

APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR & MINOR

Submitted by College of Arts and Sciences

Date 11/20/02

Department/Division offering course **Hispanic Studies**

2. Changes proposed:

(a) Present prefix & number **SPA 411G**

Proposed prefix & number **SPA ~~311~~ 313**

(b) Present Title **Advanced Spanish Language**

New Title

(c) If course title is changed and exceeds 24 characters (including spaces), include a sensible title (not to exceed 24 characters) for use on transcripts: **Adv Spanish Language**

(d) Present credits: **3**

Proposed credits:

(e) Current lecture:laboratory ratio

Proposed:

(f) Effective Date of Change: (Semester & Year) **Fall 2003**

3. To be Cross-listed as:

(Prefix & Number)

(Signature: Dept. Chair)

4. Proposed change in Bulletin description:

(a) Present description (including prerequisite(s)): **A course designed to practice language skills at an advanced level. Preparation of oral and written presentations in Spanish. Selected readings will be treated for their language content. Conducted primarily in Spanish. Prereq: SPA 210 and 211, and a 300-level Spanish course**

(b) New description:

(c) Prerequisite(s) for course as changed:

5. What has prompted this proposal? **Students need more language proficiency training in grammar, writing and speaking before proceeding to a 400 level.**

6. If there are to be significant changes in the content or teaching objectives of this course, indicate changes:

7. What other departments could be affected by the proposed change?

8. Is this course applicable to the requirements for a least one degree or certificate at the University of Kentucky?

Yes **XX** No

9. Will changing this course change the degree requirements in one or more programs? \*  
If yes, attach an explanation of the change.\*

Yes

10. Is this course currently included in the University Studies Program?

If yes, please attach correspondence indicating concurrence of the University Studies Committee.

Yes

11. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted. **n/a**

\*NOTE: Approval of this change will constitute approval of the program change unless other program modifications are proposed.

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12. Is this a minor change?  Yes  No  
 (NOTE: See the description on this form of what constitutes a minor change. Minor changes are sent directly from the Dean of the College to the Chair of the Senate Council. If the latter deems the change not to be minor, it will be sent to the appropriate Council for normal processing.)

Within the Department, who should be consulted for further information on the proposed course change?

Name: Inmaculada Pertusa

Phone Extension: 7-7097

**Signatures of Approval:**

*[Signature]*  
 Department Chair  
*David Seep*  
 Dean of the College

12-2-02  
 Date

**FEB 14 2003**  
 Date

**JAN 28 2003**  
 Date

Date of Notice to the Faculty

04-01-2003  
 Date

**UNDERGRADUATE COUNCIL**

\*\*Undergraduate Council

\*\*Graduate Council

\*\*Academic Council for the Medical Center

\*\*Senate Council

Date

Date

Date of Notice to University Senate

\*\*If applicable, as provided by the Rules of the University Senate.

**ACTION OTHER THAN APPROVAL**

The Minor Change route for courses is provided as a mechanism to make changes in existing courses and is limited to one or more of the following:

- a. change in number within the same hundred series;
- b. editorial change in description which does not imply change in content or emphasis;
- c. editorial change in title which does not imply change in content or emphasis;
- d. change in prerequisite which does not imply change in content or emphasis;
- e. cross-listing of courses under conditions set forth in item 3.0;
- f. correction of typographical errors. [University Senate Rules, Section III - 3.1]

Print Form

Clear Form

## **OLD SYLLABUS for SPA 411G**

3, 4, 5, 6, 7, 8, 9, 10, 11, 12

### **Advanced Spanish Language**

#### **COURSE REQUIREMENTS:**

This course aims to fulfill several objectives simultaneously. You should review this paragraph weekly and determine if these objectives are being met. Obviously, meeting them will require full cooperation on your part.

1) To increase the fluency of your communication skills in Spanish by increasing and refining your vocabulary, and by allowing you to use the new vocabulary orally in class and in written exercises.

2) To review and solidify your knowledge of the grammatical structures that make Spanish syntax comprehensible. Obviously, this course assumes that you already have a solid grasp of the major grammar points. We do not spend more than 1 ½ hr. (per week) on grammar review. If your knowledge of some tricky points of grammar is particularly weak, you may need to get a tutor to help you with particular chapters. The book has excellent explanations (in English) of the grammar points reviewed. You will need to read the explanations and review all the examples before coming to class. Class exercises assume that you've already studied the pages assigned.

3) To introduce you to short literary pieces by Spanish and Latin American authors. We will use these texts as a starting point for discussions using the new vocabulary. We will also use them to note how socio-cultural details (often pertaining to the author's country or region) find their way into these passages.

#### **REQUIREMENTS:**

In addition to homework and reading assignments, informal oral presentations may also be required. Grade evaluation will consist of frequent quizzes dealing with readings, vocabulary, and grammar; three semester exams; a final exam; and class participation. Two compositions will also be required during the semester, in both draft and final versions. The draft version will constitute 70% of the assignment grade, and the revision 30%. Both versions must be typed.

**GRADES:** Grades will be determined according to the following percentages:

Papers.....	20%
Quizzes.....	20%
Exams.....	30%
Final exam.....	15%
Attendance/Participation.....	15%

**TEXT** Ayllón/Smith/Morillo, Spanish Composition Through Literature, 3<sup>rd</sup> ed.  
(Prentice-Hall, 1996; ISBN 0-13-186586-2)  
Spanish/English dictionary (Oxford or Bantam recommended)

SPA 311:

By the end of 311, students will be able to:

- 1) speak more fluent Spanish, with a broader and more refined vocabulary which they can incorporate in oral and written communication;
- 2) not only speak and write with greater accuracy, but also, from a basic theoretical perspective, elucidate the fundamental grammatical structures that make Spanish syntax comprehensible;
- 3) read and discuss short literary pieces by Spanish and Latin American authors, in terms of how socio-cultural details (often pertaining to the author's country or region) find their way into these passages.

**NEW SYLLABUS (new number SPA 311)**  
**Spanish 311**  
**Advanced Spanish Language**

Objectives: This course aims to fulfill several objectives simultaneously:

- 1) to increase the fluency of your communication skills in Spanish by increasing and refining your vocabulary, and by allowing you to use the new vocabulary orally in class and in written exercises.
- 2) to review your knowledge of the grammatical structures that make Spanish syntax comprehensible. This course will refer to your previous knowledge of the basic grammar points with the purpose of refine them to prepare you for more advanced courses where the study of grammar structures will required a solid understanding of the basic grammatical rules. The book has excellent explanations, in English, of the grammar points that we will review in class. You will need to read the explanations and study all of the examples, and complete assigned written exercises, before coming to class in order to ask instructor for clarification when needed.
- 3) to guide you through an introduction of short literary pieces by Spanish and Latin American authors; the texts will serve as a starting point for discussions using the new vocabulary, and applying the reviewed grammar points in context. We will also use them to note how socio-cultural details (often pertaining to the author's country or region) find their way into these passages.

**REQUIREMENTS:** In addition to homework and reading assignments, informal oral presentations may also be required. Grade evaluation will consist of frequent quizzes dealing with readings, vocabulary, and grammar; three semester exams; a final exam; and class participation. Two compositions will also be required during the semester, in both draft and final versions. The draft version will constitute 70% of the assignment grade, and the revision 30%. Both versions must be typed.

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## COURSE SYLLABUS

DATE	AT-HOME PREPARATION	WRITTEN ASSIGNMENTS
8/24 Tues.	Introducciones; verbos con preposiciones	
8/29 Tues.	Ch. 1: Lectura: "La siesta del martes," Gabriel García Márquez (Colombia) Contenido p. 5 Léxico 2-6, 9-13, 15	Práctica pp. 14-16: A: 3-8, 12-17, 19, 21-27, 29-30 B: 2-6, 9-12, 15-20
8/31 Thurs.	Ch. 1: Repaso Gramatical – "to be" pt. 1 pp. 17-21	Práctica A-B, pp. 22-23
9/5 Tues.	Ch. 2: Lectura, "La casa de los espíritus," Isabel Allende (Chile) Contenido p. 30 Léxico 1-6, 9, 11-14	Práctica pp. 42-43: A: 1-18, 25, 28-30 B: 1-8, 11-12, 15-20
9/7 Thurs.	Ch. 2: Repaso Gramatical – "to be" pt. 2 pp. 45-49	Práctica A-B, pp. 50-51
9/12 Tues.	Ch. 3: Lectura, "El túnel," Ernesto Sábato (Argentina) Contenido p. 56 Léxico 1-2, 5-7, 9-11, 15	Práctica pp. 66-68: A: 1-7, 11-18, 21-26, 28-30 B: 1-4, 9-16, 18-19
9/14 Thurs.	Ch. 3: Repaso Gramatical – Simple Tenses, Indicative pp. 69-75	Práctica A-B, pp. 76-78
9/19 Tues.	Repaso de vocabulario y gramática	<b>COMPOSITION I</b> 600+ words (2+ pages)
9/21 Thurs.	<b>EXAM I</b>	
9/26 Tues.	Ch. 4: Lectura, "Viaje a la Alcarria," Camilo José Cela (Spain) Contenido p. 83 Léxico 1-2, 4-5, 9-15	Práctica pp. 94-95: A: 1-4, 11-13, 15-28, 30 B: 1-2, 4-8, 10, 14-18, 20
9/28 Thurs.	Ch. 4: Repaso Gramatical – Compound Tenses, Indicative pp. 95-101	Práctica A-B, pp. 102-104
10/3 Tues.	Ch. 6: Lectura, "La ciudad y los perros," Mario Vargas Llosa (Perú) Contenido p. 140 Léxico 1-9, 14	Práctica pp. 150-153: A: 1-17, 19-21, 27-28 B: 1-14, 16-17, 19
10/5 Thurs.	Ch. 6: Repaso Gramatical – Subjunctive I pp. 153-160	Práctica A-B, pp. 161-162
10/10 Tues.	Repaso de vocabulario y gramática	<b>COMP. I REVISION DUE</b>
10/12 Thurs.	<b>EXAM 2</b>	

10/17 Tues.	Ch. 7: Lectura, "La rama seca," Ana María Matute (Spain) Contenido p. 166-167 Léxico 1, 3-7, 9-10, 12-13	Práctica pp. 177-179: A: 1-4, 8-15, 19-24, 26-28 B: 1-3, 6-20
10/19 Thurs.	Ch. 7: Repaso Gramatical – Subjunctive II pp. 180-185	Práctica A-B, pp. 186-188
10/24 Tues.	Ch. 9: Lectura, "Como agua para chocolate," Laura Esquivel (México) Contenido p. 225 Léxico 1, 3-7, 9-10, 12-13	Práctica pp. 235-238: A: 6-11, 13-17, 20-22, 29-30 B: 5-8, 11-14, 16, 20
10/26 Thurs.	Ch. 8: Repaso Gramatical – Subjunctive III pp. 207-217	Práctica A-B, pp. 218-219
10/31 Tues.	Ch. 10: Lectura, "Las ataduras," Carmen Martín Gaité (Spain) Contenido p. 251 Léxico 1-4, 7-11, 13-15	Práctica pp. 263-265: A: 1-9, 13-23, 26-30 B: 1-7, 10-12, 14-15, 17-20
11/2 Thurs.	Ch. 10: Repaso Gramatical, Pronouns pp. 266-274	Práctica A-B, pp. 275-276
11/7 Tues.	ELECTION DAY – no class	
11/9 Thurs.	Repaso de vocabulario y gramática	<b>COMPOSITION 2</b> 900+ words (3+ pages)
11/14 Tues.	<b>EXAM 3</b>	
11/16 Thurs.	Ch. 11: Lectura, "La sombra del ciprés....," Miguel Delibes (Spain) Contenido p. 280 Léxico 2, 4-5, 7-10, 15	Práctica pp. 291-293: A: 3-4, 6-9, 14-21 B: 2, 4-5, 8-12, 16-17, 19
11/21 Tues.	Ch. 11: Repaso Gramatical, Relative Pronouns pp. 294-298	Práctica A-B, pp. 299-300
11/23 Thurs.	THANKSGIVING – no class	
11/28 Tues.	Ch. 12: Lectura, "La casa de Asterión," Jorge Luis Borges (Argentina) Contenido p. 304 Léxico 1-5, 8, 9, 13-15	Práctica pp. 315-317: A: 1-8, 13-18, 27-30 B: 1-6, 10, 12, 18-20
11/30 Thurs.	Ch. 12: Repaso Gramatical, Prepositions pp. 318-326	Práctica A-B, pp. 327-328
12/5 Tues.	Repaso	<b>COMP. 2 REVISION</b>
12/7 Thurs.	Repaso	
12/14 Thurs.	<b>FINAL EXAM: 8:00-10:00 a.m.</b>	

## TEMAS PARA COMPOSICIONES

Escoja la lectura que más le interesaba; luego, seleccione uno de los temas de esta lista. Las composiciones deben ser escritas a máquina, y deben seguir un plan de organización cuidadoso. Sugiero que escriba un bosquejo detallado antes de empezar. La composición será evaluada según tres criterios: contenido/creatividad, organización/estilo, y gramática.

### COMPOSICION I (600+ palabras; 2+ páginas; escrita a máquina)

“La siesta del martes” – p. 17, Tema relacionado: 1, 2 ó 3

“La casa de los espíritus” – p. 44, Tema relacionado 1, o Tema sugerido 3

“El túnel” – p. 68, Tema relacionado 3, o Tema sugerido 2 ó 3

### COMPOSICION II (900+ palabras, 3+ páginas; escrita a máquina)

“Viaje a la Alcarria” – p. 95, Tema relacionado 2, o Tema sugerido 1

“La ciudad y los perros” – p. 153, Tema relacionado 1, 2 ó 3, o Tema sugerido 3

“La rama seca” – p. 180, Tema sugerido 1, 2 ó 3

“Las ataduras” – p. 265, Tema sugerido 1, 2 ó 3

“Como agua para chocolate” – p. 238, Tema relacionado 1, o Tema sugerido 3, o pueden ver la película (Blockbuster) y escribir sobre los papeles masculinos/femeninos, sobre la mágica, sobre la relación entre el amor y la comida, o sobre cualquier otra tema que le interese