

THE UNIVERSITY OF NORTH CAROLINA AT ASHEVILLE

FACULTY SENATE

Senate Document Number 8816S

Date of Senate Approval 04/14/16

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Statement of Faculty Senate Action:

**APC Document 76 (SPAN):**                    **Delete SPAN 120;**  
   **Delete SPAN 210 and 220, replacing them with SPAN 230;**  
   **Delete SPAN 481 and 482, replacing them with SPAN 483;**  
   **Delete SPAN 345, 400, 410 and 495 replacing them with**  
   **SPAN 491 and 492;**  
   **Delete SPAN 498**

**Effective Date: Fall 2015**

**1. Delete:** On page 288, the entry for **SPAN 120:**

**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. This course fulfills the LAC Second Language requirement. Prerequisite: SPAN 110 or two units of high school Spanish. Fall and Spring.

**Impact:** The proposed deletion will have no negative impact on staffing or other departmental resources. SPAN 120 was last taught in Summer 2015.

**Rationale:** The motivated students from SPAN 110 can continue their language study in SPAN 130 rather than SPAN 120. The grading for SPAN 110 was changed to S/U in Fall 2015. Students taking SPAN 110 are now much more likely to be studying a new language, and there should be a higher level of motivation for learning. Transitioning into the SPAN 130 (Spanish for Advanced Beginners) course will be quite doable for these students. In the past we've had a number of students take 130, rather than 120, after completing 110 for reasons such as scheduling conflicts, and they completed their language requirement successfully in that manner.

**2. Delete:** On page 280, the entry for **SPAN 210 and 220:**

**210, 220    Intermediate Spanish I, II (3, 3)**

Continuation of the study of Spanish language and culture through classroom and laboratory instruction. Intensive conversational practice. Reading to develop comprehension and speed. Writing of simple compositions. Prerequisite: SPAN 120 or equivalent; or permission of instructor. Fall and Spring.

**Add:** On page 280, in place of deleted entry:

**230 Intermediate Spanish (4)**

Continuation of the study of the Spanish language and culture through intensive classroom and online instruction and practice. Reinforcement and expansion of the basic and intermediate skills in the language, including oral practice, listening comprehension, reading and writing. Prerequisite: SPAN 130 or appropriate score on placement test. Fall and Spring.

**Impact:** We are combining our 200-level courses for a total of 4 hours instead of the previous 6. There will be no negative impact for the students taking into account the following: (A) Due to the change to the 4-hour model at the 100 level, the students come into the intermediate courses with more exposure to the language which results in improved proficiency (they are coming into the intermediate level with a proficiency equivalent to 8 hours). (B) When accessing the 300-level, the students will have had exposure to the language /level of proficiency equivalent to 12 hours (110-130-230), which is the same that they had with the combination of 210-220. Faculty will be better able to cover the rest of the courses; staffing problem may be relieved.

**Rationale:** In the new intermediate course, classroom time will be used to focus on developing conversational and productive skills, on negotiating meaning through interactive role-plays and scenarios, and on applying the language skills through collaborative activities. The laboratory study hours will allow students to self-pace to learn new vocabulary and structures through online pre- and post- assessments for each unit as well as individualized practice and feedback. Students will interact with authentic content in the target language, such as readings and videos to practice their receptive skills and will complete online activities and discussions to compare, contrast and explore cultural knowledge. Faculty will provide individualized feedback during the laboratory study on various areas of skill development, such as reading strategies, reading comprehension and pronunciation development.

**3. Delete:** On page 281, the entries for **SPAN 481 and SPAN 482:**

**481 Spanish-American Literatures from Modernism through the 21st Century (3)**

Topics from all the Americas in prose, poetry and drama from Modernism through the present. May be repeated as topics vary for a total of six hours credit.

Prerequisite: SPAN 310. Pre- or corequisite: SPAN 440. Permission of department chair is required if repeating for credit. See department chair.

**482 Spanish Civilization and Literature of the 19th, 20th and 21st Centuries (3)**

A survey of the development of Spanish literature and civilization in the context of historical developments from the 19th century to the present, as seen through the artistic and intellectual achievements, religious, social and political institutions, customs and traditions reflected in literary texts. May be repeated as topics vary for a total of six hours credit. Prerequisite: SPAN 310. Pre- or corequisite: SPAN 440. Permission of department chair is required if repeating for credit. Every year.

**Add:** On page 281, in place of deleted entry, new course, **SPAN 483:**

**483 Iberian and Latin American Transatlantic Studies (4)**

A transatlantic approach to the study of the literatures of Spain and Latin America of the 20<sup>th</sup> and 21<sup>st</sup> centuries. The course is organized around key artistic and philosophical movements and their development and impact beyond national borders. Prerequisite: SPAN 310. Pre-or corequisite: SPAN 440. Fall and Spring.

**Impact:** Offering courses with a trans-national and trans-Atlantic perspective is in keeping with current practices in the academy; further, it will allow for greater creativity from more faculty who might approach the course from different theoretical perspectives. More faculty will be available to teach the course than before.

**Rationale:** It is important for the major to be exposed to major historical events and cultural/literary movements in the 20<sup>th</sup> and 21<sup>st</sup> centuries; however, it is no longer proscribed to separate such events between “new” and “old” worlds; blending the courses will reflect the newer theoretical trends in trans-national approaches.

**4. Delete:** On pages 280 and 281, the entries for **SPAN 345, 400, 410, 495:**

**345 Spanish for Business (3)**

An introduction to commercial organizations and businesses in Spanish-speaking countries and communities. Topics include business correspondence, terminology and techniques in commercial transactions. Prerequisites: SPAN 300, 310. Every other year.

**400 The Spanish Language (3)**

The development of the Spanish language and its expansion; overview of the evolution of Spanish, the present-day standard language system, regional and social variation. No credit awarded to students with prior credit for SPAN 340. Prerequisite: SPAN 310. Every year.

**410 Hispanic Film (3)**

Provides an introduction to the theory and history of Hispanic cinema and integrates sociological and artistic interpretations of Spanish and Latin American films. Content may vary. Prerequisite: SPAN 310. Pre- or corequisite: SPAN 440. Every other year.

**495 Hispanic Studies (3)**

Topics in linguistics, cultural studies, or the study of peninsular or Spanish-American literature, including various periods, genres or themes. May be repeated as topics vary for a total of six hours credit. Prerequisite: SPAN 310. Pre- or corequisite: SPAN 440. Permission of department chair is required if repeating for credit. Every year.

**Add:** On page 281, new topical courses, **SPAN 491 and 492:**

**491, 492 Topics in Advanced Spanish Studies (4)**

Topics in peninsular or Ibero-American linguistics, LSP (language for specific purposes), cultural studies or literatures, embracing various periods, genres or themes. Students may receive no more than a combined total of 16 hours credit for SPAN 491 and 492. Prerequisite: SPAN 310. Pre- or corequisite: SPAN 440. Permission of department chair is required if repeating for credit. As needed.

**Impact:** The proposed changes will have no negative impact; we believe that streamlining our curriculum by putting these electives into topical courses that can be used to cover a wide variety of faculty and student interests, brings us up to date with current practices, and will take greater advantage of faculty resources.

**Rationale:** We choose to streamline our electives into topical courses in order to provide more flexibility for students as well as faculty for scheduling and advising, as reflected by current practice in our field as well as what our department may offer in any given semester. We are adding both 491 and 492 because we may offer more than one topical course per semester, and having two courses will facilitate student progress in registering for more than one course per semester.

5. **Delete:** On page 281, the entry for **SPAN 498:**

**498 Senior Seminar in Spanish (3)**

A seminar consisting of a research project, written paper and oral presentation in Spanish on languages, literatures and cultures in the context of the Spanish-speaking world. Prerequisite: SPAN 300, 440, and senior standing. Fall and Spring.

**Impact:** We believe deleting the senior seminar course will have a positive impact on student learning as there will be a better and clearer context for the development of their capstone projects. Projects will be inspired, while not prescribed, by the content of the 400-level courses: SPAN 440, 483, 491 and 492. Faculty resources are also better utilized teaching the 400-level courses.

**Rationale:** After several years offering this course, we have come to the conclusion that resources (faculty and time) are being misplaced, and that students' capstone projects will benefit from the context and guidance of content courses related to them.