

APPLICATION FOR NEW COURSE

1. Submitted by the College of Arts and Sciences Date: 10-20-08

Department/Division proposing course: Hispanic Studies

2. Proposed designation and Bulletin description of this course:

a. Prefix and Number SPA 205

b. Title* Spanish for Bilingual Students

*If title is longer than 24 characters, offer a sensible title of 24 characters or less: Spa. Bilingual Students

c. Courses must be described by at least one of the categories below. Include number of actual contact hours per week.

CLINICAL COLLOQUIUM DISCUSSION LABORATORY LECTURE
 INDEPEND. STUDY PRACTICUM RECITATION RESEARCH RESIDENCY
 SEMINAR STUDIO OTHER – Please explain: _____

d. Please choose a grading system: Letter (A, B, C, etc.) Pass/Fail

e. Number of credit hours: 3

f. Is this course repeatable? YES NO If YES, maximum number of credit hours: _____

g. Course description:

This course is the entry level for the 'Spanish for Bilingual Students' track. It will cater to the specific academic and communicative needs of two types of students: those described as 'heritage speakers/learners' and those who are 'advanced non-native speaker of Spanish'. This course is exclusively designed for these students and its purpose is to build on the students' existence competence of the native language and to further develop oral, written, reading, and cultural competence for use in different communicative situations.

h. Prerequisite(s), if any:

Placement exam and oral interview

i. Will this course also be offered through Distance Learning? YES NO

If YES, please check one of the methods below that reflects how the majority of the course content will be delivered:

Internet/Web-based Interactive video Extended campus

3. Supplementary teaching component: N/A or Community-Based Experience Service Learning Both

4. To be cross-listed as: _____ / _____
Prefix and Number printed name Cross-listing Department Chair signature

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5. Requested effective date (term/year): Fall / 2009
6. Course to be offered (please check all that apply): Fall Spring Summer
7. Will the course be offered every year? YES NO
If NO, please explain: _____
8. Why is this course needed?
Please read the rationale "Spanish for Bilingual Students in the Department of Hispanic Studies" attached to this request
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9. a. By whom will the course be taught? Any professor in the Department.
- b. Are facilities for teaching the course now available? YES NO
If NO, what plans have been made for providing them?

10. What yearly enrollment may be reasonably anticipated?
Aprox. 20 each time it is offered
11. a. Will this course serve students primarily within the department? Yes No
- b. Will it be of interest to a significant number of students outside the department? YES NO
If YES, please explain.
Spanish-speaking students who want to preserve their native language.
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12. Will the course serve as a University Studies Program course[†]? YES NO
If YES, under what Area? _____
[†]AS OF SPRING 2007, THERE IS A MORATORIUM ON APPROVAL OF NEW COURSES FOR USP.
13. Check the category most applicable to this course:
- traditional – offered in corresponding departments at universities elsewhere
- relatively new – now being widely established
- not yet to be found in many (or any) other universities
14. Is this course applicable to the requirements for at least one degree or certificate at UK? Yes No
15. Is this course part of a proposed new program? YES NO
If YES, please name: A new faster track within the program (see rationale)
16. Will adding this course change the degree requirements for ANY program on campus? YES NO
If YES[‡], list below the programs that will require this course:

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‡In order to change the program(s), a program change form(s) must also be submitted.

17. The major teaching objectives of the proposed course, syllabus and/or reference list to be used are attached.
18. Check box if course is 400G or 500. If the course is 400G- or 500-level, you must include a syllabus showing differentiation for undergraduate and graduate students by (i) requiring additional assignments by the graduate students; and/or (ii) the establishment of different grading criteria in the course for graduate students. (See SR 3.1.4)
19. Within the department, who should be contacted for further information about the proposed new course?

Name: Dr. Y. B. Paz Phone: 257-7100 Email: yblaba0@uky.edu

20. Signatures to report approvals:

Handwritten notes:
 Copy
 11/26/09

12/15/08 DATE of Approval by Department Faculty	ANA RUIEDA printed name	 Reported by Department Chair	 signature
11/21/08 DATE of Approval by College Faculty	/ printed name	 Reported by College Dean	 signature
3/3/2009 * DATE of Approval by Undergraduate Council	/ printed name	Reported by Undergraduate Council Chair	signature
* DATE of Approval by Graduate Council	/ printed name	Reported by Graduate Council Chair	signature
* DATE of Approval by Health Care Colleges Council (HCCC)	/ printed name	Reported by Health Care Colleges Council Chair	signature
* DATE of Approval by Senate Council	Reported by Office of the Senate Council		
* DATE of Approval by University Senate	Reported by Office of the Senate Council		

*If applicable, as provided by the *University Senate Rules*. (<http://www.uky.edu/USC/New/RulesandRegulationsMain.htm>)

ARTS AND SCIENCES
EDUCATIONAL POLICY COMMITTEE
INVESTIGATOR REPORT

<http://www.as.uky.edu/working/collegiate-governance/education-policy-committee/proposals/default.aspx>

INVESTIGATING AREA: Humanities

COURSE MAJOR, DEGREE or PROGRAM: SPA 205

DATE FOR EPC REVIEW: Dec. 5, 2008

CATEGORY NEW CHANGE, DROP

INSTRUCTIONS: This completed form will accompany the course application to the Graduate/Undergraduate Council(s) in order to avoid needless repetition of investigation. The following questions are included as an outline only. Be as specific and as brief as possible. If the investigation was routine, please indicate this. The term "course" is used to indicate one course, a series of courses or a program, whichever is in order. Return the form to Leonidas Bachas Associate Dean, 275 Patterson Office Tower for forwarding to the Council(s). ATTACH SUPPLEMENT IF NEEDED.

1. List any modifications made in the course proposal as submitted originally and why.
2. If no modifications were made, review considerations that arose during the investigation and the resolutions.
3. List contacts with program units on the proposal and the considerations discussed therein.
4. Additional information as needed.

5. A&S Area Coordinator Recommendation:

APPROVE, APPROVE WITH RESERVATION, OR DISAPPROVE

6. A&S Education Policy Committee Recommendation:

APPROVE, APPROVE WITH RESERVATION, OR DISAPPROVE

Anibal Biglieri

7.

A&S Educational Policy Committee, Humanities Area Coordinator
Anibal Biglieri, biglieri@email.uky.edu 257-4640

Date: 12/05/08

UNIVERSITY OF KENTUCKY
DEPARTMENT OF HISPANIC STUDIES
SPA 205: SPANISH FOR BILINGUAL STUDENTS

Instructor:		
Office:	E-mail:	Class Time:
Office Hours:	Ph:	Room:

COURSE DESCRIPTION:

This course is the entry level for the 'Spanish for Bilingual Students' track. This track will cater to the specific academic and communicative needs of two types of students: those described as 'heritage speakers/learners' and those who are 'advanced non-native speaker of Spanish'. This course is exclusively designed for these students and its purpose is to build on the students' existence competence of the native language and to further develop oral, written, reading, and cultural competence for use in different communicative situations. Writing and grammatical practices are contextualized in situations meaningful to these speakers. Placement to this level will be determined by Placement Exam and Oral Interview. SPA 205 is the equivalent to SPA 203 and fulfills the fourth semester language requirement. This course is taught entirely in Spanish. 3 credit hours.

What is a bilingual student? Although the term 'heritage speaker' encompasses a wide variety of linguistic skills, cultural competence and even political awareness, s/he is usually defined as "a student who is raised in a home where a non-English language is spoken"¹. An 'advanced non-native speaker' is a person who learned the language formally or informally abroad or in close contact with native speakers at home. Her/his oral competency could be advanced, but grammatical, writing, reading or cultural competence could be limited.

COMMUNICATIVE GOALS FOR SPA 205

In this course, students will be able to:

- Develop and refine vocabulary related to different discursive situations.
- Develop written and oral expression in the form of a well structured and comprehensible paragraph.
- Understand and appreciate cultural manifestations of the Hispanic culture inside the United and abroad.
- Understand and appreciate the variability of Spanish around the world.
- Use digital technology to search and present course content to classmates.

¹ Fairclough, Marta. Spanish and Heritage Language Education in the United States, 58.

REQUIRED TEXTS:

- Roca, Ana. Nuevos mundos. Lectura, cultura y comunicación. Curso de español para bilingües. 2nd. ed. John Wiley & Sons. Inc, 2005.
 - Roca, Ana. Nuevos Mundos. Workbook.
 - Francés, Ma. Elena y Ruben Martínez. Manual de gramática y ortografía para hispanos. New Jersey: Prentice Hall, 2004.
 - Bilingual dictionary
 - Access to Web
 - Access to digital recorder and video recorder.
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COURSE REQUIREMENTS

- Attendance policy/ Participation:

Successful progress in a language course requires that students keep up with assigned material. **Class discussions** and **exercises** are also essential. For these reasons, daily attendance is strongly recommended. Failure to attend class regularly results in missed opportunities to **practice the language**. Please note that **active participation is crucial** in learning a second language; therefore if you are not in class you won't be able to participate.

Participation guidelines with regard to attendance will be strongly enforced. Students will be permitted to turn in late assignments only three (3) times during the semester as long as they provide individual documentation for each of the three (3) **EXCUSED ABSENCES**, no later than "one (1) week after the absences" (<http://www.uky.edu/USC/New/SenateRulesMain.htm>). An excused absence is, as a general rule, one that is accompanied by an official letter from your advisor or the dean of your college, a doctor's note, or a copy of the obituary in case of a death in the family. In addition, stamped excuses from the Student Health Services **DO NOT** constitute an excused absence. A faculty member **MUST** verify any illness with a Health Service physician. **No excuses will be accepted** to recover participation points lost because of any other absences. Be on time, three late arrivals will count as an absence. In case of an absence, it is the student's responsibility to contact a classmate and find out what was done and what is due next class.

Unannounced quizzes will be given throughout the semester especially if attendance slips or students come unprepared to class, to reinforce important homework assignments. These pop-quizzes will be graded as homework assignments. **There will not be any make-ups for pop quizzes.**

After each regular exam, your instructor will evaluate your participation and determine your grade based on the guidelines attached to this syllabus. In order to ensure a good participation grade, students are expected to complete all homework and readings before every class period, and actively participate in all class activities.

If students are dissatisfied with their participation grade, they should contact their instructor immediately and resolve the discrepancies with him/her.

- Class preparation:

Homework is a fundamental part of any language course. You must complete it on time and do your best. Remember, making mistakes is a natural part of the learning process, especially in language learning. You should complete all the homework as it is specified in the syllabus using the Online Workbook.

Blackboard

Your instructors will be employing this useful management system as an essential tool to encourage students' interaction. By using this system, you will have access to announcements, extra-activities that your instructor might design in order to further emphasize in specific areas, reviews, etc.

Panoramas Culturales Web Site (www.wiley.com/college/panoramas): In an effort to establish connections and promote interaction with other communities, this Web site features 21 Spanish-speaking countries, each with its own textual information, maps graphics, streamed video-clips, and Web-based discussion and research activities. You will be able to access this program from any personal computer or in any station in the Foreign Language Multimedia Center (CB 334).

Extra-curricular Activities

As part of class preparation, students may attend 2 extra-curricular activities, such as a "tertulia," a movie in Spanish, or any other type of cultural event sponsored by the University. Please, keep in mind that these activities will be used in place of up to **2 homework grades**, not as extra-credit.

- **Compositions:** There will be **4 compositions** during the semester. All composition drafts must be typed and double-spaced. It is suggested that you do your preliminary drafts on a computer –it certainly makes revision easier. You will be given the opportunity to **rewrite the 4 compositions**, using the correction sheet attached to this syllabus. Even though the second version of each composition is **OPTIONAL** (you do not need to turn it in) students are encouraged to rewrite them, since this exercise helps you gain an active command of Spanish. If you do decide to turn in a second version, **remember you will have to give your instructor a copy of the first version, along with the final one, in order to receive credit for them.** The instructor will indicate the errors on the first version. You will correct these errors and return both versions to the instructor.

In order to facilitate and enhance the quality of your compositions, you are encouraged to use **Atajo**, a writing assistant program for Spanish. This program is relatively easy to use and it is Window-based. Learn it right now and it will accompany you for the rest of the semesters. Your textbook does not incorporate this software, but you can have access to it or in the Foreign Language Multimedia Center (CB 334).

**** NOTE:** Compositions must reflect the individual work of each student. No one should revise your composition before it is turned in to your instructor. Any composition that seems to have been corrected by somebody else, prior to the due date, will receive a zero (0) as a grade. **Be also aware that copying material from a source without citing or acknowledging that source is considered plagiarism and it is an offense that could lead to the student's expulsion from the university. Any students who plagiarises will be reported to the Chair of the department so that the issue can be dealt with according to University Senate Rules. ** (For new policy on plagiarism and cheating see the university's website: <http://www.uky.edu/USC/New/SenateRulesMain.htm>**

It is also in your best interest to turn in as clean a first version as possible; any errors remaining in the second version will cause your grade to drop. Remember that the first version has to be a complete composition (40% of your grade). The final version of each composition (60% of your grade) will be used to address specific grammar, organization, spelling and content mistakes. Compositions are 15% of your total grade.

Important: 5 points per day will be the penalty for late drafts of compositions. (Actual day, weekends included, not class days).

- **Oral Presentations:**

For this presentation, the class will be divided into groups. Each group will give **two presentations** of **20 minutes**. One will be based on research about organizations that work for the Hispanic community in Lexington, KY (details on Bb). The other will be based on one of the themes from Nuevos mundos. After the presentation, there will be time for further discussion on the topics. Each member in the group will be

expected to successfully demonstrate the ability to field questions in their topic area. Handouts, transparencies, or other visual aids are required as ways to display information during the presentation. Classmates are expected to question the presenters and give feedback on the quality of the presentation. Each group will provide **an outline of the second presentation** to the class the day of the presentation.

Everybody in the group will have to present a different aspect of the topic based on his/her individual research. It is important that the group get together before the presentation in order to organize the information gathered by each person. **Under no circumstances can two or more people in the group present the same information** to the class during an oral presentation. **Furthermore, nobody will be allowed to read the presentation from a paper or a note card.**

If a member of the group misses class the day of her/his group presentation, s/he will not be able to make up the presentation and will get an E for this assignment. Presentation and essay are worth 15% of the final grade.

EXAMINATIONS

◆ **Exams:** During the semester, there will be **three (3) 50-minute exams**. These exams are 30% of your final grade.

◆ **Final exam:** There will be no final exam for this class, since our evaluation is accumulative and summative. Therefore, be aware that your daily work is extremely important and that any assignment missed will affect your final grade. Keep constant contact with your instructor to be sure that each activity has been recorded accordingly.

GRADING BREAKDOWN:

The course grade will be determined as follows:

Exams	30%
Compositions	20%
Homework	15%
Participation	15%
Oral Presentations	20%

The following grading criteria will be used to determine the final grades for this course:

A	90-100
B	80-89
C	70-79
D	60-69
E	59 and below

SCHEDULE OF CLASSES

(NM) Nuevos mundos

(MG) Manual de gramática...

WEEK	CONTENT AND ACTIVITIES	ENTREGAR
1	Introducción / Syllabus Cap. 1 La presencia hispana en los E.E.U.U (NM) Aspecto ortográfico (MG): Vocales y sílabas	
2	Cap. 1 La presencia hispana en los E.E.U.U (NM) Aspecto gramatical (MG) Acentuación Video: Selección de Americanos	Tarea Cap. 1
3	Cap. 2 Los mexico-americanos (NM) Aspecto ortográfico (MG) Uso de la c	Comp. 1 Pequeña biografía Tarea Cap. 2
4	Cap. 2 Los mexico-americanos (NM) Aspecto gramatical (MG) Sujeto y predicado Video: Ni un día sin un mexicano	Tarea Cap. 2
5	➤ Examen 1 Cap. 4 Los cubanos y cubo-americanos (NM) Aspecto ortográfico (MG) Uso de la z, s	Tarea Cap. 4
6	Cap. 4 Los cubanos y cubo-americanos (NM) Aspecto gramatical (MG) El artículo Documental sobre Reinaldo Arenas	Tarea Cap. 4 Comp. 2 Descripción de una barriada cubana en E.E.U.U
7	Cap. 5 La herencia multicultural de España (NM) Aspecto ortográfico (MG) Homófonos s, z, c	Tarea Cap. 5
8	Cap. 5 La herencia multicultural de España (NM) Aspecto gramatical (MG) El adjetivo en español Video: La luz prodigiosa	Tarea Cap. 5
9	➤ Presentaciones Orales (Ronda 1)	
10	➤ Examen 2 Cap. 6 Los derechos humanos (NM) Aspecto ortográfico (MG) Uso de la h	Tarea Cap. 6 Comp. 3 Narración: un suceso violatorio de los derechos humanos
11	Cap. 6 Los derechos humanos (NM) Aspecto gramatical (MG) Uso de pretérito e imperfecto Video: La guerra de Chiapas	Tarea Cap. 6
12	Cap. 7 La mujer y la cultura (NM) Aspecto ortográfico (MG) Uso de la v y b	Tarea Cap. 7
13	Cap. 7 La mujer y la cultura (NM) Aspecto gramatical (MG) Uso del subjuntivo Canciones de Mercedes Sosa	Tarea Cap. 7
14	Repaso ➤ Examen 3	
15	Presentaciones orales (Ronda 2)	Comp. 4 Diálogo: Entrevista imaginaria a Mercedes Sosa