EDITING: LSPA 492: SEMINAR-SPANISH LANGUAGE, LITERATURE, AND SOC

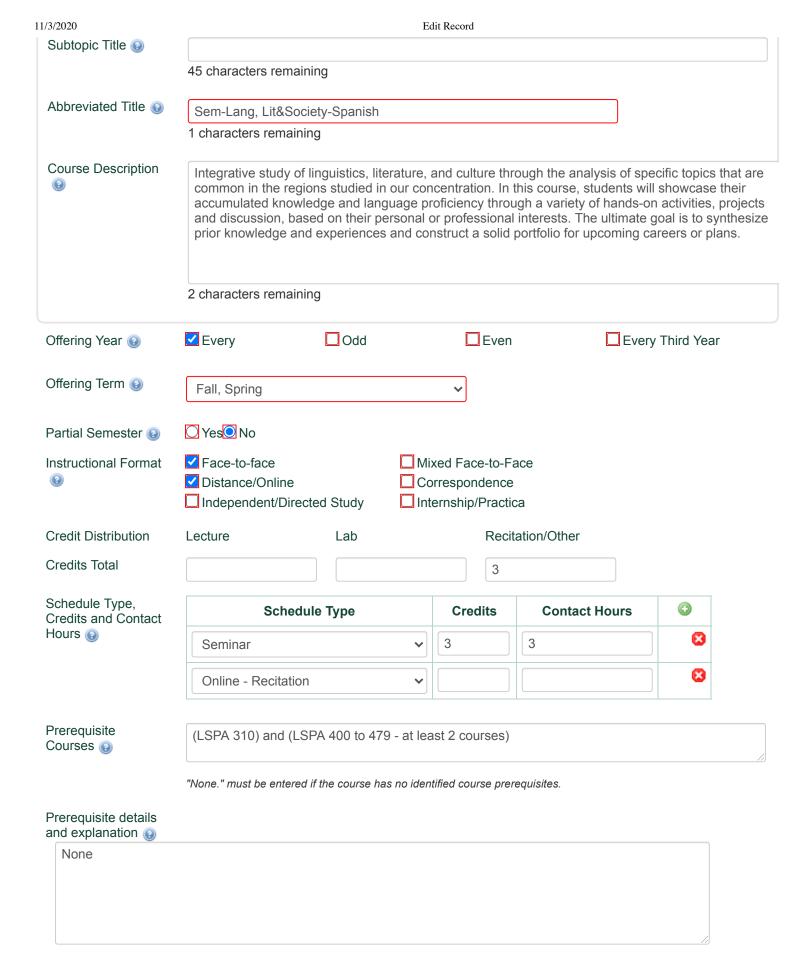
WARNING: THIS FORM MAY TIME OUT. PLEASE SAVE YOUR WORK OFTEN. We recommend using Google Chrome or Mozilla Firefox for your course proposals.

Blue question mark Help Buttons

are available throughout the form that provide both form instructions and essential information about University Curriculum Committee policy regarding submissions.

For curriculum help, consult the Curricular Policies and Procedures Handbook available at https://curriculum.colostate.edu/media/sites/130/2020/01/handbook-FINAL.pdf. You may also contact Ro_Curriculum@mail.colostate.edu or contact your college UCC representative, http://facultycouncil.colostate.edu/committee-memberships-chairs/.

For system or form support contact the Registrar's Office at Ro Curriculum@mail.colostate.edu. **Proposed Changes** 🗹 Major 🔲 Minor "Minor" changes allow for editing of Course Number (within the same level), Term(s) Offered; Prerequisite; and Restriction Fields. All changes require Reason for Request and Course Learning Proposing a permanent course from a previously offered Experimental Course requires submitting a NEW course proposal. Experimental course requests for a permanent course using the course edit form will be returned to the initiator. Proposal Contact (a) Title Name **Email Phone** Frederique.Grim@cc 970-481-3386 Frederique Grim Tenure Track F Experimental (a) Nο Start Term (a) Fall 2021 College Liberal Arts Department/Unit 1774 - Languages, Literatures and Cultures No Study Abroad Travel Study Abroad or Travel Course O Yes No Is a Dual-list Subject Code Language-Spanish-LSPA Course Number (a) 492 Credits (a) 3 Course Title (2) Seminar-Spanish Language, Literature, and Soc 0 characters remaining



Check any of the boxes for areas that are restricted from the list below.

Universal			
Restrictions	☐ NO Sophomore		
	☐ NO Junior		
	☐ NO Senior		
	☐ Undergraduate (ONLY	
	☐ Graduate ONLY		
	☐ Professional ON	ILY	
	ovide information to studen e schedule draft.	"Major only" may be added in the Additional Registration Informats. Restrictions are enforced through Academic and Classroom	Scheduling and
	Ke:	gistration Information	•
Select		~	8
Additional Registration Information and Explanation (2)			
Senior standing.			
Grade Mode 😡	✓ Traditional	S/U Sat/Unsat Only Student Option	☐ Instructor Option
including the constitue affects a program or th alternate year listing),	ncy for whom the course w ne manner in which anothe etc. When a course is bein	Ily focused with a cogent, meaningful statement of justification and was designed, whether it is an elective or service course, if the act r course in the department is being taught (i.e., change in credits ag changed, the reason for request should address each change to the Experimental Course help bubble to inform your "reason"	ddition of the course s or change to an being proposed. If
Request			
This AUCC CAT4	course was approved	in the past but needs to be populated in CIM.	
This course will be:	General elective	e	
9	Required in an a		
		n an approved program	
	<u> </u>	n a proposed program	
	Required in a pr	roposed program	

Majors/program(s) which require this course

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If this course is going to be in your unit's program, please indicate how it supports the program's learning objectives

TO FILL - we need to show we are meeting those experiences:

4C. Capstone Experience

Every major must require a capstone experience that offers the opportunity for integration and reflection on students' nearly completed undergraduate education. Capstone experiences should enable students to:

- 1. synthesize the academic and/or artistic experience of the major;
- 2. analyze disciplinary knowledge with relation to broader areas of intellectual endeavor;
- 3. evaluate the interaction between their discipline and society;
- 4. apply appropriate Foundations and Perspectives competencies and knowledge gained from courses in the major;
- 5. participate in collaborative and in interdisciplinary activities relevant to the program of study;
- 6. make the transition into career or further academic degree programs;
- 7. identify their roles and potential in the larger professional and/or scholarly community and in society.

Is this course being proposed for AUCC	
For which category	☐ AUCC1A: Intermediate Writing
	☐ AUCC1B:Quantitative Reasoning
	☐ AUCC2: Advanced Writing
	☐ AUCC3A: Biological/Physical Sci
	☐ AUCC3B: Arts & Humanities
	☐ AUCC3C: Social/Behavioral Sci
	☐ AUCC3D: Historical Perspectives
	☐ AUCC3E: Diversity&GlobalAware
For which category 4	ALICCAA, Applying Fundamental Compatencies
For which category 4	AUCC4A: Applying Fundamental Competencies
	✓ AUCC4B: Integrating Foundations and Perspectives✓ AUCC4C: Capstone Experience
	AOCC4C. Capstone Expenence
Specify majors and/or concentration in which this course will be used as a category 4 course (separate multiple majors/concentrations	
with a semicolon):	
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·	

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					4
	now this course meets the one AUCC Category (4, pecifically.				
Format • Styles •			Source		
O FILL					
			Source		
bjectives (i)	derstanding of some of	the main issues		countered in pr	evious
bjectives Format Styles Students will: TO REVISE	_		they have en	countered in pr	evious
Students will: TO REVISE 1. review and deepen their und	and discussion of socia	l, cultural and li	they have en		
Students will: TO REVISE 1. review and deepen their und classes through their analysis 2. review the present status of	and discussion of socia	l, cultural and li	they have en		



Provide an **example** of the grading breakdown by assessment component (i.e., exams, quizzes, assignments, papers, presentations, performances, projects, etc.) that shows how a student's grade might be determined. This breakdown need not apply to all sections of the course, it can vary across sections.

Attendance is expected of students and does not warrant points (percentages) toward the overall course grade or assessment. When student **participation** is an integral part of the learning experience **and** can be used to demonstrate achievement of one or more course learning objectives, it may constitute up to 10 percent of a course grade.

For participation to count for more than 10 percent of the course grade a compelling rationale must be included in this proposal. The rationale and explanation may be included in the 'Student Experiences and Pedagogical Techniques' section below (this may be most appropriate when, for example, the student experience is production and critique of art work in class or meaningful contributions to discussion, online or face-to-face). If participation is not readily ascribed to an identified student experience or a pedagogical technique, it may be included in the section 'What other information is pertinent to this request?' for example, if participation is ascribed points for being a contributing team member in group assignments throughout the course or taking one's turn to facilitate the presence and presentation of a guest speaker.

Assessment Components

Assessment Components	Percentage of Grade	(3)
Class preparation and discussion	25	8
Oral presentations	20	8
Written reactions	20	8
Term-paper / projects	25	8
Extra-curricular (includes movies, conference talks, and activities related	10	8

Total: 100

Map weekly schedule content to corresponding "CLO" Number(s) from above.

All courses must include 16 weeks of content, including activity planned for Finals week, in Week 16. "Final Paper" is not an appropriate activity for Finals week. Fall and Spring Break do **NOT** count as a week of content.

If a partial semester course, include the appropriate number of weeks.

Specific Course Topics/Units/Weekly Schedule

Week	Lecture Content	Lab/Recitation/Other Content	CLO	①	
			Number		

Week	Lecture Content	Lab/Recitation/Other Content	CLO Number	•
1				8
2				8
3				8
4				83
5				83
6				8
7				8
8				8

Week	Lecture Content	Lab/Recitation/Other Content	CLO Number	0
9				8
10				8
11				8
12				8
13				8
14				8
15				8
16	Final project and presentations			8

Student experiences and pedagogical techniques (a)

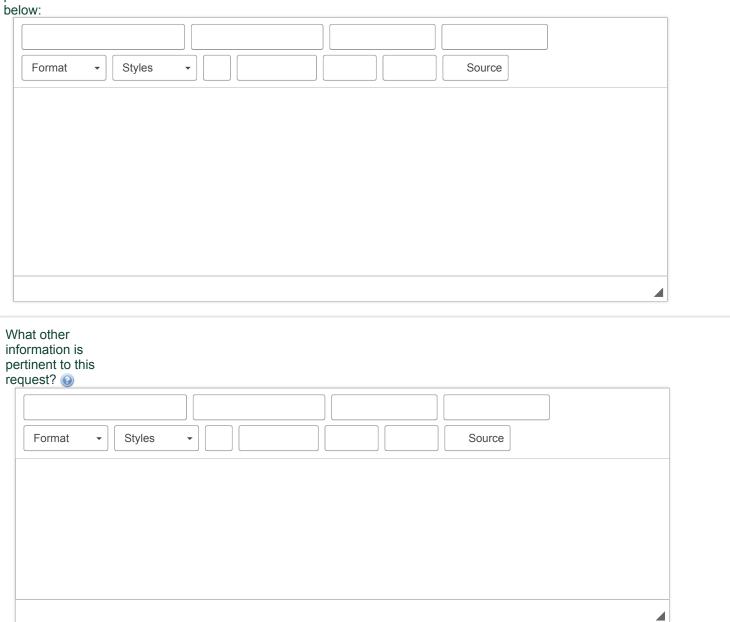
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from the old description:
Instructional Methodology: (e.g., "The class will meet as a single group two days a week for lectures, demonstrations, etc. One-hour weekly recitation sections will be devoted to in-class exercises and critiques."or "A combination oflecture and discussion is the teaching mode for this
course; supplementary readings, films, and guest speakers." or "This class is a combination of lecture, discussion, and computer-aided learning.") The class will meet a few weeks throughout the semester as a group for discussion in English of the issues to be developed in the language-specific groups through readings and discussions of
texts in the target languages. Mode of Delivery: (e.g., Classroom instruction or video/telecourse or correspondence or mixed media/interactive technology. Include a statement regarding student/faculty interaction for nonclassroom courses.)
Textbooks and Course Materials 🔞
Format • Styles • Source

Please refer to the following links for more information regarding Academic Integrity, Intellectual Property, and Proctoring:

Academic Integrity: http://catalog.colostate.edu/general-catalog/policies/students-responsibilities/
Intellectual Property: https://facultycouncil.colostate.edu/faculty-manual-section-i/#l.5.1
Proctoring: https://tilt.colostate.edu/testingcenter/facultyResources/proctoring/

Optional: Additional information pertinent to this course regarding Academic Integrity, Intellectual Property, and Proctoring may be

provided in the box



Affected Departments (a)	Department Name(s)		(
	Select	•	S	
Supporting Documents			Upload	led Files:
			Files To	o Be Uploaded: