

# EDITING: LSPA 435: CARIBBEAN CULTURE IN HISPANIC LITERATURE

**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 Objectives.

**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 ?

Name	Title	Email	Phone	
Frederique Grim	Tenure Track F ▼	Frederique.Grim@co	970-481-3386	 

Experimental ?

No ▼

Start Term ?

Fall 2021 ▼

College

Liberal Arts ▼

Department/Unit

1774 - Languages, Literatures and Cultures ▼

Study Abroad or Travel Course ?

☒ No

☐ Study Abroad

☐ Travel

Is a Dual-list ?

☐ Yes ☒ No

Subject Code ?

Language-Spanish-LSPA ▼

Course Number ?

435

Credits ?

3

Course Title ?

Caribbean Culture in Hispanic Literature

5 characters remaining

Subtopic Title ?

45 characters remaining

Abbreviated Title ?

Caribbean Culture in Lit

6 characters remaining

Course Description ?

A study of Caribbean culture, literature, and film with special emphasis on African heritage and cultural identity. Primary texts include readings in social and cultural history, films, autobiographies, historical fiction and poetry. The whole course (including lectures, discussions and exams) will be conducted in Spanish.

176 characters remaining

Offering Year ?

☐ Every☒ Odd☐ Even☐ Every Third Year

Offering Term ?

As Needed

Partial Semester ?

☐ Yes ☒ No

Instructional Format ?

☒ Face-to-face☐ Mixed Face-to-Face☒ Distance/Online☐ Correspondence☐ Independent/Directed Study☐ Internship/Practica

Credit Distribution

Lecture

Lab

Recitation/Other

Credits Total

3

Schedule Type,  
Credits and Contact  
Hours ?

Schedule Type	Credits	Contact Hours	
Lecture	3	3	✗
Honors Lecture	3	3	✗
Online - Lecture	3	3	✗

Prerequisite  
Courses ?

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"None." must be entered if the course has no identified course prerequisites.

Prerequisite details  
and explanation ?

None

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

Universal  
Restrictions

- ☐ NO Freshman  
☐ NO Sophomore  
☐ NO Junior  
☐ NO Senior  
☐ Undergraduate ONLY  
☐ Graduate ONLY  
☐ Professional ONLY

*Course restrictions, such as "Senior standing" or "Major only" may be added in the Additional Registration Information and Explanation field to provide information to students. Restrictions are enforced through Academic and Classroom Scheduling and should be added to the schedule draft.*

Registration  
Information

Registration Information	
Select...	

Additional  
Registration  
Information and  
Explanation

## Grade Mode

☒ Traditional☐ S/U Sat/Unsat Only☐ Student Option☐ Instructor Option

*The reason for the request should be academically focused with a cogent, meaningful statement of justification and/or need, including the constituency for whom the course was designed, whether it is an elective or service course, if the addition of the course affects a program or the manner in which another course in the department is being taught (i.e., change in credits or change to an alternate year listing), etc. When a course is being changed, the reason for request should address each change being proposed. If proposing an **Experimental Course** please refer to the Experimental Course help bubble to inform your "reason for request".*

Justification for  
Request

This AUCC CAT4 course was approved in the past but needs to be populated in CIM.

## This course will be:

- ☐ General elective  
☒ Required in an approved program  
☐ Elective listed in an approved program  
☐ Elective listed in a proposed program  
☐ Required in a proposed 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

This course provides an opportunity for learners to deepen their knowledge of the Spanish-speaking cultures in the Carribeans, as well as in the United States. This is essential for advancing students' cultural proficiency.

Is this course being proposed for  
AUCC  ☒ Yes ☐ No

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 

- ☒ AUCC4A: Applying Fundamental Competencies
- ☐ AUCC4B: Integrating Foundations and Perspectives
- ☐ AUCC4C: Capstone Experience

Specify majors  
and/or concentration  
in which this course  
will be used as a  
category 4 course  
(separate multiple  
majors/concentrations  
with a semicolon):

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Format 	Styles 	<input type="text"/>	<input type="text"/>
Source			

LLAC-LSPZ-BA

Describe how this course meets the criteria for this AUCC Category. If the course is proposed for more than one AUCC Category (4A, 4B, 4C) address each category separately. Address each criterion specifically.

Format ▾	Styles ▾		Source

OLD SPECIFICS (SEE NEW ONE BELOW IF NOT ADDRESSED) The course builds on the writing and speaking skills in the target language that students have learned in the previous years of language studies. More than 50% of the grade is based on activities involving writing, speaking and critical thinking. As for writing, students will start working on a project early in the semester. They will produce at least a draft (there could be more if necessary) that the instructor will read and provide constructive feedback and suggestions for improvements. The final paper will witness to the students' ability to introduce, develop and synthesize the chosen topic. The mid-term and final exams will evaluate students' ability to answer essay questions with as much information and synthesis as possible in the limited allotted time. As for speaking, students will be expected to actively participate in class discussions, as well as do at least one oral presentation for the class on a chosen topic. In the individual oral presentation the instructor will assess students on their ability to organize and clearly present the chosen topic for their colleagues, while in participation they will look for preparation and comprehension of the materials studied. The instructor will give students immediate feedback on problems of pronunciation, grammar, and vocabulary, in order to support students' linguistic development for a higher proficiency. The activities of organized writing and speaking will also assess the students' conceptual skills.

NEW AUCC CAT4 Specifics to be sure are included:

#### 4A. Applying Foundations and Perspectives

Designated courses must apply and integrate knowledge from courses in Foundations and Perspectives. **At least 50% of the course grade must be based on activities that involve writing, speaking, and/or problem solving.** Early guidance and feedback will support students' growth as writers, speakers, and problem solvers.

#### 4B. Integrating Foundations and Perspectives

Designated courses must build upon the Foundations and Perspectives of AUCC Categories 3A, 3B, 3C, 3D, and 3E in an integrative and complementary way. Each course designated to fulfill this requirement shall emphasize the connections between its course content and the concepts and intellectual approaches that exemplify Foundations and Perspectives categories to:

1. deepen students' understanding by extending concepts and intellectual approaches of appropriate Foundations and Perspectives categories in the content of the designated course;
2. broaden students' understanding of how concepts and intellectual approaches of appropriate Foundations and Perspectives categories are placed in a different context in the designated course;
3. enrich students' understanding of how concepts and intellectual approaches of appropriate Foundations and Perspectives categories are further developed and transformed in the content of the designated course.




#### Course Learning Objectives

Format ▾	Styles ▾		Source

Students will be able to:

1. Develop skills in analysis of Caribbean literature.
2. Formulate connections among several literary genres and artistic means from the Caribbean.
3. Define importance of the African heritage in Caribbean culture.
4. Explain their understanding of Caribbean culture through different artistic manifestations.

#### Course Content (view only)







Course Learning Objectives	Course Content/Topics	Objective Level	
		Select... 	

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	
Preparation and discussion	10	
Assignments	20	
Essays	10	
Final paper	20	
Midterm exam	20	

Assessment Components	Percentage of Grade	
Final exam	20	

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 Number	
1				
2				
3				
4				
5				



Week	Lecture Content	Lab/Recitation/Other Content	CLO Number	
6				
7				
8				
9				
10				
11				
12				
13				

Week	Lecture Content	Lab/Recitation/Other Content	CLO Number	
14				
15				
16	Final exam			

### Student experiences and pedagogical techniques

Format 
Styles 




Source

The main instructional mode will be based on student-centered activities, such as class discussions, presentations, commentaries on readings and multi-media sources. The instructor will give brief lectures and synthesize course topics.

### Textbooks and Course Materials

Format 
Styles 




Source

1. Benitez Rojo, Antonio. La is/a que se repite. Barcelona: Casiopea, 1998.
2. Pierre Charles, Gerard. El Caribe Contemporaneo. Madrid: Siglo XXI Editores, 1981 .
3. Fernandez Retamar, Roberto. Caliban y Otros Ensayos. La Habana, Cuba: Editorial Arte y Literatura, 1979.
4. Pedreira, Antonio. "Insularismo." In Obras Comp/etas, V. 3. San Juan, Puerto Rico: Editorial Edi!, 1966.

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: <http://facultycouncil.colostate.edu/faculty-manual-section-i/#I.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 below:


Format ▾	Styles ▾					Source

What other information is pertinent to this request? ?

Format ▾	Styles ▾					Source

Affected  
Departments 

Department Name(s)	
<div>Select...</div>	

Supporting  
Documents 

Uploaded Files:

Files To Be Uploaded: