

LSC Use Only Proposal No: _____ UWUCC Use Only Proposal No: 14-153 c.
 LSC Action-Date: _____ UWUCC Action-Date: App-4/17/15 Senate Action Date: App-4/28/15

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit Department of Foreign Languages	Phone: 724-357-2325

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

1. Course Proposals (check all that apply)

New Course Course Prefix Change Course Deletion
 Course Revision Course Number and/or Title Change Catalog Description Change

Current course prefix, number and full title: SPAN 330 Advanced Spanish Composition and Grammar
Proposed course prefix, number and full title, if changing:

2. Liberal Studies Course Designations, as appropriate

This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

Learning Skills Knowledge Area Global and Multicultural Awareness Writing Intensive (include W cover sheet)

Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)

Global Citizenship Information Literacy Oral Communication
 Quantitative Reasoning Scientific Literacy Technological Literacy

3. Other Designations, as appropriate

Honors College Course Other: (e.g. Women's Studies, Pan African)

4. Program Proposals

Catalog Description Change Program Revision Program Title Change New Track
 New Degree Program New Minor Program Liberal Studies Requirement Changes Other

Current program name: Bachelor of Arts–Spanish
Proposed program name, if changing:

i. Approvals	Signature	Date
Department Curriculum Committee Chair(s)		
Department Chairperson(s)		
College Curriculum Committee Chair		
College Dean		
Director of Liberal Studies (as needed)		
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
JWUCC Co-Chairs		

This proposal was written prior to the release of the new university-wide curricular procedure. The proposal is in the old proposal format.

Part II. Description of the Curriculum Change

What follows is sample syllabus (based on the old syllabus of record format).

I. Catalog Description

SPAN 330 Advanced Spanish Composition and Grammar 3c-0l-3cr

Prerequisites: SPAN 230 or equivalent.

Extensive work on the development of written expression and communication at the "Advanced level" of proficiency in Spanish, as defined by the American Council on the Teaching of Foreign Languages, together with study of advanced-level grammatical structures. Taught in Spanish. Required for all majors and recommended for minors.

II. Course Outcomes

SPAN 330 Objectives

Students will be able to:

1. produce formal academic writing that will be understood by native speakers unaccustomed to the writing of second language learners;
2. write papers that consist of connected paragraphs across topics related to particular interests and points of view;
3. write extemporaneously (without benefit of extensive revision);
4. create written narrations and descriptions in the past time frame;
5. explain, analyze, compare and contrast through expository writing;
6. support an opinion or argument and hypothesize through argumentative writing;
7. interpret authentic texts in Spanish (e.g., magazines, newspapers, internet sources, literary works) through writing;
8. analyze and use grammatical structures to communicate in written form at the Advanced level of proficiency;
9. analyze, interpret, and synthesize information in order to produce an academic research paper on a topic of interest.

A Process-Oriented Approach to Writing: SPAN 330 students will continue to develop their writing skills through a process-oriented approach to writing, to which students were introduced in SPAN 230.

The following lays the foundations of this approach to developing writing skills.

Phase	Purpose	Strategies
Prewriting	Generating and gathering ideas for writing; preparing for writing; identifying purpose and audience for writing; identifying main ideas and supporting details.	Talking and oral activities;* brainstorming, clustering, questioning, reading, keeping journals about thoughts and ideas.
Drafting	Constructing ideas on paper quickly; constructing the first draft that can be evaluated according to purpose and audience for paper.	Fast writing; daily writing; dialogue journal; learning log.
Revising	Reordering of arguments or scenes in a narrative; reordering supporting information; reviewing or changing sentences.	Show and not tell;** shortening or combining sentences; peer response groups; teacher conferences.
Editing	Correcting spelling, grammar, punctuation, mechanics, and so on.	Peer-editing groups; proof reading; computer programs for spelling.
Publishing	Sharing writing with one another, others, professors; showing that writing is valued; creating a class library of reading materials.	Writing may be shared in many formats: papers, products placed in dept. library, in portfolio, and so on.

*Talking is free conversation, whereas oral activities may be more structured conversations.

** "Show and not tell" is a way of giving feedback in which the errors are marked but not explained so that the student has to determine what the errors are and how to correct them.

III. Detailed Course Outline (total 42 academic hours)

Preliminary unit

8 class hours

- Introduction to course, course objectives, etc.
- **Review and expand on concepts from SPAN 230:** Past narration and description
- **Grammatical Concepts:** Review of preterite and imperfect; past perfect tense; indirect discourse; connector words
- Past Narration & Description Essay (See Process Essay Rubric)
- **Quiz #1**

Unit 1: Exposition

10 class hours

- Analysis and Classification
- Comparison/Contrast and Cause/Effect
- **Grammatical Concepts:** adjective placement; indicative and subjunctive with adjectival clauses; use of relative pronouns in dependent clauses; the impersonal *se*; passive voice
- Expository Essay (See Process Essay Rubric)
- **Quiz #2**

Unit 2: Argumentation

12 class hours

- Interpreting and responding to authentic texts
- Supporting an opinion or point of view
- Hypothesizing as part of expressing opinions
- Persuading
- **Grammatical Concepts:** use of subjunctive in adverbial and nominal clauses; conditional tense; imperfect subjunctive; *si* (if) clauses for expressing hypothetical situations
- Argumentative Essay (See Process Essay Rubric)
- **Quiz #3**

Unit 3: Academic Research

12 class hours

- Defining what is a good research paper
- Choosing a topic
- Narrowing/limiting topic
- Considering the audience/reader
- Distinguishing between primary and secondary sources
- Evaluating the validity of sources: electronic, paper, and internet
- Developing a thesis and/or point of view
- Organizing ideas, structuring the paper
- Producing the final research paper: required length: 5 pages (See Research Paper Rubric and assignment description)

Final Written Exam

IV. Sample Evaluation Methods

The final grade will be determined as follows:

- 10% **Quizzes/Spontaneous Writing.** Assess grammatical knowledge and spontaneous writing.
- 10% **Class Participation.** As defined by instructor.
- 10% **Homework Assignments.** Writing, grammar or other assignments as defined by instructor.
- 25% **Process essays (3).** Throughout the course, students engage in a variety of process writing tasks that include prewriting activities, drafts, revisions, self-monitoring and preparation of final products. (See process essay rubric below.)
- 10% **Final Written Exam.** Assess grammatical knowledge and writing skills.
- 15% **Final Oral Presentation.** Students will select one of the grammatical concepts studied in the course and will prepare an oral presentation in Spanish including a multimedia component such as Prezi or PPT. The presentation will include a description of the concept with examples, using primarily information from the course and/or authentic texts.
- 20% **Final Research Paper.** Students will write either an expository or argumentative paper on a topic of interest and will investigate the topic by incorporating at least 2 outside sources. Minimum page length: **5 pages**. See Final Research Paper Rubric for more details.

Student Outcomes Assessment Matrix for Spanish 330

ACTFL/CAEP Program Standards	Spanish Ed. Program Competencies	Course Outcomes	Course Assessment Techniques Measuring Outcomes*
1.c.	3,7,10	1	Process essays, Final Research Paper
1.c.	3,7,10	2	Quizzes/Spontaneous Writing, Homework Assignments, Process essays, Final Research Paper
1.c.	3,7,10	3	Quizzes/Spontaneous Writing, Class Participation, Final Written Exam
1.c.	3,7,10	4	Quizzes/Spontaneous Writing, Class Participation, Homework Assignments, Process essays, Final Written Exam, Final Research Paper
1.c.	3,7,10	5	Quizzes/Spontaneous Writing, Homework Assignments, Process essays, Final Written Exam, Final Research Paper
1.c.	3,7,10	6	Quizzes/Spontaneous Writing, Homework Assignments, Process essays, Final Written Exam, Final Research Paper
1.b., 1.c.	3,7,9,10	7	Quizzes/Spontaneous Writing, Homework Assignments, Process essays, Final Written Exam, Final Oral Presentation, Final Research Paper
1.c.	3,7,10	8	Class Participation, Homework Assignments, Final Written Exam, Final Oral Presentation
1.c.	3,7,10	9	Final Research Paper

*Assessment that appears in bold is designated for mean and score range aggregated reporting.

V. Example Grading Scale

90-100	A
80-89	B
70-79	C
60-69	D
Less than 60	F

VI. Undergraduate Course Attendance Policy. Attendance is required. [The instructor should specify an attendance policy that is acceptable to the faculty of the Department of Foreign Languages, and that is in accordance with the Undergraduate Course Attendance Policy, found in the Undergraduate Catalog.]

VII. Required Textbook(s), Supplemental Books and Readings

At present there are no textbooks that fully align with the objectives of this course. The instructor might consider the following options:

1. Use Chapters 3, 5, and 6 of *La escritura paso a paso* by Lapuerta & Mejia (including the workbook)

Lapuerta Paloma & Mejía Gustavo. (2008) *La escritura paso a paso*. New Jersey: Pearson Prentice Hall. ISBN-10: 0132213060 • ISBN-13: 9780132213066

Lapuerta Paloma, Mejía Gustavo. 2008. *Cuaderno de estudio y referencia to Accompany La escritura paso a paso*. New Jersey: Pearson Prentice Hall

2. Use Chapters 3,4,5 and 6 of *Composicion: Proceso y sintesis* by Valdes, Dvorak, and Hannum (however, the workbook is limited and the instructor would need to supplement grammatical practice).

Valdés, Dvorak & Hannum (2004). *Composición: Proceso y síntesis (4th ed.)* McGraw-Hill ISBN-13: 978-0073513140 ISBN-10: 0073513148

Valdés, Dvorak & Hannum (2004). *Composición: Proceso y síntesis*. Cuaderno de práctica. McGraw-Hill

3. Use *Hacia niveles avanzados* by Stiegler & Jimenez but instructor would need to supplement grammatical explanations and practice.

Stiegler and Jiménez. *Hacia niveles avanzados: Composición por proceso y en context (1st ed.)* Cengage Learning ISBN-10: 1413029981 ISBN-13: 9781413029987

Additional useful references:

Online Grammar Reference	<i>Spanish Tools Online Grammar Book</i> Yepes, Enrique http://www.bowdoin.edu/~eyepes/newgr/ats/
Online Dictionary	http://www.wordreference.com
Online Writing References	IUP Writing Center: https://www.iup.edu/writingcenter/ Contains information on writing academic papers, reviewing and citing sources (MLA and APA), and additional links for reference. Purdue Online Writing Lab: https://owl.english.purdue.edu/owl/ The Online Writing Lab (OWL) at Purdue University houses writing resources and instructional material. Contains information on writing Academic Papers, reviewing and citing sources (MLA and APA) and other useful resources.

VIII. Special Resource Requirements N/A

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Lapuerta Paloma & Mejía Gustavo. (2008) *La escritura paso a paso*. New Jersey: Pearson Prentice Hall.

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Macaro, Ernesto, & Masterman, Liz. (2006). Does Intensive Explicit Grammar Instruction Make All the Difference? *Language Teaching Research*, 10(3), 297-327.

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Wigglesworth, Gillian, & Storch, Neomy. (2012). What Role for Collaboration in Writing and Writing Feedback. *Journal of Second Language Writing*, 21(4), 364-374.

Williams, Jessica. (2012). The Potential Role(s) of Writing in Second Language Development. *Journal of Second Language Writing*, 21(4), 321-331.

SPANISH 330: Advanced Spanish Composition & Grammar
Process Essay

Department of Foreign Languages/Spanish, Indiana University of Pennsylvania
ACTFL/CAEP Standards Addressed: 1c

Criteria	EXCEEDS 4	ACCEPTABLE HIGH 3	ACCEPTABLE LOW 2	UNACCEPTABLE 1
Content of Paper and Consideration of Reader ACTFL/CAEP 1c	Essay fully addresses requirements of writing assignment and adds additional details. Essay may exceed length requirements. High degree of creativity throughout essay. Consideration of potential reader readily apparent.	Essay fully addresses requirements of writing assignment. Essay meets length requirements. Creativity apparent throughout essay. Consideration of potential reader apparent.	Essay addresses main parts of writing assignment, although some areas may be minimally addressed. And/or essay does not quite meet length requirements. Some evidence of creativity throughout essay. And/or consideration of potential reader not always apparent.	Essay does not address requirements of writing assignment. And/or essay does not meet length requirements. May be little evidence of creativity. And/or consideration of reader not apparent.
Organization ACTFL/CAEP 1c	Topic is completely and logically developed. All ideas support the topic. Ideas are consistently organized in a series of paragraphs that include connector words, transitional expressions, and varied sentence structure.	Topic is logically developed but may not be completely addressed. All ideas support the topic. Ideas are mostly consistently organized in a series of paragraphs that include connector words, transitional expressions, and varied sentence structure.	Topic has some gaps in logic and/or is not completely addressed. Most ideas support the topic. Inaccurate paragraph and/or sentence structure (i.e., use of connector words and transitional expressions) may compromise topic development in parts of essay.	Topic lacks logic and/or is incompletely addressed. Very few of the ideas support the topic. Inaccurate paragraph and/or sentence structure (i.e., use of connector words and transitional expressions) contributes to disorganized essay.
Grammatical Accuracy & Comprehensibility ACTFL/CAEP 1c	High degree of accuracy. No major patterns of errors; may be a few minor errors. Essay is fully comprehensible.	High degree of accuracy, particularly in use of verb tenses and aspect. May be a few major patterns of errors and some minor errors. Essay is fully comprehensible.	Parts of essay are accurate, particularly in use of verb tenses and aspect. Some major patterns of errors and minor errors that may make some parts difficult to understand.	Essay is largely incomprehensible due to inaccuracy of grammar.
Vocabulary	Uses appropriate and varied vocabulary. No	Usually uses appropriate vocabulary with some	Uses mostly appropriate vocabulary but little	Little evidence of appropriate vocabulary.

Criteria	EXCEEDS 4	ACCEPTABLE HIGH 3	ACCEPTABLE LOW 2	UNACCEPTABLE 1
ACTFL/CAEP 1c	major vocabulary errors. English influence not apparent. No “non-specific vocabulary”** or repetition of vocabulary.	variety. May be a few errors that do not affect message. May be a limited number of “non-specific vocabulary”** or repetition of vocabulary.	variety and several examples of inappropriate or “non-specific vocabulary”**. May demonstrate English influence at times and/or may repeat vocabulary a few times.	Many errors in vocabulary choice. And/or English influence pervasive in essay. May use “non-specific vocabulary”** and/or may repeat vocabulary often.
Mechanics: Format, spelling, punctuation ACTFL/CAEP 1c	Essay follows required format. Consistent use of correct spelling, capitalization, accent marks, and punctuation; virtually no typos.	Essay follows required format. May have a few errors in the use of spelling, capitalization, accent marks, and/or punctuation, but no major patterns of errors; may have a few typos.	Essay may not totally follow required format. And/or may have several major patterns of errors in one or more of the following: spelling, capitalization, accent marks, punctuation; may have several typos throughout.	Essay does not follow required format and/or has major patterns of errors in spelling, capitalization, accent marks, punctuation throughout, as well as typos.

*If the instructor determines that inappropriate copying of materials from sources (i.e., plagiarism) is apparent in the essay, the student will receive a grade of “0” as a final grade on the assignment.

**“Non-specific vocabulary” = examples: cosas, personas, tiene, bien/bueno.

SCORING:

Content of Paper & Consideration of Reader _____ pts.

Organization _____ pts.

Grammatical Accuracy _____ pts.

Vocabulary _____ pts.

Mechanics: Format, spelling, punctuation _____ pts.

TOTAL RUBRIC SCORE _____ pts.

Suggested Rubric Formula: (Total Points x 52)/20 + 48 = _____ %

SPAN 230: Process Essay

Raw Rubric Score	Percentage	Letter Grade
20	100	A
19	98	A
18	95	A
17	92	A
16	90	B
15	87	B
14	84	B
13	82	B
12	79	C
11	77	C
10	74	C
9	71	D
8	69	D
7	66	D
6	64	D
5	61	F

(This chart was calculated using the following Rubric Formula: $((\text{Total Points} \times 52) / 20) + 48 = \underline{\hspace{2cm}}$ %)

**SPANISH 330 Advanced Composition and Grammar
Final Research Paper**

For the final paper for SPANISH 330, students must prepare an original research paper. The paper must be an expository paper or an argumentative paper. The topic must be approved by the professor. The topic may be related to a topic from another course, but the same paper (or a translated version of an English paper) **may not** be submitted for multiple courses in Spanish.

In consultation with the professor, students will select a topic, refine that topic, choose appropriate sources, complete an outline, and drafts, and receive peer and professor feedback.

- 1) After choosing their topic, students complete the following tasks (in order):
- 2) Write a proposal for the planned paper.
- 3) Determine and refine the paper topic and brainstorm topic content.
- 4) Investigate sources.
- 5) Brainstorm to develop ideas or outline of the paper.
- 6) Write an initial draft of the paper.
- 7) Receive peer and professor feedback.
- 8) Creation of a final paper, including all elements of grammar and style. The paper is evaluated according to the rubric below. All papers must be a minimum of five (5) pages.

Department of Foreign Languages/Spanish, Indiana University of Pennsylvania
SPANISH 330 Advanced Composition and Grammar
Rubric: Final Research Paper
ACTFL/CAEP Standards Addressed: 1b, 1c, 2c

Criteria	EXCEEDS 4	ACCEPTABLE HIGH 3	ACCEPTABLE LOW 2	UNACCEPTABLE 1
Content of Paper ACTFL/CAEP 2c	Ideas throughout the paper show evidence of original, creative, and critical thinking (such as analysis, interpretation, comparison, synthesis, and evaluation). Paper provides reader with appropriate amount of background and contextual information. The paper presents sound conclusions. Thesis is of appropriate scope for the length of the paper. Paper may exceed length requirements.	Ideas throughout the paper show evidence of originality and most show evidence of creative and critical thinking. Paper provides reader with appropriate amount of background and contextual information. Majority of conclusions presented in paper are sound. Thesis may be somewhat lacking in the scope for the length of the paper. Paper meets length requirements.	Some of the ideas in the paper show evidence of originality and/or ideas show some creativity and critical thinking. And/or paper does not provide reader with sufficient background and contextual information. And/or some conclusions are not sound. And/or paper does not quite meet length requirements.	Ideas presented in paper are not student's original ideas. And/or paper lacks evidence of creative and critical thinking. And/or paper includes little or no background and contextual information for reader. And/or conclusions are not sound. And/or paper does not meet length requirements.
Originality and Quality of Thesis ACTFL/CAEP 2c	Thesis reflects high degree of originality and relevance and clearly states the main point of paper in an engaging manner.	Original and relevant thesis that clearly states the main point of paper.	Thesis is original but either lacks relevance or does not clearly state the main point of paper.	Unoriginal thesis and/or thesis is either irrelevant or does not clearly state the main point of paper.
Quality of Research and Use of Sources* ACTFL/CAEP 1b, 1c, 2c	All instructions followed. Paper integrates appropriate types of sources and exceeds required number of sources. Paper carefully distinguishes between student's own ideas and those of others. Paper consistently adheres to MLA/APA guidelines for format, page numbering, citations, footnotes/endnotes,	All instructions followed. Paper integrates appropriate types and number of sources. Paper distinguishes between student's own ideas and those of others. Paper mostly adheres to MLA/APA guidelines for format, page numbering, citations, footnotes/endnotes, and bibliography/list of works cited,	May be some part of instructions not followed. Paper integrates sources but either type or number of sources may be lacking. Paper may be inconsistent in distinguishing between student's ideas and those of others. Paper deviates in several places from to MLA/APA guidelines for format, page numbering,	At least half of instructions not followed. Little to no integration of appropriate types and number of sources. Paper may not distinguish between student's ideas and those of others. Paper shows little evidence that student consulted MLA/APA guidelines for writing research papers. Paper may rely too much on direct quoting or

	and bibliography/list of works cited. Appropriate use of direct quoting enhances thesis. The number, length, and frequency of direct quotes enhances thesis.	although there may be a few errors. There is some use of direct quoting.	citations, footnotes/endnotes, and bibliography/list of works cited. There are several instances of excessive direct quoting or there is too little use of direct quotes.	utilize no direct quotes.
Organization ACTFL/CAEP 1c, 2c	All ideas support the thesis. Argument is completely and logically developed. Ideas are consistently organized in a series of paragraphs that include connector words, transitional expressions, and varied sentence structure. Paper avoids verbatim repetition and inappropriate copying of material.	All ideas support the thesis. Argument is logically developed but may not be totally complete. Ideas are mostly consistently organized in a series of paragraphs that include connector words, transitional expressions, and varied sentence structure. There is little verbatim repetition and/or inappropriate copying of material.	Most ideas do not support the thesis. And/or argument may not be totally logical or complete. Inaccurate paragraph and/or sentence structure (i.e., use of connector words and transitional expressions) may compromise argument in parts of paper. And/or there are several instances of verbatim repetition and/or inappropriate copying of material.	Very few of the ideas support the thesis. Argument lacks logic and/or completeness. Inaccurate paragraph and/or sentence structure (i.e., use of connector words and transitional expressions) may compromise argument throughout paper. And/or paper relies heavily on verbatim repetition and/or inappropriate copying of material.
Grammatical Accuracy & Mechanics ACTFL/CAEP 1c	High degree of accuracy. No major patterns of errors; may be a few minor errors. Paper is fully comprehensible. Consistent use of correct spelling, capitalization, accent marks, and punctuation; virtually no typos.	High degree of accuracy, particularly in use of verb tenses, aspect, and mood. May be a few major patterns of errors and some minor errors. Paper is fully comprehensible. May have a few errors in the use of spelling, capitalization, accent marks, and/or punctuation, but no major patterns of errors; may have a few typos.	Parts of essay are accurate, particularly in use of verb tenses, aspect, and mood. Some major patterns of errors and minor errors that may make some parts difficult to understand. May have several major patterns of errors in one or more of the following: spelling, capitalization, accent marks, punctuation; may have several typos throughout.	Essay is largely incomprehensible due to inaccuracy of grammar. Paper may have major patterns of errors in spelling, capitalization, accent marks, punctuation throughout, as well as typos.
Vocabulary ACTFL/CAEP 1c	Uses rhetorically appropriate vocabulary. No major vocabulary errors. English influence not apparent. No "non-specific vocabulary"*** or	Usually uses rhetorically appropriate vocabulary. May be a few errors that do not affect message. No "non-specific vocabulary"*** or repetition of	Mostly rhetorically appropriate vocabulary but several examples of inappropriate or "non-specific vocabulary"***. May demonstrate English influence at times	Little evidence of rhetorically appropriate vocabulary. Many errors in vocabulary choice. English influence pervasive in essay. May use "non-specific

	repetition of vocabulary.	vocabulary.	and/or may repeat vocabulary a few times.	vocabulary*** and/or may repeat vocabulary often.
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*If the instructor determines that inappropriate copying of materials from sources (i.e., plagiarism) is apparent in the paper, the student will receive a grade of "0" as a final grade on the paper.

***"Non-specific vocabulary" = examples: cosas, personas, tiene, bien/bueno.

SCORING:

Content of Paper _____ pts.
Originality & Quality of Thesis _____ pts.
Quality of Research & Use of Sources _____ pts.
Organization _____ pts.
Grammatical Accuracy & Mechanics _____ pts.
Vocabulary _____ pts.

TOTAL RUBRIC SCORE _____ pts.

Suggested Rubric Formula: $((\text{Total Points} \times 52)/24) + 48 = \text{_____} \%$

SUGGESTED SCORING:
SPANISH 330: Final Research Paper

Raw Rubric Score	Suggested Grade Book Score or Percentage	Suggested Grade Book Letter Grade
24	100	A
23	98	A
22	96	A
21	94	A
20	91	A
19	89	B
18	87	B
17	85	B
16	83	B
15	81	B
14	78	C
13	76	C
12	74	C
11	72	C
10	70	C
9	68	D
8	65	D
7	63	D
6	61	F

(This chart was calculated using the following Rubric Formula: $((\text{Total Points} \times 52)/24) + 48 = \underline{\hspace{2cm}} \%$)

Course Analysis Questionnaire

[Similar questions are asked on the new university-wide template for new course proposals.]

Section A: Details of the Course C

- A1 How does this course fit into the programs of the department? For what students is the course designed? (majors, students in other majors, liberal studies). Explain why this content cannot be incorporated into an existing course.

This course will be implemented into our course sequence following SPAN 230. Currently, students are required to take SPAN 404. However, the objectives for that course no longer align well with our program goals.

- **Like oral proficiency, writing proficiency takes time and effort to develop. SPAE majors need additional writing support in order to successfully reach the required level of Advanced-Low on the ACTFL proficiency scale on the Writing Proficiency Test (WPT). However, currently they take only one dedicated writing course (SPAN 230).**
- **Our primary writing course, SPAN 230 does not currently include expository, argumentative or research writing. These are essential skills for our students regardless of their majors or post-graduation plans.**
- **Spanish BA majors also need additional support in written expression and research writing.**

- A2 Does this course require changes in the content of existing courses or requirements for a program? If catalog descriptions of other courses or department programs must be changed as a result of the adoption of this course, please submit as separate proposals all other changes in courses and/or program requirements.

The only change to the program requirements will be that SPAN 330 will be required in place of SPAN 404. Separate proposals will be submitted to make these changes in the requirements for the Spanish B.A. and Spanish Education B.S.E.D. majors.

- A3 Has this course ever been offered at IUP on a trial basis (e.g. as a special topic) If so, explain the details of the offering (semester/year and number of students).

This course has never been offered on a trial basis.

- A4 Is this course to be a dual-level course? If so, please note that the graduate approval occurs after the undergraduate.

This course will not be a dual level course.

- A5 If this course may be taken for variable credit, what criteria will be used to relate the credits to the learning experience of each student? Who will make this determination and by what procedures?

This course will count for 3 credits; no variable credit criteria are required.

- A6 Do other higher education institutions currently offer this course? If so, please list examples (institution, course title).

Our program currently only offers one 3-credit Grammar/Composition courses. Four (4) programs in the PASSHE system require TWO Grammar/Composition courses (a minimum of 6 credits):

- **Clarion University: SPAN 281 Advanced Spanish Grammar and Composition I/282: Advanced Spanish Grammar and Composition II OR Intensive advanced Spanish grammar and Composition**
- **Shippensburg University: SPN 312 Spanish Grammar and SPN 313 Advanced Composition & Stylistics**
- **Slippery Rock University: SPAN 300 Spanish Grammar and Comp II and SPAN 400 Advanced Spanish Grammar and Comp III**
- **West Chester University: SPA 301 Advanced Grammar Writing Conv I; SPA 302 Advanced Grammar writing Conv II**

A7 Is the content, or are the skills, of the proposed course recommended or required by a professional society, accrediting authority, law or other external agency? If so, please provide documentation.

Many of our students are pursuing degrees in Spanish Education. ACTFL/CAEP requires that Spanish Education program graduates reach a proficiency level of Advanced-Low on the ACTFL Proficiency scale. While there is no mandated language level for Bachelor's program, students who graduate with an Intermediate high or Advanced-Low level of proficiency will have a strong advantage in the workplace.

Section B: Interdisciplinary Implications

B1 Will this course be taught by instructors from more than one department? If so, explain the teaching plan, its rationale, and how the team will adhere to the syllabus of record.

N/A

B2 What is the relationship between the content of this course and the content of courses offered by other departments? Summarize your discussions (with other departments) concerning the proposed changes and indicate how any conflicts have been resolved. Please attach relevant memoranda from these departments that clarify their attitudes toward the proposed change(s).

N/A

B3 Will this course be cross-listed with other departments? If so, please summarize the department representatives' discussions concerning the course and indicate how consistency will be maintained across departments.

N/A

Section C: Implementation

- C1 Are faculty resources adequate? If you are not requesting or have not been authorized to hire additional faculty, demonstrate how this course will fit into the schedule(s) of current faculty. What will be taught less frequently or in fewer sections to make this possible? Please specify how preparation and equated workload will be assigned for this course.

As this course will replace SPAN 404 currently offered no additional resources will be necessary.

- C2 What other resources will be needed to teach this course and how adequate are the current resources? If not adequate, what plans exist for achieving adequacy? Reply in terms of the following:

- *Space
- *Equipment
- *Laboratory Supplies and other Consumable Goods
- *Library Materials
- *Travel Funds

N/A

- C3 Are any of the resources for this course funded by a grant? If so, what provisions have been made to continue support for this course once the grant has expired? (Attach letters of support from Dean, Provost, etc.)

N/A

- C4 How frequently do you expect this course to be offered? Is this course particularly designed for or restricted to certain seasonal semesters?

Twice per academic year

- C5 How many sections of this course do you anticipate offering in any single semester?

One to two sections per semester will be offered.

- C6 How many students do you plan to accommodate in a section of this course? What is the justification for this planned number of students?

Course maximum enrollment will be limited to 17 students, consistent with our other writing courses.

- C7 Does any professional society recommend enrollment limits or parameters for a course of this nature? If they do, please quote from the appropriate documents.

From the American Council on the Teaching of Foreign languages;

Since the goal of a standards-based language program is to develop students' ability to communicate, there must be opportunities for frequent and meaningful student-to-teacher and student-to-student interaction, monitored practice, and individual feedback during instructional time.

Therefore, while ACTFL recognizes the fiscal realities faced by schools and institutions of higher education, ACTFL supports the recommended class size of no more than 15 students, made by both the National Education Association (NEA) and the Association of Departments of Foreign Languages (ADFL). Since the most important consideration in

determining class size should be pedagogical efficacy, ACTFL's position applies to both traditional and online classroom settings. Where larger class sizes exist, teachers must be provided with additional support in order to maintain sound pedagogical practices.

<http://www.actfl.org/news/position-statements/maximum-class-size>

C8 If this course is a distance education course, see the Implementation of Distance Education Agreement and the Undergraduate Distance Education Review Form in Appendix D and respond to the questions listed.

N/A

Section D: Miscellaneous

Include any additional information valuable to those reviewing this new course proposal.

N/A