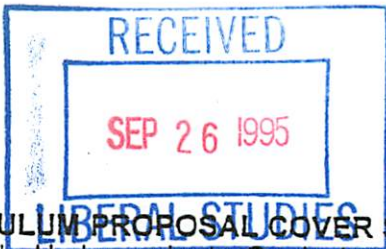


LSC Use Only
Number: _____
Submission Date: _____
Action-Date: _____



UWUCC USE Only
Number: 95-36
Submission Date: 12/12/95
Action-Date: App 3/5/96
senate App 3/5/96

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. CONTACT

Contact Person Herlinda Hernández Phone 6451
Department Spanish and Classical Languages

II. PROPOSAL TYPE (Check All Appropriate Lines)

COURSE Span for HRIM II
Suggested 20 character title

New Course* Sp 132 Spanish for HRIM II
Course Number and Full Title

Course Revision _____
Course Number and Full Title

Liberal Studies Approval+ Sp 132 Spanish for HRIM II
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. Troutman 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

I. CATALOG DESCRIPTION

SP 132--Spanish for the Hospitality Industry II 3c-1l-3sh

Prerequisite: Spanish 131

Similar to SP 102 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 connected discourse on a number of topics related to hotels, restaurants, institutions and travel. They will understand description and narration in different time frames: past, present, and future.

Speaking: Students will be able to handle successfully most uncomplicated communicative tasks and social situations. They will be able to initiate, sustain, and close a general conversation, to conduct simple interviews. Students will begin to use connected discourse, all within the context of the course.

Reading: Students will be able to understand main ideas and facts from texts, literary readings, news items and ads. Also, they will read and discuss selections on Hispanic culture.

Writing: Students will be able to meet simple practical writing needs. They will be able to take notes on related topics, to write brief paraphrases, summaries and reports. They will be able to write short notes or memos for Spanish-speaking clients and/or employees.

Culture: Students will gain more understanding of Hispanic family relationships, traditions, working conditions, mealtime habits, communication, and identity. They will understand the historical, economic and/or political reasons for the migration of Hispanics to the United States.

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. Colloquial, 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:** Restaurants: Review of Foods, Recipes, Kitchen duties, Cooking terms, Cooking utensils, Types of restaurants, Manager, Waiter/Waitress duties
Reading: "La especialidad de la casa" (Situaciones)
- Week 2:** The past; experience: Preterite Tense of Regular Verbs; Verbs with Irregular Past (Preterite); Stem-Changing Verbs in the Past; Asking and Answering Questions in the Past; Expressing ago: hacer + Time
Presentation of vocabulary required for discussing: Hotel or Restaurant Reservations, Security, Advertising
- Week 3:** Reading: "Seguridad" (Turismo y hostelería)
Vocabulary related to Restaurant and Hotel: Budgets, Expenses, Billing, Taxes, Hiring personnel, Employment forms, Decor, furniture, table items, etc., Quality controls, Sanitation; Roleplay situations
EXAM 1
- Week 4:** Institutions: Vocabulary related to Office machines, Insurance forms, Medical services, Visiting hours
La salud y las emergencias: Las partes del cuerpo (repaso); Las enfermedades y su tratamiento; Las visitas al médico, a la farmacia y al hospital; Los accidentes y las emergencias; Expressing Existence: haber; Expressing Changes in States: Become, Get
- Week 5:** The past: Past Habitual Actions: The Imperfect Tense
The Imperfect of ir + a + Infinitive; Unplanned Occurrences: se; La familia y los parientes;
Diminutives, Augmentatives
Reading: "Cuatro razones por las que la calidad en el servicio es importante" (Calidad en el servicio al cliente)

- Week 6:** La geografía, el transporte y el medio ambiente: el turismo; La geografía y el clima; Las vacaciones; Los medios de transporte; por and para; Viajando en automóvil; Describing actions: Adverbs; La ecología y el medio ambiente; Exclamaciones con qué, cuánto; Hace + Time: "How Long Have You ...?"; Expressing Reactions: Verbs Like gustar
- Week 7:** Los viajes: Los planes de viaje; Buscando sitios y usando planos; De viaje por los países hispanos; Los sitios turísticos: la playa, el campo, las montañas; Regional Pronouns: vos and vosotros/as Forms; Polite Commands
Reading: "Cuatro necesidades humanas básicas"
MIDTERM EXAM
- Week 8:** Physical and sports activities: How to make/accept invitations; How to narrate an event; Tourism: Tourism and Travel; Tourism Industry; Los coches, las señales, las placas
Reading: "¡Qué lindas vacaciones!" (Situaciones)
- Week 9:** At the Travel Agency: International Tourism; Types of Tourism; Sea Voyages; Air Travel; At the Airport
El futuro: Las posibilidades y las consecuencias; Reciprocal Pronouns; Describing: ser vs. estar; Roleplay: travel situations
Reading: "El transporte de pasajeros y la aduana" (Turismo y hostelería)
- Week 10:** Travel: (cont.) Land and Rail Travel; At the Train Station; Organized Recreation: Youth Hostels, Time-Share Condos and Vacation Clubs; The Subjunctive in Time Clauses; Hypothetical Reactions: The Conditional
Reading: "El cliente difícil" (Calidad ...)
- Week 11:** Travel (cont.): The Government's Role in the Travel Industry; Marketing; Past and Future; Communications; Accounting; Marketing; De compras: Los productos, los materiales y sus usos; Los precios; Las compras y el regateo; Las joyas.
Reading: "¿Cuán positiva es su actitud?" (Calidad ...)
EXAM 2
- Week 12:** Describing People and Things: Adjectives Used as Nouns (Common Hispanic Nicknames); Demonstrative Pronouns; Possessive Pronouns; Por and para: Price, Beneficiary, Purpose; Using Indirect and Direct Object Pronouns Together.
Reading: "El castellano viejo" (Aventuras literarias, 3rd ed.)

Week 13: Los consejos y el comportamiento social: Las instrucciones y los mandatos--Direct Commands: Polite and Informal; Las órdenes, los consejos y las sugerencias; Summary of Pronoun Placement; La crianza y el comportamiento social: Making Suggestions: the Subjunctive Mood
Reading: "Envíe mensajes claros" (Calidad ...)

Week 14: Historia, cultura y sociedad: La geografía y la historia; Lectura: Breve historia de México; Los valores de la sociedad moderna; Adding Details: Adjective and Adverbial Clauses; El mundo hispano... su gente; La inmigración y los grupos minoritarios
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, practice 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. In 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.

9. Plagiarism policy

Departmental policy: "Plagiarism is the act of giving the impression that you have written or thought something that you have in fact borrowed from someone else, and to do so is considered a violation of the professional responsibility to acknowledge 'academic debts.' "

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 basic textbook available for this course. The instructor will prepare instructional materials as needed.

Martin, William B. Calidad en el servicio al cliente: Guía para la excelencia en el servicio (translation of Quality Customer Service). Mexico: Grupo Editorial Iberoamérica, S.A. de C.V., 1992.

Schmitt and Woodford. Turismo y hostelería. New York: McGraw-Hill, Inc., 1993.

VI. SPECIAL RESOURCE REQUIREMENTS

None.

VII. BIBLIOGRAPHY

Abbey, J. R. Hospitality Sales and Advertising, 2nd ed. East Lansing: Educational Institute, 1993.

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.

Galván, Roberto A. and Richard V. Teschner. Diccionario de español chicano. Lincolnwood, Ill: National TC, 1991.

Kasavana, Michael L. and Richard M. Brooks. Managing Front Office Operations, 3rd ed. East Lansing: Educ. Inst. of the American Hotel and Motel Assoc. 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.

Warner, M. Noncommercial Institutional and Contract Food-
service Management. New York: John Wiley, 1994.

Zamir et al. 750 Spanish Verbs and Their Uses. New York:
John Wiley, 1992 (ISBN 0-471-53939-2).

COURSE ANALYSIS QUESTIONNAIRE
SP 132

A. Details of the course

- A1 Useful for students of the Hospitality Industry. Provides the student with the vocabulary and structures necessary to communicate in Spanish in the areas of hotel and restaurant management, tourism and marketing. Designed to fulfil Liberal Studies requirements.
- 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." However, we do not know whether or not these courses fulfill Liberal Studies requirements.
- 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 be open to them and to anyone else 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 spring 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 writing for the business community). Focus will be identified by 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 speaker.
- 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; basic 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.

12

**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.

#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

(412) 357-2325



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

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.