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Action-Date: App-11/29/94
Senate App-2/7/95

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. CONTACT

Contact Person Dr. Sally Thornton Phone 7531

Department Spanish and Classical Languages

II. PROPOSAL TYPE (Check All Appropriate Lines)

SP 230 **COURSE** Inter. Sp. Composition
Suggested 20 character title

____ New Course* _____
Course Number and Full Title

__X__ Course Revision SP 230 Intermediate Spanish Composition
Course Number and Full Title

____ Liberal Studies Approval + for new or existing course _____
Course Number and Full Title

____ Course Deletion _____
Course Number and Full Title

____ Number and/or Title Change _____
Old Number and/or Full Old Title

_____
New Number and/or Full New Title

____ Course or Catalog Description Change _____
Course Number and Full Title

_____ **PROGRAM:** _____ Major _____ Minor _____ Track

____ New Program* _____
Program Name

____ Program Revision* _____
Program Name

____ Program Deletion* _____
Program Name

____ Title Change _____
Old Program Name

_____
New Program Name

III. Approvals (signatures and date)

Sally W Thornton
Department Curriculum Committee

Department Chair

College Curriculum Committee

College Dean 5/26/94

+Director of Liberal Studies (where applicable)

*Provost (where applicable)

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Sally W Thornton
Department Curriculum Committee

Stan L Broad
Department Chair

College Curriculum Committee

5/26/94
College Dean

+Director of Liberal Studies (where applicable)

*Provost (where applicable)

COURSE SYLLABUS

I. CATALOG DESCRIPTION

Spanish 230 Intermediate Spanish Composition 3c-01-3sh

Prerequiste: must be taken subsequent to or concurrently with SP221.

Intensive practice in written expression in Spanish. Both communictive and structural skills are stressed. Taught in Spanish. Required for all majors and minors. This course is approved to meet the Liberal Studies requirement for a writing-intensive course for majors.

II. COURSE OBJECTIVES

1. Students will develop a sense of writing as interaction between writer/reader/purpose/message.

2. Students will learn writing as a process and will demonstrate their knowledge by:
   a. writing six major compositions (250 words) which will each be conceived of as a process including purpose, organization, revision (of content, of organization, and of grammatical aspects) and the production of a final draft.
   b. writing short compositions or paragraphs in class to be peer reviewed and discussed.
   c. doing group writing in class for class review and discussion.
   d. keeping a weekly journal.
   e. writing compositions on exams.
   f. taking notes in the target language in class.

3. Students will use grammar as a tool for writing and will practice using correct vocabulary, grammar and syntax through homework exercises in the workbook.

III. COURSE OUTLINE (This course offered on a MWF schedule only.)

A. Introduction to writing as a process (2 classes)

B. Writing a descripton (2 classes)
   1. pre-writing activities
   2. writing and revising a descriptive paragraph
   3. peer editing and writing a final version

C. Writing a narration (6 classes)
   1. pre-writing activities
   2. writing and revising a short (1 to 2 paragraph narration)

3. expanding the narration to include description
4. writing, revising and self-editing of a narrative composition

D. Expository writing (6 classes)
1. writing a thesis statement
2. outlining support for the thesis statement
3. limiting, focusing, elaborating
4. writing, revising, and editing a composition based on a thesis statement

E. Expository writing based on a definition (3 classes)
1. dealing with difficulties of clear expression
2. unifying the paragraph around a single thought
3. group writing of a paragraph based upon a definition

F. Analytic and classificatory writing (6 classes)
1. vocabulary for analytic writing
2. strategies for writing introductory paragraph
3. analysis of analytic writing samples
4. writing, revising and editing of an analytic or classificatory composition

G. Cause and effect writing (3 classes)
1. effect of tone of writing
2. group re-writing of a paragraph from a different point of view (i.e. positive instead of negative)
3. group writing of cause and effect paragraph with special note of supporting details, organization, tone and title

H. Persuasive writing (6 classes)
1. taking and defending a position
2. consideration of the audience
3. writing and revising a persuasive composition
4. peer reaction to persuasive composition

I. Summary writing (2 classes)
1. writing an interpretive summary of a short story

J. The research paper (4 classes)
1. process, documentation etc.
2. special issues involved in research papers on literary themes
3. pair work in library to find article of literary analysis in a journal and note: general theme, preliminary thesis, general organization and documentation

K. The essay answer (2 classes)
1. essay answers on examinations
2. each student will analyze one of his/her own essay questions from an exam earlier in the semester and then

revise it

IV. EVALUATION METHODS

The final grade in the course will be determined as follows:

300 points	- 6 compositions (50 points each)
150	- 2 exams (75 points each)
100	- final exam
100	- journal
150	- class participation (written and oral, individual and group)
800	Total points

Grading Scale:

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

V. REQUIRED TEXTBOOKS, SUPPLEMENTAL BOOKS AND READINGS

Required text and workbook:

Valdés, Guadalupe, Trisha Dvork and Thomasina Hannum. Composición: proceso y síntesis. 2nd ed. NY: Random House, 1989.

---. Manual de ejercicios. Composición: proceso y síntesis. 2nd ed. NY: Random House, 1989.

VI. There are no special resource requirements for the course.

VII. BIBLIOGRAPHY

Cook, Claire Kehrwald. Line by Line: How to Edit Your Own Writing. Boston:Houghton, 1985.

Frederiksen, Carl H. and Joseph F. Dominic, eds. Writing: Process, Development, and Teaching of Written Communication. Vol. 2 of Writing: The Nature, Development, and Teaching of Written Communication. 2 vols. Hillsdale: Erlbaum, 1982.

Gibaldi, Joseph and Walter S. Achtert. MLA Handbook for Writers of Research Papers. 3rd ed. NY: Modern Language Association of America, 1988.

Strunk, William, Jr., and E.B. White. The Elements of Style. 3rd ed. NY:Macmillan, 1979.

Walvoord, Barbara. Four Steps to Revising Your Writing for Style, Grammar, Punctuation, and Spelling. Glenview:Scott,

---. Writing: Strategies for All Disciplines. Englewood Cliffs:Prentice, 1985.

SUMMARY OF PROPOSED REVISION

SP 230

Change prerequisite from "SP 201 or equivalent" to: **Must be taken subsequent to or concurrently with SP 221.**

RATIONALE FOR REVISION

SP 230

Experience has shown that without SP 221 students lack sufficient vocabulary to suceed in SP 230.

COURSE SYLLABUS

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Strunk, William, Jr., and E.B. White. The Elements of Style. 3rd ed. NY:Macmillan, 1979.

Walvoord, Barbara. Four Steps to Revising Your Writing for Style, Grammar, Punctuation, and Spelling. Glenview:Scott,

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tion. The unsuccessful manager blames failure on the obligations; the effective manager turns his obligations to his own advantage. A speech is a chance to lobby for a cause; a meeting is a chance to reorganize a weak department; a visit to an important customer is a chance to extract trade information.

Second, the manager frees some of his time to do those things that he—perhaps no one else—thinks important by turning them into obligations. Free time is made, not found, in the manager's job; it is forced into the schedule. Hoping to leave some time open for contemplation or general planning is tantamount to hoping that the pressures of the job will go away. The manager who wants to innovate initiates a project and obligates others to report back to him; the manager who needs certain environmental information establishes channels that will automatically keep him informed; the manager who has to tour facilities commits himself publicly.

The educator's job

Finally, a word about the training of managers. Our management schools have done an admirable job of training the organization's specialists—management scientists, marketing researchers, accountants, and organizational development specialists. But for the most part they have not trained managers.[18]

Management schools will begin the serious training of managers when skill training takes a serious place next to cognitive learning. Cognitive learning is detached and informational, like reading a book or listening to a lecture. No doubt much important cognitive material must be assimilated by the manager-to-be. But cognitive learning no more makes a manager than it does a swimmer. The latter will drown the first time he jumps into the water if his coach never takes him out of the lecture hall, gets him wet, and gives him feedback on his performance.

In other words, we are taught a skill through practice plus feedback, whether in a real or a simulated situation. Our management schools need to identify the skills managers use, select students who show potential in these skills, put the students into situations where these skills can be practiced, and then give them systematic feedback on their performance.

My description of managerial work suggests a number of important managerial skills—developing peer relationships, carrying out negotiations, motivating subordinates, resolving conflicts, establishing information networks and subsequently disseminating information, making decisions in conditions of extreme ambiguity, and allocating resources. Above all, the manager needs to be introspective about his work so that he may continue to learn on the job.

Many of the manager's skills can, in fact, be practiced, using techniques that range from role playing to videotaping real meetings. And our management schools can enhance the entrepreneurial skills by designing programs that encourage sensible risk taking and innovation.

No job is more vital to our society than that of the manager. It is the manager who determines whether our social institutions serve us well or whether they squander our talents and resources. It is time to strip away the folklore about managerial work, and time to study it realistically so that we can begin the difficult task of making significant improvements in its performance.

1. All the data from my study can be found in Henry Mintzberg, *The Nature of Managerial Work* (New York: Harper & Row, 1973).

2. Robert H. Guest, "Of Time and the Foreman," *Personnel*, May 1956, p. 478.

3. Rosemary Stewart, *Managers and Their Jobs* (London: Macmillan, 1967); see also Sune Carlson, *Executive Behaviour* (Stockholm: Strömbergs, 1951), the first of the diary studies.

4. Francis J. Aguilar, *Scanning the Business Environment* (New York: Macmillan, 1967), p. 102.

5. Unpublished study by Irving Choran, reported in Mintzberg, *The Nature of Managerial Work*.

6. Robert T. Davis, *Performance and Development of Field Sales Managers* (Boston: Division of Research, Harvard Business School, 1957); George H. Copeman, *The Role of the Managing Director* (London: Business Publications, 1963).

7. Stewart, *Managers and Their Jobs*; Tom Burns, "The Directions of Activity and Communication in a Departmental Executive Group," *Human Relations* 7, no. 1 (1954): 73.

8. H. Edward Wrapp, "Good Managers Don't Make Policy Decisions," HBR September-October 1967, p. 91; Wrapp refers to this as spotting opportunities and relationships in the stream of operating problems and decisions; in his article Wrapp raises a number of excellent points related to this analysis.

9. Richard E. Neustadt, *Presidential Power* (New York: John Wiley, 1960), pp. 153-154; italics added.

10. For a more thorough, though rather different, discussion of this issue, see Kenneth R. Andrews, "Toward Professionalism in Business Management," HBR March-April 1969, p. 49.

11. C. Jackson Grayson, Jr., in "Management Science and Business Practice," HBR July-August 1973, p. 41, explains in similar terms why, as chairman of the Price Commission, he did not use those very techniques that he himself promoted in his earlier career as a management scientist.

12. George C. Homans, *The Human Group* (New York: Harcourt, Brace & World, 1950), based on the study by William F. Whyte entitled *Street Corner Society*, rev. ed. (Chicago: University of Chicago Press, 1955).

13. Neustadt, *Presidential Power*, p. 157.

14. Peter F. Drucker, *The Practice of Management* (New York: Harper & Row, 1954), pp. 341-342.

15. Leonard R. Sayles, *Managerial Behavior* (New York: McGraw-Hill, 1964), p. 162.

16. See Richard C. Hodgson, Daniel J. Levinson, and Abraham Zaleznik, *The Executive Role Constellation* (Boston: Division of Research, Harvard Business School, 1965), for a discussion of the sharing of roles.

17. James S. Hekimian and Henry Mintzberg, "The Planning Dilemma," *The Management Review*, May 1968, p. 4.

18. See J. Sterling Livingston, "Myth of the Well-Educated Manager," HBR January-February 1971, p. 79.