RESUBMISSIONS
Texas A&M University

Core Curriculum

Initial Request for a lower division course included in the current Core Curriculum
to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): English

2. Course prefix and number: ENGL 210 3. Texas Common Course Number: 2311

4. Complete course title: Technical and Business Writing 5. Semester credit hours: 03

6. This request is for consideration in the following Foundational Component Area:
   ☑ Communication
   ☐ Mathematics
   ☐ Life and Physical Sciences
   ☐ Language, Philosophy and Culture
   ☐ Creative Arts
   ☐ American History
   ☐ Government/Political Science
   ☐ Social and Behavioral Sciences

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   ☐ Yes  ☒ No

8. How frequently will the class be offered? every fall, spring and summer semester

9. Number of class sections per semester: 18 (some large; some @ 30)

10. Number of students per semester: 580 - 780

11. Historic annual enrollment for the last three years: 1375 1151 1189

   This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

13. Submitted by:
   Course Instructor

   Approval:
   Department Head

14. Date
   3/5/13

15. College Dean/Designee

   Date
   3/5/13

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at
www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.
Texas A&M University
Core Curriculum
Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Communication

In the box below, describe how this course meets the Foundational Component Area description for Communication. Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

**English 210** provides practice in business, technical, or workplace writing, such as memoranda, proposals, reports, instructions, email, and correspondence (business letters), graphics, and document design (to enhance readability), and oral presentations that use PowerPoint. The course emphasizes practice in teamwork and individualized learning. The research process will be presented to aid students in developing assignments. The course emphasizes use of standard rhetoric: analysis of audience(s), purpose(s), and context(s); how to choose and employ the most appropriate means of persuasion for any situation. The ethics of correct citation will be emphasized, along with ethics as stated by the Society of Technical Communication.

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Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

To emphasize critical thinking, the course will use regular reading assignments, online and/or study group discussion, and writing assignments, as listed in the opening paragraph above. Several will require database research that will require locating, assessing, and synthesizing information that best serves the goal of the document under development. Because each written assignment will have specific goals that reflect critical thinking, faculty will determine how well students have achieved the goals of each assignment.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

The course is designed to strengthen students’ communication skills through writing a variety of documents, designing graphics (when needed), and choosing visual design to enhance clarity and readability of documents. Students will also discuss their work online and in study groups and will follow principles of respect in their dealings with other students.

Teamwork (to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal):

The course helps students learn to work in teams by providing regular opportunities to discuss readings, written work or the planning of written work. For example, the course uses standard assignments where students are divided into
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

groups whereby they interact collectively to review and respond to course readings and to their own writing; student interactivity is tracked by the online Learning Management System so that students can also be held individually accountable for contributing to the group goal.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

Discussion of the need for correct citation and adherence to the STC Code of Ethics (Society of Technical Communication) will help students develop their assignments to fit these two forms of ethics. Students will also learn that every discipline has ethical codes which they must follow. Students will also learn the possible legal ramifications of failures to follow ethical guidelines required in a business or technical workplace. The STC emphasizes the following: legality, honesty, confidentiality, quality, fairness, and professionalism—integrity, standards, and performance: http://www.iit.edu/departments/csep/codes/coe/Society_for_Technical_Communication_Ethical_Guidelines.html

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Course title and number:
ENGL 210: Technical and Business Writing

Section:
Term:
Meeting times and location:
(web-based; online)
Instructor: Dr. Christine Murray
Office: 545 LAAH
Email: chriss_murray@lamu.edu
Office Hours: M W Th 12:00-2:00

Catalog Course Description and Prerequisites:
Focus on writing for professional settings: correspondence and researched reports fundamental to the technical and business workplace—memoranda, business letters, research proposals and presentations, use of graphical and document design. Assignments emphasize audience awareness, clarity of communication and collaborative team-work.

Course Description
English 210 provides intensive study and practice in writing for professional settings. The course focuses on the types of documents fundamental to the technical and business workplace, such as, memoranda, proposals, reports, instructional manuals, online correspondence (email as well as ethical responding in social media), business letters, graphics and the elements of document design. The course emphasizes practice in collaborative team-work and individualized-learning by means of understanding and employing research process; writing to explain complex problems and solutions; analysis of relevant issues. The course emphasizes use of conventional rhetorical elements, such as, how to anticipate audience; how to employ the most appropriate and ethical means of persuasion for various types of writing; and how to determine and make use of the rhetorical situation while proposing written and oral-presentational solutions to problems and issues in the technical and business workplace. Assignments consist of a sequence of in-depth, interconnected writing projects designed to foster skills necessary to succeed rhetorically in communications of the business and technical workplace.

Learning Outcomes:
At the end of the semester, students will be able to do the following:

- locate, evaluate, and incorporate pertinent information for business and technical purposes
- recognize, analyze, and accommodate diverse audiences and rhetorical situations
- analyze the ethical responsibilities involved in technical and business communications
- develop materials with the necessary rhetorical awareness and in various modes: verbal, visual, graphical, and text-only, in both collaborative team-work and as individual projects
- compose documents appropriate to purposes in technical and business professions
- compose documents appropriate to audiences in technical and/or business settings
- proficiently use a variety of technological and business tools to support online communication, the drafting and sharing of various workplace documents
- revise and edit with the goal of utmost clarity; meeting the standards of appropriate purpose, style, conventions of English usage; grammatical correctness, including studied attention to word choice (diction), sentence structures, the utility of punctuation
• read and edit with an awareness of various differences in spelling for the globalized workplaces of English (primarily American or British)

Core Curriculum Objectives:

• **Critical Thinking Skills (CTS):** The course will enhance critical thinking skills through regular reading, online and/or study group discussion, and writing assignments focused on key ideas about technical and business discourse.

• **Communication Skills (CS):** The course promotes communication skills through practice in small and large group discussion of presentational forms of discourse in, issues related to, and professional conventions fundamental to technical and business writing.

• **Teamwork (T):** The course enhances the ability to work in teams by providing students with regular opportunities both within and outside the online-class to collaborate with classmates on relevant technical, researched and/or business-oriented projects employing interpretive and written skills.

• **Personal Responsibility (PR):** The course teaches personal responsibility by enhancing students' understanding of and practice in how to employ ethical business practices in professional communications; the course teaches personal responsibility by offering practice in how to use sources ethically while composing, citing and documenting technical reports and/or business correspondence.

Assessment of Core Objectives:

• **CTS:** The assessment of critical thinking skills will be based on written work, quizzes, exams, presentations, and regular participation in class discussions online.

• **CS:** The assessment of communication skills will be based on written work, exams, presentations, and participation during online and/or study group discussions.

• **T:** The assessment of teamwork ability will be based on participation in collaborative learning projects, making interactive, cooperative use of differing points of view in course readings, writing assignments, and presentational skills to support a shared purpose or goal.

• **PR:** The assessment of personal responsibility will be based on assignments in which students are expected to cite ethically another person's work in writing technical and business correspondence, proposals, reports and in delivering presentations.
Required Textbooks (available at the University Bookstore)
The following resources are required of all students in web-based ENGL 210:

- Online Writing and Grammar Resource: Purdue OWL: [http://owl.english.purdue.edu/owl/](http://owl.english.purdue.edu/owl/)

Grade:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Grade%</th>
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<tbody>
<tr>
<td>Reading Quizzes</td>
<td>Quizzes</td>
<td>15%</td>
</tr>
<tr>
<td>Participation</td>
<td>Regular Discussion and Activities</td>
<td>10%</td>
</tr>
<tr>
<td>Major Writing Project 1</td>
<td>Formal Proposal</td>
<td>25%</td>
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<td>Major Writing Project 2</td>
<td>Analytical Report Project</td>
<td>30%</td>
</tr>
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<td>Major Writing Project 3</td>
<td>Resume with Cover Letter</td>
<td>20%</td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>100%</strong></td>
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</table>

Requirements for the 3 Major Writing Assignments: Students will receive a formal assignment instruction prompt for each of the major projects. The sequence of major written projects is: Formal Proposal (including graphic figures and data, and analytical exposition of 1250 words); Analytical Report (on the same topic as the Proposal, developing the ideas to the length of 2500 words, along with a condensed version in PowerPoint for presentation); and Resume with Cover Letter (for professional employment applications, 850-1000 words). The sequence is designed to lead student writers through a systematic, integrated development of the major types of technical and business writing.

Format of the Major Written Projects: All work must be typed on a computer and formatted according to guidelines chosen from the instructor from one of the following types of citation and documentation: IEEE (Institute of Electrical and Electronics Engineers), CSE (Council of Scientific Editors), APA (American Psychological Association), CMS (Chicago Manual of Style), or MLA (Modern Language Association). Guides to these types of documentation can be found in the required textbooks for the course. The ethics of appropriate citation and documentation are covered in the early part of the course. Grading of the Major Writing Projects is based on clarity of communication, informed analytical use of data to support proposals and reports, accurate, ethical citation of all sources, and appropriate use of the grammar and mechanics of English. Make-up work for absences is only acceptable with university-approved documentation. Other reasons for late work are unacceptable and will be graded as zero. See university Rule # 7 at [http://student-rules.tamu.edu/rl1e07](http://student-rules.tamu.edu/rl1e07)

Participation Requirements: (10%)
Students are expected to keep up with the course readings, activities, grouped-teamwork, writings, and other assignments. The participation grade is based on evidence of preparation, demonstration of proficiency in use of data and analysis in discussions, regularly (twice weekly) signing in and working on the website's assignments, and engaging in cooperative teamwork with classmates.

Numerical Grade Equivalents:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>90-100</td>
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<tr>
<td>B</td>
<td>80-89</td>
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<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>59 or less</td>
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</table>

Major Assignment Due Dates

<table>
<thead>
<tr>
<th>Project</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Proposal Project</td>
<td>Week 5</td>
</tr>
<tr>
<td>Analytical Report Project</td>
<td>Week 10</td>
</tr>
<tr>
<td>Resume and Cover Letter Project</td>
<td>Week 14</td>
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</table>
Americans with Disabilities Act (ADA)

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 Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu
Academic Integrity—Consequences of Plagiarism and/or Dishonesty


Engl. 210 Course Topics, Calendar of Activities, Major Assignments:

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<thead>
<tr>
<th>Weeks/Dates</th>
<th>Topics</th>
<th>Required Readings</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Welcome to Technical Writing</td>
<td>MM 2-16, 40-55</td>
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<tr>
<td></td>
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<td>ABO 46-47, 544-45</td>
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<td>2</td>
<td>Ethics and Technical Communication;</td>
<td>MM 17-39, 84-109</td>
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<tr>
<td></td>
<td>Audience, Context &amp; The Rhetorical Situation</td>
<td>Handout: Lloyd Bitzer, Rhet.Sit.</td>
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<td>ABO 160-82, 395-90</td>
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<td>3-4</td>
<td>Proposals and Writing Collaboratively</td>
<td>MM 55-82, 439-465</td>
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<td>ABO 433-53, 476-88, 508-10, 544-5</td>
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<td>5</td>
<td>Correspondence (Project 1 due)</td>
<td>MM 227-258, 370-397</td>
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<td>ABO 109-13, 164-9, 318-23</td>
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<td>6</td>
<td>Creating and Using Graphics</td>
<td>MM 305-348</td>
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<td>ABO 233035, 455, 576-581</td>
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<td>7</td>
<td>Instructions and Documentation</td>
<td>MM 563-603</td>
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<td>ABO 148-155, 268-273, 385-392, 463-467</td>
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<td></td>
<td>(Project 2 due week 9)</td>
<td>ABO 198-220, 312-317, 422-25, 430-32</td>
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<td>ABO 474-475, 542-44</td>
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<td>11-12</td>
<td>Resumes and Letters of Application</td>
<td>MM 398-437</td>
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<td></td>
<td>ABO 38-42, 114, 480-508</td>
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<td>13-14</td>
<td>Social Media, Professional Presenting</td>
<td>MM 76-7, 92-94, 605-658</td>
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<td>ABO 301-2, 412-21</td>
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</table>
Texas A&M University
Departmental Request for a Change in Course
Undergraduate ✷ Graduate ✷ Professional
Submit original form and attachments.

1. Request submitted by (Department or Program Name): Department of English

2. Course prefix, number and complete title of course:
ENGL 210 SCNTFIC & TECH WRTNG

3. Change requested
a. Prerequisite(s): From: ENGL 104 To: None
b. Withdrawal (reason): 
c. Cross-list with: 
d. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.
   Cross-listed courses require the signature of both department heads.
e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.

4. For informational purposes only, please indicate course number if this course will be stacked:

5. Complete current course title and current catalog course description:
Scientific and Technical Writing. Principles of composition, rhetoric, and document design applied to the basic genres of research-based scientific and technical writing, including the report, proposal, manual, resume and professional correspondence. Appropriate for all majors. Computer sections available.

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
Technical and Business Writing. Focus on writing for professional settings: correspondence and researched reports fundamental to the technical and business workplace—memoranda, business letters, research proposals and presentations, use of graphical and document design. Emphasis on audience awareness, clarity of communication and collaborative team-work.

7. a. As currently in course inventory:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>ECIE Code</th>
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</thead>
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<tr>
<td>ENGL</td>
<td>210</td>
<td>SCNTFIC &amp; TECH WRTNG</td>
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<td>0</td>
<td>030003231303000109900036322</td>
<td>Level</td>
<td></td>
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</table>

b. Change to:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>ECIE Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL</td>
<td>210</td>
<td>TECHNICAL BUSINESS WRTNG</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0300032313030001109014150036322</td>
<td>Level</td>
<td></td>
</tr>
</tbody>
</table>

Approval recommended by: [Signature]
Department Head or Program Chair (Type Name & Sign) Date: 31 Mar 13
Chair, College Review Committee Date: 3 Apr 13
Dean of College Date: 3 Apr 13
Chair, GC or UCC Date: 

Submitted to Coordinating Board by:

Associate Director, Curricular Services Date: 

Questions regarding this form should be directed to Sandra Williams at 845 3201 or sandra.williams@tamu.edu
Curricular Services – 02/11

RECEIVED MAR 28, 2013 CURRICULAR SERVICES
MEMORANDUM

Date: March 11, 2013

To: Chair
University Curriculum Committee

Through: Mike Stephenson, Associate Dean
College of Liberal Arts
Undergraduate Instruction Committee

From: Nancy Warren, Head
Department of English

The Undergraduate Studies Committee of the Department of English recommends changing the course title, course description and prerequisite of the following course:
ENGL 210: Scientific and Technical Writing
The department has already submitted a request to withdraw ENGL 301: Technical Writing and is requesting these changes to ENGL 210 so that it can be considered for the core curriculum.
Please let me know if you have additional questions regarding this request.
Sandra Williams

From: Stephenson, Michael T. <mstpherson@tamu.edu>
Sent: Thursday, April 04, 2013 2:16 PM
To: Sandra Williams; 'Tim Scott (tim@science.tamu.edu)'
Subject: FW: ENGL 210

Sandra, can you include this memo with our ENGL 210 submission when it routes to Faculty Senate? Thanks, Mike

-----Original Message-----
From: Louder, Martha [mailto:mlouder@mays.tamu.edu]
Sent: Thursday, April 04, 2013 2:07 PM
To: Stephenson, Michael T.
Subject: RE: ENGL 210

We have no objections to the title change. Does this count as a W course? Our USBU students are having a hard time finding two W's.

Marty

Martha L. Louder, PhD
Associate Dean, Mays Business School
(979) 845.1807

-----Original Message-----
From: Stephenson, Michael T.
Sent: Monday, March 18, 20:3 3:57 PM
To: m-louder@tamu.edu
Subject: ENGL 210

Dear Marty,

This is the ENGL course I mentioned to you at Faculty Senate. I need to know of the newly proposed title is acceptable. The syllabus needs some tweaking to meet UCC guidelines and I am working on that. The course title is the main issue.

Mike

Sent from my iPhone

Begin forwarded message:

> 
> Sent from my iPhone
Request for a Course Addition to the Fall 2014 Core Curriculum

1. Department of Hispanic Studies
2. SPAN 201
3. TCCNS SPAN 2311
4. SPAN 201 Intermediate Spanish I
5. 3 SCH
6. Foundational Component Area: Language, Philosophy and Culture
7. To be considered for International and Cultural Diversity
8. Course to be taught every fall, every spring, and every summer session I
9. Eighteen sections to be taught per academic year
10. SPAN 201 will enroll 30 students per section each time it is taught (Total 540)
11. Previous enrollments have been: 2009-2010: 521; 2010-2011: 505; 2011-2012: 460
12. See attached syllabus
13. This course will be taught by multiple faculty members. Departmental signature is from:
   Dr. Richard K. Curry, Director of Undergraduate Programs

[Signature]

14. Signature of Department Head:
   Dr. Steven Oberhelman

[Signature]

15. Signature of College of Liberal Arts Dean or Designee:
16. [Signature]
Central to SPAN 201 is the study of how members of another historical-cultural-linguistic background, specifically Hispanic/Spanish-speaking culture(s), express themselves, and how the Spanish language affects the expression of Hispanic culture. As students study the Spanish language with the objective of language acquisition, they explore expression through explicit and implicit comparisons and contrasts with their own language. Literary and cultural readings put students in contact with different aesthetic and intellectual perspectives on creativity and history, as well as themes universal to the human condition (love, death, family, religion, ethnicity, geography, identity...).

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

In pursuit of active skill competence, students must speak and write in Spanish, creating and expressing themselves in the language which they are working to acquire. Students read literary texts, they read descriptions of aspects of Hispanic culture, they are exposed to visual realia, and they listen to authentic and varied audio material. Students comprehend and analyze these literary and cultural forms in terms of both content and style. Inquiry into the context surrounding these texts, and synthesis of “reading” offer implicit opportunities for critical thinking because always implied is a comparison and contrast with the student’s own linguistic and cultural experience.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

Students receive instruction in guided writing, and they write formal compositions expressing their ideas relative to pertinent cultural topics. With daily oral participation, students frequently must express their thoughts relative to literary and artistic texts, current events, customs, world views, etc. Their writing and speaking are evaluated as to content, style and formal correctness.
Texas A&M University
Core Curriculum
Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

Students learn to use the Spanish language and to understand Hispanic culture through the study of the language and literary/cultural texts. The achievement of objectives of language and cultural competence prepares students to more effectively engage the glocal community. Glocal -- > “global” in the sense of world Hispanism, and “local” in the sense that their own local communities and state, Texas, are increasing Hispanic.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

While some of the literary and cultural texts studied provide insights into and opportunities for discussion of personal responsibility, the conduct of the course relates more directly to personal responsibility objectives. Though tutorial help and online translators are available to them, students must make the proper ethical choice of presenting their own work to express their opinions and in order to satisfy course requirements. While it may be tempting for them to offer others’ words and expressions as their own, the consequences for doing so negatively impact their adherence to scholarly ethics as well their ability to achieve course and Core objectives. The normal conduct of the course includes periodic (approximately 5 times per semester) short in-class quizzes, which are graded immediately following testing. As students grade their own quizzes, they receive immediate feedback and there are opportunities for discussion. Grading their own work offers students an opportunity for ethical decision-making, and while it may be tempting for students to give themselves an inflated grade, the consequences for doing so negatively impact their adherence to scholarly ethics as well their ability to achieve course and Core objectives.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
<table>
<thead>
<tr>
<th>Fecha</th>
<th>ANTES de clase</th>
<th>EN CLASE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>En tu libro</td>
<td>Tarea en línea</td>
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<tr>
<td><strong>MIÉRCOLES</strong> 4/10</td>
<td>#5-2, p. 173</td>
<td>'Post-test' del cap. 4</td>
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<tr>
<td></td>
<td>Estudia el vocabulario, p. 175</td>
<td>SAM: 5-1, 5-2</td>
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<tr>
<td><strong>VIERNES</strong> 4/12</td>
<td>Lee <em>Nuestra imagen y los piropos</em>, p. 179</td>
<td>GT: “Direct object pronouns”</td>
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<td></td>
<td>#5-11, p.180</td>
<td>SAM: 5-6, 5-7</td>
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<td></td>
<td>Estudia la p. 182</td>
<td>GT: “Indirect object pronouns”</td>
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<td><strong>LUNES</strong> 4/15</td>
<td>Estudia la p. 185</td>
<td>SAM: 5-8, 5-12</td>
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<td><strong>MIÉRCOLES</strong> 4/17</td>
<td><strong>ECH 6</strong> (pp. 39-48)</td>
<td>SAM: 5-13, 5-14</td>
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<td><strong>VIERNES</strong> 4/19</td>
<td>Estudia el vocabulario, p. 189</td>
<td>SAM: 5-15, 5-19</td>
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<td><strong>LUNES</strong> 4/22</td>
<td>Estudia las pp. 196-197</td>
<td>GT: “Gustar and similar verbs”</td>
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<td><strong>MIÉRCOLES</strong> 4/24</td>
<td>Lee <em>El destape en España</em>, p. 193</td>
<td>SAM: 5-26, 5-27</td>
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<td>#5-36, p. 194</td>
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<td><strong>VIERNES</strong> 4/26</td>
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<td>SAM: 5-A1, 5-A3-A, 5-A3-C, 5-A4</td>
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<tr>
<td><strong>LUNES</strong> 4/29</td>
<td></td>
<td>'Post-test' del cap. 5</td>
</tr>
</tbody>
</table>
Instructor:
E-mail:
Office:
Office hours:

***************************************************************************

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PREREQUISITES
The prerequisite for this course is SPAN 102 or SPAN 140 with a grade of C or better. Students who are enrolled in this class must have already taken the departmental placement test or college level prerequisite courses. Concurrent enrollment in two language courses, one of which is a prerequisite for the other, is also not permitted. Students found to be in violation of prerequisite rules are subject to removal from their sections at any time during the semester.

COURSE LEARNING OUTCOMES
Through the review of existing communicative skills in Spanish and the acquisition of new ones, students are expected to be capable of the following by the end of the course: 1) demonstrate comprehension of Spanish spoken at normal speed on a variety of selected topics; 2) demonstrate the use of conversational skills in a variety of communicative situations, such as narrating in the past, making comparisons, dealing with invitations, and discussing likes and dislikes; 3) demonstrate accurate reading comprehension of level-appropriate cultural and literary material; and 4) produce written Spanish to meet practical needs as well as creative expression.

REQUIRED TEXTS AND TECHNOLOGY PACKAGE

iLrn  ISBN:111192343X

**Grading Scale**  
Grades will be assigned on the basis of the following scale (http://student-rules.tamu.edu/rule10):

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 – 100%</td>
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<tr>
<td>B</td>
<td>80 – 89</td>
</tr>
<tr>
<td>C</td>
<td>70 – 79%</td>
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<tr>
<td>D</td>
<td>60 – 69%</td>
</tr>
<tr>
<td>F</td>
<td>0 – 59%</td>
</tr>
</tbody>
</table>

**Assessment**  
The student’s final course grade will be determined by performance on the following (See below for further explanation):

- **Midterm**: 20%  
- **Final exam**: 30%  
- **Compositions (2)**: 20%  
- **Homework (Online homework = 10% + Online post-tests = 5%)**: 15%  
- **Participation**: 10%  
- **Quizzes**: 5%

**Exams**: Tests will consist of listening, reading and writing sections. The midterm exam will cover chapters 1-2. The final exam is comprehensive (chapters 1-5).

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- **First draft**:
  - 100% of the total composition grade  
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- **Daily online homework (SAM: Student Activities Manual)**: You are responsible for completing the assigned online activities before each class (see course outline). These activities are computer-graded.

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**COURSE OUTLINE**

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<th>Fecha</th>
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<th>EN CLASE</th>
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<tr>
<td><strong>LUNES</strong> 1/14</td>
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<td>Tarea en línea</td>
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<tr>
<td><strong>MIÉRCOLES</strong> 1/16</td>
<td>#1-2, p.5</td>
<td>SAM: 1-1, 1-2</td>
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<tr>
<td></td>
<td>Estudia el vocabulario, p. 7</td>
<td></td>
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<tr>
<td><strong>VIERNES</strong> 1/18</td>
<td>Lee <em>Diversidad racial en el mundo hispano</em>, p. 11</td>
<td>GT: “Present indicative tense”, “Present...: spelling-change &amp; irregular verbs” y “Este...” stem-changing verbs”. SAM: 1-6, 1-8</td>
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<td>#1-13, p.12</td>
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<td>Estudia las pp. 14-15</td>
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<td><strong>LUNES</strong> 1/21</td>
<td>Libre</td>
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<td><strong>MIÉRCOLES</strong> 1/23</td>
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<td>GT: “Verbal expressions” y “The verbs ser and estar”</td>
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<td>SAM: 1-9, 1-11, 1-13</td>
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<td>SAM: 1-15, 1-17, 1-18</td>
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<td></td>
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<td>Los hispanos en los Estados Unidos <strong>ECH 1</strong></td>
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<td><strong>LUNES</strong> 1/28</td>
<td>Lee <em>Las contribuciones de los hispanos</em>, p. 27</td>
<td>GT: “Adjectives”</td>
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<td>#1-38, p. 28</td>
<td>SAM: 1-19, 1-22, 1-23</td>
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<td></td>
<td>Estudia las pp. 30-31</td>
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</tr>
</tbody>
</table>

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1 Practice pronunciation by listening to the vocabulary words on the vocabulary pages of your e-book.
2 SAM = Student Activities Manual
3 GT = Grammar Tutorial. You may access the GTs within 'Enrichment' OR by going to the grammar pages ('Estructura y uso') of your e-book and clicking on the video camera icon.
### Capítulo 2: LA FAMILIA

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<td>Familias y tradiciones</td>
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<td>ECH 2 (pp. 9-13)</td>
<td>ECH 2</td>
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<td>MIÉRCOLES 2/6</td>
<td>Lee ¿Qué es una familia?, p. 53</td>
<td>¿Qué es una familia?</td>
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<td>#2-12, p. 54</td>
<td>Preterito e imperfecto:</td>
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<td>Estudia las pp. 56-57</td>
<td>diferencias básicas</td>
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<td>LUNES 2/11</td>
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<td>ENTREGAR LA VERSIÓN</td>
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<td>FINAL</td>
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<tr>
<td>LUNES 2/18</td>
<td>Lee Una quinceañera, p. 69</td>
<td>Una quinceañera</td>
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<td>#2-39, p. 70</td>
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<td>¡A ver!</td>
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<td>Repaso para el examen</td>
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### Capítulo 3: LOS VIAJES

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<td>Tarea en línea</td>
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<td></td>
<td></td>
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<td>VIERNES 2/22</td>
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<td>Estudia el vocabulario, p. 91</td>
<td>Rumbo a México</td>
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<td>Lee La UNAM, p. 95</td>
<td>La UNAM</td>
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<td></td>
<td>#3-11, p. 96</td>
<td>Por/Para</td>
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<td></td>
<td>Estudia las pp. 98-99</td>
<td>Verbos reflexivos y</td>
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<td>recíprocos</td>
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<td>Viajando en el extranjero</td>
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<td>Tarea en línea</td>
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<td>LUNES 3/18</td>
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<td>‘Post-test’ del cap. 3</td>
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<td></td>
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<tr>
<td>VIERNES 3/22</td>
<td>Estudia el vocabulario, p. 133 ECH 5 (pp. 29-38)</td>
<td>SAM: 4-1, 4-3</td>
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<td>GT: “The present subjunctive” SAM: 4-4, 4-6, 4-8</td>
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<td>MIÉRCOLES 3/27</td>
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<td>VIERNES 3/29</td>
<td>Libre</td>
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<td>LUNES 4/1</td>
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<td>GT: “Other uses of se” SAM: 4-11</td>
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<td>MIÉRCOLES 4/3</td>
<td>Estudia la p. 145</td>
<td>GT: “Other uses of se” SAM: 4-13</td>
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<tr>
<td>VIERNES 4/5</td>
<td>Estudia el vocabulario, p. 149</td>
<td>SAM: 4-16, 4-17</td>
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<td>Lee La “cocina fusión” original, p. 153 #4-38, p. 154</td>
<td>SAM: 4-19, 4-A1, 4-A2, 4-A3-A, 4-A3-B, 4-A3-C, 4-A4</td>
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</tbody>
</table>
Request for a Course Addition to the Fall 2014 Core Curriculum

1. Department of Hispanic Studies
2. SPAN 202
3. TCCNS: SPAN 2312
4. SPAN 202 Intermediate Spanish II
5. 3 SCH
6. Foundational Component Area: Language, Philosophy and Culture
7. To be considered for International and Cultural Diversity
8. Course to be taught every fall, every spring, and every summer session I
9. Eighteen sections to be taught per academic year
10. SPAN 202 will enroll 30 students per section each time it is taught (Total 540)
11. Previous enrollments have been: 2009-2010: 503; 2010-2011: 468; 2011-2012: 474
12. See attached syllabus
13. This course will be taught by multiple faculty members. Departmental signature is from:
   Dr. Richard K. Curry, Director of Undergraduate Programs

   

14. Signature of Department Head: [Signature]
    Dr. Steven Oberhelman

15. Signature of College of Liberal Arts Dean or Designee:

   

[Submitted Feb., 2015]
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Language, Philosophy and Culture

In the box below, describe how this course meets the Foundational Component Area description for Language, Philosophy and Culture. Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

Central to SPAN 202 is the study of how members of another historical-cultural-linguistic background, specifically Hispanic/Spanish-speaking culture(s), express themselves, and how the Spanish language affects the expression of Hispanic culture. As students study the Spanish language with the objective of language acquisition, they explore expression through explicit and implicit comparisons and contrasts with their own language. Literary and cultural readings put students in contact with different aesthetic and intellectual perspectives on creativity and history, as well as themes universal to the human condition (love, death, family, religion, ethnicity, geography, identity...).

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

In pursuit of active skill competence, students must speak and write in Spanish, creating and expressing themselves in the language which they are working to acquire. Students read literary texts, they read descriptions of aspects of Hispanic culture, they are exposed to visual realia, and they listen to authentic and varied audio material. Students comprehend and analyze these literary and cultural forms in terms of both content and style. Inquiry into the context surrounding these texts, and synthesis of “reading” offer implicit opportunities for critical thinking because always implied is a comparison and contrast with the student’s own linguistic and cultural experience.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

Students receive instruction in guided writing, and they write formal compositions expressing their ideas relative to pertinent cultural topics. With daily oral participation, students frequently must express their thoughts relative to literary and artistic texts, current events, customs, world views, etc. Their writing and speaking are evaluated as to content, style and formal correctness.
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

Students learn to use the Spanish language and to understand Hispanic culture through the study of the language and literary/cultural texts. The achievement of objectives of language and cultural competence prepares students to more effectively engage the glocal community. Glocal --> "global" in the sense of world Hispanism, and "local" in the sense that their own local communities and state, Texas, are increasing Hispanic.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

While some of the literary and cultural texts studied provide insights into and opportunities for discussion of personal responsibility, the conduct of the course relates more directly to personal responsibility objectives. Though tutorial help and online translators are available to them, students must make the proper ethical choice of presenting their own work to express their opinions and in order to satisfy course requirements. While it may be tempting for them to offer others' words and expressions as their own, the consequences for doing so negatively impact their adherence to scholarly ethics as well their ability to achieve course and Core objectives. The normal conduct of the course includes periodic (approximately 5 times per semester) short in-class quizzes, which are graded immediately following testing. As students grade their own quizzes, they receive immediate feedback and there are opportunities for discussion. Grading their own work offers students an opportunity for ethical decision-making, and while it may be tempting for students to give themselves an inflated grade, the consequences for doing so negatively impact their adherence to scholarly ethics as well their ability to achieve course and Core objectives.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Instructor:
E-mail:
Office:
Office hours:

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<tr>
<td>VIERNES 1/18</td>
<td>Lee En busca de trabajo, p. 219, #6-11, p. 220, Estudia la p. 222</td>
<td>GT: &quot;Expressing the future and the future tense&quot; SAM: 6-5, 6-7, 6-8</td>
<td>En busca de trabajo El futuro</td>
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<tr>
<td>LUNES 1/21</td>
<td>Libre</td>
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<tr>
<td>MIERCOLES 1/23</td>
<td>Estudia la p. 225, ECH (pp. 65; 85-91)</td>
<td>GT: &quot;The conditional tense&quot; SAM: 6-13, 6-17</td>
<td>El condicional ECH &quot;A la deriva&quot;</td>
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<tr>
<td>VIERNES 1/25</td>
<td>Estudia la p. 229</td>
<td>SAM: 6-19, 6-20</td>
<td>El compromiso social</td>
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<td>MIERCOLES 1/30</td>
<td>Estudia las pp. 236-7 (&quot;Mandatos informales&quot;)</td>
<td>GT: &quot;Informal commands&quot; SAM: 6-25, 6-29</td>
<td>Mandatos informales</td>
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<tr>
<td>VIERNES 2/1</td>
<td>Estudia la p. 237</td>
<td>GT: &quot;Formal and nosotros commands&quot;</td>
<td>Mandatos con ‘nosotros’</td>
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<tr>
<td>LUNES 2/4</td>
<td>ECH (pp. 93-100)</td>
<td>SAM: 6-A1, 6-A2, 6-A3-A, 6-A3-B</td>
<td>¡A repasar y a avanzar! ECH &quot;La continuidad de los parques&quot;</td>
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<tr>
<td>MIERCOLES 2/6</td>
<td>Lee Flores de volcán, pp. 243-4, #6-56, p. 245</td>
<td>‘Post-test’ del cap. 6</td>
<td>¡A leer! ¡A ver!</td>
</tr>
</tbody>
</table>

\(^2\)SAM = Student Activities Manual

\(^2\)GT = Grammar Tutorial. You may access the GTs within ‘Enrichment’ OR by going to the grammar pages (‘Estructura y uso’) of your e-book and clicking on the video camera icon.
## Capítulo 7: LA JUSTICIA

<table>
<thead>
<tr>
<th>Fecha</th>
<th>En tu libro</th>
<th>Tarea en línea</th>
<th>EN CLASE</th>
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<tr>
<td><strong>VIERNES 2/8</strong></td>
<td>#7-2, p. 253</td>
<td>SAM: 7-1, 7-2</td>
<td>Rumbo a Ecuador, Perú y Bolivia Para hablar de la lucha por los derechos</td>
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<tr>
<td><strong>LUNES 2/11</strong></td>
<td>Estudia las pp. 262-263</td>
<td>GT: “The subjunctive vs. the indicative in adjective clauses” SAM: 7-5, 7-7, 7-8</td>
<td>El subjuntivo en cláusulas adjetivales</td>
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<tr>
<td><strong>MIÉRCOLES 2/13</strong></td>
<td>Lee La situación indígena, p. 259 #7-10, p. 260 Estudia las pp. 266-267</td>
<td>GT: “The subjunctive in adverbial clauses” SAM: 7-12, 7-13</td>
<td>La situación indígena El subjuntivo en cláusulas adverbiales</td>
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<tr>
<td><strong>MIÉRCOLES 2/20</strong></td>
<td>Estudia las pp. 278-279</td>
<td>GT: “The present perfect tense” SAM: 7-23, 7-25, 7-26</td>
<td>El presente perfecto</td>
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<tr>
<td><strong>VIERNES 2/22</strong></td>
<td>Lee Hacia otro tipo de justicia, p. 275 #7-35, p. 276</td>
<td>SAM: 7-25</td>
<td>Hacia otro tipo de justicia ¡A escribir! [Ejercicios de pre-escritura]</td>
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<td><strong>LUNES 2/25</strong></td>
<td></td>
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<td><strong>MIÉRCOLES 2/27</strong></td>
<td></td>
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<td>¡A repasar y a avanzar! Repaso para el examen parcial</td>
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### Midterm

Post-test del cap. 7
<table>
<thead>
<tr>
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<td><strong>SPRING BREAK</strong></td>
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<tr>
<td>LUNES 3/18</td>
<td>Estudia las pp. 308-309</td>
<td>GT: “Relative clauses”</td>
<td>SAM: 8-12, 8-13</td>
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<td>*ESCRITURA #1:</td>
<td>ENTREGAR LA VERSIÓN FINAL: La arquitectura venezolana de ayer y de hoy</td>
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<td>MIÉRCOLES 3/20</td>
<td><strong>ECH</strong> (pp. 138-146)</td>
<td>SAM: 8-14, 8-15</td>
<td>Los pronombres relativos ‘quien’ y ‘quienes’</td>
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<td>Para hablar de las letras</td>
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<td>Los pronombres relativos ‘el cual’ y ‘los cuales’</td>
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<td>ECH “El sur”</td>
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<td>VIERNES 3/22</td>
<td>Estudia la p. 313</td>
<td>SAM: 8-18, 8-19</td>
<td>La poesía en Colombia</td>
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<td>Los pronombres relativos ‘lo que’, ‘lo cual’ y ‘cuyo’</td>
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<td>Estudia la p. 320</td>
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<td>El pluscuamperfecto</td>
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<td>¡A ver!</td>
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<td>VIERNES 3/29</td>
<td>Libre</td>
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<td>LUNES 4/1</td>
<td><strong>ECH</strong> (pp. 160-169)</td>
<td>SAM: 8-A2, 8-A3-A, 8-A3-B, 8-A3-C, 8-A4</td>
<td>¡A repasar y a avanzar! ECH “La indiferencia de Eva”</td>
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### Capítulo 9: LA TECNOLOGÍA

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<td>#9-2, p. 333</td>
<td>Estudia la p. 335</td>
<td>’Post-test’ del cap. 8</td>
<td>Rumbo a Argentina y Uruguay Para hablar de los inventos de ayer y de hoy</td>
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<tr>
<td>Lee Los cacerolazos en el internet, p. 339</td>
<td>#9-11, p. 340</td>
<td>Estudia la p. 342</td>
<td>Los cacerolazos en el Internet El presente perfecto del subjuntivo</td>
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<td>MIÉRCOLES 4/3</td>
<td>Estudia la p. 344</td>
<td>GT: “The future perfect”</td>
<td>El futuro perfecto</td>
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<td>SAM: 9-8, 9-9, 9-11</td>
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<td>TAREA</td>
<td>ASIGNACIÓN</td>
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<td>VIERNES</td>
<td>Estudia la p. 347</td>
<td>SAM: 9-14, 9-16, 9-17</td>
<td>Para hablar de la ciencia y la ética</td>
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<td>LUNES</td>
<td>Estudia la p. 345</td>
<td>GT: “The present perfect and the past perfect subjunctive”</td>
<td>El pluscuamperfecto del subjuntivo</td>
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| MIERCOLES | Estudia la p. 355  
ECH (pp. 170-176) | GT: “The conditional perfect” | El condicional perfecto  
ECH “Tango”                                                            |
| VIERNES | Lee La tecnología como arma de doble filo, p. 350  
#9-30, p. 352 | SAM: 9-26 | La tecnología como...  
¡A escribir! [Ejercicios de pre-escritura]                           |
| LUNES   |                                              |            | Escritura #2: primera versión                                        |
| MIERCOLES | Lee Zapping, pp. 361-362  
¡A repasar y a avanzar!                                                |
| VIERNES |                                              |            |                                                                     |
| MIERCOLES | ECH (pp. 178-187) | 'Post-test' del cap. 9 | Repaso de los tiempos verbales  
ECH “El abogado más..”                                                  |
| VIERNES |                                              |            | Repaso para el examen final  
ECH “El abogado más..”                                                   |
| LUNES   |                                              |            | *ESCRIPTURA #2:  
ENTREGAR LA VERSIÓN FINAL                                              |
Texas A&M University
Core Curriculum
Department of Performance Studies
THAR 155 History of Western Dress

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Areas: Language, Philosophy, and Culture; Creative Arts; American History

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information): Students will demonstrate their understanding of course material through quizzes and tests given over the semester. (p. 2 Assessments) Students use critical thinking skills when analyzing motivations for dress as a cultural tool, and dress as a window into the conscience of a specific society.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication): Students will regularly engage in in-class discussions over course material. Effective written communication is critical to the Production Review Paper, graded based on the following criteria: writing – organization, clear communication of ideas and meaning; mechanics – grammar and punctuation; correct use of course concepts and vocabulary; and citation of sources. (p. 2 Production Review Paper) Visual identification of historic forms of dress is critical to success in the course. Tests include a visual component in which students identify time period and region, as well as specific components of historically important garments.

Teamwork (to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal): Teamwork is incorporated into the course through class discussion facilitated by the Think Pair Share technique, as well as group activities, which enable students to develop their own ideas and to consider diverse points of view from their peers.

Personal Responsibility (to include the ability to connect choices, actions, and consequences to ethical decision making): Western dress is and has historically been influenced by political conflict, cross-cultural contact, economic events and trade, technology, and media of communication. In conjunction with the study of such topics as Roman conquests, the Crusades, European colonialism and imperialism, and the Industrial Revolution, students consider how dress has been a reflection of culture in the past. Students explore ethical decision-making by reflecting on how their personal choices in dress reflect current culture and result in consequences for the global community.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities): Students will further their appreciation for theatre as a collaborative means of both global and communal expression by attending a live theatre production over and submitting a production review. The production requirement aids in the discovery of dress as an art form and an integral part of the performing arts. Class discussion covers appropriate audience behavior and etiquette in order to effectively engage in the performance. (p. 4 Production Response) Students are challenged to develop intercultural competence through the recognition that the meanings of dress vary from society to society and over time.
Dear Kristin,

Please find attached revised Core Curriculum Component Area Forms for the following courses, reflecting changes to the Personal Responsibility statement as requested by the CCC:

- THAR 155 History of Western Dress
- THAR 280 History of the Theatre I
- THAR 281 History of the Theatre II

All three courses are in the LPC category.

Also, the instructors would like to withdraw requests for ICD classification for the following courses:

- THAR 155 History of Western Dress
- THAR 280 History of the Theatre I

THAR 281 History of the Theatre II is already ICD, and should remain so.

Each attached form includes the course number at the top for your reference.

Best wishes,

JM

Jeff Morris, D. Musical Arts in Composition
PerfTech Studio Director
Director of Undergraduate Studies

Department of Performance Studies
Texas A&M University
Liberal Arts
Arts & Humanities Building
Phone (979) 845-6751
Fax (979) 862-2666
Texas A&M University
Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Language, Philosophy and Culture

In the box below, describe how this course meets the Foundational Component Area description for Language, Philosophy and Culture. Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

How does the proposed course specifically address the Foundational Component Area definition above?

**THAR 280** History of the Theatre I focuses on the ways in which theatre has reflected and affected society throughout history. Students in the course will analyze theatre as a window into the conscience of a specific society, recognizing theatre as an expression of the human imagination, and engaging in critical discourse about its interpretation.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

Students will demonstrate their understanding of course material through tests given over the semester. Tests will require students to analyze historical facts and evaluate the significance of specific theatrical movements in history with direct parallels to the values and beliefs of a specific culture. Students will be evaluated based on test scores.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

Students will regularly engage in discussions over course material. Students will be called upon to express their understanding of course material and to discuss the value of intellectual creation and the evolution of the human experience over the course of history. Students will attend a live theatre production and submit an essay in which they interpret the oral and visual content of the production. They will assess their actual experience with their expectations based on their understanding of the course material. Students will be evaluated based on their individual participation and the overall effectiveness of course essays.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

Students will further their appreciation for theatre as a collaborative means of both global and communal expression by attending a live theatre production over the course of the semester. The production will give students the opportunity to engage in a shared ephemeral experience that encourages artistic exploration while directly reinforcing information from the course. Students will be evaluated based on their physical attendance and intellectual response to the production.
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

Students will reflect on and discuss theatre as a form of personal, often controversial, expression; and judge the merit of personal expression in comparison with its possible social and political ramifications. Students will debate the role of censorship in performance; specifically arguing the ethics of religious and governmental censorship in performative arts. Students will be evaluated based on their understanding of personal responsibility.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Dear Kristin,

Please find attached revised Core Curriculum Component Area Forms for the following courses, reflecting changes to the Personal Responsibility statement as requested by the CCC:

- THAR 155 History of Western Dress
- THAR 280 History of the Theatre I
- THAR 281 History of the Theatre II

All three courses are in the LPC category.

Also, the instructors would like to withdraw requests for ICD classification for the following courses:

- THAR 155 History of Western Dress
- THAR 280 History of the Theatre I

THAR 281 History of the Theatre II is already ICD, and should remain so.

Each attached form includes the course number at the top for your reference.

Best wishes,

JM

Jeff Morris, D. Musical Arts in Composition
PerfTech Studio Director
Director of Undergraduate Studies

Department of Performance Studies
Texas A&M University
Liberal Arts
Arts & Humanities Building
Phone (979) 845-6751
Fax (979) 862-2666
In the box below, describe how this course meets the Foundational Component Area description for Language, Philosophy and Culture. Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

How does the proposed course specifically address the Foundational Component Area definition above?

**THAR 281 History of the Theatre II** focuses on the ways in which theatre has reflected and affected society throughout history. Students in the course will analyze theatre as a window into the conscience of a specific society, recognizing theatre as an expression of the human condition, and engaging in critical discourse about its interpretation.

**Core Objectives**

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

**Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):**

Students will demonstrate their understanding of course material through tests given over the semester. Tests will require students to analyze historical facts and evaluate the significance of specific theatrical movements in history with direct parallels to the values and beliefs of a specific culture. Students will be evaluated based on test scores.

**Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):**

Students will regularly engage in discussions over course material. Students will be called upon to express their understanding of course material and to discuss the value of intellectual creation and the evolution of the human experience over the course of history. Students will attend a live theatre production and submit an essay in which they interpret the oral and visual content of the production and assess their actual experience with their expectations based on their understanding of the course material. Students will be evaluated based on their individual participation and the overall effectiveness of course essays.

**Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):**

Students will further their appreciation for theatre as a collaborative means of both global and communal expression by attending a live theatre production over the course of the semester. The production will give students the opportunity to engage in a shared ephemeral experience that encourages artistic exploration while directly reinforcing information from the course. Students will be evaluated based on their physical attendance and intellectual response to the production.
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

Students will reflect on and discuss theatre as a form of personal, often controversial, expression; and judge the merit of personal expression in comparison with its possible social and political ramifications. Students will debate the role of censorship in performance; specifically arguing the ethics of religious and governmental censorship in comparison with the personal censorship (or lack of personal censorship) of individual artists. Students will be evaluated based on their understanding of personal responsibility.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.