#### THE UNIVERSITY OF NORTH CAROLINA AT ASHEVILLE

#### **FACULTY SENATE**

Senate Document Number 4614S

Date of Senate Approval 3/06/14

Statement of Faculty Senate Action:

APC Document 34 Change titles, credit hours and descriptions of SPAN 110, 120;

Change credit hours and description of SPAN 130

**Effective Date: Fall 2014** 

1. Delete: On page 271, the entry for SPAN 110:

## 110 Elementary Spanish I (3)

Introduction to the study of Spanish language and culture through classroom instruction and outside work. For beginners who have not previously studied Spanish. Students who completed two units of high school Spanish with grades of C or higher may not enroll in SPAN 110. Fall and Spring.

**Add:** On page 271, in place of deleted entry:

#### 110 Spanish I (4)

An introduction to the study of Spanish language and culture through classroom instruction and web-based homework. The main focus of this course is on oral proficiency practice and exposure to Spanish speaking countries and cultures. Students will use classroom time and engage in web-based assignments to practice listening, speaking, reading, writing, and grammar skills. For beginners who have not previously studied Spanish. Students who completed two units of high school Spanish with grades of C or higher may not enroll in SPAN 110. Fall and Spring.

2. Delete: On page 271, the entry for SPAN 120:

# 120 Elementary Spanish II (3)

Continuation of the study of Spanish language and culture through classroom instruction and outside work. Prerequisite: SPAN 110 or two years of high school Spanish. Fall and Spring.

**Add:** On page 271, in place of deleted entry:

# **120** Spanish II (4)

A continuation of the introductory study of Spanish language and culture through classroom instruction and web-based homework. The main focus of this course is on oral proficiency practice and continued exposure to Spanish speaking countries and cultures. Students will use classroom time and engage in web-based assignments to practice listening, speaking, reading, writing, and grammar skills. Prerequisite: SPAN 110 or two units of high school Spanish. Fall and Spring.

### 3. Delete: On page 272, the entry for SPAN 130:

### 130 Spanish for Advanced Beginners (3)

Designed for students who have had some experience studying or speaking Spanish but who need review and more extensive practice before continuing their studies at the intermediate level. Students enrolling in this course should know fundamental grammar points and be familiar with core vocabulary. This course fulfills the ILS foreign language requirement. Prerequisite: two units of high school Spanish with grades of C or higher. Students who have credit for SPAN 120 may not receive credit for this course. Fall and Spring.

**Add:** On page 272, in place of deleted entry:

## 130 Spanish for Advanced Beginners (4)

Designed for students who have had some experience studying or speaking Spanish but who need review and more extensive practice before continuing their studies at the intermediate level. Students enrolling in this course should know fundamental grammar points and be familiar with core vocabulary. The main focus of this course is on oral proficiency practice and exposure to Spanish speaking countries and cultures. Students will use classroom time and engage in online assignments to practice listening, speaking, writing, and grammar skills. This course fulfills the LAC Second Language requirement. Prerequisite: two units of high school Spanish with grades of C or higher. Students who have credit for SPAN 120 may not receive credit for this course. Fall and Spring.

**Impact:** The proposed changes will have no negative impact on staffing or other departmental resources.

Rationale: Moving our beginning Spanish courses from three credit hours to four will ensure that students reach the departmentally required Intermediate Low level of competency (American Council on the Teaching of Foreign Languages (ACTFL) proficiency scale) and are exposed to the basic cultural concepts of the Spanish speaking countries before they proceed to the intermediate courses. The Spanish program has also adopted new textbooks that will support the proficiency and communicative approach more effectively and furthers the knowledge of Spanish speaking countries. This also aligns the Spanish beginning language sequence with German, French, Portuguese, Latin, Greek, and Chinese. This change is a product of our ongoing curriculum review process and departmental discussions over the past year and a half, and is intended to ease the teaching load on faculty and at the same time increase contact time and improve student learning outcomes.