

ATTACHMENT A

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Department of Foreign Languages and International Studies

Date submitted: Oct 1, 2007

Request for: Course change _____ Course deletion _____ Course addition X

Submitted by: C. Arturo Yanez

Approved by: Department Head: Arturo Yanez *Arturo Yanez*
Dean of School: Georgina Duncan *Georgina Duncan*

Reviewed by: Registrar: *Sammy Flores*
Vice President:

If this is a deletion or other minor change, describe and give rationale.

If this is an addition of a new course, fill in the following and attach a syllabus (syllabus should include course objectives, and outline of the course with sufficient details to illuminate course content, and a bibliography. The Curriculum Committee/Graduate Council does not need evaluation and testing procedural information nor does it need excessively long bibliographies).

I. Catalog description: Prerequisites: SPAN 3023, SPAN 3013, SPAN 3213. The purpose of this course is to provide students with the fundamental knowledge of Spanish linguistics as the basis for future application of linguistic principles. This course explores Spanish phonetics, phonology, morphology, syntax and semantics.

Number: SPAN 4023

Title for Catalog: Introduction to Spanish Linguistics

*Title for Course Inventory (24 characters): Intro Spanish Linguistics

Description: This course provides an introduction to Spanish linguistics and establishes the basis for future application of linguistic principles. The purpose of this course is to provide students with the fundamental knowledge of Spanish linguistics. The course begins with an exploration of the sound system of Spanish and its theoretical representation. Then, it examines basic Spanish morphology areas, including word formation and verbal inflection. Finally, it addresses relevant issues on syntax analyzed in isolation.

Effective date or term: Fall 2008

*Course fees: N/A

II. Justification and feasibility of course:

A. What is the need for this course? Who will take it?

This is a vital course for student teachers of Spanish to learn about language theory. No other course, taught in Spanish, in the program teaches this theory

app TEC 11/1/07
app CC 11/19/07
app FS 12/3/07

related to Spanish. This course is a requirement for student teachers of Spanish and can be of great benefit to Spanish majors.

- B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department? This course complements the course SPAN 3023 taught in English about English linguistics. These two fundamental courses will prepare students to be able to compare and contrast these two languages. The two courses will also help student teachers to identify and isolate potential sources of difficulty when young students attempt to learn Spanish. There is no overlap at all.
- C. Is this course part of any general plan of development within your department? Yes, this course is part of the general plan of development within this department that has been taking place in the past few years. This plan seeks to support ATU's mission: to offer and sustain quality education. The plan also seeks to align with state and national standards.
- D. How often will the course be offered?
The course will be offered according to the natural rotation of courses in the program.
- E. How will the course be staffed?
It will be staffed by existing faculty (Dr. Arturo Yanez or Dr. Cecilia Ryan)
- F. When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that change affects, Academic Affairs can offer assistance in identifying course use.)

List Department Head/
Program Director Consulted:
(Add to list as needed)

Indicate Support
for Proposal
(yes/no)

Date:

1. Dr. Carl Brucker

Yes

Sept. 26, 2007

If no, please attach explanation from responding Department Head indicating why they do not support the proposal.

***Note: Each new course proposal must include a short explanation describing how the new course integrates with the assessment process of the department in which the course will be taught.**

*Updated 8/1/04

**Updated 9/1/05

Brief explanation

The faculty members of the Department of Foreign Languages and International Studies of Arkansas Tech University are well aware of the fact that any curricular change must come primarily from an agreement based on internal as well as external assessments. This new course proposal is a direct answer to both the ongoing assessment process of this department and the evaluation provided by the ACTFL/NCATE program reviewers. These two evaluations have helped us comprehend the imperative need to create this course. Spanish linguistics is a core course in every Spanish program designed to prepared high quality Spanish teachers and/or Spanish majors.



SYLLABUS

SPAN 4023: INTRODUCTION TO SPANISH LINGUISTICS

(Prerequisites: SPAN 3023, SPAN 3013, and SPAN 3213)

Instructor: Dr. Arturo Yáñez/Dr. Cecilia Ryan

Class Date/Time:

Classroom:

Office: 116B

Office Hours:

Course Description

Linguistics is the study of human languages--what they are composed of and how they are used. This course provides an introduction to Spanish linguistics and establishes the basis for future application of linguistic principles. This course begins with an exploration of the sound system of Spanish and its theoretical representation. Then, it examines basic Spanish morphology areas, including word formation and verbal inflection. Finally, it addresses relevant issues on syntax analyzed in isolation. The purpose of this course is to provide students with the fundamental knowledge of Spanish linguistics. This knowledge will enable students to make connections between the structure of Spanish and relevant issues such as language variation, bilingualism, and Spanish in the United States.

Objectives

At the end of this course, students will have improved their knowledge of spoken and written Spanish, their abilities to communicate orally and their skills to make more systematic comparisons between the English and Spanish language systems. These general goals will help them to get a more comprehensive and higher quality foreign language education.

- Demonstrate language proficiency.
- Improve their oral and written discourse abilities and skills.
- Present information about concepts related to the main areas of linguistics: Phonetics, phonology, syntax, morphology, semantics and pragmatics.
- Improve their ability to analyze, write and discuss.
- Make presentations in Spanish about syntactic-grammatical, phonetic-phonological and morphological-semantic issues.
- Identify and compare different language patterns of English and Spanish.

Course Content

Lenguaje, Lengua y Lingüística

Tema: Convenios del estudio de la lengua.

Fonética

Temas: Producción, descripción y representación de los sonidos del español.

Fonología

Temas: Estructura del sistema de sonidos y patrones generales de variaciones fonológicas.

Morfología

Temas: Sistemas de sustantivos y verbos, procesos de la formación de la palabra.

Sintaxis

Temas: Reglas y estructuras de oraciones y reglas transformacionales.

Variación Regional

Temas: El habla canario, judeoespañol, criollo, filipino, fronterizo.

El español en los Estados Unidos

Temas: El español de Luisiana, Texas, alternación de lenguas.

Required Texts

- Azevedo, M. (2004). Introducción a la lingüística española. 2nd Edition. New Jersey: Prentice Hall.
- Whitley, M. S. (2002). Spanish/English Contrasts: A Course in Spanish Linguistics. 2nd edition. Georgetown University Press.

Evaluation

The final grade will be based on student performance in the following:

Problems sets (7)	35%
Oral presentation (1)	10%
Questions (4)	20%
Exams (2)	30%
Participation	5%

A) Problems sets: You will complete 7 problem sets that will deal with material learned in each chapter. They will be graded for content and grammar. Please follow the instructions below for each assignment.

- Include on one line on top left of the page, your name and problem set number.
- For essay responses, provide a detailed analysis, no quick responses. Type using Times New Roman 12 point font, double-space, 1" margins.
- Responses needing linguistic symbols or 'trees' can be handwritten.

- B) Oral presentation: Presenters must present a 1 sided, clear, concise, handout in grammatically accurate, edited in Spanish. Using a handout you will construct a presentation. Using PowerPoint/overhead slides to accompany your presentation and a handout incorporating clarifying examples is effective in getting concepts across. Elements to include on handout are: Avoid writing narrative on the handout; it should be in outline format that provides a summary of the important aspects of the presentation.
- C) Questions: You must submit four questions. They must be relevant questions and not ones of a 'definition' nature. This means introducing your question with examples, asking your question, and then supplying your own hypothesis to the question. Such a practice is especially helpful for isolating areas that everyone is having problems with. You will receive 1 out of 5 points for the structure and quality of your questions. Content from these questions will be on the final exam. Write your questions in a word document. Email your questions directly to me and I will distribute the questions accordingly. The reason I want the questions first is so I can filter out inappropriate, vague, or confusing questions.
- D) Exams: There are two exams that cover the material seen in the homework and also what is covered during class time. The Midterm Exam covers Chapters 2-5 and the Final Exam covers Chapters 6, 7, 9, 12.
- E) Participation: Due to the nature of the structure of this course unexcused late work will not be accepted. If circumstances beyond your control arise, please notify me by e-mail as soon as possible. If your absence is valid, you will either be given - at my discretion - adequate time to complete that scheduled work or exempted from it. Participation points cannot be made up. Beginning the second week of class, I will evaluate your class participation in the following manner:
- 3 - Student is well prepared for class as shown through frequent oral participation, frequently leads discussion, and can expand effectively on topic
 - 2 - Student is prepared, but must be encouraged to participate, may speak English
 - 1 - Student doesn't talk; prepared or preparation inadequate to allow full participation; asleep; disruptive to groups
 - 0 - no preparation; absent from class.

Grading scale:

A = 90-100

B= 80-89.99

C = 70-79.99

D = 60-69.99

F = 0-59.99

Bibliography

Butt, J. and C. Benjamin (2004). A New Reference Grammar of Modern Spanish. McGraw-Hill.

- Canfield, C. L. (1981). Spanish Pronunciation in the Americas. University Of Chicago Press .
- Cotton, E. G. and J. M. Sharp. (1988) Spanish in the Americas (Romance Languages and Linguistics Georgetown University Press
- Hualde, J. I., A. Olarrea, and A. M. Escobar (2002). Introducción a la lingüística hispánica. Cambridge University Press.
- Quilis, A. and J. A. Fernández (1975). Curso de fonética y fonología españolas: para estudiantes angloamericanos. Consejo Superior de Investigaciones Científicas, Instituto de Filología; 11a ed. rev. y aum edition .
- Roca, A. (1993). Spanish in the United States: Linguistic Contact and Diversity. Mouton De Gruyter
- Teschner, R. and F. Castro-Paniagua (1993). *Lo esencial de la lingüística española*. New York: McGraw-Hill, Inc.
- Zagon, K. (2001). The Syntax of Spanish (Cambridge Syntax Guides) Cambridge University Press.

Useful links

<http://lapenalinguistica.blogspot.com/>

<http://www.rae.es/>

<http://cvc.cervantes.es/>

<http://www.cervantesvirtual.com/>

<http://www.elcastellano.org/>

<http://www.elcastellano.org/ns/edicion/2007/septiembre/carmenlepre.html>

<http://www.unidadenladiversidad.com/>

<http://spanishlinguistics.blogspot.com/>

<http://cuadernodelenguaje.blogspot.com/>

<https://www.blogger.com/start>

<http://www.isfla.org/Systemics/>

Class Requirements

Regular class attendance and participation are required for successful completion of the course.

I will make myself available to discuss appropriate academic accommodations that you may require as a student with a disability.

FORMAT FOR CURRICULUM CHANGE PROPOSAL

To: Curriculum Committee



From: Department of Foreign Languages and International Studies

Date Submitted: October 1, 2007

Type of Curriculum Change Requested: **Addition of new course**

Submitted By: C. Arturo Yanez

Approved By: Department Head: C. Arturo Yanez
Dean of School: Georgina Duncan

Reviewed By:

Registrar 

Vice-President for Academic Affairs:

- I. Program or curriculum change as it will appear in the catalog.
SPAN 4023 Introduction to Spanish Linguistics

II. Course Information

A. Rationale for the requested change.

Linguistics is a vital subject for the any language teacher. Introduction to Spanish linguistics is the only class that will provide student teachers with the specific theoretical knowledge about Spanish (phonetics, phonology, syntax, morphology and semantics). No other class in this program can supply this knowledge systematically. This class will definitely complement the other courses in the program which mostly focus on the effective/appropriate use of the language.

B. What impact will the change have on staffing, on other programs, budget, and space allocation?

Introduction to Spanish Linguistics will be taught by existing faculty and will have no impact on the budget or on space allocation.

1. Within the department requesting the change. No impact.

2. Outside the department. No impact.

C. Effective date or term. Fall semester 2008

D. **When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that change affects, Academic Affairs can offer assistance in identifying course use.)

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app CC 11/19/07
app FS 12/3/07

List Department Head/
Program Director Consulted:
(Add to list as needed)

Indicate Support
for Proposal
(yes/no)

Date:

1. Carl Brucker

Yes

09/26/07

2.

3.

4.

5.

If no, please attach explanation from responding Department Head indicating why they do not support the proposal.

Note: A syllabus should accompany each course proposal. The syllabus should contain the objectives of the course, a summary of course content, and bibliography of resources.

***Each new program proposal must include an assessment plan using the approved University Assessment Form.**

*Updated 8/1/04

**Updated 9/1/05

Outline in specific detail how your proposal will alter the program (include course number and title):

Fall Start	
<p>Freshman Fall Semester Add/Change:</p> <p>Delete:</p> <p>Total Hours: 17</p>	<p>Freshman Spring Semester Add/Change: SEED 2002</p> <p>Delete:</p> <p>Total Hours: 16</p>
<p>Sophomore Fall Semester Add/Change: SEED 3702 ELECTIVE ONE (1) CREDIT HOUR</p> <p>Delete: SPH 2003/3083</p> <p>Total Hours: 15</p>	<p>Sophomore Spring Semester Add/Change: ART 2123//MUS 2003/TH 2273</p> <p>Delete: SEED 2002</p> <p>Total Hours: 17</p>
<p>Junior Fall Semester Add/Change: SPAN 3123 OR SPAN 3133 ENGL 2003 OR 2013</p> <p>Delete: ART 2123//MUS 2003/TH 2273 SPAN 3113</p> <p>Total Hours: 16</p>	<p>Junior Spring Semester Add/Change: SEED 4556</p> <p>Delete: SEED 3702 ELECTIVE THREE (3) CREDIT HOUR ENGL 2003 OR 2013</p> <p>Total Hours: 15</p>
<p>Senior Fall Semester Add/Change: SPAN 4023 SPH 2003/3083</p> <p>Delete: ELECTIVE ONE (1) CREDIT HOUR SEED 4556</p> <p>Total Hours: 15</p>	<p>Senior Spring Semester Add/Change:</p> <p>Delete:</p> <p>Total Hours: 13</p>
Spring Start (If applicable)	
<p>Freshman Spring Semester Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Fall Semester Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Spring Semester Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Fall Semester Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Spring Semester Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Fall Semester Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Spring Semester Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Fall Semester Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Total Program Hours <u>124</u></p>	

**Curriculum in Foreign Languages
with Concentration in
Spanish
For Teacher Licensure ^{2,6,8}**

Suggested Sequence of Courses

Freshman				Sophomore			
Fall		Spring		Fall		Spring	
BIOL 1014 ¹	4	ENGL 1023 ^{1,5}	3	POLS 2003	3	Physical Activity ¹	2
ENGL 1013 ^{1,5}	3	PHSC 1013 & 1021 ¹	4	SPAN 3003	3	ANTH 2003	3
SPAN 2014 ^{2,3}	4	SPAN 2024 ^{2,3}	4	SPAN 3023	3	SPAN 3013	3
HIST 1503 ¹	3	HIST 2003 ¹	3	Elective ⁴	4	Elective ⁴	6
MATH 1113 ^{5,7}	3	SEED 2002	2	SEED 3702	2	ART 2123/MUS 2003/TH 2273	3
Total Hours	17	Total Hours	16	Total Hours	15	Total Hours	17
Junior				Senior			
Fall		Spring		Fall		Spring	
SPAN 3123 OR 3133	3	SPAN 3213	3	SPAN 4213	3	SPAN 4701	1
SPAN 3223	3	SPAN 4223	3	SPAN 4703	3	SEED 4503	3
Elective ⁴	3	SPAN 3143 OR 3163	3	SPAN 4023	3	SEED 4909	9
SEED 3554	4	SEED 4556	6	SPAN 4003	3		
ENGL 2003 OR 2013	3			SPH 2003 OR 3083	3		
Total Hours	16	Total Hours	15	Total Hours	15	Total Hours	13

¹See appropriate alternatives or substitutions in "General Education Requirements" on page 79.

²Students with previous study in a foreign language should refer to Foreign Language Advanced Placement and Credit under Credit by Examination.

³Lab attendance is required for the beginning and intermediate foreign language courses.

⁴At least 40 of the total hours required for graduation must be 3000-4000 level.

⁵Students must complete course with a grade of C or better.

⁶For teacher licensure, students must achieve the minimum score on the Praxis II Specialty Area and Principles of Learning and Teaching and Teaching Tests as determined by the Arkansas Department of Education.

⁷Any higher level Mathematics course may be substituted for MATH 1113, College Algebra.

⁸An oral proficiency level of Advanced Low, as demonstrated by a score on the ACTFL Oral Proficiency Interview, will be required of all foreign language education majors for admission to the internship.

**Curriculum in Foreign Languages
with Concentration in
German
For Teacher Licensure ^{2,5,8}**

Suggested Sequence of Courses

Freshman				Sophomore			
Fall		Spring		Fall		Spring	
BIOL 1014 ¹	4	ENGL 1023 ^{1,5}	3	POLS 2003	3	Physical Activity ¹	2
ENGL 1013 ^{1,5}	3	PHSC 1013 & 1021 ¹	4	GER 3003	3	ANTH 2003	3
GER 2014 ^{2,3}	4	GER 2024 ^{2,3}	4	GER 3023	3	GER 3013	3
HIST 1503 ¹	3	HIST 2003 ¹	3	Elective ⁴	3	Elective ⁴	6
MATH 1113 ^{5,7}	3			SPH 2003 OR 3083	3	SEED 2002	2
Total Hours	17	Total Hours	14	Total Hours	15	Total Hours	16
Junior				Senior			
Fall		Spring		Fall		Spring	
GER 3113	3	ENGL 2003 OR 2013	3	GER 4213	3	GER 4701	1
GER 3223	3	GER 3213	3	GER 4703	3	SEED 4503	3
Elective ⁴	3	Elective ⁴	3	Elective ⁴	1	SEED 4909	9
SEED 3554	4	GER 4223	3	SEED 4556	6		
ART 2123/MUS 2003/TH 2273	3	GER 3143 OR 3163	3	GER 4003	3		
		SEED 3702	2				
Total Hours	16	Total Hours	17	Total Hours	16	Total Hours	13

¹See appropriate alternatives or substitutions in "General Education Requirements" on page 79.

²Students with previous study in a foreign language should refer to Foreign Language Advanced Placement and Credit under Credit by Examination.

³Lab attendance is required for the beginning and intermediate foreign language courses.

⁴At least 40 of the total hours required for graduation must be 3000-4000 level.

⁵Students must complete course with a grade of C or better.

⁶For teacher licensure, students must achieve the minimum score on the Praxis II Specialty Area and Principles of Learning and Teaching and Teaching Tests as determined by the Arkansas Department of Education.

⁷Any higher level Mathematics course may be substituted for MATH 1113, College Algebra.

⁸An oral proficiency level of Advanced Low, as demonstrated by a score on the ACTFL Oral Proficiency Interview, will be required of all foreign language education majors for admission to the internship.

**Curriculum in Foreign Languages
with Concentration in
French
For Teacher Licensure ^{2,8,9}**

Suggested Sequence of Courses

Freshman				Sophomore			
Fall		Spring		Fall		Spring	
BIOL 1014 ¹	4	ENGL 1023 ^{1,5}	3	POLS 2003	3	Physical Activity ¹	2
ENGL 1013 ^{1,5}	3	PHSC 1013 & 1021 ¹	4	FR 3003	3	ANTH 2003	3
FR 2014 ^{2,3}	4	FR 2024 ^{2,3}	4	FR 3023	3	FR 3013	3
HIST 1503 ¹	3	HIST 2003 ¹	3	Elective ⁴	3	Elective ⁴	6
MATH 1113 ^{5,7}	3			SPH 2003 OR 3083	3	SEED 2002	2
Total Hours	17	Total Hours	14	Total Hours	15	Total Hours	16
Junior				Senior			
Fall		Spring		Fall		Spring	
FR 3113	3	ENGL 2003 OR 2013	3	FR 4213	3	FR 4701	1
FR 3223	3	FR 3213	3	FR 4703	3	SEED 4503	3
Elective ⁴	3	Elective ⁴	3	Elective ⁴	1	SEED 4909	9
SEED 3554	4	FR 4223	3	SEED 4556	6		
ART 2123/MUS 2003/TH 2273	3	FR 3143 OR 3163	3	FR 4003	3		
		SEED 3702	2				
Total Hours	16	Total Hours	17	Total Hours	16	Total Hours	13

¹See appropriate alternatives or substitutions in "General Education Requirements" on page 79.

²Students with previous study in a foreign language should refer to Foreign Language Advanced Placement and Credit under Credit by Examination.

³Lab attendance is required for the beginning and intermediate foreign language courses.

⁴At least 40 of the total hours required for graduation must be 3000-4000 level.

⁵Students must complete course with a grade of C or better.

⁶For teacher licensure, students must achieve the minimum score on the Praxis II Specialty Area and Principles of Learning and Teaching and Teaching Tests as determined by the Arkansas Department of Education.

⁷Any higher level Mathematics course may be substituted for MATH 1113, College Algebra.

⁸An oral proficiency level of Advanced Low, as demonstrated by a score on the ACTFL Oral Proficiency Interview, will be required of all foreign language education majors for admission to the internship.

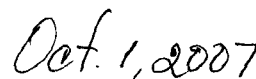
CURRICULUM CHECKLIST FOR EDITING CURRICULAR CHANGE PROPOSALS

1. The course number should be checked against the current catalog to see if the course number is currently being used.
2. The course number should be checked against recent catalogs. In general, re-using the course numbers should be avoided for three to five years.
3. The course number selected should be appropriate for the course. The level of the course and the sequencing of the course should be considered.
4. Pre/co-requisites in the course description should be verified as correct by checking the current catalog.
5. The curricular change should be applied to appropriate current programs of study (usually in the current catalog) to ensure proper sequencing of pre/co-requisites.
6. General Education requirements should be checked carefully to ensure compliance.
7. The number of upper division hours should be checked to ensure that 40 or more are required.
8. The number of credit hours required for the degree must be at least 124. Hours required beyond 124 for a new program require a justification.
9. If the number of credit hours in a program of study is being increased, a justification should be included in the proposal.
10. *If unable to identify coordinating departments that proposed change affects, Academic Affairs can offer assistance in identifying courses.
11. The proposal should be made available to departmental faculty and other interested parties via electronic distribution at least five business days prior to submission for approval.

All of the above items have been checked.



Department Head



Date

Karen Riddell

From: Tammy Rhodes [trhodes@atu.edu]
Sent: Monday, October 22, 2007 11:21 AM
To: pchronister@atu.edu; kriddell@atu.edu
Subject: Catalog Note

Pat and Karen:

If Dr. Hamm allows the Curriculum in Foreign Language with Concentration in French, German, or Spanish for Teacher Licensure to be in the 2008-09 Catalog, we need to note that all three programs will not be the same. Dr. Yanez has a proposal changing the Curriculum in Foreign Language with concentration in Spanish for Teacher Licensure. He did not make any changes to the French or German Concentrations.

Thanks.

Tammy