

Curriculum Development Grant Application

Name Carolyn Nadeau Year of tenure-track appointment 1994

Department World Languages, Literatures and Cultures

Type of Grant Sought:

Individual

Group – please list additional member(s)

Jessie Dixon-Montgomery

Course(s): Carmela Ferradáns

César Valverde

- Has any of the applicants received funding from the Mellon Grant to develop this course? Yes No
- Will the course use human beings as experimental subjects? Yes No
 - If yes, please explain in narrative.
 - If you have questions about whether IRB approval or exemption is required for your project, please see the pdf link on "Policies and Procedures" at https://www.iwu.edu/irb/forms/IRB_PolicyProcedure.pdf.
- Will the course use animals as experimental subjects? Yes No
 - If yes, please explain in narrative.
 - (See the IACUC link to protocol forms at <http://www.iwu.edu/associateprovost>)
- If your proposal is funded, would you be willing for the Mellon Center to use it as an exemplary submission in the online *Handbook*? Yes No

Please complete the following checklist by placing a check mark against each item to ensure that your application is complete. Incomplete applications will be returned to the applicant without further consideration.

1. Summary of Prior CD Grants (if applicable)
2. Narrative (formatted as requested)
3. CD Budget Page
4. CD Grant Supervisor's Form(s)



Signature Carolyn Nadeau Jessie Dixon-Montgomery Date February 25, 2021

Carolyn Nadeau

Jessie Dixon-Montgomery

Curriculum Development Group Grant Application Revision of Hispanic Studies Core Curriculum

Prepared by Jessie Dixon-Montgomery, Carmela Ferradáns,
Carolyn Nadeau, and César Valverde
February 26, 2021

Introduction

We are applying for a group CD grant to revise the Hispanic Studies core courses (Span 303, Span 307 and Span 308) in each of the respective three newly proposed curricular areas of study: (1) Communities, Communication and Language; (2) Cultures and Identities; and (3) Texts and Con(texts). This first phase of the revision of our curriculum will allow us to better align the Hispanic Studies Program learning goals with the student learning outcomes for each core course in the three areas. More specifically this grant will support our work: (1) to revise the overall Hispanic Studies Program learning goals; (2) to develop and align the student learning outcomes with the program goals; (3) to develop syllabi and common assignments for all three core courses; (4) to develop common online modules in Moodle on what is communication (Span 303), what is culture (Span 307), and what is a text (Span 308); and (5) to develop assessment measures for each common module.

We are asking for \$6000 in course development funds for the four tenure-track faculty working on this project, plus up to \$1000 in course development to purchase instructional materials, digital word game apps, and other digital tools necessary for class instruction. See Appendix III A Tentative List of Resources that includes titles to be purchased, noted with an *.

We are including these Appendices with this grant proposal:

- Appendix I: New and revised Hispanic Studies courses
- Appendix II: Intermediate Proficiency Benchmark for intercultural competency
- Appendix III: Tentative list of resources (titles to be purchased, noted with an *)

1. Cover Page (attached)

2. Summary of Previous CD Group Grants

This is the first CD Group Grant application in Hispanic Studies in 13 years. It is Jessie Dixon-Montgomery's and César Valverde's first group grant.

(a) title, (b) date and amount of award, (c) when the course was taught (if the course was not taught, explain why not and what was accomplished), and (d) whether the funded course has become part of the curriculum.

1. a. "Revising 300-level literature courses" Ferradáns and Nadeau were applicants for revising Span 308 and Span 310
- b. 2008; \$5,000 group grant
- c. We offer Span 308 every year in the spring semester in rotation

- d. Yes for Span 308; it has become one of the three core curriculum courses for the major and minor, and No for Span 310; we deleted it after the revisions supported by this CD grant as we realized it did not fit into our curricular overhaul.
- 2. a. “Revising the Basic Sequence,” Ferradáns and Nadeau were applicants for revising Span 101, 102 and 201
 - b. 2007; \$5,000 group grant
 - c. We offer several sections of Span 101, 102 and 201 every year.
 - d. Yes. The first two courses lead up to Span 201. This is one of the most popular courses for fulfilling the Second Language (LA) requirement in the IWU Shared Curriculum.

3. Narrative

Since the 2019 departmental self-evaluation and the resulting suggestions from the PETF, Hispanic Studies has begun to consider how to revitalize its curriculum and create a vibrant curriculum based around program learning goals and student learning outcomes for three newly developed curricular areas: (1) Communities, Communication, and Language; (2) Cultures and Identities; and (3) Texts and Con(texts). Courses in each of these areas make up the major and the minors with a core (required) class attached to each category. These core courses rotate among all four tenure-line faculty and will be taught either every semester or every year depending on numbers of majors and minors. We consider these core courses as “special topics” in the sense that each of us will focus on different topics (Afro-Hispanic and Caribbean literature, Early Modern literature and food studies, gender studies, or Spanish cultural studies) and geographical areas in the Spanish-speaking world that are more closely related to our scholarship. In addition, each of us will teach courses specific to our areas of expertise and interests in all three curricular areas.

Proposed curricular areas in the revised Hispanic Studies Program:

- (1) In *Communities, Communication, and Language* students explore Spanish as a world language as it is spoken in Spain, the Americas and elsewhere with emphasis on oral and written communication strategies. Courses in this area fulfill the G and U flags in the IWU Shared Curriculum. The core course in this area of study is Span 303: Advanced Grammar and Communication.
- (2) In *Cultures and Identities* students analyze and compare issues of identity and inequity within the rich cultural diversity of the Spanish-speaking world. Courses in this area fulfill these categories and flags in the IWU Shared Curriculum: AV, AR, CHC, IT, G ad U. The core course in the *Cultures and Identities* area of study is Span 307: Reading and Writing Culture, which is the Writing Intensive course for the Hispanic Studies major.
- (3) In *Texts and Con(texts)* students interpret and synthesize primary and secondary literary and/or visual texts placing them in the socio-cultural context in which they arise. The core course in the *Texts and Con(texts)* area of study is Span 308: Introduction to Literature. Courses in this area fulfill these categories and flags in the IWU Shared Curriculum: CHC, IT, LIT, G, and U.

For a complete list of new and revised courses in these three areas, please see Appendix I.

For this first phase of the transformation of the Hispanic Studies Program, which is the basis of this grant proposal, we are focusing on clearly articulating the program learning goals and student learning outcomes for the Hispanic Studies major and minors programs with an emphasis on the three core courses that all majors and minors must take. Although we have been teaching these courses for several years, an overhaul of how we approach them is long overdue. This summer our plan is to articulate what the exact learning goals are for each of the curricular areas of our program and specifically for each of the three core classes. We also seek to align our newly articulated goals with those set forth by the American Council on the Teaching of Foreign Languages (ACTFL) and the National Council of State Supervisors for Languages (NCSSFL), nationally-recognized leaders in second language learning, so that our standards in the Hispanic Studies Program are in sync with best practices in our field. Furthermore, this grant will provide support for the necessary time and space to articulate what our expected student learning outcomes are for the three new curricular areas and these specific core courses. All four tenure-track faculty will work collaboratively on this critical part of the transformation of the Hispanic Studies major and minor programs.

Before considering course content and assignments, as a group, we four faculty will need to determine the program learning goals and the student learning outcomes for each of the three curricular areas. To do so, we will draw on the proficiency benchmarks and performance indicators that ACTFL and NCSSFL created in 2017 specifically to help students identify and set learning goals and chart their progress towards language and intercultural proficiency and to help professors write communication learning targets for curriculum, unit and lesson plans.

As an example of this necessary step *before* designing course content and assignments, the chart, “Intermediate Proficiency Benchmark” in Appendix II visualizes the intermediate proficiency benchmark we will use to set specific learning goals for courses in the *Cultures and Identities* area. This tool will help us clarify and support the Cultures standards (how to investigate, explain, and reflect on the relationship between the practices or products and perspectives of cultures) and provide us with the basis of how to best facilitate students’ development of Intercultural Communicative Competence. Based on these statements, we can then determine what specific goals and learning outcomes to establish for this content area.

For the other two areas, *Communities, Communication, and Language* and *Texts and Con(texts)* we will likewise use comparable performance indicators to establish specific program goals and student learning outcomes that can then be applied to the core courses in those areas and to other courses that we will be developing and/or revising in phase two of our curricular transformation.

3. A. Course Descriptions

Teaching approaches for Hispanic Studies three core courses and lasting impact

As we transform our Hispanic Studies programs, the tenure-line faculty in Hispanic Studies are working collaboratively to share common teaching approaches and pedagogies for our core courses in all three newly developed curricular areas. While in the past we have tenuously agreed on learning goals, we will now lay out what those goals and outcomes are for each of the curricular areas and each of the core courses.

We are following the backward design model first developed by Biggs and Collins in 1982. According to this model, you start by clearly articulating the learning goals for the course and the specific student learning outcomes, and go “backwards” in designing assignments, assessment tools, and finally the syllabus for the course. The desired outcome of this process will be the constructive alignment of goals, assignments, and assessment tools for each of the three core courses resulting in an integrated curricular map for the Hispanic Studies Program as a whole. This model will allow us to move away from the traditional lecture-centered classroom to a more active and engaged teaching and learning model where the students are responsible for their own learning: the students learn by doing, experimenting, modeling, and working collaboratively in projects and assignments rather than by passively listening to the instructor’s lectures. With this student-centered teaching and learning model, the role of the instructor changes from a hierarchic leading role to a facilitator of learning. Certainly, the dynamic of the class, and the very concept of the “class,” becomes more fluid and interactive among peers and between instructor and students. Assignments and projects also become central to the teaching and learning process, as they have to be closely tied and aligned with the specific course learning goals.¹ We are listing course description, content, and assignments for the three core courses separately.

Span 303 Advanced Grammar and Communication

Course description and how the course is presently delivered and how it will be delivered after revision

The support of this CD Group Grant will give us the necessary time to revise Span 303, which will be the core class in the newly proposed *Communities, Communication, and Language* curricular area, and to develop a common online module on “What is Communication?” Span 303 used to be an Advanced Grammar and Composition class with a Writing Intensive flag designation in the General Education program. The class was structured and taught around mastering problematic grammatical points in Spanish for English-speakers, such as the use of the verbs “ser” and “estar” and the difference in aspect and duration between the two simple past tenses of the indicative mode, the “pretérito” and the “imperfecto.” Writing was also taught around strategies to take the students from the sentence to the paragraph level with practice in the four basic rhetorical modes (description, narration, exposition, and argumentation). With the development of “Span 307 Reading and Writing Culture” as a writing intensive and information literacy course, the department decided to combine the two communication courses (Span 302 Oral Communication, and Span 303) we had at the 300-level into one, and to center this new class around oral and written communication strategies rather than mastering specific grammar points. In the revised class, students will practice advanced oral communication strategies within a specific socio-cultural context while reviewing the basic problems of Spanish grammar for English-speakers. Using authentic texts and communicative situations, students build on oral and written language skills learned in previous 200-level Spanish courses.

¹ For literature on backwards design, constructive alignment models, and active learning, see George Kuh, “High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter”; Biggs and Collis, *Evaluating the Quality of Learning: The SOLO Taxonomy* New York, Academic Press, 1982; and John Biggs “Enhancing Teaching through Constructive Alignment,” *Higher Education* 32: 347-364, 1996.

Learning a second language means studying the cultural practices and values of the societies where the language is spoken. It is by definition an immersion in multicultural practices, and by doing so, a learning experience and reflection on one's own cultural values. This is why a class focused on communication in a second language needs to have both communicative and cultural competency learning goals: the students have ample practice with different communicative modes (interpersonal, interpretive, and presentational) and explore the Spanish language as it is spoken in Spain, Latin America, and the US. The revised class aims to bring students from the intermediate to the intermediate-high proficiency level set by the American Council of the Teaching of Foreign Language (ACTFL): at the end of this class, students will be able to communicate comfortably in Spanish about topics related to school, home, leisure activities, particular interests, and areas of competence. They can also speak with certain ease about familiar topics related to current events, and matters of public and community interest. Students at the intermediate-high level can describe and narrate in all major time frames using connected discourse of paragraph length. As for intercultural competence, students will be able to investigate and compare cultural products and practices, and will be able to explain some diversity among these products and practices and how they are related to cultural perspectives.² Specific cultural and language content of the course will be determined by the faculty teaching the class.

Examples of course content and assignments for the revised Span 303

In this example, Span 303 content focuses on Chilean culture and society of the last 30 years of the 20th century. As an insight into Chilean way of life, students read and discuss Gabriel García Márquez' *La aventura de Miguel Littín, clandestino en Chile* [*Clandestine in Chile: The Adventures of Miguel Littín,*] (a report on the documentary made in 1985 by Chilean filmmaker Miguel Littín titled *Acta General de Chile*), and analyze two movies: *No*, directed by Pablo Larraín in 2013 (on the outcome of the referendum on dictator Pinochet held in 1988) and *Machuca*, directed by Andrés Wood in 2003 (a snapshot of Chilean life leading up to the *coup d'état* of September 11, 1973).

Spanish 303 individual assignments and projects will have both specific communicative and cultural competency learning goals. For example, the following is a group assignment based on cultural competency that targets specific oral communication skills (presentational mode): students work in small groups to research, summarize, and present orally to the class basic information about Chile (geography, culture, demographics, economy, and government & politics). Students practice language skills (the present of indicative; flexion of nouns, articles and adjectives; uses of *ser* and *estar*; conjunctions, negative and interrogative structures) and build the vocabulary necessary to describe people, places, and objects within a specific socio-cultural context. This assignment provides the context and perspective needed to fully understand the cultural products analyzed in the class.

The following is an example of a Span 303 class built around communicative goals and focusing on Chile:

Unit one: Common module: What is communication? Why does it matter?

² For recommended proficiency benchmarks and performance indicators for second language learning, see the sample table, "Intermediate Proficiency Benchmark" in Appendix II.

This common unit will explore the basic concepts in the field of intercultural communication as it relates to language. The proposed learning outcomes are based on Jackson's *Introducing Language and Intercultural Communication*: at the end of this unit students will be able to (1) define three basic types of communication: intercultural, interpersonal, and cross-cultural; (2) identify and describe seven imperatives for studying intercultural communication; and (3) explain how studying language and intercultural communication can lead to self-awareness and understanding of people who have different linguistic and cultural backgrounds. The last goal also aligns with ACTFL benchmarks and performance indicators for intercultural proficiency.

Cultural competence for the unit is based on chapters one and two of *La aventura de Miguel Littín, clandestino en Chile*.

Unit two

Communicative goals: Describing, comparing, and talking about likes and dislikes

Grammar competency: the present of indicative; flexion of nouns, articles and adjectives; uses of *ser* and *estar*; conjunctions, negative and interrogative structures; structures with verbs like "gustar")

Cultural competency for the unit is based on chapters three and four of *La aventura de Miguel Littín, clandestino en Chile*.

Unit three

Communicative goals: narrating in the past

Grammar competency: various simple and compound tenses in the indicative mode.

Cultural competency for the unit is based on chapters five and six of *La aventura de Miguel Littín, clandestino en Chile*.

Unit four

Communicative goals: reactions and recommendations

Grammar competency: the subjunctive mode and the imperative mode to form commands.

Cultural competency for the unit is based on chapters seven and eight of *La aventura de Miguel Littín, clandestino en Chile*.

Unit five

Communicative goals: talking about the future and hypothesising

Grammar competency: how to express probability, the conditional mode, if clauses and the past tense in subjunctive.

Cultural competency for the unit is based on chapters nine and ten of *La aventura de Miguel Littín, clandestino en Chile*.

Span 307 Reading and Writing Culture (G, W)

Course description and how the course is presently delivered and how it will be delivered after revision

Span 307 Reading and Writing Culture is the required core course students will take to learn how to think about and discuss culture and prepare themselves for future *Cultures and Identities* courses. It carries both a G and a W flag and as such the *content* component will revolve around

designated cultural products, practices and perspectives while the equally important *skills* component will revolve around writing in Spanish and learning (or refining) how to apply information literacy skills to written communication assignments. Thus, while students use writing as a tool for discovery, they will also learn the responsible research methods of accessing authoritative, quality information; using information ethically; and understanding MLA-style conventions.

In Span 307, students will begin the semester with a broad exploration into what is culture (first two weeks) and then move into specific themes that fulfill the learning goals but do so in different ways depending on the themes the individual faculty member assigns in any given semester. For example, for the course Prof. Nadeau will teach in fall, 2021 for the first time, the themes will be based on Hispanic food practices from ancestral foods and indigenous traditions of the Iberian Peninsula and Latin America to 21st-century representations of food in Spanish-speaking screen arts and on social media platforms.

As noted, the first two weeks will explore the question, what is culture? Students will be introduced to various theories that address the question and read a series of articles that approach culture from different perspectives that may include colonial studies, ethnic and racial studies, gender and sexuality studies, and studies of power dynamics, nationalisms and nation building, and/or theories of embodiment and identity. Our work in and out of class will culminate in a series of student-led round table discussions that address culture from a variety of perspectives.

The course in no way seeks to answer definitively this question rather it strives to have students understand the complexity of culture by analyzing it through different lenses. This agreed-upon foundation, which itself will be built on the shared series of learning goals and outcomes we will develop over the summer, will be the start to all Span 307 courses. The readings and activities developed for this two-week introduction to the course will be posted on Moodle so that all faculty members can use them in their respective courses.

However, the remainder of the course will vary in content based on the faculty member. For example, in 2019 Carmela Ferradáns taught this culture class under the umbrella theme of migration in the Mediterranean. Next fall, Carolyn Nadeau will frame the content around food studies. Thus, as an example of the work for this grant, the remaining content and assignments will be examples for one iteration of the course (that will be repeated each time Nadeau teaches the course). When other faculty teach the course, they will build their new course or revise an older course accordingly.

Examples of course content and assignments for a revised Span 307

Unit one: What is culture?

Oral Presentation: Round table (interpersonal and presentational) discussion on what is culture.

Unit two: Ancestral Food, culture and traditions.

Personal Essay: How food shapes one's identity

Unit three: Dietary rules: religion, health, and education

Informational essay: Based on the recipes provided, cook one and document the process. What have you learned about the different cooking techniques? How has temperature and time cooking change the texture and nature of the dish? Who was the dish shared with? What cultural practices revolved around its preparation and consumption? In what ways did preparing the dish connect you with the culture(s) from which the recipe came?

Ames research component 1: What is an archive? How do we look at primary written sources from the past?

Unit four: Chocolate and the Aztec World/Other Native American Traditions: Incas, Aymara, and Mapuches

Expository and Analytical Essay: Compare and contrast open air markets of the pre-Columbian era (like Tlatelolco in Tenochtitlán) with today's modern supermarket. Be sure to include different food products sold, their presentation and the human role in the respective marketplaces.

Ames research component 2: What types of sources do I need? Becoming familiar with Ames' databases, ordering articles, and evaluating sources.

Unit five: The Columbian Exchange and Gastronomic Mapping

Presentation: Students present a digital map of one specific food from the Americas and how it spread to the rest of the world. This assignment will intentionally analyze, compare, and contrast different food practices around the globe.

Ames: A crash course on GIS mapping

Unit six: Food and Cultural Identities as Seen in the Movies

Presentation: The class recreates a *tertulia* (literary social gathering, with food and drink). This will hopefully be an off-campus event at Prof. Nadeau's house, in which students discuss, debate, compare and contrast food's many roles in film and TV. In particular we will examine how food relates to questions of identity and nationality in the 2016 Spanish film *El olivo* [The olive tree].

Unit seven: Food and Social Media. Likes and Dislikes, Influencers

Analytical essay: This project will be related to identifying and quantifying social media strategies used by the food industry and lifestyle brands in a Spanish-speaking region or country. This assignment may include a comparative examination of influences in the US and in the Spanish-speaking region or country.

Ames research component 3: Continue refining our knowledge on databases, ordering articles, evaluating sources,

In summary, students will write four formal essays that relate to the unit in which they are assigned. The writing will reflect: description/personal essay (1-2 pp), informational and persuasive essay (2-4pp), expository essay (4-6 pp) and analysis (6-8 pp). Students will also participate in three oral projects: an interpersonal and presentational round table discussion on what is culture; a digital presentation of mapping a product from the Columbian exchange (for example, the pepper, tomato,

cacao, vanilla, corn, etc.); an interpersonal exchange of ideas in a *tertulia* that focuses on food's presence on the big and small screen.

Span 308 Introduction to Literature (Lit, G)

Course description and how the course is presently delivered and how it will be delivered after revision

Span 308 Introduction to Literature is the required core course students will take to learn how to interpret, discuss, and synthesize literary texts and prepare themselves for future *Texts and Con(texts)* courses. It carries both a Lit category and a G flag and as such the goals for the course align with the Gen Ed category goals: 1. help students to recognize and understand the importance of the structure and style of a literary text; 2. encourage students to engage their imaginative faculties when they read; and 3. enable students to connect the literature they read to the cultural and social contexts in which it was written or which it portrays. The course also aligns with the G flag goals: 1. develop students' ability to analyze and understand contemporary societies outside the U.S. in the context of individual courses; and 2. enable students to understand the social and cultural frames of reference of one or more societies and see the world from its/their perspective(s).

For reading in a second language, these goals take on additional challenges as students need to learn them in the target language. Therefore, in addition to the Gen Ed goals, the revised course will take into consideration the ACTFL Intermediate High proficiency goals for reading.

Readers are able to understand fully and with ease short, non-complex texts that convey basic information and deal with personal and social topics to which the reader brings personal interest or knowledge. These readers are also able to understand some connected texts featuring description and narration although there will be occasional gaps in understanding due to a limited knowledge of the vocabulary, structures, and writing conventions of the language.³

As a department we will also take into consideration the Intermediate proficiency benchmarks for Intercultural Communicative Competence (listed in Appendix II).

In past iterations of Span 308, faculty have packed a lot of material (actually all of us agree, too much material) into a one-semester course. Faculty would introduce students to literary theory; to different literary genres with selected readings in short narratives, poetry, drama and the essay; and to discipline-specific jargon. Additionally, we presented students with an overview of Peninsular and Latin American literary movements and with the general characteristics and known representative writers of each period. A typical syllabus may include two written essays, two oral presentations, and a mid-term and final exam. Over the years and in subsequent literature classes, we found that few details of the course transferred with the students to subsequent literature classes.

When revising Span 308, we plan to create more project-based activities to help students retain information and shift the focus to applying literary theory to a limited selection of genres and to teach students discipline-specific terminology to discuss literature. We may touch on very general concepts of literary movements, representative authors, and general characteristics of different

³ ACTFL Proficiency Guidelines, 2012,
<https://www.actfl.org/sites/default/files/guidelines/ACTFLProficiencyGuidelines2012.pdf>.

movements but we plan to shift most of that content to other *Texts and Contexts* courses students will take after Span 308 (see Appendix I).

A draft of the revised goals may look something like this. (As a reminder, we will make these decisions over the summer):

In this course students will explore what literature is, what it means to read literature, and why one might be interested in analyzing literature. You will be introduced to literary terminology and examine the social-cultural-historical contexts of Spain and the Americas, particularly matters of race, class, gender, and political ideas as they relate to literatures of the Spanish-speaking world. Students will learn to interpret and analyze literary texts, cultural institutions, and objects of national, mass, and popular cultures.

Over the summer, faculty will discuss possible student learning outcomes that may include the following. Again, this is only the first iteration of possible outcomes for the course:

- Identify and explain fundamental theoretical concepts and critical approaches in literary analysis.
- Apply basic literary-critical terminology in oral and written discussions of literary texts written in Spanish.
- Interpret literary texts in their cultural, social, and historical contexts.
- Examine the interaction and interdependence between literary texts and their cultural and historical contexts.
- Apply critical thinking techniques to the reading of Spanish language texts.
- Discuss literary and cultural topics in Spanish with grammatical and lexical precision and sophistication reflective of the Intermediate Mid-High (or higher) level on the ACTFL Oral Proficiency Scale.

Examples of course content and assignments for a revised Span 308

The revised Span 308 will begin with a new cultural studies approach to reading by discussing theories on what is reading, what is literature, what are texts and what does it mean to read (first two weeks). At the end of this unit and as a first formal project, students will deliver group presentations on different literary theories. Over the summer, we will collaboratively develop the shared content that each professor will use to begin this course. The readings and activities developed for this introduction to the course will be posted on Moodle so that all faculty members can use them in their respective courses. One of the assignments for this first unit may be something like the following that Lucia Binotti shared in the Humanities Commons.⁴ (It is written in English for the FDC committee).

Read these two articles and write out your answers to the following questions. Be prepared to discuss your answer in class: For you, what is “literature”? What types of things (objects, ideas, genres, etc.) come to mind when you think of literature? Why is literature important for society?

1. Divided Times: How Literature Teaches us to Understand ‘The Other’⁵

⁴ <https://hcommons.org/deposits/item/hc:20109/>

⁵ <https://www.theguardian.com/books/2016/dec/02/literature-teaches-us-to-understand-the-other>

2. Si no leemos, no sabemos escribir, y si no sabemos escribir, no sabemos pensar [If we don't read, we don't know how to write and if we don't know how to write, we don't know how to think].⁶

With this foundation in place, and for the remainder of the semester each faculty member will select specific texts that fulfill the learning goals but do so in different ways depending on the readings the individual faculty member assigns in any given semester. Texts will vary from professor to professor but all of us are committed to including representations of narrative, poetry and drama. Revisions for this course will shift the weight of the class to 1. learning the principles of close-reading analysis and applying literary theory to select texts; and 2. becoming literate in the processes and terminology of literary analysis in Spanish while engaging the students with more project-based assignments.

With these projects, students will have the opportunity to improve oral proficiency in Spanish through conversation and co-creation and improve written proficiency in Spanish through written assignments and projects. Some projects may include:

- Mind maps: determine central ideas or themes of a text and analyze their development; or summarize key supporting details and ideas.
- Character silhouettes: record physical appearance, social skills, intelligence, feelings of a specific character to analyze how and why individuals, events, or ideas develop and interact over the course of a text.
- Literary Postcards: write a card from one character to another character
- Text-based drawings: sketch out a specific scene in groups of two and then collectively make a chapter book from all the scenes.
- Collaborative posters: review key concepts, analyze symbols and motifs, and brainstorm ideas for essays and finish with a “gallery” walk in which students review each other’s posters.
- Theme collages: determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
- Speed dating sessions: generate debate topics from a text and rotate students to discuss them.

Several project-based exercises could take advantage of digital media to enhance the students’ interest. An ArcGIS story map could be an effective way for students to create a mind map to work out central themes of a short story. Digital video production, including the use of the one-button studio and I-movies may be a way for students to interpret a poem. Other multimodal projects, such as Pixton, a user-friendly online tool that allows students to create digital comics and graphic novels, or even Instagram, could be used to create a visually-focused comic or social media network to reconstruct a dramatic plot.

⁶ <https://culturainquieta.com/es/inspiring/item/10904-si-no-leemos-no-sabemos-escribir-y-si-no-sabemos-escribir-no-sabemos-pensar.html>

After revising learning goals and student outcomes for each of the three core courses, and after developing course syllabi and assignments, this summer we will all work to develop assessment tools for the three curricular areas and three core courses. This way, as we teach these courses, we can continue to reflect and revise as needed.

3. B. Rationale for Grant Requests.

There is no doubt that the work we will undertake with the support of this grant will have a lasting impact on the way both we as faculty and our students approach the course materials. First, as outlined in goals one and two of the introduction, we are revising program goals and developing student learning outcomes and aligning them with our program goals for three new proposed areas of study for our major and three minors. These goals and outcomes will become the backbone of our transformed Hispanic Studies program. We will also ensure that the goals and outcomes of each of the three core courses align with these new curricular areas. Second, as outlined in goals three and four of the introduction, we are designing common assignments and modules for all three core classes and representative syllabi that we will share with one another. Third, as outlined in goal five of the introduction, we will work together to develop assessment tools for both the three newly developed areas of our curriculum and the three core classes. As mentioned above, all of us teach these core classes on a regular basis so the work we undertake this summer will serve all of us for next year and many years to come. Furthermore, laying out the goals and learning outcomes for each of the three new areas of the major/minors will provide faculty in Hispanic Studies with common ground as we move into phase two of the program transformation and each of us begins to revise and create new courses at both the 200 and 300 level.

We have no additional sources of funding for phase one of the transformation of the Hispanic Studies program.

3. C. IRB/IACUC Review.

Not applicable

4. CD Grant Budget Page

To date, we have identified several titles we want to purchase. However, we would like to reserve the right to purchase additional course development materials that may arise when we are involved in the curricular development over the summer. For example, we may want to use the funds to purchase instructional materials, word game apps, an other digital tools necessary for class instruction that we may identify during our curricular development project this summer. Because we anticipate that such purchases would not exceed \$1000, we are including in the budget page an “other potential materials” section that brings the balance to \$1000.

5. Supervisor’s Form

Attached.

APPENDIX I: NEW AND REVISED HISPANIC STUDIES COURSES

Development of new courses and revision of existing courses in the newly created three areas of study to be implemented in different phases.

Course revisions for 2021-22 are marked in blue.

*indicates a course is replacing an old course at the 300 or 400-level.

Content areas will include the following number system:

- 321-329 PreModern Spain and Latin America
- 331-339 Contemporary Spain
- 341-349 Latin America & the Spanish Caribbean
- 351-359 Latinx
- 361-369 cross-continental, comparative

Note: traditionally we mark courses focused on language studies by ending in 3, such as Span 203 and Span 303.

(1) Communities, Communication, and Language

- [Span 203 Conversation and Composition](#) (G)
- Span 213 Noticias y Café (0.5 unit of credit (a conversation class)
- Span 230 Medical Spanish and Cultural Competency for Health Care (U)
- Span 240 Spanish for Social Justice (U)
- Span 250 Business Spanish and its Cultural Context (G)
- Span 273 Issues in Spanish Translation and Interpretation
- [Span 303 Advanced Grammar and Communication](#)
- Span 305 Travel Seminar
- Span 397 Internship

(2) Cultures and Identities

- [Span 307 Reading and Writing Culture](#) (G, W)
- Span 321 Images of the Baroque: Artistic movements in their socio-political landscape (IT)
**old 470*
- [Span 332 The New Spanish Citizen](#) (CHC or IT, G) **old Span 314, fall 2021*
- Span 341 Latin American Film (AR, G) **old Span 360, fall 2021*
- Span 344 Latin American Revolutionary Movements (IT, CHC?) **old Span 320*
- Span 345 Pre-Columbian Colonial Latin America (CHC)
- Span 351 Latinx culture: title to be determined
- Span 354 Latinx culture: title to be determined
- Span/LC 261 Resisting Dictatorship: Spain and Chile (AV, G) **old Span 320 and Hum 270*
- Span/LC 264 Cooking in the Archives: Global Food Culture and the Columbian Exchange (CHC, IT?)

(3) Texts and Con(texts)

- [Span 308 Introduction to Literature](#) (LIT, G)
- Span 322 *Don Quixote*: the first modern novel (LIT) **old Span 408*
- Span 324 Heroes and Villains of the Early Modern Age (IT) **old Span 408*

Span 331/LC 231 Dangerous Texts (LIT, G) **old Span 418*
Span 334/LC 234 Visual Cultures of Modern Spain (CHC or IT, G) **old Span 360*
Span 342 Latin American Short Story (LIT) **old Span 478*
Span 344 Latin American Women Writers (LIT, CHC?)
Span 352 Latinx Literature: title to be determined
Span 354 Latinx Lit: title to be determined

**APPENDIX II: INTERMEDIATE PROFICIENCY BENCHMARKS FOR
INTERCULTURAL COMPETENCY (sample)**

| |
|--|
| <p align="center">INVESTIGATE</p> <p>Investigate Products and Practices to Understand Cultural Perspectives</p> |
|--|

| | |
|--|---|
| PROFICIENCY BENCHMARK | |
| In my own and other cultures, I can make comparisons between products and practices to help me understand perspectives | |
| PERFORMANCE INDICATORS | |
| PRODUCTS | In my own and other cultures, I can compare products related to everyday life and personal interests or studies. |
| PRACTICES | In my own and other cultures, I can compare practices related to everyday life and personal interests or studies. |

| |
|---|
| <p align="center">INTERACT</p> <p>Interact with Others in and from Another Culture</p> |
|---|

| | |
|---|--|
| PROFICIENCY BENCHMARK | |
| I can interact at a functional level in some familiar contexts. | |
| PERFORMANCE INDICATORS | |
| LANGUAGES | I can converse with peers from the target culture in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences. |
| BEHAVIORS | I can recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders. |

APPENDIX III: TENTATIVE LIST OF RESOURCES

Titles with an * are to be purchased.

- American Council on the Teaching of Foreign Languages. *ACTFL Proficiency Guidelines*, 2012. <https://www.actfl.org/sites/default/files/guidelines/ACTFLProficiencyGuidelines2012.pdf> Accessed 21 Feb. 2021.
- _____. “NCSSFL-ACTFL Proficiency Statements.” *ACTFL Language Connects*. <https://www.actfl.org/resources/ncssfl-actfl-can-do-statements>. Accessed 21 Feb. 2021.
- Association of American Colleges and Universities. *AAC&U Value Rubrics*, 2009. <https://www.aacu.org/value-rubrics> Accessed 21 Feb. 2021
- Biggs, John. “Enhancing Teaching through Constructive Alignment.” *Higher Education* 32, 1996, pp. 347-364.
- Biggs, John and Kevin F. Collis. *Evaluating the Quality of Learning: The SOLO Taxonomy*. New York: Academic Press, 1982. <https://doi.org/10.1016/C2013-0-10375-3>.
- Bott Van Houten, Jacque and Kathleen Shelton. “Leading with Culture.” *The Language Educator*, Jan-Feb, 2018, pp. 34-39. https://www.actfl.org/sites/default/files/tle/TLE_JanFeb18_Article.pdf. Accessed 21 Feb. 2021.
- *Holliday, Adrian. *Understanding Intercultural Communication: Negotiating a Grammar of Culture*. Routledge, 2013. (\$78.45 on Amazon)
- *Jackson, Jane. *Introducing Language and Intercultural Communication*. 2cd. Ed. Routledge, 2019. (\$38.87 on Amazon)
- Kuh, George. “High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter” Association of American Colleges and Universities, 2008.
- *Lynn, Steven. *Texts and Contexts: Writing About Literature with Critical Theory*. 7th Ed. Pearson Education, 2016. (\$45.80 on Amazon)
- National Council of State Supervisors for Languages (NCSSL). <https://ncssfl.org/>. Accessed 21 Feb. 2021.
- *Sorrels, Kathryn. *Intercultural Communication: Globalization and Social Justice*. 2cd. Ed. California: Sage Publications, 2015. (\$62.99 on Amazon)
- *Thomas, David and Kerr Inkson. *Cultural Intelligence: Living and Working Globally*. 3rd Ed. San Francisco: Berret-Koehler, 2017. (\$18.39 on Amazon)

CD Grant Budget Page

1. **Estimated expenses** (make sure to include a description of each of the expenses in the 2-3 page narrative). If you are requesting books or DVDs, please provide titles and approximate costs.

| Item | Amount |
|--------------|----------|
| _____ | \$ _____ |
| _____ | \$ _____ |
| _____ | \$ _____ |
| _____ | \$ _____ |
| _____ | \$ _____ |
| _____ | \$ _____ |
| _____ | \$ _____ |
| Total | \$ _____ |

2. **Stipend(s) requested** (see grant description for specific requirements):

| Name | Amount |
|--------------|----------|
| _____ | \$ _____ |
| _____ | \$ _____ |
| _____ | \$ _____ |
| _____ | \$ _____ |
| Total | \$ _____ |

3. **Total amount requested:** \$ _____

Please note: Materials purchased with CD and ID grant funds, including, for example, software, CDs, and DVDs, are subject to all applicable copyright laws. Faculty members are responsible for upholding these laws. Materials for use in the library collection should be purchased through The Ames Library with allotted departmental funds. For details about copyright issues, please go to <http://libguides.iwu.edu/copyright>, or contact University Librarian Karen Schmidt or your department's liaison librarian.

Curriculum Development Grant Supervisor's Form

Name of applicant(s) _____

Please provide the information below and return this form to the applicant(s).

1. Is/are the course(s) proposed:

_____ new to the IWU curriculum?

_____ substantial revision of existing course(s)?

2. What part of the curriculum is served by the proposed course? (check all that apply)

_____ major/minor

_____ Gen Ed

_____ interdisciplinary program(s)

_____ elective

3. How frequently will the course be offered? _____

4. Why is this course a welcome addition to the curriculum? _____

5. How will a CD grant support this applicant(s)'s professional development as a teacher(s)?

6. What, if any, resource implications are connected to this course? _____

If preferred, the chair/director can submit a formal letter of support in lieu of questions 4-6.

Signature of supervisor _____

Date _____