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UWUCC USE Only
Number: 95-33
Submission Date: App 12/12/95
Action-Date: Senate App 3/5/96

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. CONTACT

Contact Person Sally Thornton Phone 7531
Department Spanish and Classical Languages

II. PROPOSAL TYPE (Check All Appropriate Lines)

- COURSE** Span Health Prof I
Suggested 20 character title
- New Course*** SP 121 Spanish for Health Care Professionals I
Course Number and Full Title
- Course Revision** _____
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 Thornton Department Curriculum Committee
[Signature] Department Chair
[Signature] 9/20/95 College Curriculum Committee
[Signature] 9/20/95 College Dean

+ Director of Liberal Studies (where applicable) *Provost (where applicable)

SYLLABUS OF RECORD

Spanish 121 - Spanish for Health Care Professionals I

I. COURSE CATALOG DESCRIPTION

SP 121 - Spanish for Health Care Professionals I
3c-11-3sh

For beginning students in nursing and other health related programs. Primary emphasis is on aural/oral skills. Students will learn to converse and ask questions related to health care settings in simple present time and near future. They will also become acquainted with Hispanic populations and elements of their daily lives. Class and language lab attendance are required.

II. COURSE OBJECTIVES

Spanish 122 for Health Care Professionals is the final course of a two course sequence.

1. Students will develop proficiency in Spanish so that they can communicate specific messages in particular health care settings as naturally and spontaneously as possible.
2. Students will learn health care terminology.
3. Students will use health care terminology so that they can communicate with patients and their families in various situations.
4. Students will learn some aspects of Hispanic Culture in regard to cultural values, health care and the practice of medicine.

III. COURSE OUTLINE

- Week 1:
1. Introductions - Greeting the patient
 2. Cognates - Latin base of medical terms
 3. The Spanish alphabet - pronunciation of sounds
 4. Gender of nouns and modifiers
- Week 2:
- Lesson 1 (Jarvis and Lebrado) "En el consultorio"
1. Filling out patient information forms
 2. Interrogative words and word order in Spanish questions
 3. Present tense of regular -ar verbs

- Week 3: Lesson 2 "En el hospital"
 1. Objects in a hospital room
 2. Meals in a hospital
 3. Present tense of ser and regular -er and -ir verbs
 4. Telling time
 *class in simulation lab to identify objects in a hospital room
- Week 4: Lesson 3 "En el consultorio de la doctora Méndez, pediatra"
 1. Parts of the body - exterior front and back views
 2. Present tense of estar, ir, and dar.
 3. Expressing the future with ir + a + infinitive
 4. Use of tú and usted forms of address
- Week 5: EXAM - LESSONS 1-3
 Lesson 4 "Con el ginecólogo"
 1. Parts of body: the reproductive organs
 2. Present tense of the verb tener
 3. Tener to tell age; other tener expressions
- Week 6: Lesson 5: "En la clinica y cuidados en el domicilio"
 1. Common diseases and vaccinations
 2. Parts of the body - the eye and the ear
 3. Hay
 * class in simulation lab to role play health professional/patient situations
- Week 7: Lesson 5 (cont.)
 1. Dealing with older patients at home
 2. Ser and estar with adjectives
- MIDTERM EXAM - LESSONS 1-5
- Week 8: Lesson 6 "Con la dietista"
 1. Food and food groups - a well balanced diet
 2. Parts of body - the skeleton
 3. Hacer expressions; deber plus infinitive
 4. Present tense of ie stem changing verbs
- Week 9: Lesson 7 "En el centro de planificación de familia"
 1. Family planning and fertility problems
 2. Present tense of ue and i stem changing verbs
 3. Irregular yo forms in the present
- Week 10: Lesson 8: "Un examen físico"
 1. Physical examination, family history, and symptoms.
 2. Parts of the body: the head
 3. Indirect object pronouns with doler, gustar, and molestar.
- EXAM - LESSONS 6-8

- Week 11: Lesson 9: "El aparato respiratorio"
 1. Respiratory diseases
 2. Parts of the body - the respiratory system
 3. Affirmative and negative formal commands
- Week 12: Lesson 10: "En la sala de emergencia"
 1. Procedures and tests in the emergency room.
 2. Talking about the past: regular verbs in the preterite
- Week 13: Lesson 10 (cont.):
 1. Accidents, poisonings, fractures, burns
 2. Talking about the past: irregular verbs in the preterite
- Week 14:
 1. Practice various situations in the simulation lab
 2. Oral interview: situations in the simulation lab

FINAL EXAM ACCORDING TO UNIVERSITY SCHEDULE

IV. INSTRUCTIONAL PROCEDURES

All classroom activities will emphasize the development of communication. A variety of techniques will be used to enable you to participate actively in Spanish. The language activities will be presented within different health care contexts and will present appropriate vocabulary and necessary grammatical forms.

Language learning is a skill which requires constant practice. It is a cumulative process in which each step is related in some manner to that which preceded it. In class everyone is working to develop the same communication skills. No one can communicate in a vacuum. As a member of the class you are a member of a community. Your presence or absence may affect the progress of the other community members. According to the University Undergraduate Course Attendance Policy (see "Undergraduate Catalog 1994-95," p. 29), all students are expected to attend class. In Spanish 121 attendance is required and roll will be taken at the beginning of each class. Students are permitted a maximum of 3 unexcused absences during the semester. Absences may be excused only for (1) sickness (documentation required) or emergency, and (2) university-sponsored, educational activities. Spanish department policy: for each unexcused absence after the third, 2% points will be subtracted from the final grade.

An essential part of the course is the practice in listening to tapes in which native speakers use the language in authentic contexts. Classroom activities and exams are based on the assumption that you are practicing the speaking and listening provided by the tapes that accompany each

chapter in your text and lab manual. Attendance one hour per week in the language lab is required.

Several times during the semester the class will be conducted in the simulation lab in Sally Johnson Hall where you will role play various health care situations between the professional and the patient.

At the end of the semester you will demonstrate your beginning oral skills during an oral interview with the instructor which will demonstrate your proficiency in applying the vocabulary and grammar studied.

Out of classroom assignments include study of vocabulary and grammar, completion of written exercises and readings.

V. EVALUATION PROCEDURES:

DEPARTMENTAL GRADING SCALE:

2 exams and midterm	40%	91 - 100	A
Final Exam	20%	82 - 90	B
Quizzes+	10%	73 - 81	C
Oral Interview	10%	64 - 72	D
Class Participation and Outside Preparation*	20%	0 - 63	F

+may include unannounced quizzes

*includes daily class participation grade, out of class written assignments, and activities in the language laboratory.

VI. REQUIRED TEXT, SUPPLEMENTAL BOOKS AND MATERIALS

Jarvis and Lebrede. Spanish for Medical Personnel. 4th ed. Lexington: D. C. Heath, 1992.

Audiocassette Program to accompany Spanish for Medical Personnel.

Additional materials will be provided by the instructor.

VII. SPECIAL RESOURCE REQUIREMENTS

There are no special resource requirements for this course.

VIII. BIBLIOGRAPHY

Burckett-Evans, Jenifer. ¿Qué le pasa? Basic Spanish for Medical Personnel. Reading, Massachusetts, 1983.

Curry, Richard et al. Carreras: Medicina. Boston: Houghton Mifflin, 1985.

Kay, Margarita Artschwager, et al. Southwestern Medical

5

Dictionary. Tucson: U of Arizona P, 1986.

Kelz, Rochelle K. Conversational Spanish for Medical Personnel. New York: John Wiley, 1982.

Nuevo Diccionario Médico. 2 vols. Barcelona: Planeta de Agostini, 1988.

Orem, Dorothea E. Normas Prácticas en enfermería. Madrid: Pirámide, 1979 (translation of Nursing: Theory and Practice).

Schmitt, Conrad J and Protase E. Woodford. Medicina y servicios medicos. New York: McGraw Hill, 1992.

Sylvester, Nigel Grant, Lewis Wayne Perry, and Gary Paul Glackin. Medical Readings in Spanish. New York: Holt, Rinehart and Winston, 1983.

Tabery, Julia Jordán et al. Communicating in Spanish for Medical Personnel. Boston: Little Brown, 1984.

Teed, Cynthia Ann, Harold C. Raley and Jeffrey B. Barber. Conversational Spanish for the Medical and Health Professions. Fort Worth: Harcourt Brace Jovanovich, 1983.

Wilber, Cynthia J. and Susan Lister. Medical Spanish: The Instant Survival Guide. Menlo Park, CA: Addison Wesley, 1983.

COURSE ANALYSIS QUESTIONNAIRE
SP 121

- A. Details of the course
- A1 Useful for nursing students and other future health care professionals. Provides the student with proficiency in Spanish.
- A2 No changes needed.
- A3 No.
- A4 No.
- A5 No.
- A6 Yes; the University of New Mexico, Cornell University, University of Texas at San Antonio, and California State University at San Bernardino.
- A7 Given United States demographics, many health professionals need to communicate in Spanish with patients and their families who have a limited knowledge of English. Due to time constraints, the specialized vocabulary required cannot be covered in the regular beginning and intermediate level Spanish courses.
- B. Interdisciplinary Implications
- B1 This course will be taught by one instructor in consultation with the faculty in the Nursing Department.
- B2 This course is being proposed with the full support of the Nursing Department who discussed and accepted the proposal. Please see attached letter of support.
- B3 Yes, if desired.
- C. Implementation
- C1 Yes. This course proposal has received the full support of the Deans of Humanities and Social Sciences and Health and Human Services as well as the Chairs of Spanish and Classical Languages and Nursing. However, the Department of Spanish and Classical Languages will not offer the course unless it can be incorporated into the existing schedule without extra faculty resources.
- C2 Resources are adequate. Students will be using the Foreign Language Laboratory, and the Simulation Laboratory in Sally Johnson Hall. Medical dictionaries and audio-visual materials are being purchased.

- C3 No.
 - C4 Once a year, in the fall semester.
 - C5 One.
 - C6 Twenty-five students can be accommodated, as in other beginning and intermediate Spanish courses.
 - C7 Yes. "As professionals of foreign language instruction, we deem the optimum class size to be 12 for adequate results in classes where all four skills are equally stressed. In any case, maximum class size should not exceed 20." Association of Departments of Foreign Languages, 1987.
- D. Miscellaneous

8

DEPARTMENT OF NURSING AND ALLIED HEALTH PROFESSIONS
INDIANA UNIVERSITY OF PENNSYLVANIA
INDIANA, PA 15705

DATE: April 28, 1995

SUBJECT: Support for New Courses

TO: Sally Thornton
Department of Spanish and Classical Languages

FROM: Jodell Kuzneski, Chairperson
Department of Nursing and Allied Health Professions

It is my understanding that you are proposing two new three credit courses that will focus on Spanish for health care professionals. These courses would provide an opportunity for students to learn health care terminology and develop basic skills needed to communicate with patients and their families.

As chair of the department, I offer full support for your proposal. Spanish skills will enhance the quality of care that health care professionals provide and will assist students as they seek employment.

Faculty, current students and prospective students enthusiastically support your proposal and I look forward to working in a collaborative manner with you on this endeavor.

cc: Dr. Carleen C. Zoni, Associate Dean, College of Health & Human Services
Margaret Bellak, Coordinator, Allied Health

Students must earn a grade of C (2.00) or better on all required nursing, biology and chemistry courses; and Engl 101, 102, Psych 332, and Pharmacology. Any nursing course may be taken once and repeated only once. Students failing to earn a grade of C (2.00) or better on the second attempt are not allowed to progress. Students receiving a grade of D or F in any two required upper division nursing courses are not allowed to progress in the College of Nursing. Prior to repeating a nursing course the student's record is reviewed by the academic advisor. Progress will be monitored by the advisor.

Probation and Suspension

An undergraduate student will be placed on academic probation when the overall grade-point average drops below 2.00. The student is eligible for suspension if the cumulative grade-point average does not rise during the first probationary period or if the cumulative grade-point average is less than 2.00 at the end of the second semester of the probationary period.

Requirements for Graduation

The Bachelor of Science in Nursing is granted to basic and registered nurse students on fulfillment of the following requirements:

1. Completion of 136 semester hours of course work of the prescribed curriculum.
2. Completion of at least 67 semester hours of upper division course work. Such courses are numbered 300 or above.
3. Compliance with the minimum residence requirements as stated in the General Academic Regulations section of this catalog.
4. Maintenance of an overall grade-point average of 2.00 minimum.
5. Unanimous recommendation for the degree by the faculty of the College of Nursing.

Curriculum (Basic Program)

First Year	
Engl 101 Comp I: Exposition	3
Engl 102 Comp II: Anal & Arg	3
Soc or Anthro	3
Psych 105 General Psych	3
Chem 111L Elem of Gen Chem	4
Chem 212 Integ Org Ch & Biochem	4
Nurs 123 Intro to Nursing	3
Biol 121L Prin of Biol	4
or: 123 Biol for Hlth Rel Sci	3
Math 145 or Psych 200 (Statistics)	3
Electives	6
	36
Second Year	
Phil 156 Intro to Logic	3
Biol 237 Human Anat & Phys I	3
Biol 247L Anat & Phys Lab I	1
Biol 239L Hlth Sci Micro	4
Nurs 225 Fdn in Health Care	2
Nurs 239 Pathophysiology I	2
Biol 238 Hum Anat & Phys II	3
Biol 248L Anat & Phys Lab II	1
Psych 332 Abnormal Behavior	3
Nurs 224 App G&D to Hlth Care	3
Pharm 276 Prin of Pharmacol	3
Nurs 240 Pathophysiology II	2
Elective	3
	33
Third Year	
Nurs 341: Nurs Process	2
Nurs 342: Care of Aging Client	2
Nurs 343L Nurs Skills	4
Nurs 344L Med Surg I	4
Nurs 340L Nurs Expanding Family	6

Nurs 347L Psych-Mind Hlth Nurs	6
Electives (Upper division)	6
Nurs 404L Phys Psychosocial Assessment	4
	34

Fourth Year	
Nurs 431L Issues & Trends	2
Nurs 432: Intro Nurs Research	2
Nurs 433L Med Surg Nursing II	6
Nurs 434L Nurs Child & Fam	6
Nurs 445L Comm Hlth Nurs	6
or: N445L Public Health Science	
and: N444L Public Health Practice	
Nurs 446L Integ Nrg Concepts	5
Nurs 447: Intro Org Behav	2
Electives (Upper division)	2
	33

Students who participate in the General Honors Program may apply General Studies seminars to satisfy appropriate requirements upon approval by the Dean, College of Nursing.

Students who wish to make substitutions or exceptions to the program may present their request to the Undergraduate Committee.

See UH&I Schedule of Classes for further information prior to registration.

It is the student's responsibility to meet all departmental requirements.

Nursing (NURS)

- 123L. Introduction to Nursing. (1)**
Orientation to the nursing profession; description of professional nursing roles and functions; opportunity to observe working nurses; and an introduction to the nursing process. 2 hrs. lecture and discussion. (Offered upon demand)
- 125. Workshop. (1-3)**
An opportunity for nurses to update their knowledge and skills in nursing process in maintenance of preventive, therapeutic, and restorative health care.
- 224. [224L] Application of Concepts of Human Growth and Development to Health Care Delivery. (3)**
Presentation of theories of psychosocial and biological growth and development across the life span; stressors; application of concepts to health care delivery. Prerequisite: Engl 101, Soc or Anth or Psych 105. 3 lectures. (Fall, Spring)
- 225. Foundations in Health Care. (2)**
Introduction to concepts relating to the health care delivery system; historical development of nursing; changing roles and functions of health care team members, and the philosophy and conceptual framework of the College of Nursing. Prerequisite: Engl 102, Soc or Anth, Chem 212, Biol 121L. 2 lectures. (Fall, Spring)
- 239. Nursing Pathophysiology I. (2)**
(Also offered as Pharm 239). A beginning course in human pathophysiology for pharmacy and nursing students. Special restrictions limit admission to enrolled nursing students or by permission of instructor. Special fee of \$3.00. Pre- or corequisite: Biol 237 or 239L. 2 lectures. (Fall, Spring)
- 240. Nursing Pathophysiology II. (2)**
(Also offered as Pharm 240.) Continuation of 239. Prerequisite: 239. Pre- or corequisites: Biol 238 and 248L. 2 lectures. (Fall, Spring)
- 277. Spanish for Professionals. (3)**
(See Span 277)

*421. Modern Brazilian Drama. (3)
Representative plays from the eighteenth century to the present.

*457. Survey of Portuguese Literature. (3)
Representative readings from the medieval Cancioneiros to Modernism and later trends.

*457. Brazilian Literature Survey. (3)
Brazilian prose and poetry from colonial period to late nineteenth century.

*458. Brazilian Literature Survey. (3)
Contemporary Brazilian prose and poetry, with emphasis on Modernism and Post-Modernism.

*461. Topics in Brazilian Literature. (3) Δ
Individual authors, genres, and periods of Brazilian Literature. May be repeated for credit with a change of content.

*475. Comparative Romance Philology. (3)
(See M Lang 475)

467. Undergraduate Problems. (1-6, to a maximum of 6)
Prerequisite: permission of instructor.

See the Graduate Programs Bulletin for graduate-level course descriptions.

501. History of the Portuguese Language. (3)
Required for the M.A. degree.
Prerequisite: Latin 331 or equivalent.

504. Seminar in Ibero-American Studies. (3)
(Also offered as Hist. in Am. Span 504)

516. Medieval Paleography. (3)
(See M Lang 515)

516. Old Provençal-Old Catalan. (3)
(See M Lang 516)

551. Graduate Problems. (1-6 hrs. per semester)
Prerequisite: permission of instructor.

560. Seminar in Portuguese Literature. (3) Δ

570. Seminar in Brazilian Literature. (3) Δ

590. Master's Thesis. (1-6 hrs. per semester)
Offered on a CRNC basis only.

601. Literary Theory. (3)
(Also offered as M Lang, Span 601)

631-632. Latin American Vanguard Poetry. (3, 3)
(Also offered as M Lang, Span 631-632)

635-636. Latin American Regionalism. (3, 3)
(Also offered as M Lang, Span 635-636)

699. Dissertation. (3-12 hrs. per semester)
Offered on a CRNC basis only.

Spanish (SPAN)

I. Language

101. Elementary Spanish. (3)
Beginning Spanish for students with no previous exposure to Spanish. Development of all four language skills, with emphasis on listening and speaking. Bilingual students must enroll in corresponding sections numbered 150's.

102. Elementary Spanish. (3)
Beginning Spanish for students who have completed 101 or equivalent. Continued development of four skills with emphasis on listening and speaking. Bilingual students must enroll in corresponding sections numbered 150's.

103-104. Elementary Spanish Conversation. (1, 1)
Supplementary courses to Spanish 101-102 for students interested in additional practice in speaking. Offered on CRNC basis only.

120. Workshop in Conversational Spanish. (1-3)
Conversational Spanish on the freshman and sophomore levels. For off-campus students only, through the Division of Continuing Education. May not be used to satisfy language requirements. May be repeated for a maximum of 3 credit hours.

200. Intermediate Spanish Abroad. (3)
Intensive language study with emphasis on culture in an immersion situation. Tied to UNM programs in Spain and Spanish America.
Prerequisite: 102.

201. Intermediate Spanish. (3)
Intermediate Spanish for students who have completed 102 or equivalent. Review of grammar and further development of all four skills. Bilingual students must enroll in corresponding sections numbered 150's.

202. Intermediate Spanish. (3)
Intermediate Spanish for students who have completed 201 or equivalent. Continued development of all four skills with emphasis on reading. Bilingual students must enroll in corresponding sections numbered 150's.

203. Spanish Conversation. (3)
For students who have completed or are currently enrolled in Spanish 201, 202 or 276. Small classes designed to increase skills in speaking Spanish. Not for native speakers.

206. Spanish Commercial Correspondence. (2) *

207. Conversational Spanish. (3) *

276. Accelerated Beginning Spanish. (3)
Intensive one semester course designed for language enthusiasts who want a review or can devote the time required to cover two semesters in one. Equivalent to 101 and 102.

276. Accelerated Intermediate Spanish. (3)
Intensive one semester course designed for language enthusiasts who want a review or can devote the time required to cover two semesters in one. Equivalent to 201 and 202.

277-278. Spanish for Professionals. (3, 3) *

301. [*301] Topics in Hispanic Culture. (3) Δ
Taught in Spanish (required for major study). May be repeated for credit as topic changes. A maximum of 6 hours of 301 (or 301-302) may be applied to the major in Spanish. Emphasis on oral and written expression based on a theme (literature, culture, civilization, contemporary events, etc.)
Prerequisite: 202, 276.

302. [*302] Topics in Language Study. (3)
(Advanced Composition and Conversation). Taught in Spanish. Emphasis on oral and written expression based on a language-related topic (translation, commercial writing, Spanish, etc.). A maximum of 3 hours in connection with 3 hrs. of 301 may be applied to the major in Spanish.
Prerequisite: 301 or equivalent.

- 2513 Spanish for Special Purposes**
(3-2) 3 hours credit. Prerequisite: SPN 1008, 1024, an equivalent, or an appropriate placement test score.
Foreign language communication and cross-cultural skills relevant to one or more of the following areas: business, health care, law, education, science, or technology. May be repeated for credit when topics vary.
- 2523 Hispanic Culture and Communication**
(3-2) 3 hours credit. Prerequisite: SPN 1008, 1024, an equivalent, or an appropriate placement test score.
A brief review of history, geography, worldview, and customs common in Latin America and Spain, with particular emphasis on Mexico and U.S. Hispanic culture. Use of some target culture source materials. Continued opportunity to develop oral and written communication in Spanish and to understand U.S. mainstream-Hispanic cross-cultural communication.
- 3013 Spanish Phonetics and Pronunciation**
(3-1) 3 hours credit. Prerequisite: SPN 2103 or consent of instructor.
Offers the opportunity for study of the sound system of Latin-American Spanish. Intensive, patterned pronunciation drill, exercises in sound discrimination and transcription, and detailed articulatory description of various dialects of Spanish.
- 3033 Oral Communication Skills**
(3-0) 3 hours credit. Prerequisite: SPN 2103 or a "2" on the Oral Proficiency Interview Test.
Offers the opportunity for further development of speaking skills through oral activities directed at the Advanced and Superior Level on the ACTFL-ETS proficiency scale. May be repeated once for credit.
- 3043 Advanced Reading**
(3-0) 3 hours credit. Prerequisite: SPN 2103 or a "2" on the Oral Proficiency Interview Test.
Extensive reading practice, comprehension strategies, and vocabulary building with material from a variety of disciplines and different types of texts.
- 3063 Grammar and Composition**
(3-0) 3 hours credit. Prerequisite: SPN 2103 or consent of instructor.
Offers the opportunity for extensive grammar review. Further development of writing skills through activities directed at the Advanced and Superior Levels on the ACTFL-ETS proficiency scale. Consideration of usage and differences between written and spoken language.
- 3113 Linguistic Structures of Spanish**
(3-0) 3 hours credit. Prerequisite: SPN 3063 or consent of instructor.
Offers the opportunity for application to Spanish of the basic principles of analysis and description of language structure. Attention given to structural regularities at the levels of word formation, syntax, and semantics.
- 3153 Spanish for the Business/Management Fields**
(3-0) 3 hours credit. Prerequisite: SPN 2103 or consent of instructor.
Foreign language skills relevant to careers in business fields. Emphasis on reading skills and simple conversations on business topics. Exposure

102. College Spanish II

Further study of the fundamentals of pronunciation, structure, and Hispanic culture designed to develop the ability to use and understand basic spoken Spanish. Continuation of Spanish 101. Students who have not taken Spanish at California State University, San Bernardino, must take a placement test before registration. Contact department office for details. (4 units)

103. College Spanish III

Additional study of the fundamentals of pronunciation, structure, and Hispanic culture designed to develop the ability to use and understand basic spoken and written Spanish. Continuation of Spanish 102. Students who have not taken Spanish at California State University, San Bernardino, must take a placement test before registration. Contact department office for details. (4 units)

150. Intermediate Spanish

Emphasis on oral and written competency at the intermediate level in a cultural context. Students who have not taken Spanish at California State University, San Bernardino, must take a placement test before registration. Contact department office for details. Prerequisite: two years of high school Spanish, or Spanish 103, or equivalent. (4 units)

155. Intermediate Spanish for Spanish Speakers

Emphasis on reading comprehension, vocabulary building, and writing at the intermediate level in a cultural context. Students may not receive credit for both Spanish 150 and 155. Students who have not taken Spanish at California State University, San Bernardino, must take a placement test before registration. Contact department office for details. Prerequisite: ability to speak Spanish. (4 units)

212. Composition

Comprehensive review of the principles of Spanish grammar, emphasizing their application to composition. May not be taken for credit by students who have received credit for Spanish 202. Prerequisite: Spanish 150 or equivalent. (4 units)

214. Conversation

Practice of oral Spanish stressing the discussion of current topics, panel discussions, debates, short talks and skits. Prerequisite: Spanish 150 or equivalent. (4 units)

216. Introduction to Literary Texts

Techniques of literary study and analysis. Vocabulary development. May not be taken for credit by students who have received credit for Spanish 204. Prerequisite: Spanish 150 or equivalent. (4 units)

290. Spanish and Latin American Literature in English

Introduction to Hispanic literature read in English translation. (4 units)

Upper Division

Ordinarily, upper-division courses are conducted in Spanish. Students enrolled in these courses will be evaluated on appropriate progress in both the command of the language and the subject matter.

302. Theory and Practice in Composition

Extensive practice in composition and style. May be repeated for credit. Prerequisite: Spanish 212 or 216 or equivalent. (4 units)

312. Techniques for Professional Interpreting and Translating in Spanish

Oral and written practice and methods of translation from Spanish to English and English to Spanish. May be repeated as topics change. Prerequisite: Spanish 302 or equivalent.

A. Literature (4 units)

B. Public Services (4 units)

C. Law (4 units)

314. Advanced Conversation

Intensive practice of oral Spanish leading to fluency, to the development of a comprehensive, practical vocabulary and to public speaking skills. Prerequisite: Spanish 214 or equivalent. (4 units)

316. Spanish for the Professions

Oral and written practice in terminology used in various professions. May be repeated as topics change. Prerequisite: Spanish 212 and 302.

A. Communications (4 units)

B. Health Science (4 units)

C. Education (4 units)

D. Business (4 units)

E. Law Enforcement (4 units)

320. Special Problems in Spanish Grammar

Intensive study of selected grammatical problems in Spanish. Three hours lecture and two hours laboratory. Prerequisite: Spanish 212 and 302. (4 units)

381. Spanish Peninsular Literature I

Readings in Spanish peninsular literature from the Middle Ages to 1700. Prerequisite: Spanish 212, 216 and 302. (4 units)

382. Spanish Peninsular Literature II

Readings in Spanish peninsular literature of the eighteenth and the nineteenth centuries. Prerequisite: Spanish 212, 216 and 302. (4 units)

383. Spanish Peninsular Literature III

Readings in Spanish peninsular literature of the 20th century. Prerequisite: Spanish 212, 216 and 302. (4 units)

391. Latin American Literature I

Readings in Latin American literature through the eighteenth century. Prerequisite: Spanish 212, 216 and 302. (4 units)

392. Latin American Literature II

Readings from Latin American literature from the nineteenth century to the present. Prerequisite: Spanish 212, 216 and 302. (4 units)

Department of Spanish and Classical Languages
Indiana University of Pennsylvania
454 Sutton Hall
Indiana, Pennsylvania 15705-1074

(412) 357-2325



February 16, 1996

To: Jodell Kuzneski, Chair UWUCC

From: Sally Thornton

Subject: SP 121,122,131,132

The following is in regard to our conversation and your e-mail yesterday:

SP121, SP122, SP131, and SP132 were just approved at the last senate meeting as "3c-11-3sh." Originally the designation of one lab hour was included because it is also part of the designation for the course descriptions for SP101, SP102, and SP201. The Spanish department wanted to make it clear that there is a language lab attendance requirement for the beginning and intermediate courses in addition to the hours in the classroom. However, you pointed out to me and I discussed with Diane Duntley that since this is a lab not scheduled at one specific hour for the whole class (students attend the lab at their convenience), it is not supervised by the instructor of the course, and the instructor receives no compensation for the lab hour, the one lab hour designation should be changed to zero lab ("01"). Instead a line can be added to the course description indicating that "use of the language lab for an hour a week is a requirement of this course."

The above change is agreed to by the parties below.

Sally W. Thornton

Chair, Dept. Curriculum Committee and Contact Person for SP 121 and SP 122

Arlinda Hernandez

Contact Person for SP 131 and SP 132

Alan S. Gross

Chair, Department of Spanish and Classical Languages

Alan S. Gross 2/16/96

Dean, College of Humanities and Social Sciences

We also note that it would be appropriate to amend the designation for SP 101, SP 102, and SP 201 in the same manner, since it appears that they too are inappropriately labeled.

Department of Spanish and Classical Languages
Indiana University of Pennsylvania
454 Sutton Hall
Indiana, Pennsylvania 15705-1074

(412) 357-2325



February 16, 1996

To: Jodell Kuzneski, Chair CWCCC

From: Sally Thornton

Subject: SP 121, 122, 131, 132

The following is in regard to our conversation and your e-mail yesterday:

SP121, SP122, SP131, and SP132 were just approved at the last senate meeting as "3c-11-3sh." Originally the designation of one lab hour was included because it is also part of the designation for the course descriptions for SP101, SP102, and SP201. The Spanish department wanted to make it clear that there is a language lab attendance requirement for the beginning and intermediate courses in addition to the hours in the classroom. However, you pointed out to me and I discussed with Diane Duntley that since this is a lab not scheduled at one specific hour for the whole class (students attend the lab at their convenience), it is not supervised by the instructor of the course, and the instructor receives no compensation for the lab hour, the one lab hour designation should be changed to zero lab ("01"). Instead a line can be added to the course description indicating that "use of the language lab for an hour a week is a requirement of this course."

The above change is agreed to by the parties below.

Handwritten signature of Sally W. Thornton in cursive.

Chair, Dept. Curriculum Committee and Contact Person for SP 121 and SP 122

Handwritten signature of Verónica Hernández in cursive.

Contact Person for SP 131 and SP 132

Handwritten signature of Jodell Kuzneski in cursive.

Chair, Department of Spanish and Classical Languages

Handwritten signature of the Dean in cursive, with the date "2/16/96" written next to it.

Dean, College of Humanities and Social Sciences

We also note that it would be appropriate to amend the designation for SP 101, SP 102, and SP 201 in the same manner, since it appears that they too are inappropriately labeled.

#11 6-FEB-1996 12:00:45.85

NEWMAIL

From: GROVE::KUZNESKI "JODELL KUZNESKI"
To: MMCCARTY
CC:
Subj: for attachment to SP courses

From: GROVE::SWTHORN 31-JAN-1996 15:01:24.64
To: KUZNESKI
CC:
Subj: wording for SP proposals

Hi Jodi! I talked with Diane Duntley and she recommended the following wording for the SP 121 and 131 proposals: "Student may receive credit for only one course from SP 101, 111, 121 or 131." Likewise the wording for the SP 122 and 132 proposals should read: "Student may receive credit for only one course from SP 102, 211, 122 or 132." Also, Diane suggested that the wording be added to the descriptions of SP101,111 and SP 102, 211. She said that if the wording is approved by the senate, she can add the wording to the descriptions of SP 101, 111, 102, and 211 in the catalog.
Sally Thornton

MAIL>