

THE UNIVERSITY OF NORTH CAROLINA AT ASHEVILLE
FACULTY SENATE

Senate Document Number 1618S
Date of Senate Approval 02/01/18

Statement of Faculty Senate Action:

IDC 2 / APC 22 (MLL): **Delete the entries for French, German and Spanish, consolidating them into the Major in Languages and Literatures; Incorporation of Cherokee and Portuguese into the umbrella of the Department of Languages and Literatures.**

Effective Date: Fall 2018

- 1. Delete:** on pages 163-165, **the catalog entry for French;** on pages 166-168, **the catalog entry for German;** on page 270, **the catalog entry for Portuguese;** on pages 293-295, **the catalog entry for Spanish.**
- 2. Add:** On page 213, the entry for **Languages and Literatures:**

Languages and Literatures (LL)

Associate Professor Adell (Chair); Professor Strehl; Associate Professors Bettencourt, Trautmann; Assistant Professors Biers, Criser, Gant, Gloag, Sánchez Martínez, Zunguze; Senior Lecturer Bailey; Lecturers Cebriá, Mader.

The Department of Languages and Literatures offers a variety of courses in Cherokee, French, German, Portuguese and Spanish. Students can pursue a major or minor in Languages and Literatures with a concentration in French, German or Spanish. The Department provides excellent instruction in the target languages, recognizing that efficient communication requires the appreciation and the understanding of socio-linguistic skills, as well as the learning and acquisition of those languages in meaningful cultural and historical contexts. The integrated curriculum across languages provides our students with opportunities to enhance their political and intercultural awareness through the appreciation and study of varied histories, traditions, and literatures. Students will be provided with tools for critical text analysis to actively and ethically evaluate authentic sources in order to understand how media reflects and influences language and culture. Many departmental courses integrate community-engaged pedagogies, and we constantly review our curriculum so it remains designed in consideration of inclusive pedagogies. We encourage and also design study abroad programs to promote students' learning outside the classroom.

Major in Languages and Literatures with a Concentration in French

The French concentration is designed to give students a solid foundation in the French language and expose them to the history and culture of many countries in the Francophone world. With faculty specializing in pedagogy, linguistics and literature, the French section offers students the ability to pursue advanced studies in a wide array of fields. Some French majors have gone on to study law, French, art history, philosophy, while others

are working for a wide variety of employers from the Center for American Progress to the Michelin corporation.

Our students come from diverse backgrounds: some have studied French in High School others have started here at UNCA. We welcome double majors from the natural sciences, the humanities and the social sciences. Students concentrating in French are also encouraged to participate in our Study Abroad Program; students have studied in a variety of countries, such as Guadeloupe, Morocco, France, Switzerland and Senegal.

The French concentration offers a wide variety of courses in French language, literature and civilization. In small upper-division classes, topics of permanent human significance are discussed and related to personal interests. Through the experience of a culture, language and literature — closely linked historically to their own — students are able to gain distance and awareness, stretch their intellectual horizons and at the same time prepare for careers. The department encourages travel and study abroad and helps students apply for Fulbright and other scholarships to France and admission to graduate schools.

- I. Required courses in the concentration—34 hours: LL 313; FREN 230, 300, 325, 340, 341; three courses at the 400-level. Note: FREN 400 is required for teacher licensure candidates. Students whose level of proficiency does not allow them to start with FREN 230 will be required to complete the appropriate prerequisite courses. One-half of the hours required for the concentration must be completed at UNC Asheville.
- II. Required courses outside the major—None.
- III. Other departmental requirements—Competency in French will be demonstrated by a capstone project consisting of research plus oral and written presentations on French language, literature or civilization, to be carried out in one of the 400-level courses, as approved by the department chair. Oral competency will be tested after completion of FREN 300. Students must demonstrate satisfactory oral competency before undertaking the capstone project.

French with Teacher Licensure

To obtain licensure as a teacher of French (K–12), the candidate must complete the Liberal Arts Core requirements, the required courses for the Concentration in French, including FREN 400 as one of the 400-level electives, and the courses required by the Education Department for K–12 Foreign Language licensure. See the Education section of the catalog for additional information.

Major in Languages and Literatures with a Concentration in German

The German concentration is designed to provide students with a thorough knowledge of the German language and a solid background in, and appreciation for, the literature, history and culture of the German-speaking lands. The department encourages study abroad whenever possible, and students in the program often spend a semester or academic year in Germany. An exchange agreement between North Carolina and the German State of Baden-Württemberg makes study in Germany both affordable and easy to arrange. In addition to the regular course offerings in German, advanced students may choose courses offered through the N.C. German Consortium. UNC Asheville is a founding member of the consortium, an organization consisting of eight universities in the UNC system that enhance their German curricula through distance-learning arrangements. Each semester advanced students at the eight campuses may take one upper-level course taught by a faculty member at another member institution. UNC Asheville students in the German concentration regularly enroll in consortium courses.

- I. Required courses in the concentration—38 hours: LL 313; GERM 210, 220, 310, 320, 490, 16 additional hours at the 300-400 level, to include at least 4 hours at the 400-level. Students whose level of proficiency does not allow them to start with GERM 210 will be required to complete the appropriate prerequisite courses. One half of the hours required for the concentration must be completed at UNC Asheville.
- II. Required courses outside the major—None.
- III. Other departmental requirements—Competency in German will be demonstrated by a capstone project consisting of research plus oral presentations to be carried out in GERM 490. Writing competency will be demonstrated through successful completion of a three tier assessment occurring in GERM 220, 310, and 320 or 390. Oral competency will be demonstrated by successful completion of GERM 320.

German with Teacher Licensure

To obtain licensure as a teacher of German (K–12), the candidate must complete the Liberal Arts Core requirements, the required courses for a concentration in German, and the courses required by the Education Department for K–12 Foreign Language licensure. See the Education section of the catalog for additional information.

Major in Languages and Literatures with a Concentration in Spanish

The Spanish concentration provides opportunities to study the language, literatures and cultures of Spanish-speaking lands in the broader context of the liberal arts. Students in the program are expected to use Spanish to communicate and interact intellectually within local or global contexts. The department encourages international study.

- I. Required courses in the concentration 38 hours: LL 313; SPAN 220, 300, 310, either 330 or 332; 440, 483 and 12 additional hours at the 300-400 level. Students whose level of proficiency does not allow them to start with SPAN 220 will be required to complete the appropriate prerequisite courses. Students who place out of one or more of the required courses must still complete 38 hours of Spanish for the concentration. At least one-half of the hours required for the concentration must be completed at UNC Asheville.
- II. Required courses outside the major—None.
- III. Other departmental requirements—Competency in Spanish 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 220, 310, and 330 or 332. Oral competency will be demonstrated by successful completion of SPAN 300.

Spanish with Teacher Licensure

To obtain licensure as a teacher of Spanish (K–12), the candidate must complete the Liberal Arts Core requirements, the required courses for a concentration in Spanish, and the courses required by the Education Department for K–12 Foreign Language licensure. See the Education section of the catalog for additional information.

Declaration of Major in Languages and Literatures

Declaring a major in Languages and Literatures requires the student to complete a Declaration of Major form that must be signed by the department chair. Before declaring a major, students must satisfy the LANG 120 requirement.

Minor in Languages and Literatures

In the department of Languages and Literatures, minors are available in French, German and Spanish. University-wide minimum requirements for a minor: 1) one-half of the hours required for a minor must be completed in residence at UNC Asheville, to include at least 6

hours at the 300-400 level; 2) students must have a cumulative grade-point-average of at least 2.0 on minor courses taken at UNC Asheville.

French: 22 hours: LL313; FREN 230, 300, 325, either 340 or 341; one elective at the 400 level. Students whose level of proficiency does not allow them to start with FREN 230 will be required to complete appropriate prerequisite courses prior to beginning the courses for the minor.

German: 22 hours: LL 313; GERM 210, 220, 310, 320, and one course from 390, 490 or 499. Students whose level of proficiency does not allow them to start with GERM 210 will be required to complete the appropriate prerequisite courses.

Spanish: 22 hours: LL 313; SPAN 220, 300, 310, 330 or 332, 4 hours at the 300-400 level. Students whose level of proficiency does not allow them to start with SPAN 220 will be required to complete the appropriate prerequisite courses. Students who place out of one or more of the required courses must still complete 22 hours of Spanish for the minor.

Courses in Languages and Literatures (LL)

313 Language and Contexts (2)

Engages the students with material that enhances their political and intercultural awareness through the appreciation and study of varied histories and traditions. The course provides the students in Languages and Literatures with a forum to reflect across nations and cultures. Through the study and evaluation of authentic materials and with the exposure to current theories on cultural criticism and linguistics, the goal is to explore how media —history, the arts, other forms of communication— reflects and influences language and culture. The approaches to these inquiries are diverse so the specific content of the class will vary depending on the instructor. Course is taught in English. Prerequisite: One course from FREN 230, GERM 220 or SPAN 220; or permission of instructor. Fall.

171-4, 271-4, 371-4, 471-4 Special Topics in Languages and Literatures (1-4)

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

Courses in Cherokee (CHER)

110 Cherokee I (4)

This beginning Cherokee language course includes conversation, reading, writing, and the conjugation of verbs in present and command tenses, using an effective, new method for breaking down Cherokee verb/sentences. Even years Fall.

120 Cherokee II (4)

This second-level Cherokee language course includes conversation, reading, writing, and the conjugation of verbs in future and past tenses. Prerequisite: Cherokee 110. Odd years Spring.

230 Intermediate Cherokee (4)

This third-level Cherokee language course includes conversation, reading, writing, and the conjugation of verbs in the continual/habitual tenses for future and past, as

well as the future/infinitive tense. The creation and conjugation of nouns from verbs is included. Prerequisite: Cherokee 120. Odd years Fall.

310 Cherokee Literature, Syllabary, and Composition (4)

This fourth-level, advanced Cherokee language course includes conversation, reading, writing, and the use of the Sequoyah syllabary for writing. Students learn to translate texts from Cherokee history, literature, and oral tradition. Prerequisite: Cherokee 230. Even years Spring.

Courses in French (FREN)

110 French I (4)

Introduction to the study of French language and culture through classroom and integrated laboratory study. For beginners who have not previously studied French. Students who completed two units of high school French with grades of C or higher may not enroll in FREN 110. Fall and Spring.

120 French II (4)

Continuation of the introductory study of French language and culture through classroom and integrated laboratory study. This course fulfills the LAC Second Language requirement. Prerequisite: FREN 110 or two units of high school French or the equivalent with grades of C or higher, or appropriate score on placement test. Fall and Spring.

130 French for Advanced Beginners (4)

Continuation of the introductory study of French language and culture through classroom and integrated laboratory study. Designed for students who have some previous experience studying or speaking French, but who need extensive review and practice before continuing their studies at the intermediate level. This course fulfills the LAC Second Language requirement. Prerequisite: two units of high school French or the equivalent with grades of C or higher, or appropriate score on placement test. Students who have credit for FREN 120 may not receive credit for FREN 130. Fall and Spring.

230 Intermediate French (4)

Continuation of the study of French language and culture through classroom and integrated laboratory study. Students develop a higher level of proficiency and preparedness for study at the advanced level through intensive conversational practice, extensive listening and reading activities for improved comprehension, and by writing short compositions. Class is conducted in French. Prerequisite: FREN 120 or 130, or appropriate score on placement test. Fall and Spring.

300 Oral Skills (4)

Intensive practice in oral skills: listening comprehension, pronunciation and conversation. Students make extensive use of Francophone mass media, especially television and press. Course includes oral reports, group and individual work, and integrated laboratory study. Oral competency will be tested after FREN 300. Class is conducted in French. Prerequisite: FREN 230 or appropriate score on placement test. Every year.

- 325 Composition and Structural Review (4)**
Development of competence in written and oral French through process-oriented compositions and review of language structures. Practice of different forms and styles of writing: analytical, functional, creative and polemical, through the study of current cultural materials, films, periodicals and literary works. Revisions and re-writing, oral presentations and in-class exchanges, and integrated laboratory study. Class is conducted in French. Prerequisite: FREN 230 or appropriate score on placement test. Fall and Spring.
- 340 French Literature in History: from *La Chanson de Roland* to Voltaire (4)**
Survey of French literature and civilization in the context of historical developments from the Middle Ages through the French Revolution 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. Class is conducted in French. Prerequisite: FREN 325 or appropriate score on placement test. Every year.
- 341 French Literature in History: from Chateaubriand to Césaire (4)**
A survey of French literature and civilization in the context of historical developments of the 19th through 21st centuries as seen in artistic and literary movements, social and political institutions, and as reflected in canonical works. Oral reports, in-class discussions, and integrated laboratory study. Class is conducted in French. Prerequisite: FREN 325 or appropriate score on placement test. Every year.
- 400 The French Language (4)**
The development of the French language and its expansion: overview of the evolution of French in France, the present-day standard language system, linguistic diversity in France, and French as a world language. Independent research, oral and written reports, and integrated laboratory study. Class is conducted in French. Prerequisite: FREN 325 or appropriate score on placement test. Every year.
- 435 Francophone Studies (4)**
Introduction to *Francophonie* via literature, cinema and music. Concentration on the study of classic and groundbreaking written works by authors from across the Francophone world. Includes the review of historical documents, newspaper articles, film excerpts and music videos. Oral reports, in-class discussions, and integrated laboratory study. Class is conducted in French. Prerequisite: FREN 325 or appropriate score on placement test. See department chair.
- 445 French Views of America (4)**
Examination of various texts from the 18th century to the present, showing the effect of the American experience on the minds of French observers and their critical attitude to aspects of the American phenomenon. Oral presentations, in-class discussions, and integrated laboratory study. Class is conducted in French. Prerequisite: FREN 325 or appropriate score on placement test. See department chair.
- 460 Studies in French Cinema (4)**
Study of the evolution and movements of French cinema through a selection of classic and representative films. Each film will be examined against the cultural and political context of its time. Includes the study of the techniques and terminology specific to cinema. Screenings, oral presentations, in-class discussions, and integrated

laboratory study. Class is conducted in French. Prerequisite: FREN 325 or appropriate score on placement test. See department chair.

499 Undergraduate Research in French (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. See department chair.

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

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

178, 378 Liberal Arts Colloquia (LA 178, 378) (3-4)

Courses offered to fulfill Liberal Arts Core requirements. See Liberal Arts section of catalog for course descriptions. May not be used to fulfill concentration requirements.

Courses in German (GERM)

110 German I (4)

An introduction to the study of German language and culture through classroom instruction and web-based homework. The main focus of this course is on oral proficiency practice (interpersonal and presentational) with a focus on developing vocabulary to express the various aspects of students' identities as well as exposure to German 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 German. Students who completed two units of high school German with grades of C or higher may not enroll in GERM 110. Fall.

120 German II (4)

A continuation of the introductory study of German 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 German speaking countries and cultures, with a particular focus on food as element of national cultures and identities. 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: GERM 110 or two units of high school German. Spring.

130 German for Advanced Beginners (4)

Designed for students who have had some experience studying or speaking German 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 German 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: two units of high school German with grades of C or higher. Students who have credit for GERM 120 may not receive credit for this course. Spring.

- 210 The Environment (4)**
Continuation of the study of German language and culture through classroom and integrated laboratory study. Students develop a higher level of proficiency and preparedness for study at the advanced level through intensive conversational practice, extensive listening and reading activities for improved comprehension, and by writing short compositions. Students' engagement with culture and language happens at this level in the context of studies on the environment. The courses include revisions of writing and oral presentations. Class is conducted in German. Prerequisite: GERM 120 or 130 or permission of instructor. Fall.
- 220 Germany Today (4)**
Continuation of the study of German language and culture through classroom and integrated laboratory study. Students develop a higher level of proficiency and preparedness for study at the advanced level through intensive conversational practice, extensive listening and reading activities for improved comprehension, and by writing compositions. Students' engagement with culture and language happens at this level in the context of studies on current affairs. The courses include revisions of writing and oral presentations. Class is conducted in German. Prerequisite: GERM 210 or permission of instructor. Spring.
- 310, 320 Between Cultures I, II (4, 4)**
Development of competence in written and oral German process-oriented compositions and review of language structures with a focus on intercultural comparisons. The study of authentic cultural materials, films, periodicals and literary works of the German-speaking world will allow for the practice of different forms and styles of writing such as analytical, functional, and creative. The courses include revisions of writing and oral presentations. Classes are conducted in German. Prerequisite: GERM 220 or appropriate score on placement test. GERM 310: Fall. GERM 320: Spring.
- 390 Topics in Intermediate German Studies (4)**
Intermediate Level courses exploring a variety of topics related to German language as well as the culture, civilization, and history of the German speaking world. Topics vary and may include music, myths, the concept of the nation, and the city. The study of authentic cultural materials, films, periodicals and literary works of the German-speaking world will allow for the practice of different forms and styles of writing in extended form. Student will further practice presentational speaking in a variety of formats. May be repeated for credit as subject matter changes. Pre- or corequisite: GERM 310 or 320 or permission of instructor. Every year.
- 490 Topics in Advanced German Studies (4)**
A capstone course exploring German language as well as the culture, civilization, and history of the German speaking world. Topics vary and may include the in-depth study of German film, a historical survey of the concept of love, regional varieties with regard to speech and tradition, as well as language production in a variety of contexts (scholarly, professional, colloquial etc.) Students will further continue their practice of presentational speaking and complete a research project over the course of the class. May be repeated as content varies. Students will demonstrate major competency in this course. Pre- or corequisite: GERM 310 or 320 or permission of instructor. Every year.

499 Undergraduate Research in German (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. See department chair.

178, 378 Liberal Arts Colloquia (LA 178, 378) (3-4)

Courses offered to fulfill Liberal Arts Core requirements. See Liberal Arts section of catalog for course descriptions. May not be used to fulfill concentration requirements.

Courses in Portuguese (PORT)

110 Portuguese I (4)

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

120 Portuguese II (4)

A continuation of the introductory study of Portuguese 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 Portuguese 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: PORT 110 or two units of high school Portuguese. Spring.

230 Portuguese through Brazilian Popular Music (4)

An intermediate (third semester) Portuguese language course through the prism of Brazilian Popular Music. It emphasizes the development of proficiency in language skills and cultural competence through song. Through such genres as samba, afoxé, bossa nova, and forró, students will work on a variety of communicative activities with the ultimate goal of enhancing their ability to communicate effectively through listening, speaking, reading, and writing. All activities and exercises through Brazilian Popular Music are designed to enhance their comprehension of specific grammatical constructions, vocabulary knowledge, cultural awareness, and communicative competence. Prerequisite: PORT 120. Fall.

300 Intensive Portuguese for Speakers of Other Romance Languages (4)

Intensive study of Portuguese language and Portuguese-language cultures through classroom instruction. Comparative instruction in the basics of Portuguese for those who have studied one year or more of another Romance language and those referred by departmental evaluation. May not be used to satisfy the LAC Second Language requirement. See department chair.

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

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

Courses in Spanish (SPAN)

110 Spanish I (4)

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. This course is for beginner students 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. Grading is S/U. Fall and Spring.

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.

210, 220 Intermediate Spanish I, II (4,4)

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 for 210: SPAN 130 or appropriate score on placement test. Prerequisite for 220: SPAN 210 or appropriate score on placement test. Fall and Spring.

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 competence. 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.

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.

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.

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.

401 Internship (1-4)

A structured educational experience which provides students with opportunities to enhance their academic knowledge, improve their communicative and cultural competencies, explore career options, develop professional competencies, and observe classroom theories and principles being applied in local community contexts. Students are placed with partner organizations and businesses that relate to their career goals and learning objectives. Requirements may include readings, reflections, a major project, biweekly seminars, and a final presentation. All internship participants are required to participate in the poster sessions at the UNC Asheville Internship and Service Learning Celebration. May be repeated for a total of 4 hours credit. Prerequisites: SPAN 310, a minimum 2.5 overall GPA, junior or senior standing and permission of instructor. Summer.

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. Fall.

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.

491, 492 Topics in Advanced Spanish Studies (4)

Topics in 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.

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.

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.

178, 378 Liberal Arts Colloquia (LA 178, 378) (3-4)

Courses offered to fulfill Liberal Arts Core requirements. See Liberal Arts section of catalog for course descriptions. May not be used to fulfill concentration requirements.

Impact: The integration of the curricula of French, German and Spanish will prepare our students to perform in a transnational multicultural world — not necessarily divided along language or national lines. This new model will give the students better tools for a comprehensive approach to the study of language and culture. The shared experiences, provided through lectures and workshops, and based on a careful coordination of the curriculum, will facilitate connections in the realms of language, history and the arts. We are proposing to create this commonality through language forums in already existing classes, and through a streamlined curriculum in certain 200-and 300-level courses. While the collaboration among the members of the department is already a reality, it will be strengthened by this model and it will take place more systematically. Undoubtedly, faculty research will benefit from this exchange.

Each of the Concentrations —former Majors and Minors— have changed the number of credits.

Former Majors / New Concentrations:

- French, from 28 to 34 (+6 hours): The French major until now has started at FREN 300. Now, the concentration will begin at FREN 230 (+4) to avoid hidden prerequisites. Two credits have been added with the core class (+2).
- German, from 36 to 38 (+2 hours): Two credits have been added with the core class (+2).
- Spanish, from 36 to 42 (+6 hours): Spanish would like to go back to the sequence 210-220, since the consolidation of those two courses into 230 has not been beneficial for our students (+4). Two credits have been added with the core class (+2).

Former Minors / New Minors:

- French, from 20 to 22. (+2)
- German, from 20 to 22. (+2)
- Spanish, from 20 to 22 (+2)

Note that in French and Spanish we are proposing two different solutions and approaches to the matter of the hidden pre-requisites. Our students' backgrounds and the exposure to students to Spanish in the High Schools in North Carolina, we believe justify this differentiation. It is evidence of the diversity of backgrounds and of language proficiencies in our department.

In Spanish we would like to request that credits for the Major and Minor begin to be counted at SPAN 220. The data (see Appendix D) shows that a considerable number of students in Spanish enter the Program at the upper levels. These are students who come into the program either demonstrating advanced proficiency or who are heritage speakers. Due to our limitations we are unable to provide those students with enough electives fast enough, so that they can fulfill all the required credits for a program beginning at 210. Students accessing the program from the novice levels (110 and 130) and having to take 210 before

accessing the Major/Minor will benefit from an extra semester at the intermediate level before counting their Major/Minor at 220.

Rationale for not beginning the Minor before 220: we feel that with the resources we have and with the exposure to Spanish in this state, we have the responsibility of offering a Minor that exposes our students to at least 8 hours above SPAN 310, which still is an intermediate high course.

In French, since the intermediate level has been consolidated into one single course, FREN 230, the program can offer those 8 crucial hours above FREN 325, which is somewhat equivalent to SPAN 310.

During this process, the Registrar has provided additional data. Out of 306 students who at some point were majors or minors during the last 10 years, 170 began their studies in Spanish at 220 or above. This is already a considerable number. We could argue that this number will increase exponentially as the demographics of the state continue changing with an increasing Latino population.

Department resource implications and scheduling considerations have been carefully studied. Appendices C and C-Detailed provide a plan for the next 10 semesters that detail our ability to offer 2 sections of the 2 credit core class LL 313 Language and Contexts in the Fall semester. The class will be required for majors and minors in the different concentrations; we estimate enrollment of at least 40 students every Fall, to be divided into 2 sections. Our goal will be to facilitate a rotation among the faculty in the different languages. All faculty in the department are qualified to teach this class. These appendices also demonstrate we will continue contributing to other programs and departments across campus. We will still be able to fulfill our responsibilities in other programs while working to strengthen our own. We have also made provisions in this plan for the possibility of members of our faculty becoming Humanities Affiliates.

Scheduling is not a problem; in planning for the implementation of the shared experiences, we have already made arrangements for Fall 2018, reserving a common block for FREN 230, GERM 210, SPAN 220, PORT 230; and another one for FREN 325, GERM 310, SPAN 310. In the Spring, we will reserve a block for FREN 230, GERM 220, SPAN 220, PORT 120; and another one for FREN 325, GERM 320, SPAN 310. Of course, we would benefit with the incorporation of students of CHER 230 and CHER 310 to these shared experiences. Our instructors' schedules do not allow us to do this yet, but hopefully will in the future.

A sample four year plan, including LAC requirements is shown in Appendix E.

Rationale: This is to notify of a plan to implement modifications to the Department of Modern Languages and Literatures at UNC Asheville. These changes have been motivated by the advantages of integrating the curricula of the three existing majors and minors — French, German and Spanish. As a result of this curriculum integration, we have decided to opt for a model where our students graduate as majors or minors in Languages and Literatures, with Concentrations in French, German, Spanish. We will continue teaching Portuguese and Cherokee hoping that at some point those can become Concentrations as well.

Our work to create this new model has been shaped by the following:

- A belief in providing our students with a comprehensive approach to the study of language and culture.
- The importance of maximizing our Department resources.

- The benefits from the encouragement of collaboration among faculty and of professional growth and development.
- The need to align our pedagogy with best practices in our field.
- An intention to assure the vitality of all language sections in the context of a liberal arts institution.

In each of the current Majors and Minors we are concentrating on a set of common student learning outcomes. While the collaboration among the different sections in the Department already happens, we believe that a model with a more deliberate curriculum integration exists. Based on an assessment plan that ensures rigor and revision, this model will enhance the learning experience of our students.

Besides the objectives stated by *The American Council for the Teaching of Foreign Languages*, all our language sections pursue common outcomes that we find to be unique to the liberal arts setting:

- Students should demonstrate political and intercultural awareness, which comes through the appreciation and study of varied histories and traditions.
- Students should be prepared to actively evaluate authentic sources in order to understand how media reflects and influences language and culture.
- Students should be prepared to manage and efficiently use those sources in ethical ways.

Through conversations and curriculum review, we have also identified common strategies and pedagogical approaches. They are the following: (1) we believe that efficient communication must include an appreciation and understanding of socio-linguistic skills; (2) multi-prong efforts to decolonize the curriculum are giving our students the tools to be able to carry on critical analysis of texts, an invaluable skill for any task they may undertake inside and outside the classroom; (3) many of us have also integrated community-engaged pedagogies in our syllabi; (4) finally, our faculty-led study abroad programs enjoy an optimal reputation due to assessment techniques that our faculty have implemented, in consideration of inclusive pedagogies.

These common strategies are proof of an already integrated pedagogy across languages in our Department. With this new model that we are proposing, we are enhancing our common mission.

We have opted for implementing a system that will provide students at the 200 and 300 levels across languages with a series of shared experiences through lectures, workshops and common space. We are proposing to create this commonality through language forums in already existing classes, and through a streamlined curriculum of the following 2 sets of courses:

- FREN 230, GERM 210 or 220 (depending on the semester), SPAN 220, PORT 230 (in the Fall), CHER 120 or CHER 230 (depending on the semester).
- FREN 325, GERM 310 or GERM 320 (depending on the semester), SPAN 310, CHER 230 or CHER 310 (depending on the semester).

Even though Cherokee and Portuguese are not Majors or Minors, our goal is to move towards a scheduling model that also incorporates students in those languages into the common experiences. (See Appendix B for sample of scheduling shared experiences in the Fall).

Additionally, at the 300-level students pursuing Majors or Minors in either of the three Concentrations will also have a 2 credit required core class taught in English: LL 313 Language and Contexts. The purpose of this class will be to reflect across nations and cultures. The design of this course will be geared to create meaningful conversations among students, to help them succeed in a transnational multicultural world, and to give them the tools for a comprehensive approach to the study of language in the context of meaningful communication. The specific content of the class will vary depending on the instructor, but those will be the objectives regardless of the approach.