

THE UNIVERSITY OF NORTH CAROLINA AT ASHEVILLE

FACULTY SENATE

Senate Document Number 3517S

Date of Senate Approval 04/13/17

Statement of Faculty Senate Action:

APC Document 32 (SPAN): **Change the descriptions for SPAN 300 and 483;
Change Competencies and Capstone Requirements for Spanish**

Effective Date: Fall 2017

1. Delete: On page 291, the description for **SPAN 300, Oral Skills:**

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.

Add: On page 291, in place of deleted entry:

300 Oral Skills (4)

Development of oral skills and cultural competency. Students make use of Spanish-language mass media, television and press to develop communicative competency. Course includes oral presentations, discussion and debate, group and individual work and experiential learning, such as service learning. 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.

Impact: Updating the course description has no anticipated impact.

Rationale: The new description states more precisely the aspects of the course, such as experiential learning (service learning), that have been key components of the course for several years. It is important that students know what to expect in this course by reading the catalogue description. Also, we no longer have a laboratory, so there should not be a mention of laboratory study in the description. Lastly, the terms “communicative and cultural competency” is used in our discipline to describe the multiple skills that are developed in this course, so we want to more closely align our department’s use of terminology to reflect current practices.

2. **Delete:** On page 292, the description for **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 20th and 21st 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.

Add: On page 292, in place of deleted entry:

483 Cultural Crossroads in the Hispanic World (4)

A global approach to the study of the literatures of the Hispanic world of the 20th and 21st centuries. The course is organized around key artistic and philosophical movements and their development and impact beyond national borders. Permission of department chair is required to repeat for credit. Prerequisite: SPAN 310. Pre-or corequisite: SPAN 440. Fall and Spring.

Impact: Updating the title and course description has no anticipated impact. This new course title and description represent more precisely the desired learning outcomes for this course. We are adding the possibility of allowing students to take the course more than once, but to ensure the topic and material is different, students wanting to take it a second time will need the approval of the Chair.

Rationale: The previous language limits the course to a restricted geographical area. The more inclusive terminology describes a course that draws texts globally.

3. **Delete:** On page 290, item III under **Major in Spanish:**

- III. Other departmental requirements—Competency in Spanish will be demonstrated by a capstone project consisting of research plus oral and written presentations on Spanish language, literature or civilization, to be carried out in a 400-level course. Oral competency will be demonstrated by successful completion of SPAN 300.

Add: On page 290, in place of deleted entry:

- III. Other departmental requirements—Major competency will be demonstrated by a capstone project consisting of research plus oral presentations to be carried out in a 400-level course. Writing competency will be demonstrated through successful completion of a three tier assessment occurring in SPAN 230, 310, and 330 or 332. Oral competency will be demonstrated by successful completion of SPAN 300.

Impact: Scaffolding our teaching and assessment of writing over three courses will support the students in attaining the SLOs more effectively. Removing the specificity of “language, literature or civilization” for the capstone project will open it to other mediums and allow for greater creativity and for further intellectual exploration.

Rationale: Tier assessment has been recommended as a more effective process to improve and then assess student writing. A Capstone project that does not exclude other modes of expression contributes to a diversification of the methodologies utilized in our curriculum.