

Core Course Review Documentation

Foundational Component Area: Language, Philosophy & Culture

Component Area Option? No
Yes – Cultural & Global Understanding
Yes – Undergraduate Inquiry & Creativity

Proposed Course: Spanish 1033 Culture of the Hispanic World
Credit Hours: 3 hours
Proposed by: Department of Foreign Languages
Date: 10 February 2017

Please document how the proposed course meets each of the following requirements. (You may provide a written explanation or copy and paste the appropriate information from the syllabus.)

1. **Content:** This course focuses on students' exploring the ideas, values, beliefs and other cultural aspects of Spanish-speaking peoples around the world and how these aspects work together to affect human experience. By providing students with knowledge of a history and culture different from their own, this course contributes to preparing students to be productive members of global society as well as to understand and relate with people and ideas different from their own.

In particular, the class will focus on Hispanic history, literature, film, music and/or art within a global context. The students will examine selected works to familiarize themselves with the main historical topics and contexts prevalent in the Hispanic cultural production, including an understanding of how race, ethnicity and gender are socially constructed and how such differs from other U.S. cultures and among the various Hispanic countries of the world.

2. **Skills:** This course involves the development of knowledge and understanding of the varied cultures of the Spanish-speaking world for the purpose of exploring ideas that foster aesthetic and intellectual creation in order that students may understand the human condition across cultures. The following are examples of student-centered learning activities and experiences that foster the development of aesthetic and intellectual creation and cross-culture understanding.

Specifically, by the end of the course, students will be able to:

1. Discuss key points associated with Hispanic culture and ethnicity within a global context.
2. Discuss and identify ideologies and perspectives present in the Hispanic cultural production.
3. Locate, evaluate, and creatively answer questions about Hispanic culture and ethnicity within a global context.
4. Identify how race, ethnicity and gender are socially constructed within the context of the Hispanic cultural production.
5. Communicate an understanding that people from different areas/aspects of Hispanic culture may hold differing views of the same issues.
6. Describe and illustrate aspects of the cultures of Spanish-speaking countries and make comparisons between these cultures and their own culture(s).
7. Evaluate their own values, behaviors and worldviews on the socio-cultural topics presented and compare these to those of Spanish-speakers.

3. **Assessment of Core Objectives:** The core objectives for the Cultural and Global Understanding Component Area (reflecting the Language, Philosophy & Culture Foundational Area) are addressed in this course according to the following descriptions. Students will demonstrate their mastery of the core objectives in a Personal Reflection Essay/Project on a cultural topic(s) of their choosing and/or a cultural topic(s) presented by the instructor. A global assessment rubric will be used for measuring students' mastery of the core objectives according to the following:
- **Critical Thinking Skills:** Students will demonstrate creative thinking, innovation, inquiry and analysis, evaluation and synthesis of information.
 - **Communication Skills:** Students will demonstrate effective development, interpretation and expression of ideas through written, oral and/or visual communication.
 - **Personal Responsibility:** Students will demonstrate the ability to connect choices, actions and consequences to ethical-decision making.
 - **Social Responsibility:** Students will demonstrate intercultural competence, knowledge of civic responsibility and the ability to engage effectively in regional, national and global communities.
4. **Additional Information:** Provide any additional information supporting course inclusion in the core (optional).

PLEASE ATTACH THE FOLLOWING

1. Syllabus
2. Assessment for Core Objective 1
3. Assessment for Core Objective 2
4. Assessment for Core Objective 3
5. Assessment for Core Objective 4 [With the exception of Math.]

Spanish 1033 Core Curriculum Assessment
Rubric for Evaluation of Personal Reflection Essay/Project

Student: _____ Section: _____
Semester: _____ Points: _____ Converted Score: _____

	Excellent ← ↔ Satisfactory ↔ Failing
Critical Thinking Skills: Essay demonstrates creative thinking, innovation, inquiry and analysis, evaluation and synthesis of information.	4 3 ½ 3 2 ½ 2 1 ½ 1 ½ 0
Communication Skills: Essay demonstrates effective development, interpretation and expression of ideas through written, oral and/or visual communication.	4 3 ½ 3 2 ½ 2 1 ½ 1 ½ 0
Personal Responsibility: Essay demonstrates the ability to connect choices, actions and consequences to ethical-decision making.	4 3 ½ 3 2 ½ 2 1 ½ 1 ½ 0
Social Responsibility: Essay demonstrates intercultural competence, knowledge of civic responsibility and the ability to engage effectively in regional, national and global communities.	4 3 ½ 3 2 ½ 2 1 ½ 1 ½ 0

Conversion to 100-point scale chart

16	100%	8	60%
15.5	97%	7.5	57%
15	95%	7	55%
14.5	93%	6.5	53%
14	90%	6	50%
13.5	87%	5.5	47%
13	85%	5	45%
12.5	83%	4.5	43%

12	80%	4	40%
11.5	77%	3.5	37%
11	75%	3	35%
10.5	73%	2.5	33%
10	70%	2	30%
9.5	67%	1.5	27%
9	65%	1	25%
8.5	63%	.5	23%

Content

- 0 No personal reflection essay turned in and/or missing two or more assignments.
- 1 Includes personal reflection essay, but missing two assignments and/or no single component nor the reflection essay meets minimum content required (see 4).
- 2 Includes personal reflection essay, but missing one assignment and/or two assignments or the reflection essay does not meet the minimum content required (see 4).
- 3 Includes personal reflection essay and the three assignments, but one assignment or the reflection essay does not meet the minimum content required (see 4).
- 4 Includes the personal reflection essay, the three assignments and each of these meets or exceeds the minimum requirements of **at least one page** per topic or **at least ½ page** for assignments of alternate format (e.g. musical, theatrical, artistic, culinary presentations)

Critical Thinking Skills

- 0 Inadequate research. No analysis, evaluation or synthesis of information
- 1 Direct extraction of information from sources with no interpretation or evaluation. Sources are assumed reliable and experts' viewpoints accepted as fact.
- 2 Extraction of information from sources, but inadequate for coherent analysis or synthesis. Sources are assumed reliable and experts' viewpoints are taken as mostly fact.
- 3 Adequate research, coherent analysis and synthesis. Reliable and expert sources questioned.
- 4 Sufficient research and thorough analysis and synthesis. Reliable and expert sources verified or questioned thoroughly.

Communication Skills

- 0 Does not use appropriate nor relevant content. Does not develop even simple ideas. Meaning is impeded by significant errors in usage.
- 1 Uses appropriate and relevant content to develop simple ideas in some parts of the work. Uses language that sometimes impedes meaning because of errors in usage.

- 2 Uses appropriate and relevant content to develop and explore ideas throughout most of the work. Generally conveys meaning although may include some errors.
- 3 Uses appropriate, relevant and compelling content to explore ideas throughout the whole work. Uses straightforward language that conveys meaning and has few errors.
- 4 Uses appropriate, relevant and compelling content to convey understanding throughout the whole work. Skillfully communicates meaning. Virtually error-free.

Personal Responsibility

- 0 No personal reflection essay presented or personal reflection essay presented *does not attempt to identify or discuss core beliefs, origins of core beliefs, nor basic, obvious ethical issues*. No position stated.
- 1 Identifies some core beliefs. Recognizes only extremely basic and obvious ethical issues. No evident understanding or complex issues or interrelationship of issues. Only vague reference to a position. Does not identify objections to, assumptions, nor limitations of different ethical perspectives. No connection made between actions and consequences implied by a position.
- 2 States either core beliefs or origins of core beliefs but not both. Recognizes basic and obvious ethical issues but not more complex issues nor relationships between issues. States a position but does not state objections to, assumptions and limitations of different ethical perspectives. Makes limited connections between actions and consequences implied by his/her position.
- 3 States core beliefs in basic terms and makes connections to their origins. Recognizes and identifies most complex ethical issues and relationships between issues. States a position, but does not recognize all objections to, assumptions or implications of different ethical perspectives. Draws basic connections between actions and consequences implied by his/her position.
- 4 Discusses core beliefs and their origins. Recognizes and identifies complex ethical issues and relationships between issues. States a position, recognizes objections to, assumptions and implications of different ethical perspectives. Discusses the actions and consequences implied by his/her position.

Social Responsibility

- 0 No apparent awareness or evaluation of one's own values, behaviors and worldviews. No evidence of connections or comparisons with those of target language speakers. No identification of knowledge relevant to personal civic engagement.
- 1 Minimal awareness of one's own values, behaviors and world views with no or extremely limited evaluation and/or connections and comparisons with those of target language speakers. Begins to identify knowledge that is relevant to personal civic engagement.
- 2 Awareness of the one's own values, behaviors and world views but with little considered evaluation and limited connections and comparisons with those of target language speakers. Begins to connect knowledge to personal civic engagement.
- 3 Adequate evaluation of one's own values, behaviors and world views through well-considered connections and comparisons with those of target language speakers. Analyzes knowledge and makes relevant connections to one's personal civic engagement.
- 4 Thoughtful evaluation of the one's own values, behaviors and world views through insightful connections and comparisons with those of target language speakers. Connects and extends knowledge to one's own civic engagement.

Spanish 1033
Culture of the Hispanic World
(common, departmental syllabus template)

[instructor email] [instructor name]
 [instructor phone] [instructor office number]
 [instructor office hours]

Text:

Textbook: *The Complete Idiot's Guide to Latino History and Culture* (by D. H. Figueredo)
Other readings will be distributed in class or held on reserve in the Moffett Library.

Please note:

1. This course uses supplemental D2L. Please make sure you access the D2L site **every day** for homework assignments, class updates, additional cultural readings/explanations, practice materials, etc.
2. **As per** *The Code of Federal Regulations* (CFR Title 34, Part 600.2), "a credit hour is an amount of work [...that] reasonably approximates not less than one hour of classroom or direct faculty instruction and **a minimum of two hours of out of class student work** each week for approximately fifteen weeks for one semester."
3. **If you carry a cell phone or pager, please silence it during class. Text-messaging or the use of non-authorized electronic devices is prohibited.** Please speak with your instructor if you have questions.

Prerequisite:

Admission into MSU.

OBJECTIVES

This course focuses on students' exploring the ideas, values, beliefs and other cultural aspects of Spanish-speaking peoples around the world and how these aspects work together to affect human experience. By providing students with knowledge of a history and culture different from their own, this course contributes to preparing students to be productive members of global society as well as to understand and relate with people and ideas different from their own.

In particular, the class will focus on Hispanic history, literature, film, music and/or art within a global context. The students will examine selected works to familiarize themselves with the main historical topics and contexts prevalent in the Hispanic cultural production, including an understanding of how race, ethnicity and gender are socially constructed and how such differs from other U.S. cultures and among the various Hispanic countries of the world.

Specifically, upon successful completion of the course, the students will be able to accomplish the following tasks:

- a. Discuss key points associated with Hispanic culture and ethnicity within a global context.
- b. Discuss and identify ideologies and perspectives present in the Hispanic cultural production.
- c. Locate, evaluate, and creatively answer questions about Hispanic culture and ethnicity within a global context.
- d. Identify how race, ethnicity and gender are socially constructed within the context of the Hispanic cultural production.
- e. Communicate an understanding that Hispanic culture may hold different views of the same issues.

CORE OBJECTIVES AND ASSESSMENT

This course may be used to fulfill the requirement of the "Cultural and Global Understanding" portion of the university core. One goal of the course, then, will be to understand and appreciate cultural diversity. Key elements related to this goal include the following: recognizing ways that culture shapes our behaviors and attitudes, demonstrating an understanding of the relationship between culture and environment, recognizing the diversity within cultural groups, and analyzing the impact of cultural diversity on problems and societal issues. In part, this understanding will be (explicitly) modeled during course discussions and/or group presentations. Your progress in this area will be assessed with several writing assignments and in-class discussions, culminating in a final personal reflection essay/project focused on an assigned cultural topic.

As a course under the *Cultural and Global Understanding* Component Area Option, the core objectives for the Language,

Philosophy and Culture Foundational Component Area are addressed in this course as per the following descriptions. Students will demonstrate their mastery of the core objectives in a Personal Reflection Essay or Project on a cultural topic(s) of their choosing approved by the instructor. A global assessment rubric will be used for measuring students' mastery of the core objectives according to the following:

- **Critical Thinking Skills:** Students will demonstrate creative thinking, innovation, inquiry and analysis, evaluation and synthesis of information.
- **Communication Skills:** Students will demonstrate effective development, interpretation and expression of ideas through written, oral and/or visual communication.
- **Personal Responsibility:** Students will demonstrate the ability to connect choices, actions and consequences to ethical-decision making.
- **Social Responsibility:** Students will demonstrate intercultural competence, knowledge of civic responsibility and the ability to engage effectively in regional, national and global communities

POLICIES

1. **Attendance and Participation.** Please note that participation and attendance contribute 25% toward the final grade in this course. This grade component will be based on a combination of attendance (10%) and participation (15%).

Attendance: Attendance in class is fundamental to the acquisition of cultural knowledge and understanding. It should be understood that enrollment in the class represents a commitment to be in class, every day of class, for the entire class period. If you cannot attend class for some reason, such does not mean that you have the right to simply skip that information but, rather, that you must make a double effort on your part to find out what you missed and what you need to do for the next class period. In fact, the attendance grade is based on your being in class for the entire period. Arriving more than 10 minutes after the class start-time will result in a deduction of 1 point from your overall attendance grade (each occurrence); arriving after 20 minutes will result in a deduction of 2 points (each occurrence). Each absence lowers your attendance grade by 3 points.

Participation points will be awarded each day by the instructor. The cumulative number of participation points that you earn throughout the semester will be your participation grade for the semester. Participation points are awarded for your active participation in classroom activities and your volunteering to answer the instructor's questions. Students may earn up to a maximum of 9 participation points per week, which would result in approximately 2 bonus points added to your semester average. (NOTE: **speaking with/to classmates not directly related to the topic at hand is grounds for the revocation of a participation point**).

2. **Absences.** No absence will be "excused" without written document (your telling me orally does not suffice), and only then will it be excused if it involves an official university activity, illness, death, or other catastrophic event. Any unexcused absence will result in a "0" for that day's activities; grades for excused absences will be treated as per #6, below.
3. **Homework and Quizzes.** Regular assignments will be made from the text and from other sources (these will be detailed on the D2L class site which you should check every day). Students are expected to prepare homework as assigned, every day, and place it on the teacher's desk when they walk into the classroom at the beginning of the class period. Only homework turned in at the beginning of class will be accepted. Frequent quizzes, based on homework and class work, will be given—in part—so that you will know what you need to study even more before the exam; in fact, one will most probably be given at the beginning and/or end of the class period every day as well as on D2L every week. Graded homework will be 15% of your final grade; quizzes will be 15% of your final grade. No late work is accepted, and no make-up quizzes are given (see #6, below).
4. **Core Objectives Assessment:** The *Personal Reflection Essay or Project* serves as an assessment of a student's performance of the core curriculum objectives of Critical Thinking Skills, Communication Skills, Social and Personal Responsibility in the specific context of this course. This essay/project is 15% of your grade. **NOTE: Non-completion of this assignment will automatically result in a grade of "Incomplete" (I) for the class, in lieu of**

any passing grade. The subject of the essay/project will be a cultural topic or topics chosen by the student or assigned by the instructor/professor according to her/his preference. The cultural topic chosen by the student or presented by the instructor will present the student with an ethical dilemma or issue for resolution. Students should demonstrate that they have adequately researched “an ethical dilemma in the context of Hispanic culture for resolution in light of knowledge the student has gained about differing cultural perspectives” (core curriculum objective). See the attached rubric for grading information.

A partial list of cultural topics (corresponding more or less to the topics presented in the five sections of the textbook) follows. Please speak with the instructor for additional ideas and to narrow these general topics to a more specific aspect/researchable thesis.

- a) “Hispanic” vs “Latino”
- b) Indigenous peoples of Latin America and their influence on Spanish-speaking peoples
- c) The role of family and tradition on Hispanic individuals and customs
- d) The influence of Hispanic music around the world
- e) Hispanics are not a homogenous voting bloc
- f) Hispanics in the world of sports
- g) Inventors and business professionals

5. Exams: There are five (after every section of the text). If you are absent from an exam, you must present an obituary, or documented proof of illness or university activity to your instructor, at which point your grade of zero will then be changed to missing (i.e., the other exams will count more); see #6, below.
6. Late work and “make up.” Late work is not accepted for credit. You may, if you so wish, turn work in late if you want to know what your mistakes are, but no credit will be given. There are no “make ups” of any type in this class; in the best of scenarios (i.e., you present written documentation to justify an “excused” absence), you will be assigned a grade of “missing” and the other grades in that section will count more.
7. Student Honor Creed.
“As an MSU Student, I pledge not to lie, cheat, steal, or help anyone else do so. As students at MSU, we recognize that any great society must be composed of empowered, responsible citizens. We also recognize universities play an important role in helping mold these responsible citizens. We believe students themselves play an important part in developing responsible citizenship by maintaining a community where integrity and honorable character are the norm, not the exception. Thus, we, the Students of Midwestern State University, resolve to uphold the honor of the University by affirming our commitment to complete academic honesty. We resolve not only to be honest but also to hold our peers accountable for complete honesty in all university matters. We consider it dishonest to ask for, give, or receive help in examinations or quizzes, to use any unauthorized material in examinations, or to present, as one’s own, work or ideas which are not entirely one’s own. We recognize that any instructor has the right to expect that all student work is honest, original work. We accept and acknowledge that responsibility for lying, cheating, stealing, plagiarism, and other forms of academic dishonesty fundamentally rests within each individual student. We expect of ourselves academic integrity, personal professionalism, and ethical character. We appreciate steps taken by University officials to protect the honor of the University against any who would disgrace the MSU student body by violating the spirit of this creed.”
Written and adopted by the 2002-2003 MSU Student Senate
8. Students with Disabilities. The Americans with Disabilities Act, (ADA), is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Support Services in Room 168 of the Clark Student Center, 397-4140.
9. Safe Zones Statement. The professor considers this classroom to be a place where you will be treated with respect as a human being – regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age, or ability. Additionally, diversity of thought is appreciated and encouraged, provided you can agree to disagree. It is the professor’s expectation that ALL students consider the classroom a safe environment.

GRADING COMPONENTS

The final grade will be based on the following factors:

Attendance	10%
Class Participation:	15%
Homework	15%
Quizzes:	15%
Core Objectives Assessment Essay/Project	15%
Exams:	30%

General class calendar: see the D2L page for specific assignments for each class period.

Weeks 1-3	[dates] [date]	Section 1: How Latinos Are Changing the Face of America Exam 1
Weeks 4-6	[dates] [date]	Section 2: Mapping Latin America and Its Influence Exam 2
Weeks 7-9	[dates] [date]	Section 3: Family and Religion Exam 3
Weeks 10-12	[dates] [date]	Section 4: Music, Cinema and Sports Exam 4
Weeks 13-15	[dates]	Section 5: Politics, Education and Business
	[date and time] -	Final Exam (comprehensive)

**GLOBAL ASSESSMENT TOOL FOR ASSESSING CORE CURRICULUM OBJECTIVES OF
CULTURE OF THE HISPANIC WORLD – SPAN 1033**

PERSONAL REFLECTION ESSAY/PROJECT

Description:

The *Personal Reflection Essay or Project* serves as an assessment of a student's performance of the core curriculum objectives of Critical Thinking Skills, Communication Skills, Social and Personal Responsibility in the specific context of this course. The subject of the essay/project will be a cultural topic or topics chosen by the student or assigned by the instructor/professor according to the instructor's preference. The cultural topic chosen by the student or presented by the instructor will present the student with an ethical dilemma or issue for resolution. Students should demonstrate that they have adequately researched and considered the topic in the framework of the core curriculum objectives.

Format and submission of work:

The format and submission of the *Personal Reflection Essay/Project* will be determined by each instructor according to his/her preference.

Criteria for Assessment of Personal Reflection Essay/Project

The core objectives for the Language, Philosophy and Culture Foundational Component Area are addressed in this course according to the following descriptions. A global assessment rubric will be used for measuring students' mastery of the core objectives according to the following:

- Critical Thinking Skills: Students will demonstrate creative thinking, innovation, inquiry and analysis, evaluation and synthesis of information.
- Communication Skills: Students will demonstrate effective development, interpretation and expression of ideas through written, oral and/or visual communication.
- Personal Responsibility: Students will demonstrate the ability to connect choices, actions and consequences to ethical-decision making.
- Social Responsibility: Students will demonstrate intercultural competence, knowledge of civic responsibility and the ability to engage effectively in regional, national and global communities.

Rubric for Scoring Personal Reflection Essay/Project

Please see the attached document titled *Rubric for Assessment of the Personal Reflection Essay/Project*.

Target Level of Attainment

Sixty percent of students will obtain a score of 70 % or better on this global assessment of the core curriculum objectives specified above.