

THE UNIVERSITY OF NORTH CAROLINA AT ASHEVILLE

FACULTY SENATE

Senate Document Number 8916S

Date of Senate Approval 04/14/16

Statement of Faculty Senate Action:

APC Document 77 (SPAN): **Change the credit hours and descriptions of SPAN 300, 310, 330, 332, 440, 499 and Spanish Special Topics Courses**

Effective Date: Fall 2015

1. Delete: On page 280, the entry for **SPAN 300:**

300 Oral Skills (3)

Extensive practice in oral skills: listening comprehension, pronunciation and conversation. Students make use of various media to develop listening and speaking skills. Emphasis on laboratory exercises, oral presentations. Prerequisite: SPAN 230 or equivalent. Fall and Spring.

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

300 Oral Skills (4)

Intensive practice in oral skills: listening comprehension, pronunciation and conversation. Students make use of various media to develop listening and speaking skills. Course includes oral reports, group and individual work, and integrated laboratory study. Oral competency will be tested after SPAN 300. Class is conducted in Spanish. Prerequisite: SPAN 230 or appropriate score on placement test. Fall and Spring.

2. Delete: On page 280, the entry for **SPAN 310:**

310 Composition and Introduction to Literature (3)

Development of accuracy and fluency in written Spanish as well as critical reading skills through systematic structural review and the study of prose nonfiction and literature. Prerequisite: SPAN 220 or equivalent. Fall and Spring.

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

310 Introduction to Literature and Composition (4)

Introduction to Hispanic literature through the reading of fiction, drama, and/or poetry from diverse Spanish-speaking countries. Development of a critical vocabulary suited to the analysis and discussion of literary texts and films, and intensive writing about the works studied. Prerequisite: SPAN 230 or appropriate score on placement test. Fall and Spring.

3. Delete: On page 280, the entry for **SPAN 330:**

330 Survey of Spanish Civilization and Literature (3)

A survey of the development of Spanish literature and civilization in the context of historical developments from the beginnings through the 18th century as seen in artistic and intellectual achievements, religious, social and political institutions, customs traditions reflected in literary texts. Prerequisite: SPAN 310. Every year.

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

330 Survey of Spanish Civilization and Literature (4)

Survey of Spanish literature and civilization in the context of historical developments from the Middle Ages through the 19th century (1898) as seen in artistic and intellectual production, religious, social and political institutions, and as reflected in canonical works. Oral reports, in-class discussions, and integrated laboratory study. Prerequisite: SPAN 310 or appropriate score on placement test. Fall and Spring.

4. Delete: On page 280, the entry for **SPAN 332:**

332 Survey of Spanish-American Civilization and Literature (3)

A survey of the development of Spanish-American literature and civilization in the context of historical developments from the period of colonization to the present, as seen through artistic and intellectual achievements, religious, social and political institutions, customs and traditions reflected in literary texts. Prerequisite: SPAN 310. Every year.

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

332 Survey of Spanish-American Civilization and Literature (4)

Survey of Spanish-American literatures in the context of historical, intellectual and artistic developments from the period of colonization through the 19th Century and to Modernism. The period will be studied as reflected in canonical works and in examples from popular culture. The course will consist of oral and written reports, in-class discussions, and integrated laboratory study. Prerequisite: SPAN 310 or appropriate score on placement test. Fall and Spring.

5. Delete: On page 281, the entry for **SPAN 440:**

440 Advanced Spanish Language and Composition (3)

Intensive practice in written and spoken Spanish with close attention to style, syntax and idioms. Systematic development of vocabulary and review of grammar. Prerequisite: SPAN 310. Every year.

Add: On page 281, in place of deleted entry:

440 Advanced Spanish Language and Composition (4)

Intensive practice in written and spoken Spanish with close attention to style, syntax and idioms. Systematic development of vocabulary and review of grammar. Course includes linguistic diversity and presentation of pragmatics. Prerequisite: SPAN 310. Every year.

6. Delete: On page 281, the entry for **SPAN 499:**

499 Undergraduate Research in Spanish (1-6)

Independent research under the supervision of a faculty mentor. An IP grade may be awarded at discretion of instructor. May be repeated for a total of 6 hours credit. Pre- or corequisite: SPAN 440. See department chair.

Add: On page 281, in place of deleted entry:

499 Undergraduate Research in Spanish (1-4)

Independent research under the supervision of a faculty mentor. An IP grade may be awarded at discretion of instructor. May be repeated for a total of 8 hours credit. Pre- or corequisite: SPAN 440. See department chair.

7. Delete: On page 281, the entry for **Special Topics in Spanish:**

171-3, 271-3, 371-3, 471-3 Special Topics in Spanish (1-3)

Courses not otherwise included in the catalog listing but for which there may be special needs. May be repeated for credit as often as permitted and as subject matter changes. See department chair.

Add: On page 281, in place of deleted entry:

171-4, 271-4, 371-4, 471-4 Special Topics in Spanish (1-4)

Courses not otherwise included in the catalog listing but for which there may be special needs. May be repeated for credit as often as permitted and as subject matter changes. See department chair.

Impact: The additional credit hour for the courses will allow for an increase in contact hours with students, and thus an increased potential for improvement of linguistic and cultural proficiency.

One of the previously required 300-level survey courses will now be an optional course, so both courses will not need to be taught as often to accommodate major requirements. The curriculum will be less proscriptive and more in line with the curricula of German and French.

Rationale: Course descriptions are being updated and corrected to reflect current practice of trans-national and theoretic approaches to cultural and textual studies. This also aligns the Spanish program more with French and German.

In a typical upper division literature and civilization blended course, the laboratory study hours are integrated to the course, and work synergistically with classroom time. The interaction and synergy between the laboratory and study hours is best illustrated as a three step process:

- (1) The integrated laboratory study hours require students to engage actively with all assigned materials as a prerequisite to class attendance via a set of pre-reading questions in the target language; additionally, students are often required to view and assess cultural content such as documentaries, news clips or historical documents from the period to be studied. The laboratory study hours provide students with weekly individualized feedback from Faculty on reading strategies and analytical skills.
- (2) Classroom time requires students to discuss and debate the material in the target language. The discussion is structured in part around their answers to laboratory pre-reading questions and on the assigned cultural material. Class time also includes Faculty lecture and formal student presentations.
- (3) The laboratory study then requires students to pursue and conclude the in-class discussion with a critical assessment of their own interpretation of the material. Furthermore, the diversity component of one of the courses in the curriculum requires students to maintain throughout the semester a virtual diary in which they compare and contrast the course materials with examples from their own culture. The laboratory study hours also provide students with individualized feedback from Faculty on writing skills and critical thinking.

The blended model thus strengthens the students' preparation of the material and their involvement in the classroom. Integrated laboratory hours and classroom time work synergistically and allow for more efficient and productive class time and continued assessment and feedback in the following areas: reading and analytical skills; oral skills; critical thinking and cultural awareness.