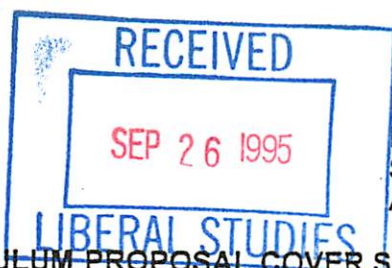


LSC Use Only
 Number: _____
 Submission Date: _____
 Action-Date: _____



JWUCC USE Only
 Number: 95-35
 Submission Date: 12/12/95
 Action-Date: App 3/5/96
Senate App

CURRICULUM PROPOSAL COVER SHEET
 University-Wide Undergraduate Curriculum Committee

I. CONTACT

Contact Person Herlinda Hernandez Phone 5451 x7834
 Department Spanish and Classical Languages

II. PROPOSAL TYPE (Check All Appropriate Lines)

- COURSE** Span for HRIM I
Suggested 20 character title
- New Course*** SP 131 Spanish for HRIM 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

III. Approvals (signatures and date)

Sally W. Thornton Department Curriculum Committee
John P. Bond Department Chair
[Signature] 9/20/95 College Curriculum Committee
[Signature] 9/20/95 College Dean

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

M E M O R A N D U M

Date: December 5, 1995
Subject: Title Change for Spanish 131 and 132
To: Undergraduate Curriculum Committee
From: Herlinda Hernández *H. Hernandez*

I changed the title for Spanish 131 and 132 from Spanish for HRIM I and II to Spanish for the Hospitality Industry I and II at the suggestion of the Liberal Studies Committee because Spanish 132 was approved as a Liberal Studies Elective provided the title was changed to be more inclusive of majors other than HRIM. Since this is a two course sequence, it makes sense to change the title for both 131 and 132. These changes were made in consultation with the Spanish and HRIM departments.

SYLLABUS

I. CATALOG DESCRIPTION

SP 131--Spanish for the Hospitality Industry I 3c-11-3sh

No Prerequisite

Similar to SP 101 but with a special emphasis on the vocabulary and structures used in the hospitality industry: hotel and restaurant management, tourism and marketing. Class and language lab attendance is required.

II. COURSE OBJECTIVES

Listening: Students will be able to understand vocabulary and basic concepts related to hotels, restaurants, institutions and travel. They will understand simple description and narration in the present and near future time frames.

Speaking: Students will be able to give instructions and directions, to ask and answer questions, and to communicate using simple narration and description, all within the context of the course.

Reading: Students will be able to understand main ideas and facts from brief texts, menus, recipes, and ads for hotels, restaurants, and package tours.

Writing: Students be able to write the names of most foods, common menu items, restaurant and hotel descriptions.

Culture: Students will gain some understanding of Hispanic countries, their people, foods, traditions, family relations, etc.

III. COURSE OUTLINE

(This course is to be offered only on a MWF schedule.)

Class time will be devoted to the presentation and instruction of each of the following topics and subtopics. Subtopics in Spanish will generally refer to language functions while subtopics in English will normally refer to grammatical or cultural concepts. All material will be contextual and Chicano, Puerto Rican, Cuban and/ or Central American vocabulary equivalents will be given whenever possible. Time will be allotted within the framework for role-playing situations, group presentations, quizzes and tests.

CALENDARIO TENTATIVO

- Week 1:** La clase y los estudiantes
Los mandatos en la clase; Nombres de los compañeros de clase; Presentaciones; The verbs llamarse and ser; Identificación de personal en un restaurante, hotel, agencia, institución; Subject pronouns, gender; Los colores, los números (0-39); Los saludos y las despedidas; El alfabeto español
- Week 2:** Las descripciones
Las cosas en el salón de clase; the verb estar; los números (40-69); Las partes del cuerpo; La descripción de las personas; La ropa, los uniformes; Tú/usted; How to call someone's attention, How to excuse yourself; Expressing existence: hay; Plural forms; Adjectives: gender and number agreement
- Week 3:** La familia y los amigos
La familia, the extended Hispanic family; La posesión (tener); Possessive adjectives; Spanish-speaking countries, their capitals and adjectives of nationality; Los idiomas y las nacionalidades; Los números (10-100); La edad
EXAM 1
- Week 4:** Habitual Actions: Present Tense of Regular ar Verbs: trabajar, limpiar, cocinar, reservar, lavar, viajar, etc.; Household chores, work activities in restaurants and hotels; Los datos personales y las actividades favoritas; Los deportes; Las fechas y los cumpleaños; los números (100-1000); El teléfono y la dirección
How to ask for help and how to thank someone; how to accept thanks.
- Week 5:** Habitual Actions: Present Tense of Regular -er and -ir Verbs: recoger, atender, barrer, servir, etc.; Expressing likes and dislikes: gustar + infinitive
Preferences and Desires: preferir and querer + Infinitive
- Week 6:** La hora; Planes y preferencias; El tiempo; El tiempo libre; The Informal Future: Ir + a + Infinitive; Sequencing: Ordinal Adjectives (Hotel floors); Negation; The impersonal se
- Week 7:** La comida y las bebidas:
Aperitivos; Frutas y verduras; Ensaladas; Carnes, aves, huevos; Pescados, mariscos; Platos fuertes; Productos lácteos; Cereales, panes; Postres; Grasas, aceites, condimentos; Bebidas sin alcohol y con alcohol; Café, té, vino

Role-play situations in Allenwood Cafeteria
MIDTERM EXAM

- Week 8:** Restaurants: different types of restaurants; La compra y la preparación de la comida; Algunos platillos hispanos; Recetas; Actividades en la cocina; Terminología; Utensilios; How to order food, how to ask for the check. Labores de los camareros; El mobiliario de un restaurante
Role-play situations in Allenwood Cafeteria
- Week 9:** Las actividades: Las actividades diarias; Irregular verbs: hacer, salir; Location of people and objects: estar; origin and location: ser de/estar en; How to ask for or give directions. Actividades en progreso.
- Week 10:** Hotels: Types of hotels; Personnel; Decor, furniture, gratuitous room items; Supplies; Cleaning activities; Reservations
- Week 11:** La vida diaria y los días feriados; Las celebraciones; Los lugares; ir + a; estar + en; La rutina diaria; Verbos y pronombres reflexivos; Acciones habituales, Verbos con cambio en la radical: tender, dormir, sentir, cerrar, pensar, empezar, perder, encender; Los estados físicos y anímicos; estar + adjetivo, tener + adjetivo; Hotels: (cont.) Reception Desk Services Provided for Guests; Miscellaneos Services: Parking, Luggage Handling, Mail, Laundry
Roleplay: How to ask for information/service
EXAM 2
- Week 12:** Las habilidades: Las carreras y las actividades del trabajo; Indirect Objects Pronouns with Verbs of Informing: decir, explicar; Expressing abilities: saber and poder; Demonstrative Adjectives; Expressing Plans: pensar, quisiera, me gustaría, tener ganas de; Making Suggestions: Let's
- Week 13:** La residencia: La casa, los cuartos y los muebles; El hotel y los muebles (review); Audiovisual and sound equipment; Comparisons of inequality: más/menos
Comparisons of Equality: tan/tanto, tanta, tantos, tantas; El restaurante, el hotel y el vecindario
- Week 14:** Expressing Obligation and Duty: tener que, deber, necesitar, hay que, es necesario; Lectura: "Habla la gata Manchitas"; Knowing People, Places, and Facts: conocer and saber; Referring to People/Things Already Mentioned; Personal Direct Object Pronouns
FINAL EXAM

IV. EVALUATION METHODS

Classroom and Departmental Policies:

1. Class attendance

Active class participation and class attendance play a very important role. Regular class attendance is required. Roll will be taken at the beginning of each class period. If you are late, make sure you were not marked absent.

Absences may be excused only for (1) sickness or emergency, and (2) University-sponsored, educational activities. I would appreciate being notified when you are ill and will be missing more than one or two classes.

2. Class participation

The amount and quality of your class participation is important. Obviously, if you are not in class, you cannot participate. Therefore, your attendance record is directly related to your participation grade!

3. Outside preparation/Lab work

Students are expected to reinforce classroom practice at the **Language Learning Lab** located in Eicher Hall, 2nd floor, 357-5671 and 357-5672. Students may practice listening to audio tapes, speaking and pronunciation, view assigned videos, and practice/review structures and vocabulary available on computer software.

Students are required to spend a minimum of 30 minutes twice a week (12 weeks total, beginning first full week of classes) in the Language Laboratory. Your attendance will be verified through sign-in/out lab sheets. Instructions for sign-in/sign-out will be reviewed in class.

4. Extra credit

Allowance for **extra credit:**

1% will be added to the **final** grade for each activity attended outside of class at the suggestion of the instructor. A total of 3 bonus pts. is possible.

5. Testing policies

No make-up quizzes. Make-up exams will be given only in case of: 1) excused illness, 2) university sponsored event with prior notification.

6. Requirements:

- a) Daily preparation of assigned materials, both oral and written.
- b) It is the student's responsibility to obtain from the instructor any materials handed out in student's absence.

7. Deadlines:
drop/add:
withdrawal:

8. Tutoring

The Learning Center (Pratt Hall, X-2159) offers a tutoring service in Spanish at no cost to the student. Hours will be announced in class.

EVALUATION PROCEDURES:

DEPARTMENTAL GRADING SCALE:

2 Exams*	20%		
Midterm	12%	91 - 100	A
Final exam	12%	82 - 90	B
Quizzes**	12%	73 - 81	C
Homework, Presentations	12%	64 - 72	D
Oral interview	10%	0 - 63	F
Class part., Role-play	12%		
Lab work	10%		

*Exams will consist of any of the following: listening comprehension segments, short answer or essay questions, translation, dictation, multiple choice, and reading comprehension.

**may include unannounced quizzes.

V. REQUIRED TEXTBOOKS, SUPPLEMENTAL BOOKS AND READINGS

There is no textbook available for this course. The instructor will prepare instructional materials as needed.

VI. SPECIAL RESOURCE REQUIREMENTS

None.

VII. BIBLIOGRAPHY

Abbey, J. R. Hospitality Sales and Advertising, 2nd ed.
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Cornell Hotel and Restaurant Administration Quarterly

- Fridgen, Joseph D. Dimensions of Tourism. East Lansing: The Educational Institute of the American Hotel and Motel Association, 1991.
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- Kasavana, Michael L. and Richard M. Brooks. Managing Front Office Operations, 3rd ed. East Lansing: Educational Institute of the American Hotel and Motel Association, 1991.
- Keiser, James and Frederick De Micco. Controlling and Analyzing Costs in Foodservice Operations, 3rd ed. MacMillan, 1993.
- Larousse Concise Spanish/English English/Spanish Dictionary, 1994 (ISBN 2-03-420600-2).
- Rosario, Rubén del. Vocabulario portorriqueño. Connecticut: Troutman Press, 1965.
- Sánchez-Boudy, José. Diccionario de cubanismos más usuales. Miami: Ediciones Universal, 1990.
- Torrents, Alfonso dels Prats. Diccionario de modismos. Barcelona, Spain: Editorial Juventud, 1979.
- Viñoly, A. y J. Diccionario-Guía de Redacción. 3rd ed. Barcelona: Editorial Teide, S. A., 1976. (ISBN: 84-307-7091-7).
- Warner, M. Noncommercial Institutional and Contract Foodservice Management. New York: John Wiley and Sons, Inc., 1994.
- Zamir et al. 750 Spanish Verbs and Their Uses. New York: John Wiley & Sons, Inc., 1992 (ISBN 0-471-53939-2).

COURSE ANALYSIS QUESTIONNAIRE
SP 131

A. Details of the course

- A1 Useful for students in any area of the Hospitality Industry. Provides the student with proficiency in Spanish.
- A2 No changes needed.
- A3 No.
- A4 No.
- A5 No.
- A6 Not specifically. However, Cornell University's Hotel Management School recommends that "[m]astery of a foreign language is particularly desirable for students who are planning a career in the hotel or restaurant industry." Undergraduate Catalog. Also, New Mexico State University offers "Spanish for the Helping Professions I and II" and California State University at Sacramento offers "Spanish for Public Servants A and B."
- A7 IUP's Department of Hotel, Restaurant and Institutional Management already requires its majors to take two semesters of a foreign language, with Spanish being the number one choice. This is because many of these majors will go on to be supervisors of Spanish-speaking employees with a limited knowledge of English and it is essential that they be able to communicate with them. Due to time constraints, the specialized vocabulary required in this field 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 Department of Hotel, Restaurant and Institutional Management.
- B2 This course is being proposed with the full support of the Hotel, Restaurant and Institutional Management Department who discussed and accepted the proposal. Please see attached letter of support.
- B3 Yes, if desired.

C. Implementation

- C1 Yes. Students in Hotel, Restaurant and Institutional Management are already enrolled in beginning and intermediate Spanish courses. When this course is offered, it will also be open to anyone interested in the Hospitality Industry.
- C2 Resources are adequate. Students will be using the Foreign Language Laboratory, and the food preparation facilities in Ackerman Hall. Specialized dictionaries and audio-visual materials are being purchased.
- C3 No.
- C4 Once a year, in the fall semester.
- C5 One or two based on demand.
- 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

No additional information is necessary.

- 3 cr. SOIL 474. Soil Classification 3 cr. (2+2P)
Soil classification systems of the world with emphasis on systems used in United States. Theory of classification and taxonomy as applied to soils. Prerequisite: SOIL 472. Same as GEOG 474.
- SOIL 476. Soil Microbiology 3 cr.
Nature and physiology of soil microorganisms, how they affect plant growth and recycle nutrients. Same as BIOL 476.
- SOIL 476L. Soil Microbiology Lab. 1 cr. (3P)
Enumeration of soil microorganisms, their activities, and transformations they mediate. Prerequisites: SOIL 476, which can be taken concurrently. Same as BIOL 476L.
- SOIL 477. Soil-Water Relations 3 cr.
Soil water movement, infiltration, evaporation, and redistribution within the soil profile. Evapo-transpiration and water requirements of crops. Irrigation scheduling and management. Prerequisites: MATH 142 or MATH 185, SOIL 252 or consent of instructor. Same as GEOG 477.
- SOIL 479. Environmental Soil Chemistry 3 cr.
Basic elements of soil chemistry including discussion of clay mineralogy, cation and anion exchange and the chemistry of problem (acid, saline and flooded) soils. Credit not given for both SOIL 424 and SOIL 479. Prerequisites: SOIL 312, GEOL 460, or three semesters of chemistry with at least one course being upper division. Same as GEOL 479.

SPANISH *New Mexico State Univ. Cat. 88-89*
Department of Foreign Languages

Students may not receive credit for a lower-level course which is a prerequisite to a higher-level course for which credit has been received or which is being taken for credit. Exceptions must have prior approval of the head of the department.

- SPAN 111. Elementary Spanish I 4 cr. (4+1P)
Spanish for beginners. Lab required. Not open to Spanish-speaking students except by consent of instructor.
- SPAN 112. Elementary Spanish II 4 cr. (4+1P)
Spanish for beginners. Lab required. Not open to Spanish-speaking students except by consent of instructor.
- * SPAN 120. Spanish for the Helping Professions I 3 cr.
Basic Spanish with an emphasis on vocabulary for the helping professions. Only for human and community services majors or by consent of instructor. Cannot be used to fulfill College of Arts and Sciences language requirement.
- SPAN 211, 212. Intermediate Spanish I, II 3 cr., 3 cr.
Speaking, reading, and writing. Not open to Spanish-speaking students except by consent of instructor.
- SPAN 213. Spanish for Native Speakers I 3 cr.
For Spanish-speaking students only. Exercises in grammar and vocabulary building.
- SPAN 214. Spanish for Native Speakers II 3 cr.
For Spanish-speaking students only. Exercises in grammar and vocabulary building. Prerequisites: SPAN 213.
- * SPAN 220. Spanish for the Helping Professions II 3 cr.
Basic Spanish with an emphasis on vocabulary for the helping professions. Only for human and community services majors or by consent of instructor. Cannot be used to fulfill College of Arts and Sciences language requirement.
- SPAN 303. Business Spanish 3 cr.
Working vocabulary in business Spanish, letter writing, and commercial practices in Latin America and Spain. Prerequisite: SPAN 212 or SPAN 214 or consent of instructor.
- SPAN 305. Topics in Hispanic Civilization 3 cr.
Group study of selected topics focusing on Hispanic culture and civilization. Topic will be identified by subtitle in the *Schedule of Classes*.

- SPAN 306. Special Topics
Group study of Spanish for specialized purposes (e.g. court interpreting; professional language for bilingual teachers; technical language for the business community). Focus will be identified by subtitle and announced in the *Schedule of Classes*. Prerequisite: SPAN 212 or SPAN 214 or consent of instructor.
- SPAN 313. Spanish Grammar
A review of the rules of grammar.
- SPAN 314. Spanish Composition
Written Spanish. Prerequisite: SPAN 313 or consent of instructor.
- SPAN 325. Advanced Conversation
Conversation and intensive oral practice. Prerequisite: SPAN 313 or consent of instructor. Not open to native Spanish speakers.
- SPAN 327. Experiences in Advanced Oral Language
Develop proficiency in handling formal language for bilingual, Spanish-speaking students and advanced nonnative speakers. Discussion of readings of variety of topics. Prerequisite: SPAN 212 or SPAN 314 or SPAN 325 or consent of instructor.
- SPAN 335. Masterpieces of Hispanic Literature
Readings for appreciation from the great works of representative Hispanic authors. Discussion in Spanish emphasized. Prerequisites: SPAN 212, SPAN 214 or equivalent.
- SPAN 340. Introduction to Spanish Linguistics
General aspects of Spanish linguistics: traditional, descriptive, historical, and dialectal. Prerequisite: SPAN 212 or SPAN 214 or consent of instructor.
- SPAN 350. Introduccion a Estudios Chicanos
Mexican-American life, including language, history, education, politics and literature. Prerequisite: SPAN 212 or consent of instructor.
- SPAN 362. Introduction to Spanish Culture and Civilization
The historical process, the arts, thought, geography, customs; music of peninsular Spain.
- SPAN 363. Introduction to Spanish American Culture
Cultures and civilizations of Latin America.
- SPAN 366. Spanish Drama Workshop
Intensive analysis of a Spanish play and its production.
- SPAN 380. Introduction to Literature
Works in Spanish, all genres and periods. How to read literature in all forms.
- SPAN 385. Introduction to Chicano Literature
A survey of all genres from 1848, emphasis on works written since 1959. Prerequisite: SPAN 212 or SPAN 214 or consent of instructor.
- SPAN 387. Survey of Spanish Peninsular Literature
All forms and genres of the literature of Spain, all periods. Analysis and interpretation of texts.
- SPAN 388. Survey of Spanish American Literature
All forms and genres of the literature of Spanish America, all periods. Analysis and interpretation of texts.
- SPAN 390. Creative Writing
Imaginative writing of all forms of prose, poetry and drama.
- SPAN 405. Advanced Topics in Hispanic Civilization
Group study of selected advanced topics focusing on Hispanic culture and civilization. Topic will be identified by subtitle in the *Schedule of Classes*.
- SPAN 449. Special Problems
Directed reading for graduate students in their specific fields to satisfy language requirement for master's or doctoral programs.
- SPAN 450. Mexican Culture and Civilization
Survey of Mexican culture and civilization. Taught in Spanish. Prerequisite: SPAN 212 or SPAN 214, its equivalent, or consent of instructor.

- 101A-B. Advanced Oral Practice and Vocabulary Development.** Presupposes a solid grammatical knowledge and practice in oral expression. Designed to develop command of idiomatic lexicon and oral fluency at an advanced level. By narration, discussion, debate and dialogue, small groups reiterate in both a mnemonic and original method the material presented. Practical application of Spanish to present-day experiences will be emphasized. Prerequisite: Span 102 or equivalent. 3 units per semester.
- 102. Phonetics and Pronunciation Practice.** Some study of the physiology of sounds. A comparison of English and Spanish phonemes and intonation. Drill to develop good pronunciation. Required for prospective teachers. 2 units.
- 103. Advanced Spanish Grammar.** A study of the specific components of Spanish grammar with particular emphasis on the Spanish verbal system, the subjunctive, and other problematic aspects of grammar. Increased practice with idiomatic expressions and more subtle semantic variants. This course will be of particular interest to those planning to teach Spanish to the English speaking students as well as to the Spanish speaking students. Prerequisite: upper division standing. 3 units.
- 106. Advanced Spanish Composition.** Increased practice in expository writing with emphasis on sentence and paragraph composition as a means of effectively conveying meaning and idea. Attention will be given to the skill of expressing ideas in a logical progression into the analysis and development of style. Prerequisite: upper division standing, Span 101, or permission of the instructor. 3 units.
- 108. Spanish of Special Subject Areas.** This is a theory and laboratory course designed for students whose main objective is to teach in a bilingual bicultural program for Spanish speaking children. It is also recommended for students who plan to work toward an M.A. or a D.Ed. in Bilingual Education. The course provides the technical vocabulary related to each of the subject areas being taught in a classroom and the language skills needed to teach them. It emphasizes the appropriate terminology related to the teaching-learning process and gives a solid foundation to the future trainer of teachers. Course given in Spanish. 2 units.
- 110. Survey of Spanish Literature to 1800.** Advanced readings, lectures and discussions dealing with a panoramic view of Spanish literature from early works through the Golden Age and up to the 1800's. Fall only; 3 units.
- 111. Survey of Spanish Literature from 1800 to the Present.** A continuation of Span 110. Deals with literature from the Neoclassic period to the contemporary period. Readings will be taken from works and genres of this period. Spring only; 3 units.
- 113. Latin American Literature, Beginnings to Modernism.** A study of the major writers and trends in Latin American literature from beginnings until Modernism. Prerequisite: Span 100 or permission of instructor. Fall only; 3 units.
- 114. Latin American Literature, Modernism to Present.** A study of the major writers and trends in Latin American literature from Modernism to the present. Prerequisite: Span 100 or permission of instructor. Spring only; 3 units.
- 115. Contemporary Latin American Novel.** The good novels and novelists from 1918 to the present. A consideration of the ideas advanced and of their contribution to our understanding of present-day Latin America. Prerequisite: Span 100 or permission of instructor. Not offered every semester; 3 units.

- 117. Contemporary Chicano Literature.** A survey of contemporary Chicano literature to include prose, poetry and drama. Emphasis will be placed upon writings in Spanish and those which use both Spanish and English interchangeably. This course will give Chicano students a new perspective on literature which directly relates to their historical, social, and cultural background. Prerequisite: Span 12A-B, 15 (Equivalent to 11A-B), 16 or permission of instructor. Fall only; 3 units.
- 119. Latin American Literature in English Translation.** This course examines selected literary masterpieces from Spanish American and Brazil. An integral part of this course is attention to literary criticism and analysis as well as the composition of various critical papers which analyze specific elements of the works studied. The historical/cultural/philosophical milieu in which each work developed will be examined to provide a greater perspective. 3 units.
- 120. Hispanic Literature in English Translation.** This course examines in detail major literary masterpieces from Spain and Portugal with emphasis on reading for pleasure as well as developing a critical method. An important part of this course is attention to literary criticism and analysis and the development of various critical papers which analyze elements of the works studied. The historical/cultural/philosophical milieu in which each work was developed will also be examined to provide a perspective. The course is taught in English. 3 units.
- 121A-B. Spanish for Public Servants.** Designed to teach present and future public servants the necessary vocabulary and structures for effective communication in interviews, visits, etc. Some attention to local dialect differences. Prerequisites for this specialized service course, which may be counted towards the Spanish major or minor, will be one year of college Spanish or three years of high school Spanish, or permission of the instructor. 3 units per semester.
- 122. The Spanish Novel through the Golden Age.** A study of the development of the novel in Spanish literature with emphasis upon the early idealistic novels, the picaresque novel and the *Quijote*. Prerequisite: Span 100 or permission of instructor. Not offered every semester; 3 units.
- 123. The Spanish Novel in the 19th and 20th Centuries.** Continuation of Span 122. Emphasis upon the 19th-century realistic novel and the novel of the 20th century. Prerequisite: Span 100 or permission of instructor. Not offered every semester; 3 units.
- 124. Development of Spanish Drama from the Middle Ages to the Golden Age.** A study of Spanish drama with emphasis upon the new dramatic art developed by Lope de Vega and his contemporaries. Prerequisite: Span 100 or permission of the instructor. Not offered every semester; 3 units.
- 130. Contemporary Mexican Literature.** An inquiry into the significance of the individual in contemporary Mexican culture and his greater relationship to the cosmos as seen through his literature. May be of interest to the Mexican American. Prerequisite: Span 2B or 12B, 16 or equivalent. Not offered every semester; 3 units.
- 134. The Short Story in Latin America.** The development of the short story in Latin America with some introductory study of the North American short story by way of comparison. Selected readings from different countries where the short story has had an important development. Emphasis on the contemporary short story. Prerequisite: Span 2B or equivalent. Not offered every semester; 3 units.

**Indiana University of Pennsylvania
Department of Hotel, Restaurant & Institutional Management**

Date: May 4, 1995

Subject: Proposed Spanish Course

To: Herlinda Hernandez
Spanish of Classical Language
Sutton 467

From: Tom Van Dyke *TVD*
Chairman

I am writing in support of the proposed course Spanish for the Hotel, Restaurant, & Institutional Management student. I think it will be wonderful for the students to learn Spanish, a language that will be practical in the work environment. We currently recommend our students to take Spanish in their sophomore or junior year. We have approximately 200 students in our major. You would probably expect 30 to 40 students taking Spanish for HRIM majors.



Indiana, Pennsylvania 15705

Date: July 17, 1995
Subject: College Support: Spanish for HRIM
Spanish for Health Professionals
To: Professors Herlinda Hernandez and Sally Thornton
Department of Spanish & Classical Languages
From: Brenda Carter, Dean
College of Humanities & Social Sciences

I write to support the proposal submitted to me by Professors Hernandez and Thornton to develop Spanish courses for IUP students in the HRIM and Nursing programs.

Obviously, these students and the people they will be working with will benefit. In the case of the HRIM program, these new courses will be built into their language requirement. In the case of Nursing students, they will have to work it into a crowded list of requirements. However, Professor Thornton has been working closely with the Nursing Department to determine how to advise interested students.

In my meetings with Herlinda and Sally, I have been impressed again with their dedication to their field and our students. Resources are strained just trying to meet the College language requirements. Why then do I support their proposal? Because it extends a valuable talent into two very important areas of need.

I have agreed to:

*One two week contract to Herlinda Hernandez and one two week summer contract to Sally Thornton in Summer School 96 to develop materials for the course.

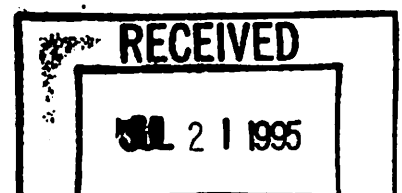
*Funds in Summer School 96 for a work study person for 10 hours for two weeks for each instructor for general clerical duties in support of these courses.

*Share support with the College of Health and Human Services for \$500 to each instructor for materials, \$100 to each instructor for photocopying, and \$150 for graphic design.

I look forward to working with all parties in the development and teaching of these important courses. Please contact me if I may clarify.

cc: Dean Hal Wingard, Health & Human Services
Dr. Peter Broad, Chair

Thanks
Brenda Carter



#11

6-FEB-1996 12:00:45.85

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>

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

95-35

(412) 357-2325

IUP

February 16, 1996

To: Jodell Kuzneski, Chair UWCC
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.



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



Contact Person for SP 131 and SP 132



Chair, Department of Spanish and Classical Languages

 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.