

General Studies Gold Request Form

Consult the [General Studies Request FAQ](#) for more information and quick answers.

New permanent numbered courses must be submitted to the workflow in [Kuali CM](#) before a General Studies request is submitted here. The General Studies Council will not review requests ahead of a new course proposal being sent to the Senate.

Submission Information

| | |
|--|--|
| College/School | Department/School |
| The College of Liberal Arts and Sciences (CLA) | School of International Letters and Cultures (CLANLIT) |

Submission Type

New Request

Requested Effective Date

Summer 2025

ASU Request

Is this request for a permanent course or a topic?

| | | |
|------------------|---------------|--------------------|
| Permanent Course | | |
| Subject Code | Course Number | Units/Credit Hours |
| SPA | 419 | 3 |

Course Information

Enter the course catalog information, found in the [web course catalog](#) or [Kuali CM](#).

Course Title

Spanish Around the World

Course Catalog Description

Spanish dialectology and variationist/quantitative sociolinguistics.

Enrollment Requirements (Prerequisites, Corequisites, and/or Antirequisites)

Prerequisite(s): SPA 400 with C or better OR Visiting University Student

Is this a crosslisted course?

No

Is this course offered by (shared with) another academic unit?

No

If this course or topic already carries a different General Studies Gold (not Maroon) designation than the one being requested, please check this box.

General Studies Gold Designation Request

Requested Designation

Quantitative Reasoning (QTRS)

Attach a representative syllabus for the course, including course learning outcomes and descriptions of assignments and assessments.

[SPA 419 Syllabus Kuali.pdf](#)

Quantitative Reasoning (QTRS)

Quantitative and computational reasoning is essential for success in 21st-century careers, for critically evaluating information in the age of "big data," for assessing the quality of arguments conveyed through digital media, for informed participation in community and social life, and for contributing to the formulation of effective solutions for achieving a sustainable and just future. Quantitative reasoning enables students to apply relevant mathematical, statistical, computational, and visualization methods in academic, social and personal settings.

In a quantitative reasoning course, students learn about data, data management, data summaries, data visualization, and the use of computational tools with data. Data can take many forms, including numerical data, textual data, images, and others. Students also learn about how quantitative reasoning can be used to make arguments clear, precise and verifiable. Finally, they learn to build quantitative models, make predictions, and communicate their findings based on available data. This may include some combination of mathematical, statistical, computational or network models, or visualizations.

Most of the course content should align with the Gold category learning outcomes.

Instructions: In the fields below, state the assignment, project, or assessment that will measure each learning outcome, and provide a description. The description should provide enough detail to show how it measures the learning outcome. If needed, more than one can be identified.

The proposal does not need to include all course assessments that measure a given learning outcome. The provided assessment should include sufficient detail to allow the subcommittee to make their evaluation. When appropriate, the same assessment can be listed for more than one learning outcome (e.g., a culminating project).

You may provide links to a document (Google Drive or Dropbox) that includes the relevant details for the assessment. **Do not provide links to Canvas shells.**

QTRS Learning Outcome 1: Understand variables, measurement and data, including how they can be used to pose and answer questions about society and nature, and to manipulate, organize, classify and visualize quantitative data.

Discussion Forum 2 asks students to choose and justify what data collection they would use in a sociolinguistics M.A. thesis or Ph.D. dissertation (random sampling vs stratified random sampling).

Test 2 elicits their knowledge on oral data collection, such as individual/group, free conversation/guided conversation/semi guided conversation. One of the questions asks them to choose from the aforementioned types in order to conduct research on US Southwest Spanish.

QTRS Learning Outcome 2: Evaluate arguments from everyday life or academic fields of study that are represented mathematically, statistically, computationally, or in visualizations.

Discussion Forum 3 asks students to explain why sociolinguistic studies have found that, in Western societies, women tend to use the prestigious variants of a linguistic variable in a statistically significant more frequent way than their male counterparts.

Discussion Forum 5 asks students to explain the notion of “linguistic change from above”, where the spreading of a stigmatized variant is prevented consciously by the speakers of the higher social echelons, which is translated in a gradually less frequently use of said form, until it reaches speakers of the lower social echelons.

QTRS Learning Outcome 3: Formulate hypotheses, mathematical models or narratives that are consistent with quantitative data.

Module 5 Data Coding consists in elaborating a coding chart that students will use to analyze their data with the SPSS (Statistical Package for the Social Sciences) software. Alongside the dependent variable and its variants, the chart must contain independent variables/factor groups, both social (external) and linguistic (internal), guided by hypotheses formulated on how they constrain the variable studied.

<https://docs.google.com/document/d/1kWQCs8ZsAcmb5wuFaNiiAiGIwwf70FUGn-2SqmQap18/edit?tab=t.0>

QTRS Learning Outcome 4: Communicate how quantitative data, interpretations, or models are connected to outcomes, predictions, decisions, explanations, or future states.

The Module 5 Data Coding assignment prompts students to elaborate predictions on the way each particular factor favors or disfavors the individual variants of the dependent variable, in agreement with the hypotheses behind each independent variable/factor group.

In the Video Presentation and Final Paper, students use SPSS to run descriptive statistics analyses (cross-tabulations with chi-square tests for statistical significance) in order to test the hypotheses formulated when elaborating the aforementioned Coding Chart. The results are explained in terms of which particular factors favor which individual variant of the dependent variable, and whether this relationship is statistically significant or not.

The interpretation of the quantitative analysis results will allow the students to situate their findings within the broader literature on the subject studied, i.e. whether it aligns with the majority of studies or it disagrees with them, in which possible explanations as to why it is the case must be formulated.

<https://docs.google.com/document/d/1kWQCs8ZsAcmb5wuFaNiiAiGIwwf70FUGn-2SqmQap18/edit?tab=t.0>

QTRS Learning Outcome 5: Effectively employ one or more digital tools to demonstrate quantitative reasoning, interpretations of calculations, or the creation and evaluation of visualizations.

The Video Presentation and Final Paper are outcomes of the students' research on a particular Spanish linguistic variable by using the SPSS (Statistical Package for the Social Sciences) software in order to obtain descriptive statistics results (cross-tabulations with chi-square tests for statistical significance) to draw conclusions about the hypotheses formulated on the effect of social (external) and linguistic (internal) factor groups on the variable studied.

<https://docs.google.com/document/d/1kWQCs8ZsAcmb5wuFaNiiAiGIwwf70FUGn-2SqmQap18/edit?tab=t.0>

List all course-specific learning outcomes. Where appropriate, identify the associated QTRS learning outcome(s) in brackets (see below for example). Note: It is expected that a majority of course-specific learning outcomes will be associated with a QTRS learning outcome.

Students are familiarized with the principles of Hispanic dialectology, sociolinguistics analysis and the study of variation in Spanish. [QTRS LO1] [QTRS LO2] [QTRS LO3]

Students become acquainted with the varieties of Spanish spoken in the United States, in particular, the Spanish spoken by bilinguals in the US Southwest.

Students will collect linguistic data through sociolinguistic interviews, code the data according to linguistic and social hypotheses, perform quantitative analyses of the collected data with SPSS (Statistical Package for the Social Sciences) and interpret said analyses within the sociolinguistics variationist framework. [QTRS LO4] [QTRS LO5]

<https://docs.google.com/document/d/1kWQCs8ZsAcmb5wuFaNiiAiGIwwf70FUGn-2SqmQap18/edit?tab=t.0>

Provost Use Only

Backmapped Maroon Approval

No Response

Form Submission - Proposer

Submitted for Approval | Proposer

Alvaro Cerron-Palomino - February 7, 2025 at 1:58 PM (America/Phoenix)

Department Approval

Approved

Sara Beaudrie - February 7, 2025 at 2:06 PM (America/Phoenix)

Mike Tueller

GSC Coordinator Review

Approved

TJ Robedeau - February 7, 2025 at 2:19 PM (America/Phoenix)

April Randall

Assistant Vice Provost Review

Approved

Tamiko Azuma - February 7, 2025 at 4:19 PM (America/Phoenix)

All required components confirmed.

Pre-GSC Meeting

Approved

TJ Robedeau - February 10, 2025 at 8:18 AM (America/Phoenix)

April Randall

Quantitative Reasoning (QTRS) Subcommittee

Acknowledgement Requested

Jason Nichols

Terri Kurz - February 25, 2025 at 9:06 AM (America/Phoenix)

Revise and resubmit: The committee would like to commend the applicant on aligning QTRS to a Spanish course. There are few issues that need to be attended to. Course learning objectives in syllabus need to align more broadly with QTRS objectives. For LO 1 it does not appear that students are actually working with any data. Please clarify and refine course alignment with LO1. For LO2 it is

unclear what students are presented as input for their evaluations. Syllabus: Under the description of course components, there is no description of the analysis of data. LO1: What variables will be analyzed? The sampling method does not describe data being collected. LO2: Discussion forum 3 may get at this better - there has been a statistical analysis of a linguistic variable and students are now asked to evaluate this outcome in men vs women. This transition seems misaligned. Please describe what statistical data students are required to evaluate.

Michelle Mancenido

Elizabeth Kizer

General Studies Council Meeting

Waiting for Approval

TJ Robedeau

April Randall

Registrar Notification

Notification

Courses Implementation

Implementation

Approval

Rebecca Flores

Lauren Bates

Alisha Von Kampen

Proposer Notification

Notification

Alvaro Cerron-Palomino

College Notification

Notification

Amanda Smith

Jenny Smith

ATCS Notification - ASU Course

Notification

Bryan Tinlin

Jessica Burns

Michele Devine

DARS Notification

Notification

Leticia Mayer

Peggy Boivin

EdPlus Notification

Notification

Sarah Shipp

Bronson Cudgel
