results of this assessment will then be submitted for evaluation by the Core-Curriculum Assessment Committee.

Empirical & Quantitative Skills: N/A

Teamwork: N/A

Personal Responsibility:

The nature of cultural and literary studies (particularly in survey courses that cover a lengthy span of time) inevitably allow for the discovery of “how ideas, values, beliefs, and other aspects of culture express and affect human

experience” and invite “aesthetic and intellectual creation in order to understand the human condition across cultures” (Core Curriculum 2014 Quick Reference Guide 1). As instructors lead students through a systematic study of literature within and across periods, students will have the opportunity to see how ideas and beliefs shape, and are shaped by, the cultural, historical, and social milieu at the time the texts were generated. Essay topics (Suggest you provide an example of a topic here) will be catered to address one or more of these contextual factors, or mid-term and final exam questions will explicitly ask students to address how the texts they studied “express or affect human experience.” As an example, after watching the film “El Norte,” students may be asked to imagine that they encounter on their property an illegal immigrant from a Latin American nation, forced to flee from the country because of political reasons (as the protagonist of the film were), and discuss whether they would report him/her to the police, knowing that the immigrant would most likely be deported back to his/her country. To assess “personal responsibility,” the final essay assigned, or mid-term/final exam responses, will be submitted to the Core-Curriculum Assessment Committee for assessment through an appropriate personal responsibility rubric.

Social Responsibility:

Literary study also lends itself well to the study of “social responsibility” and the “intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.” Students who successfully complete SPAN 2350 will understand how literature reflects the problems generated by colonial powers in the native populations of the American colonies. For example, an exam question, or, alternatively, an essay prompt, could be “How does literature reflect the negative effects of colonialism in the native communities of the New World as seen in De Las Casas’ *Brevísima*? Exam/Essay questions and responses that deal with these very issues will be submitted to the Core Curriculum Assessment Committee for assessment through the use of an appropriate social responsibility rubric.

Will the syllabus vary across multiple sections of the course? X Yes No

List the assignments that will be constant across the sections:

The assignments that will be constant across the sections will be three (3) assigned essays, a mid-term, and final-exam. Although all instructors will teach this course using the same text and packet of readings, the content may vary from section to section because of the individual instructor’s predilection for one text over another. Moreover, these kinds of variations create flexibility in the curriculum to keep the course fresh from semester to semester, as well as reduce the chances of academic dishonesty inherent in maintaining the same content semester after semester, especially with regard to examination questions.

Reviewed and approved by the Core Curriculum Committee on February 22, 2013.