

APPLICATION FOR NEW COURSE

1. Submitted by College of Arts and Sciences Date Nov. 07. 2002

Department/Division offering course Hispanic Studies

2. Proposed designation and Bulletin description of this course

Prefix and Number SPA 103 b. Title* High Beginner Spanish

*NOTE: If the title is longer than 24 characters (including spaces), write
A sensible title (not exceeding 24 characters) for use on transcripts

c. Lecture/Discussion hours per week 3 d. Laboratory hours per week

e. Studio hours per week _____ f. Credits

g. Course description

see attached description

h. Prerequisites (if any)

Placement exam ~~and~~ or two years of high school Spanish. as indicated
on transcripts.

May be repeated to a maximum of _____ (if applicable)

4. To be cross-listed as

Prefix and Number

Signature, Chairman, cross-listing department

5. Effective Date Fall Semester 2003 (semester and year)

6. Course to be offered Fall Spring Summer

Will the course be offered each year? Yes No
(Explain if not annually)

8. Why is this course needed?

See attachment

9. a. By whom will the course be taught? Grad. TAs under Elem. Lang. Inst. supervision

b. Are facilities for teaching the course now available? Yes No
If not, what plans have been made for providing them?

APPLICATION FOR NEW COURSE

10. What enrollment may be reasonably anticipated? 100 students
11. Will this course serve students in the Department primarily? Yes No
Will it be of service to a significant number of students outside the Department? Yes No
If so, explain.
Students (SPA majors or not) equipped to move more quickly to upper-
level Spanish courses will be able to do so via this intensive course.
- Will the course serve as a University Studies Program course? Yes No
If yes, under what Area? (USP already satisfied via 2 years high school Spanish)
12. Check the category most applicable to this course
- traditional; offered in corresponding departments elsewhere;
 - relatively new, now being widely established
 - not yet to be found in many (or any) other universities
13. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky? Yes No
14. Is this course part of a proposed new program: Yes No
If yes, which?
-
15. Will adding this course change the degree requirements in one or more programs? * Yes No
If yes, explain the change(s) below
-
16. Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used.
17. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted.
18. Within the Department, who should be contacted for further information about the proposed course?
Name Yanira Paz Phone Extension 257-7100

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

Print Form

Clear Form

APPLICATION FOR NEW COURSE

Signatures of Approval:

J. - Caron

Department Chair
David Leep

Dean of the College

12-2-02

Date

FEB 14 2003

Date

UNDERGRADUATE COUNCIL

JAN 28 2003

Date of Notice to the Faculty

*Undergraduate Council

04-01-2003

Date

*University Studies

Date

*Graduate Council

Date

*Academic Council for the Medical Center

Date

*Senate Council (Chair)

Date of Notice to University Senate

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

ACTION OTHER THAN APPROVAL

APPLICATION FOR NEW COURSE

SPA 103

2.g *Course description:*

This course is designed to expand upon the students' already existing knowledge of Spanish in order to prepare them for intermediate level courses. The textbook and supplementary material will develop students' abilities in the four basic skills of language learning (speaking, listening, reading, and writing).

8. There is a large number of students that already have some knowledge of Spanish, but are not enough prepared to begin in the middle of the 101-102 curriculum; they require a review of 101 material. These students are termed "high beginners."

Department of Hispanic Studies
University of Kentucky
Spanish 103: High Beginner Spanish

Course Description

Welcome to Spanish 103, a course for “high beginners” students in Spanish! Spanish 103 features Spanish for Life (Carol Brown and Kathleen Moore. Heinle and Heinle, 2000). The textbook follows the information-based task approach, which springs from the idea that languages are best learned when real-world information becomes the focus of students' activities. Therefore, during this semester, you will exchange real-life information about you and your classmates.

This course is designed to review and expand upon the students' already existing knowledge of Spanish at the introductory level in order to prepare them for the intermediate courses. The textbook, and supplementary materials will develop student's abilities in the four basic skills of language learning: listening, speaking, reading, and writing.

Learning Goals:

After completing 103, students should be able to:

1. share information about themselves (talk about where they are from, their major, subjects they like and dislike; describe their families and others' physical appearance, personalities)
2. describe, ask and answer questions and make comparisons related to people's daily routines
3. learn how to talk about last night and last weekend's activities
4. share information on how someone feels and how people show their feelings
5. share information on how to relax and spend leisure time
6. compare different personality types
7. tell where things are, give and receive directions
8. share information on clothing preferences and traveling suggested
9. share information on future aspirations in terms of careers

Course Materials

1. Brown, Carol and Kathleen Moore Spanish for Life. Heinle & Heinle, 2000.
2. **Atajo**, a Writing Assistant for Spanish
3. A bilingual dictionary

Participation

The Spanish Program takes seriously the University's statement on attendance; namely, that students are expected to attend class regularly. To derive the most benefit from instruction, daily attendance is essential. No matter what the reason for the absence, failure to attend class always results in missed opportunities to hear and speak Spanish.

For regular class periods, there is no absence policy apart from the participation criteria. Active class participation is vital in learning a second language, and quite simply, you cannot participate if you are not in class. You are responsible for contacting other classmates to obtain any missed information.

sometimes contributes actively during group activities
 sometimes contributes to getting the task done in group work

Unacceptable= 0 point

arrives more than 5 minutes late for class
 uses more English than Spanish when speaking with the instructor or class members
 doesn't listen while others talk
 doesn't contribute much to getting the task done in group work
 contributes to the failure of activities by not completing small group or individual assignments
 works on assignments for other classes

Your TA has the prerogative to deny admission to students who arrive more than 10 minutes late. Chronic absences or tardiness will result in a participation grade below 70%.

Exams

The following exams are included in this course: one midterm exam, one final exam, and two listening comprehension exams. Both the midterm and the final exam will consist of the following sections: reading comprehension, vocabulary, grammar, and writing.

If you are absent from an exam, you must contact your instructor within two working days from the exam date. You must provide written documentation for your absence before a make-up exam without penalty is given. Students must take the exam within two working days from the date of the exam. Any additional extensions may be granted only under exceptional circumstances or highly unusual cases and will be done at the discretion of the Director of the Spanish Basic Language Program. Students who miss an exam without an excused absence will not be able to exam.

Final Exam

Do not make travel plans until the date and time of the final exam have been announced. If you are absent on the day when the date, time, and location of the exam are announced, it is your responsibility to contact your TA to obtain this information.

Listening Comprehension Exams

Carol Brown and Kathleen Moore You will have two listening comprehension exams, which will take place during regular class time. The dates are listed in the weekly calendar. If you are absent from a listening comprehension exam, you must contact your TA within two working days from the original date of the exam. You must provide written documentation for your absence before a make-up exam without penalty is given. Students must take the exam within two working days from the date of the exam. Any additional extensions may be granted only under exceptional circumstances or highly unusual cases and will be done at the discretion of the Director of the Spanish Basic Language Program. Students who miss a listening exam without an excused absence may take the exam with a 15% deduction provided that they take it within 24 hours from the original exam date.

Homework

Tentative Calendar of Assignments

Week 1	Introduction Chapter 3: México y los mexicanos Present Tenses Irregular tenses Gustar / encantar
Week 2	Finish Chapter 3 Typical Activities Favorites activities Weather
Week 3	Chapter 4: La República Dominicana y los dominicanos Saber /Conocer Gustaría More irregular verbs Making Plans Telling Time Pastimes
Week 4	Chapter 5: Puerto Rico y los puertorriqueños Stem-changing verbs Comparatives Order Food Negative words
Week 5	Chapter 6: El Salvador y los salvadoreños Present Progressive verb forms Direct Object pronouns Informal Commands Chores House furniture
Week 6	Listening Exam #1 Chapter 7: Colombia y los colombianos Preterite Tense regular verbs Indirect Object pronouns Time expression with Hacer + time Travel vocabulary Past Travel experiences
Week 7	Chapter 8: Guatemala y los guatemaltecos

Hanson, Roxie

From: Chumney, Susan E Carvalho
Sent: Wednesday, December 04, 2002 2:36 PM
To: smcare0@uky.edu; Carolyn.O'Daniel@kctcs.edu
Cc: Hanson, Roxie; Paz, Yanira B
Subject: New Hispanic Studies Course Proposals

TO:
 Dr. Sandra Carey, Acting
 Dean of Academic Affairs
 Lexington Community College
 209 Oswald Bldg.
 Campus 0235

Carolyn O'Daniel, Director
 Exec. Dir of Academic Affairs
 KCTCS, PO 14092
 2750 Research Pk. Dr.
 Lexington, KY 40512

FROM: Susan Carvalho, Acting Chair, Hispanic Studies

RE: Two new course proposals, Hispanic Studies, UK

In response to improvements in Kentucky high school foreign language education, the University of Kentucky Hispanic Studies Department would like to add two new courses which will facilitate students' progress towards completing the Arts & Sciences foreign language requirement. That requirement is that the student complete the fourth semester of a language course; the student may reach that level through various routes, such as placement directly into the fourth semester or into any of the previous three semesters, testing out of the fourth semester entirely, transfer credits, etc. Most of our current SPA 101 students are not "true beginners;" they have in fact studied a good deal of Spanish in high school (generally 2 years). But they are intimidated by the thought of beginning in a second-semester course, or there has been a time gap since their last Spanish class, so they opt to under-rate themselves and enroll in a course which is not necessary for them.

With this in mind, and following national trends, we have designed a "High Beginner" course for students who have had at least 2 years of high school Spanish, and a "High Intermediate" course for students with 3 or 4 years of high school Spanish but who do not test out of the requirement completely.

SPA 103, High Beginner Spanish, would "begin at the beginning" but would move more quickly through the material, with the first part of the course involving more of a "refresher" than of material seen for the first time. This will enable students to recall and reactivate their high school Spanish knowledge. Then the course will move into new material, such that by the end of the 3-credit course and in one semester, the students will have reached the same level that true beginners reach by the end of SPA 102. They would then enroll in SPA 201 and SPA 202, thus completing the language requirement in 3 semesters instead of 4. Students would no longer be able to test into the 102 level; true beginners would take 101, and those with high school Spanish but low placement test scores

would take 103

SPA 203 is similarly designed. "High Intermediate Spanish" would be a course only available to students who studied Spanish for 3 or more years in high school, and whose placement test scores place them higher than 103. These are the students who currently might be testing into the 202 level, but are intimidated by taking the "second half" of a course and therefore under-challenge themselves. Like 103, the first part of 203 would involve a review and reactivation of material that would have been covered in the 3rd or 4th year of high school Spanish; the course will then move into new material, such that by the end of 203 the students would be at the same proficiency level as students at the end of 202. This course would not be open to students who have already taken 101, 102, or 103; it would be only for those students who place into this level directly from high school. Thus, these students would complete the language requirement in one semester (on top of their 3-4 years of high school Spanish).

Because these 'high beginner' and 'high intermediate' textbooks are designed specifically for this population of students, we are confident that this will provide the proficiency levels we seek. More importantly, it will allow for a more homogeneous student population at each level, so that true beginners would not be intimidated, nor would false beginners be bored, by the mixture that we currently have in those classrooms.

We hope that these courses meet with your approval; please let me know if you anticipate any problems in coordination or articulation between these proposed new courses and the current LCC and KCTCS programs. Thank you for your review of these proposals.

Sincerely,
Susan Carvalho
Acting Chair, Hispanic Studies

Hanson, Roxie

From: Chumney, Susan E Carvalho
Sent: Wednesday, December 04, 2002 4:00 PM
To: Kraemer, Philipp
Cc: Hanson, Roxie; Paz, Yanira B
Subject: Fwd: New Hispanic Studies Course Proposals

Date: Wed, 04 Dec 2002 14:36:11 -0500
 To: smcare0@uky.edu, Carolyn.O'Daniel@kctcs.edu
 From: Susan Carvalho <carvalho@pop.uky.edu>
 Subject: New Hispanic Studies Course Proposals
 Cc: rhanson@email.uky.edu, yblaba0@uky.edu

TO: Phil Kramer, Dean of Undergraduate Studies

FROM: Susan Carvalho, Acting Chair, Hispanic Studies

RE Two new course proposals, Hispanic Studies, UK

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We wanted to make sure that this course meets with USP approval. However, the students eligible for SPA 103 would be only those students who have already taken at least 2 years of high school Spanish. By my reading of the USP requirement, those students have already completed the requirement by virtue of their high school transcripts. Would this be correct? In other words, the population of this course would be only students with a fourth-semester requirement (A&S students, primarily), who would have a "faster track" towards meeting that goal by enrolling in 103-201-202 (having had 2 years of high school Spanish already).

SPA 203 (NOT a USP course) is similarly designed. "High Intermediate Spanish" would be a course only available to students who studied Spanish for 3 or more years in high school, and whose placement test scores place them higher than 103. These are the students who currently might be testing into the 202 level, but are intimidated by taking the "second half" of a course and therefore under-challenge themselves. Like 103, the first part of 203 would involve a review and reactivation of material that would have been covered in the 3rd or 4th year of high school Spanish; the course will then move into new material, such that by the end of 203 the students would be at the same proficiency level as students at the end of 202. This course would not be open to students who have already taken 101, 102, or 103; it would be only for those students who place into this level directly from high school. Thus, these students would complete the language requirement in one semester (on top of their 3-4 years of high school Spanish).

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Sincerely,
Susan Carvalho
Acting Chair, Hispanic Studies