

SEP 06 2007

SC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		07-136.	AP-9/25/07	App-3/24/09

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person Dr. Sean McDaniel	Email Address mcdaniel@iup.edu
Proposing Department/Unit Department of Spanish	Phone 7-7532

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply)

☐ New Course ☐ Course Prefix Change ☐ Course Deletion
☒ Course Revision ☐ Course Number and/or Title Change ☒ Catalog Description Change

SPAN 410 Medieval Literature

SPAN 410/510 Medieval Literature

Current Course prefix, number and full titleProposed course prefix, number and full title, if changing

2. Additional Course Designations: check if appropriate

☐ This course is also proposed as a Liberal Studies Course. ☐ Other: (e.g., Women's Studies, Pan-African)
☐ This course is also proposed as an Honors College Course.

3. Program Proposals

☐ New Degree Program ☐ Program Title Change ☐ Program Revision
☐ New Minor Program ☐ New Track

Current program nameProposed program name, if changing

4. Approvals

		Date
Department Curriculum Committee Chair(s)	<i>[Signature]</i>	8-27-07
Department Chair(s)	<i>[Signature]</i>	8-27-07
College Curriculum Committee Chair	<i>[Signature]</i>	9-17-07
College Dean	<i>[Signature]</i>	9-17-07
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	<i>[Signature]</i>	9-25-07

* where applicable

Received

SEP 13 2007

Liberal Studies

Orig. sent to grad comm. 7-29-08

SPAN 410/510 Medieval Literature

3c-0l-3cr

3 class hours

0 lab hours

3 credits

- I. Course Description:** Reading and discussion of various medieval genres: brief prose narrative, epic, lyric, and didactic poetry, prose, and medieval drama. Taught in Spanish. Prerequisite for SPAN 410: SPAN 260 or permission. Prerequisite for SPAN 510: Acceptance to Spanish graduate program or permission.

II. Course Objectives

Students completing this course will be able to:

1. Demonstrate an understanding of selected materials representative of Spanish medieval literature by discussing and writing about the plot, theme, main characters, main idea, and structure.
2. Demonstrate knowledge of the historical/ social/ political situations important to the development of Spanish medieval literature.
3. Express their opinions about the selections read for class through discussion and by completing homework activities.
4. Conduct a critical investigation of a work not covered in class, and prepare a paper that presents the results of this research.
5. Access authentic Spanish resources (especially texts) through the internet.
6. Speak in present, past, and future time frames, and use connected paragraph-length discourse in Spanish.
7. Write in present, past, and future time frames, and use connected paragraph-length discourse in Spanish.
8. Conduct an oral presentation in Spanish on topic related to course content.
9. Explain selected literary texts read in original Spanish.
10. Correlate knowledge of social, political and literary history to specific literary works read for class.
11. Analyze original texts with paleographical methodology.

Additionally, graduate students will be able to:

1. Conduct appropriate library research that produces accurate and current bibliographies on assigned issues and topics in the field.
2. Summarize accurately in Spanish scholarly journal articles and book chapters written in both English and Spanish.
3. Write research papers in Spanish using a register and style appropriate to academic discourse.
4. Write research papers in Spanish that use appropriate professional formatting norms, in this case, the MLA.
5. Write research papers in Spanish that represent original literary and historical analysis.

6. Write research papers in Spanish that demonstrate a knowledge of and sensitivity to other critical points of view, such as that expressed in scholarly publications on the research paper topic.
7. Present orally in Spanish the results of original research in a manner and format consistent with that of professional presentations in the field.
8. Write and present critique of oral presentations of undergraduate students, as would be expected of academic professionals in educational settings.

STUDENT OUTCOMES ASSESSMENT MATRIX: UNDERGRADUATE AND GRADUATE

COE-ET Conceptual Framework Component	ACTFL/NCATE Program Standards	Spanish Educ. Program Competencies	Course Objectives	Course Assessment Technique Measuring Objectives
1.a.	1.a., 2.b.	9, 11, 13	1	Formative: <i>Participation, in-class activities, Exams</i>
1.a.	2.a.	11, 13	2	Formative:
1.a.	1.a, 2.b	3, 8, 9, 10, 11	3	Formative: <i>Participation, in-class activities, Exams</i>
1.a.	1.a., 2.a., 2.b.	9, 11, 13	4	Summative: <i>Final paper*</i>
1.a., 1.d.	1.a.	9, 11, 14	5	Formative: <i>In- class activities, homework</i>
1.a.	1.a.	3, 4, 5, 7, 8	6	Formative: <i>Participation</i> Summative: Final Presentation*
1.a.	1.a.	3, 7, 10	7	Formative: <i>In- class activities, homework;</i> Summative: <i>Final paper*</i>
1.a., 3.a.	1.a.	3, 9, 13	8	Formative: <i>Participation;</i> Summative: <i>Final presentation*</i>
1.a.	1.a., 2.b.	3, 9	9	Formative: <i>Participation,</i>

				<i>homework, in-class activities, Exams</i>
1.a.	1.a., 2.a., 2.b.	3, 9, 11, 13	10	Formative: <i>Participation, homework, in-class activities, Exams</i>
1.a.	1.a., 2.b.	3, 9	11	Formative: <i>Participation, homework, in-class activities, Exams</i> Summative: <i>Final paper*</i>

**Indicates assessments designed for mean and score range aggregated reporting.*

Student Outcomes Assessment Matrix: GRADUATE ONLY

NBPTS Standards	INTASC Standards	Spanish MA Program Competencies	Course Objectives	Course Assessment Technique Measuring Objectives
III, XI, XIII	1	2, 3, 4, 8, LC10, LC11, LC12, LC13	1	*Final Paper
III, XI, XIII	1	2, 3, 4, LC10, LC11, LC12, LC13	2	Article Summaries
III, XI, XIII	1	3, 4, 8, LC13	3	*Final Paper
III, XI, XIII	1	3, 4, 8, LC13	4	*Final Paper
III, IV, XI, XIII	1	3, 4, 8, LC11, LC13	5	*Final Paper
III, IV, XI, XIII	1	3, 4, 8, LC11, LC13	6	*Final Paper
III, XI, XIII	1	4, 8, LC13	7	*Presentation
III, XI, XIII	1	3, 4, LC9, LC11, LC12	8	Participation

**Indicates assessments designed for mean and score range aggregated reporting.*

III. Required Texts, Supplemental Books and Readings

Mujica, Bárbara. *Antología de la literatura española: Edad Media*. New York: John Wiley & Sons, 1991.

Packet/ handout materials from Pro-Packet, which contains selections from *El Cid*, the *Reportorio de los tiempos*, the *Summa de la paciencia*, the *Tesoro de la passion*, as well as discussion questions.

Libro de buen amor. Arcipreste de Hita. Gybbon-Monypenny, ed. Madrid: Editorial Castalia, 1989.

La Celestina, Fernando de Rojas.

Spanish-English dictionary, such as the Harper Collins.

Additional reference materials as appropriate to topic selection for final paper

IV. Evaluation Methods

Undergrad Evaluation:

1. Participation/Homework	10%
2. Final Paper	20%
(thesis: 10%)	
(bibliography/outline: 15%)	
(final version 75%)	
3. Final presentation	10%
4. Exam 1	20%
5. Exam 2	20%
6. Exam 3	20%

In addition to participation, undergraduate students will be evaluated with a number of activities designed to assess their achievement of undergraduate course objectives. Library research project will evaluate their ability to utilize the library's resources, to develop a bibliography, and to write a brief article summary (included under homework). The exams will ask them to correlate the studied texts with the social, historical, and literary framework presented in class, and will consist of short essays, as well as identifications of characters and quotes. The final will be an undergraduate research paper of at least 3000 words and citing at least 6 sources. The final presentation will be a short presentation to the class of the conclusions of their final paper.

Graduate Evaluation:

1. Participation	10%	based upon in-class participation/constructive critiques
2. Presentation	10%	oral presentation of final paper research (conference format)
3. Article summaries (3)	15%	
4. Exam 1	15%	
5. Exam 2	15%	
6. Final Exam (take-home essays)	15%	
7. Final paper	20%	research paper on agreed upon topic
(Abstract 10%)		
(Bibliography- MLA- 15%)		
(Final version-75%)		

In addition to participation, graduate students will be evaluated with a number of activities designed to assess their achievement of graduate course objectives. The graduate library research project will require them to identify a greater number of sources, and to write three extensive article summaries. The graduate student exams will require three 1000 word essays and will require a more thorough understanding of the source materials and the social context. The final

will be a graduate research paper of at least 4000 words and at least 10 sources. The final presentation will be given in formation conference presentation format, and must be done in a manner consistent with professional presentations in the field. The conference abstract includes the identification of a national conference appropriate to the material present in their final paper and the writing of an abstract and submission letter appropriate for that conference. Graduate students will also submit written constructive critiques (one page) for three of the undergraduate presentations given in class. These critiques will be from the point of view of the professor, and are done in order to practice pedagogical techniques associated with reviewing literary analyses. Critiques will be reviewed with the professor, and pending approval by the professor, will be shared with the undergraduate presenter at the conclusion of the course.

V. Grade Breakdown

Undergraduate Scale		Graduate Scale	
100-90	A	100-90	A
80-89	B	89-80	B
70-79	C	79-70	C
60-69	D	69-60	D
0-59	F		

VI. Course Attendance and Participation Policy

You must attend class regularly as your participation is imperative not only to you but to your fellow classmates as well. **For this reason, this class has both attendance and participation components.** In SPAN 410/510 **attendance is required.** According to the University Undergraduate Course Attendance Policy (see undergraduate catalogue), all students are expected to attend class. Roll will be taken at the beginning of each class. According to IUP Department of Spanish policy, all students are permitted a maximum of three (3) hours of unexcused absence per semester for a 3-credit course. Note that, for a graduate class that meets one time each week for 3 hours, one full-class absence constitutes the maximum number of permitted unexcused absences. **Spanish Department policy: for each unexcused hourly absence after the third, two (2) percentage points will be subtracted from the student's final grade.** Absences may be excused only for grave illness (documentation required), true emergency, or University-sponsored extracurricular activities (prior notification of professor required). At the graduate level, it is expected that a student who misses class will contact the professor for information regarding the content of the missed class and homework assignments.

Participation takes into account your willingness to engage in classroom activities, your preparation for class, and your attendance. Receiving a high participation grade also requires that you participate in SPANISH. Participation grades will be assigned on a daily basis out of a possible 4 points. 4 (A) "who was brilliant today?"; 3 (B) "who was very good today?"; 2 (C) "who was average today?"; 1 (D) "who was present but not well prepared today?"; and 0 (absent/sleeping). Your total class participation grade will be the sum of these daily participation grades.

VII. Course Outline

Please note that the professor reserves the right to change the course outline according to the needs and progress of the class. All readings are taken from the Mujica anthology unless otherwise noted.

Week 1	Course introduction/ History of the language/ Spanish Medieval History/ Spanish paleography/Unit I: La lírica temprana.
Week 2	Jarchas/ Cantigas de amigo/ La poesía épica, <i>Cantar de mio cid</i> . 1-14
Week 3	<i>Cantar de mio cid</i> (cont.); 15-152
Week 4	<i>Cantar de mio cid</i> (cont.): Summary/ Debate on honor of Cid/ <i>Poema del conde Fernán González</i> / <i>Cantar de las mocedades de Rodrigo</i>
Week 5	Review/ Exam- Unit I/ Begin Unit II. La poesía clerical/ Gonzalo de Berceo/ <i>Milagros de Nuestra Señora</i> , "El romero engañado por el Diablo"/Grad Article Summary I due
Week 6	<i>MNS</i> , cont. "El clérigo simple;" "El sacristan fornicario"/Summary Trial activity
Week 7	<i>Libro de Alexandre</i> / <i>Libro de Apolonio</i> / Juan Ruíz,/ Paper topic approval deadline (graduate/ undergraduate)/ <i>Libro de buen amor</i>
Week 8	<i>Libro de buen amor</i>
Week 9	<i>Libro de buen amor</i> / In-class debate, ¿De buen amor o loco amor? /Lírica cortesana/ <i>Cantigas de Santa María</i> / Review/ Exam- Unit II/ Grad Article summary 2 due
Week 10	Unit III. La prosa/ La historiografía/ la geografía/ las ciencias/ la biografía/ Alfonso X/ <i>La General Estorial</i> / <i>Las Siete Partidas</i> / Pérez de Guzmán/ <i>Generaciones y semblanzas</i> / La literatura didáctica/ <i>El caballero Cifar</i> / Andrés de Li/ <i>The Reportorio de los tiempos</i> / Early printing in Spain
Week 11	Andrés de Li (cont.)/ <i>Summa de paciencia</i> / <i>El tesoro de la passion</i> / Paper bibliography and outline due (grad and undergrad)/ Don Juan Manuel/ <i>El Conde Lucanor</i> / Martínez de Toledo; <i>Arcipreste de Talavera o Corbacho</i> , Fernando de Rojas, <i>La Celestina</i>
Week 12	<i>La Celestina</i> / Grad Article Summary 3 due/ Undergraduate Article Summary due
Week 13	<i>La Celestina</i> / In-class review

Week 14	Paper Presentations (undergraduate)/ constructive critiques due (graduate)
Week 15	Paper Presentations/ Review/ Final Papers due (grad/ undergraduate)/ Conference presentations (graduate)/ Final exam (take-home, graduate; in-class, undergraduate)

VIII. Special Resource Requirements
None

IX. Bibliography

It should be noted that the sub-discipline of Spanish Medieval Literature is a broad and roductive area within Spanish letters. It is therefore not possible to develop an all-inclusive bibliography of its important texts. I have included here a selection of source texts (in modern as well as medieval editions) and critical works.

Selected Texts (including source texts, criticism and history)

Adams, H.M., ed. *Catalogue of Books Printed on the Continent of Europe, 1501-1600 in Cambridge Libraries*. 2 vols. Cambridge: Cambridge UP, 1967.

Alfonso X. *General Estoria*. Ed. A.G. Solalinde. Madrid: Junta para Ampliación de Estudios e Investigaciones Científicas, 1930.

---. *Siete Partidas*, Ed. Real Academia de la Historia. 2 vols. Madrid: 1936.

Altschul, Nadia. *La literatura, el autor y la crítica textual*. Madrid: Editorial Pliegos, 2005.

Amundsen, Darrel. *Medicine, Society, and Faith in the Ancient and Medieval Worlds*. Baltimore: John Hopkins UP, 1996.

Anninger, Anne. *Spanish and Portuguese Sixteenth-Century Books in the Department of Printing and Graphic Arts: A Description of an Exhibition and a Bibliographical Catalogue of the Collection*. Cambridge, MA: The Houghton Library, Harvard College Library, 1985.

Berceo, Gonzalo de. *Los loores de Nuestra Señora*. Ed. Brian Dutton. London: Tamesis, 1975.

Bloch, R. Howard. *Medieval Misogyny and the Invention of Western Romantic Love*. Chicago: U of Chicago P, 1991.

---. "Medieval Misogyny." *Misogyny, misandry, and misanthropy*. Eds. Howard R. Bloch and Frances Ferguson. Berkeley: U of California P, 1989. 1-24.

- Broderick, Robert C. *The Catholic Encyclopedia*. Nashville: Thomas Nelson, 1976.
- Brown, Cynthia. *Poets, Patrons, and Printers: Crisis of Authority in Late Medieval France*. Ithaca: Cornell UP, 1995.
- Bulfinch, Thomas. *Bulfinch's Mythology*. New York: Avenel Books, 1979.
- Cárdenas, Anthony, Jean Gikison, John Nitti, and Ellen Anderson. *Bibliography of Old Spanish Texts: Literary Texts*. 3rd. ed. Madison: Hispanic Seminary of Medieval Studies, 1992. Now on ADMYTE disc, new name is BETA..
- Cary, M., and H.H. Scullard. *A History of Rome Down to the Reign of Constantine*. 3rd. ed. London: MacMillan, 1975.
- Chabàs, Josep, i Antoni Roca. *El "Lunari" de Bernat de Granollachs*. Barcelona: Fundació Salvador Vives i Casajuana, 1985.
- Chambers, Marlene. "Early Printing and Book Illustration in Spain." *The Library Chronicle*, 39 (1973): 3-17.
- Clark, Charles West. "The Zodiac Man in Medieval Medical Astrology." Diss. U of Colorado, 1979.
- Collins, Marie and Virginia Davis. *A Medieval Book of Seasons*. New York: Harper Collins, 1992.
- Constable, Olivia Remie, ed. *Medieval Iberia: Readings from Christian, Muslim, and Jewish Sources*. Philadelphia: U of Pennsylvania P, 1997.
- Corominas, Joan and José A. Pascual. *Diccionario crítico etimológico castellano e hispánico*. 6 vols. Madrid: Gredos, 1987.
- Coromines, Joan. *Diccionari etimològic i complementari de la llengua catalana*. 9 vols. Barcelona: Curial Ediciones Catalanes Caixa de Pensions <<La Caixa>>, 1988-91.
- Dagenais, John. *The Ethics of Reading in Manuscript Culture: Glossing the "Libro de buen amor"*. Princeton: Princeton UP, 1994.
- Delbrugge, Laura. "Ties that Bind (and Print) Pablo Hurus and Andrés de Li." *La Corónica* 31.1 Fall, 2002.
- Deyrmond, A. D. *Historia de la literatura española: La Edad Media*. Barcelona: Ariel, 1991.

- DiFranco, Ralph. "Hispanic Biographical Criticism: The *Converso* Question." *The Michigan Academician*, 12, 1979, 85-96.
- Eamon, William. *Science and the Secrets of Nature: Books of Secrets in Medieval and Early Modern Culture*. Princeton: Princeton UP, 1994.
- Eisenstein, Elizabeth. *The Printing Revolution in Early Modern Europe*. Cambridge: Cambridge UP, 1983.
- Febvre, Lucien and Henri-Jean Martin. *The Coming of the Book: The Impact of Printing, 1450-1800*. Trans. David Gerard. NLB: London, 1976.
- Ferrante, Joan. *To the Glory of her Sex: Women's Roles in the Composition of Medieval Texts*. Bloomington: Indiana UP, 1997.
- French, Roger. "Astrology in Medical Practice." *Practical Medicine from Salerno to the Black Death*. Ed. Luis García-Ballester et al. Cambridge: Cambridge UP, 1994. 30-59.
- Gil-Sotres, Pedro. "Derivation and Revulsion: The Theory and Practice of Medieval Phlebotomy." *Practical Medicine from Salerno to the Black Death*. Ed. Luis García-Ballester et al. Cambridge: Cambridge UP, 1994. 110-55.
- Goldberg, Harriet. *Motif-index of Medieval Spanish Folk Narrative*. Tempe: Medieval and Renaissance Texts and Studies, 1997.
- Griffin, Clive. *The Crombergers of Seville: The History of a Printing and Merchant Dynasty*. Oxford: Clarendon, 1988.
- Hammond, N.G.L, and H.H. Scullard, eds. *The Oxford Classical Dictionary*. 2nd. ed. Oxford: Clarendon Press, 1970.
- Haebler, Conrado. *Bibliografía ibérica del siglo xv*. New York: Burt Franklin, 1957.
- Hillgarth, J.N. *The Spanish Kingdoms: 1250-1516*. Oxford: Clarendon Press, 1978.
- Jacquart, Danielle, and Claude Thomasset. *Sexuality and Medicine in the Middle Ages*. Princeton: Princeton UP, 1988.
- Jorgensen Concheff, Beatrice. *Bibliography of Old Catalan Texts*. 1st ed. Madison: The Hispanic Seminary of Medieval Studies, Ltd., 1985.
- Kaplan, Gregory B. "In Search of Salvation: The Deification of Isabel la Católica in *converso* poetry." *Hispanic Review* 66 (1988): 280-308.

- . "Toward the Establishment of a Christian Identity: The *conversos* and Early Castilian Humanism." *La corónica* 25 (1996): 53-68.
- Keller, John. *Motif-index of Mediaeval Spanish Exempla*. Knoxville: U of Tennessee P, 1949.
- Lacarra, María Eugenia. "Representaciones de mujeres en la literatura española de la Edad Media (escrita en castellano)." *La mujer en la literatura española: modos de representación desde la Edad Media hasta el siglo XVII*. Vol. 2 of *Breve Historia feminista de la literatura española (en lengua castellana)*. Ed. Iris M. Zavala. Barcelona: Anthropos, 1993. 21-68.
- Lapesa, Rafael. *Historia de la lengua española*. 8th ed. Madrid: Gredos, 1980.
- Lemay, Richard. "The True Place of Astrology in Medieval Science and Philosophy: Towards a Definition." *Astrology, Science, and Society: Historical Essays*. Ed. Patrick Curry. Woodbridge, England: Boydell, 1987. 57-73.
- Li, Andrés de. *Reportorio de los tiempos*. 1495. Ed. Laura Delbrugge. London: Tamesis, 1999.
- . *Summa de paciencia*. Ed. Laura Delbrugge. Lewistown, NJ., Edwin Mellen Press, 2003.
- . *Tesoro de la pasión*. Seville: Cromberger, 1517.
- Libro de Apolonio*. Ed. Carmen Monedero. Madrid: Castalia, 1987.
- Liss, Peggy K. *Isabel the Queen*. New York: Oxford UP, 1992.
- Lloyd, Paul M. *From Latin to Spanish*. Philadelphia: American Philosophical Society, 1987.
- Los impresos científicos españoles de los siglos XV y XVI: Inventario, Bibliometría y Thesaurus*. Valencia: Cátedra de Historia de la Medicina, 1981.
- Mackenzie, David. *A Manual of Manuscript Transcription for the Dictionary of the Old Spanish Language*. 5th ed. rev. and expanded by Ray Harris-Northall. Madison: Hispanic Seminary of Medieval Studies, 1997.
- MacKay, Angus. *Spain in the Middle Ages From Frontier to Empire: 1000-1500*. New York: St. Martin's Press, 1977.
- Meyerson, Mark D. and Edward D. English, eds. *Christians, Muslims, and Jews in Medieval and Early Modern Spain: Interaction and Cultural Change*. Notre Dame, Indiana: U of Notre Dame P, 2000.
- Nalle, Sara T. "Literacy and Culture in Early Modern Castile." *Past and Present* 125 (1989): 65-96.

- Netanyahu, Benzion. *The Origins of the Inquisition in Fifteenth-Century Spain*. New York: Random House, 1995.
- Norton, F. J. *A Descriptive Catalogue of Printing in Spain and Portugal (1501-1520)*. Cambridge: Cambridge UP, 1978.
- Odriozola, Antonio. "La imprenta en Castilla en el siglo XV." *Historia de la imprenta hispana*. Madrid: Editora Nacional, 1982. 93-219.
- Penney, Clara Louisa. *List of Books Printed Before 1601 in the Library of the Hispanic Society of America*. New York: Hispanic Society of America, 1955.
- Rivera, Isidro J. and Donna M. Rogers, eds. *Historia de la donzella Teodor: Edition and Study*. Center for Medieval and Renaissance Studies, Binghamton UP, 2000.
- Romero Tobar, Leonardo. "Los libros poéticos impresos en los talleres de Juan y Pablo Hurus." *Aragón en la Edad Media VIII* (1989): 461-574.
- Rubin, Nancy. *Isabella of Castile: The First Renaissance Queen*. New York: St. Martin's Press, 1991.
- Ruíz, Juan. *Libro de buen amor*. Ed. G.B. Gybbon-Monypenny. Madrid: Castalia, 1989.
- Sánchez de Vercial, Clemente. *Libro de los enxemplos por a.b.c.* Eds. John Esten Keller and Louis Jennings Zahn. Madrid: CSIC, 1961. Exemplos 253 and 254.
- Siraisi, Nancy G. *Medieval and Early Renaissance Medicine: An Introduction to Knowledge and Practice*. Chicago: U of Chicago P, 1990.
- Taylor, Mark C. ed. *Critical Terms for Religious Studies*. Chicago: U of Chicago P, 1998.
- Whinnom, Keith. "The Problem of the 'Best-Seller' in Spanish Golden Age Literature." In *Medieval and Renaissance Spanish Literature: Selected Essays by Keith Whinnom*. Eds. Alan Deyermond, W.F. Hunter, and Joseph T. Snow. Exeter: U of Exeter P, 1994, 159-175.

Part II. Description of Curriculum Change

2. Summary of proposed revisions.

We propose converting this class into a dual-listed class, and have added graduate objectives and evaluation methods.

We propose striking the phrase “offered in four-year rotation” from the catalogue description.

3. Justification/Rationale for revision.

The rationale for the conversion to a dual-listed class is that we have been given permission to develop a proposal for an MA and would like to make this class part of our graduate program.

The rationale for the description change is that should this class become part of our graduate program, we may find it necessary to offer it more frequently.

4. This is submitted under Syllabus of Record Amnesty.

Part III. Letters of Support or Acknowledgement

Outside of the Department of Spanish, there are no other affected or interested departments or programs.