

# New Course Proposal

Submit completed form electronically

1. **Course prefix and course number:** Span 316
2. **Course title:** Intermediate Spanish for Heritage Learners: Spanish in My Community and the U.S.
3. **Abbreviated title for class schedule (30 characters or less):** Intmd Span Heritage Learners
4. **Credit hours:** 4  
(note: if credits are variable, list range of credits (e.g. 1-8 credits))
5. **Catalog description:** Designed for bilingual students who grew up learning Spanish at home and in their communities and who are able to hold a conversation in Spanish. This intermediate course builds on the skills that students bring to the classroom with the overarching goal of helping students expand their formal and academic speaking, reading and writing abilities in a confidence-building environment. This course guides students in their development of narrative writing skills with special emphasis on vocabulary building and the development of spelling and grammar skills relevant to students' needs. Learning will take place in a dynamic cultural context focused on students' own Spanish-speaking communities, language varieties and experiences as bilinguals.

Special notes: Span 316 is intended specifically for bilinguals who grew up learning Spanish at home, with relatives or in the community. Students who have learned Spanish primarily in the classroom should enroll in Span 310.

6. **Prerequisites (to add each additional prerequisite, start a new line):**  
(See attached Note for samples)

Placement test level 5 , instructor approval

A. (course prefix, (space) and number)	or	or	or	or
B. (course prefix, (space) and number)	or	or	or	or
C. (course prefix, (space) and number)	or	or	or	or

7. **Co-requisites (including labs, if any):**  
A. (course prefix, (space) and number) or or or or

8. **Major/Class restrictions:** Please indicate any class or major restrictions: NA

9. **Is course repeatable?** Yes No X If Yes, list maximum credits:

10. Labs requirements: If course includes a lab: # of hours lecture: NA ; # of hours lab:

11. Fees: List any course fees: NA

12. Grade Mode: Graded only: Pass/No Pass only: Option: X

13. CIP Code: Six-digit CIP code (check with your Division Director): 16.09

14. Special qualifications; Is course proposed for (yes/no):

A. University Studies? If yes, list Strand(s) Yes, Strand J (in process)

B. Honors? No

15. Cross-listing: List any cross-listing (and please complete the Cross-list proposal form at <https://inside.sou.edu/provost/curriculum.html>): and and and and

16. Strategic justification for proposed course:

A. **Rationale:** What is the overall strategic rationale for offering this course?

Spanish heritage language learners are bilingual students who grew up learning Spanish at home as children but were formally educated in English. Typically, when students learn Spanish as a second or "foreign" language, most of the learning takes place in a language classroom and includes an emphasis on the development of reading and writing in addition to speaking skills. On the other hand, heritage learners typically acquire spoken Spanish skills naturalistically as children but are taught to read and write only in English once they start school. This means that their patterns of knowledge and ways of learning Spanish differ from those who learn Spanish as a second language. While heritage learners bring abundant linguistic resources to the language classroom and have personal connections to Spanish-speaking friends, family and communities, they also often report feeling less comfortable reading and writing in Spanish than they do speaking and understanding it. The purpose of this course is therefore to support students' existing language abilities while building literacy skills so that students have full access to the linguistic repertoire possible in their heritage language.

B. **Alignment:**

1. How does this course align with the unit's mission plan? This course contributes to the unit's mission in the same way as do the parallel courses for L2 learners, while employing a methodology that specifically targets the

learning needs of heritage learners; the course will give students an opportunity to expand their communicative abilities in Spanish and enrich their knowledge of linguistic, cultural, historical and sociopolitical issues relevant to the Spanish-speaking world.

2. How does the course fit into the rest of the unit's curriculum? **This course parallels the first-semester, 300-level course for second language learners.**

C. **Enrollment:** What is the new course's estimated enrollment each time it is offered over a three-year period? Year 1: **10**; Year 2: **15**; Year 3: **20**

D. **Resource evaluation:** What resources – faculty, equipment, lab space, etc. -- will be needed to offer this course and how will those resources be obtained?

1. *Faculty:*

- a. Who will teach the course? **The course will be taught by rotating faculty in the Spanish program**
- b. Evaluate unit's faculty availability and/or needs and the impact on other teaching obligations.  
We may have to hire a term by term, depending on enrollment. The term by term would teach an online class so that our faculty could teach this class.
- c. If additional faculty members are needed, how will that need be met?  
This class proposes to raise enrollment by attracting students who have historically not taken Spanish classes at this level. Tuition from the class will pay for term by term instructor.

2. *Facilities:* Cite any additional need for classrooms, equipment or lab space; explain how that need(s) will be met. **NA**

3. *Other:*

- a. Are Hannon Library resources sufficient to meet the needs of this course?  
**Yes**
- b. Are any other resources needed to support this course? **NA**  
If so, please explain how they will be obtained.

E. **External impact:**

1. What is the expected effect of this course on existing programs elsewhere in the university? **NA**

**NOTE:** Please document your contact with other academic programs which may be affected by this new course and the response you received.

2. Will any of your prerequisites affect other academic programs? **No**

**NOTE:** Please document your contact with other academic programs which may be affected by this new course and the response you received.



**17. Syllabus (condensed)**

*(Attach an accompanying, condensed syllabus, which should include the following items. Schedules and similar details are **not** required.)*

- A. Course description (same as Catalog description, above)
- B. Learning objectives of the course
- C. Required texts
- D. Course format
- E. Other – any other relevant materials needed to explain the goals and teaching methods of this course.

Approvals:

  
\_\_\_\_\_  
Signature of Division Director

  
\_\_\_\_\_  
Date

4/29/16

## Span 316: Intermediate Spanish for Heritage Learners

### Spanish in my Community and the United States

#### **DESCRIPTION OF COURSE:**

This course is designed specifically for students who learned Spanish as children at home and in their communities, and who wish to begin or continue studying the language formally in a classroom setting. Students who enroll in Span 316 should be able to hold a conversation in Spanish; while the class will also address spoken skills, the overarching goal is that students develop reading and writing abilities for academic and professional contexts. This will be accomplished through the study and development of narrative and storytelling texts (including short stories, written narratives, podcasts, articles related to current events, etc.) in order to reinforce and advance students' knowledge of Spanish grammar, vocabulary, and spelling norms. Along with standardized forms, students will also begin to develop critical dialectal awareness, which encompasses an understanding of the aspects and social functions of different registers and varieties of Spanish. Particular attention will be given to the Spanish spoken in the US. Students will also develop a greater familiarity with the culture of Spanish-speaking populations in the US, and will have opportunities to strengthen ties to their own and local Spanish-speaking communities.

#### **LEARNING OBJECTIVES:**

The principal objective of this course is that students continue developing their bilingualism and the confidence to use their written language abilities in academic and professional contexts. Other course-specific learning goals that serve this larger objective are described below. After this course students will be able to:

1. Put into practice in writing an expanded knowledge of Spanish grammar and spelling norms, including written accent placement
2. Draft functional texts for academic and professional contexts (email, letters, social media postings, etc.)
3. Recognize and describe the characteristics of different registers and regional varieties of Spanish, including the Spanish spoken in the United States
4. Discuss factors affecting language and identity, bilingualism, and minority language maintenance in the US
5. Identify and analyze the structure and characteristics of a narrative text
6. Compose a narrative text in order to tell a story, employing appropriate narrative structure, character and setting development, manipulation of time and space, etc.
7. Discuss aspects related to the history, literature and culture of Spanish-speakers in the US
8. Develop and reinforce cultural connections and relationships with the local Spanish-speaking community

#### **MAJOR THEMES COVERED:**

- The history of Spanish in the US
- Spanish-speaking communities in the US today (Puerto Rican, Cuban, Dominican, Mexican, Central American)
- Language and identity
- Contributions of the Spanish-speaking/Latinx/Chicano population in the US
- Spanish in contact with English
- Spanish use and representation in my community

**TEXTBOOK:** No textbook required. Readings will be posted in Moodle.

**COURSE FORMAT:** Format will be face-to-face with two, 90-minute class meetings a week

**COURSE EVALUATION:**

Attendance and Participation	10%
Homework Assignments	10%
Quizzes	5%
Short Writing Assignments (5)	20%
Narrative/Storytelling Assignment (1 – including brainstorming, story mapping, drafting, revising, etc. )	25%
Community-based Project	15%
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“Book club” discussions (4)	15%
Total	100%

\*Additive grading model