



UCC Document # _____

College Document # COAS 122

Review Type: Edit Exp Full

CATALOG YEAR 2012-2013

COLLEGE/SCHOOL/SECTION: College of Arts and Sciences

Course: Add: Delete:
(check all that apply) Change: Number Title SCH Description Prerequisite

Response Required: New course will be part of major minor as a required or elective course

Response Required: New course will introduce , reinforce , or apply concepts

If new, provide Course Prefix, Number, Title, **Measurable** Student Learning Outcomes, SCH Value, Description, prerequisite, and lecture/lab hours if applicable. If in current online catalog, provide change and attach text with changes in red and provide a brief justification.

Course Prefix: **SPAN**

Number: **2630**

Title: **Spanish for Heritage Language Spanish Speakers I & II**

SPAN 2313 (SPAN 2313) Spanish for Heritage Language Spanish Speakers I & II. Six credit hours. (FL/SS). Conducted in Spanish. A course for students from an English-Spanish dual language environment who have been exposed to spoken Spanish, but have little or no formal study of the language. A systematic presentation of oral and written conventions in Spanish will be presented along with identification of regional varieties of usage. This course offers the student a one-semester course equivalent to SPAN 2313 and SPAN 2315, Spanish for Spanish speakers. Prerequisite: Departmental Placement exam.

Justification: SPAN 2630 is being created to align the Spanish Heritage Language course offerings with other six-credit foreign language courses (ex. French 1620, Portuguese 1620, Spanish 1620, Spanish 2620). This new course will provide heritage language students with the option of completing their foreign language requirement in one semester instead of two.

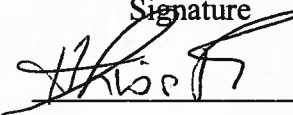
Program: Delete: Add: Change: Attach new/changed Program of Study description and 4-year plan. If in current online catalog, provide change and attach text with changes in red.

Minor: Add: Delete: Change: Attach new/changed minor. If in current online catalog, provide change and attach text with changes in red.

College Introductory Pages: Add information: Change information: Attach new/changed information. If in current online catalog, provide change and attach text with changes in red.

Other: Add information: ___ Change information: ___ Attach new/changed information. If in current online catalog, provide change and attach text with changes in red.

Approvals:

	Signature	Date
Submitted by Lisa Gardner Flores	 _____	2/22/12 _____

Chair Department Curriculum Committee	_____	_____
--	-------	-------

Chair Department	_____	_____
---------------------	-------	-------

Chair College Curriculum Committee	_____	_____
---------------------------------------	-------	-------

Dean	_____	_____
------	-------	-------

04/2011

TEXAS A&M INTERNATIONAL UNIVERSITY

Department of Languages and Literature

SPAN 2630

Spanish for Heritage Language Speakers I & 2

I. Course materials:

- Alonso-Lyrintzis, D. & Zaslow, B. (2004). *Entre mundos: An integrated approach for the native speaker*. Upper Saddle River, NJ: Pearson-Prentice Hall. ISBN 0-13-183409-6
- Angel Access

II. Course Description

SPAN 2360- Spanish for Heritage Language Speakers I & II

Course Description: SPAN 2313 (SPAN 2313) Spanish for Heritage Language Spanish Speakers I & II. Six credit hours. (FL/SS). Conducted in Spanish. A course for students from an English-Spanish dual language environment who have been exposed to spoken Spanish, but have little or no formal study of the language. A systematic presentation of oral and written conventions in Spanish will be presented along with identification of regional varieties of usage. This course offers the student a one-semester course equivalent to SPAN 2313 and SPAN 2315, Spanish for Spanish speakers. Prerequisite: Departmental Placement exam.

Textbook: Samaniego, Rojas, Rodriguez, De Alarcón. (2004). *Mundo 21, Español para el siglo 21, Curso intermedio*. 4^a edition. Boston: Heinle, 2004. ISBN 978-0-547-17131-9.

III. Student Outcomes:

By the end of this course students will be able to

- Communicate effectively using thematic content learned in class
- Distinguish between formal and informal speech production appropriate for different contexts and domains
- Apply various functions to reading content such as narrating, describing, explaining, and discussing themed passages.
- Demonstrate a basic knowledge of different national cultures where Spanish is spoken.
- Produce descriptive and narrative as well as formal letter writing, demonstrating effective use of grammatical structures.

IV. Course Grading Policy:

Partial Exams	20%
Oral Presentations	15%
Journal	15%
Homework (Includes 10 hours language lab)	20%
Attendance and Participation	10%
Final Exam	20%

A.- 90-100 B.- 80-89 C.- 70-79 D.- 60-69 F.- 0-59

1. **Note: This class schedule is a guideline. The instructor reserves the right to make adjustments to the class schedule as needed. Students will be informed.**

Course Outline

Week	Chapter/Topic/Activity
1 & 2	Lección 1: Cuna de sueños: Estados Unidos y Puerto Rico Comunicación: ¡Vamos al cine! Cultura: Los hispanos en los EE.UU. Desafíos, éxito y esperanza Puerto Rico: San Juan, Ponce, los alrededores y los ritmos de Puerto Rico Gramática: Nouns and Articles
3	Lección 2: Raíces y esperanza: España y México Comunicación: ¡El arte es todo! Cultura: España: mucho pasado y más presente Gramática: Present Indicative: Stem-changing verbs; verbs with spelling changes and irregular verbs
4	Lección 3: Camino de los incas: Perú, Bolivia y Ecuador Comunicación: ¡Mantente en forma! Cultura: Perú: piedra angular de los Andes; Bolivia: La Paz, Sucre, la historia y la cultura Ecuador: La línea que une Gramática: Direct and Indirect Object Pronouns; Gustar and similar constructions
5 & 6	Lección 4: Potencias del Cono Sur: Chile y Argentina Comunicación: ¡Ser monolingüe tiene cura! Cultura: Chile: un largo y variado desafío al futuro; Argentina: dos continentes en uno Gramática: Preterite and Imperfect: Completed and Background Actions
7	Lección 5: Aspiraciones y contrastes: Paraguay y Uruguay

	<p>Comunicación: ¡El mestizaje de la palabra!</p> <p>Cultura: Paraguay: la consolidación del progreso; Uruguay: Montevideo, Punta del Este, Colonia del Sacramento y Candombe</p> <p>Gramática: The Infinitive, Present subjunctive Forms and the Use of the Subjunctive in Main Clauses</p>
8 & 9	<p>Lección 6: La modernidad en desafío: Colombia y Venezuela</p> <p>Comunicación: Energía, ¿renovable o no?</p> <p>Cultura: Medellín: el paraíso colombiano recuperado;</p> <p>Redacción:: ensayo- comparación y contraste</p> <p>Gramática: Relative Pronouns, Present Subjunctive: Adjective clauses, Present subjunctive: adverbial clauses.</p>
10	<p>Lección 7: Al ritmo del Caribe: Cuba y la República Dominicana</p> <p>Comunicación: ¡Que bailar es sonar con los pies!</p> <p>Cultura: La República Dominicana: la cuna de América; Cuba: la palma ante la tormenta</p> <p>Lectura: Micro cuento de Guillermo Cabrera Infante</p> <p>Gramática: Possessive Adjectives and Pronouns, Past Participle and Present Perfect Indicative</p>
11 & 12	<p>Lección 8: Los cimientos de la paz: Guatemala y El Salvador</p> <p>Comunicación: ¡Derechos y justicia para todos!</p> <p>Cultura: Guatemala: influencia maya en el siglo XXI</p> <p>Lectura: Me llamo Rigoberta Menchu y así me nació la conciencia (fragmento) de Rigoberta Menchu Tum</p> <p>Gramática: Future: Regular and Irregular Verbs; Conditional: Regular and Irregular Verbs</p>
13	<p>Lección 9: Sed del futuro: Nicaragua y Honduras</p> <p>Comunicación: ¡Viaje al centro de las Américas!</p> <p>Cultura: Nicaragua: reconstrucción de la armonía; Honduras con esperanzas en el futuro</p> <p>Gramática: Imperfect Subjunctive: main clauses, perfect tenses</p> <p>Redacción: Una narración reinventada</p>
14	<p>Lección 10: Dos mares un destino: Costa Rica y Panamá</p> <p>Comunicación: ¡La artesanía es arte!</p> <p>Cultura: Costa Rica: ¿utopía americana?; Panamá: acercando dos océanos</p> <p>Lectura: La paz no tiene fronteras</p> <p>Gramática: sequence of tenses: verbs in the indicative and the subjunctive</p>

Policies of the College of Arts and Sciences

Classroom Behavior

The College of Arts and Sciences encourages classroom discussion and academic debate as an essential intellectual activity. It is essential that students learn to express and defend their beliefs, but it is also essential that they learn to listen and respond respectfully to others whose beliefs they may not share. The College will always tolerate diverse, unorthodox, and unpopular points of view, but it will not tolerate condescending or insulting remarks. When students verbally abuse or ridicule and intimidate others whose views they do not agree with, they subvert the free exchange of ideas that should characterize a university classroom. If their actions are deemed by the

professor to be disruptive, they will be subject to appropriate disciplinary action, which may include being involuntarily withdrawn from the class.

Plagiarism and Cheating

Plagiarism is the presentation of someone else's work as your own. 1) When you borrow someone else's facts, ideas, or opinions and put them entirely in your own words, you must acknowledge that these thoughts are not your own by immediately citing the source in your paper. Failure to do this is plagiarism. 2) When you also borrow someone else's words (short phrases, clauses, or sentences), you must enclose the copied words in quotation marks as well as citing the source. Failure to do this is plagiarism. 3) When you present someone else's paper or exam (stolen, borrowed, or bought) as your own, you have committed a clearly intentional form of intellectual theft and have put your academic future in jeopardy. This is the worst form of plagiarism.

Here is another explanation from the 2010, sixth edition of the Manual of The American Psychological Association (APA):

Plagiarism: Researchers do not claim the words and ideas of another as their own; they give credit where credit is due. Quotation marks should be used to indicate the exact words of another. Each time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you need to credit the source in the text.

The key element of this principle is that authors do not present the work of another as if it were their own words. This can extend to ideas as well as written words. If authors model a study after one done by someone else, the originating author should be given credit. If the rationale for a study was suggested in the Discussion section of someone else's article, the person should be given credit. Given the free exchange of ideas, which is very important

the health of intellectual discourse, authors may not know where an idea for a study originated. If authors do know, however, they should acknowledge the source; this includes personal communications. (pp. 15-16)

Consult the Writing Center or a recommended guide to documentation and research such as the Manual of the APA or the MLA Handbook for Writers of Research Papers for guidance on proper documentation. If you still have doubts concerning proper documentation, seek advice from your instructor prior to submitting a final draft.

Use of Work in Two or More Courses: You may not submit work completed in one course for a grade in a second course unless you receive explicit permission to do so by the instructor of the second course.

Penalties for Plagiarism: Should a faculty member discover that a student has committed plagiarism, the student should receive a grade of 'F' in that course and the matter will be referred to the Honor Council for possible disciplinary action. The faculty member, however, may elect to give freshmen and sophomore students a "zero" for the assignment and to allow them to revise the assignment up to a grade of "F" (50%) if they believe that the student plagiarized out of ignorance or carelessness and not out of an attempt to deceive in order to earn an unmerited grade. This option should not be available to juniors, seniors, or graduate students, who cannot reasonably claim ignorance of documentation rules as an excuse.

Caution: Be very careful what you upload to *Turn-it-in* or send to your professor for evaluation. Whatever you upload for evaluation will be considered your final, approved draft. If it is plagiarized, you will be held responsible. The excuse that "it was only a draft" will not be accepted.

Caution: Also, do not share your electronic files with others. If you do, you are responsible for the possible consequences. If another student takes your file of a paper and changes the name to his or her name and submits it and you also submit the paper, we will hold both of you responsible for plagiarism. It is impossible for us to know with certainty who wrote the paper and who stole it. And, of course, we cannot know if there was collusion between you and the other student in the matter.

Penalties for Cheating: Should a faculty member discover a student cheating on an exam or quiz or other class project, the student should receive a "zero" for the assignment and not be allowed to make the assignment up. The incident should be reported to the chair of the department and to the Honor Council. If the cheating is extensive, however, or if the assignment constitutes a major grade for the course (e.g., a final exam), or if the student has cheated in the past, the student should receive an "F" in the course, and the matter should be referred to the Honor Council. Under no circumstances should a student who deserves an "F" in the course be allowed to withdraw from the course with a "W."

Student Right of Appeal: Faculty will notify students immediately via the student's TAMU e-mail account that they have submitted plagiarized work. Students have the right to appeal a faculty member's charge of academic

dishonesty by notifying the TAMIU Honor Council of their intent to appeal as long as the notification of appeal comes within 5 business days of the faculty member's e-mail message to the student. The Student Handbook provides details

UConnect, TAMIU E-Mail, and Dusty Alert

Personal Announcements sent to students through TAMIU's UConnect Portal and TAMIU E-mail are the official means of communicating course and university business with students and faculty – not the U.S. Mail and not other e-mail addresses. Students and faculty must check UConnect and their TAMIU e-mail accounts regularly, if not daily. Not having seen an important TAMIU e-mail or UConnect message from a faculty member, chair, or dean is not accepted as an excuse for failure to take important action. Students, faculty, and staff are encouraged to sign-up for Dusty Alert (see www.tamiau.edu). Dusty Alert is an instant cell phone text-messaging system allowing the university to communicate immediately with you if there is an on-campus emergency, something of immediate danger to you, or a campus closing.

Copyright Restrictions

The Copyright Act of 1976 grants to copyright owners the exclusive right to reproduce their works and distribute copies of their work. Works that receive copyright protection include published works such as a textbook. Copying a textbook without permission from the owner of the copyright may constitute copyright infringement. Civil and criminal penalties may be assessed for copyright infringement. Civil penalties include damages up to \$100,000; criminal penalties include a fine up to \$250,000 and imprisonment.

Students with Disabilities

Texas A&M International University seeks to provide reasonable accommodations for all qualified persons with disabilities. This University will adhere to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal education opportunity. It is the student's responsibility to register with the Director of Student Counseling and to contact the faculty member in a timely fashion to arrange for suitable accommodations.

Incompletes

Students who are unable to complete a course should withdraw from the course before the final date for withdrawal and receive a “W.” To qualify for an “incomplete” and thus have the opportunity to complete the course at a later date, a student must meet the following criteria:

1. The student must have completed 90% of the course work assigned before the final date for withdrawing from a course with a “W”, and the student must be passing the course;
2. The student cannot complete the course because an accident, an illness, or a traumatic personal or family event occurred after the final date for withdrawal from a course;
3. The student must sign an “Incomplete Grade Contract” and secure signatures of approval from the professor and the college dean.
4. The student must agree to complete the missing course work before the end of the next long semester; failure to meet this deadline will cause the “I” to automatically be converted to a “F”; extensions to this deadline may be granted by the dean of the college.

This is the general policy regarding the circumstances under which an “incomplete” may be granted, but under exceptional circumstances, a student may receive an incomplete who does not meet all of the criteria above if the faculty member, department chair, and dean recommend it.

Student Responsibility for Dropping a Course

It is the responsibility of the STUDENT to drop the course before the final date for withdrawal from a course. Faculty members, in fact, may not drop a student from a course without getting the approval of their department chair and dean.

Independent Study Course

Independent Study (IS) courses are offered only under exceptional circumstances. Required courses intended to build academic skills may not be taken as IS (e.g., clinical supervision and internships). No student will take more than one IS course per semester. Moreover, IS courses are limited to seniors and graduate students. Summer IS course must continue through both summer sessions.

Grade Changes & Appeals

Faculty are authorized to change final grades only when they have committed a computational error or an error in recording a grade, and they must receive the approval of their department chairs and the dean to change the grade. As part of that approval, they must attach a detailed explanation of the reason for the mistake. Only in rare cases would another reason be entertained as legitimate for a grade change. A student who is unhappy with his or her grade on an assignment must discuss the situation with the faculty member teaching the course. If students believe that they have been graded unfairly, they have the right to appeal the grade using a grade appeal process in the Student Handbook and the Faculty Handbook.

Final Examination

Final Examination must be comprehensive and must contain a written component. The written component should comprise at least 20% of the final exam grade. Exceptions to this policy must receive the approval of the department chair and the dean at the beginning of the semester.