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

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 wiB-2 (y)30

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

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 (gJ 1.5 - 1.14I(i)-2 (ve)4 (;)18 ()1.16 Td [Tf 1.98 (he)4 6 Td [Tf 1)7-1.14 Td

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?
- A mes 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 Tenochititlán) 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 tomi presentation and tcific the if/T10 (t)-ent.

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

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

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

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)

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Curriculum Development Grant Supervisor's Form

Name of applicant(s)									
Please provide the information below and return this form to the applicant(s).									
 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)									
<u>maj</u> or/minor <u>Ge</u> n Ed									
<u>inte</u> rdisciplinary program(s) <u>ele</u> ctive									
3. How frequently will the course be offered?									
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)?									
3. The will a OD 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 46.									
Signature of supervisor Date									