

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF LANGUAGES AND LITERATURES

CURRICULUM CHANGE

1. **Type of Change:** Change in title and description.

2. **From:**

Department(s)	Languages & Literatures
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Spanish
Course Prefix & Number	SPA 601
Course Title	Workshop in Spanish Grammar
Description	Grammatical analysis and selected readings dealing with the evolution of the Spanish language. Emphasis on syntax and lexical experience.
Pre/ Co Requisites	(Open to qualified undergraduates with Departmental permission.)
Credits	3 credits
Hours	3 hours
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Languages & Literatures
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Spanish
Course Prefix & Number	SPA 601
Course Title	<u>Hispanic Linguistics</u>
Description	<u>Major issues related to the general structure of the Spanish language (phonology, morphology, syntax, semantics, pragmatics), including rules for word and sentence formation</u>
Pre/ Co Requisites	(Open to qualified undergraduates with Departmental permission.)
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):

The change of course name more closely reflects the content of this graduate course and brings this course title in line with similar courses at other graduate Spanish programs in the United States. As described in the "Program Standards for the Preparation of Foreign Language Teachers" developed by the American Council of the

Teaching of Foreign Languages (ACTFL), students attempting to become teachers need to develop an “Understanding of Linguistics” (Standard 1.b). This includes becoming familiar with the target language system (in this case, Spanish). For that reason, the Department has renamed SPA 601- (Hispanic Linguistics); it has also changed the description and objectives to bring them more in line with current ACTFL standards.

Learning Objectives:

- Describe the target language phonological features (phonemes and allophones) and diagnose their own target language pronunciation problems.
- Demonstrate understanding by describing how words are formed (morphological rules), how sentences are put together (syntactic patterns), and how meaning is conveyed (semantics).
- Explain the rules for word and sentence formation such as those pertaining to the verb system (time, aspect, mood), agreement (nouns and adjectives/articles, verbs, and subjects), word order, the pronominal system, use of key prepositions, and interrogatives.
- Demonstrate mastery of pragmatic features of the target language.

5. **Date of departmental approval:** April 10, 2014

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CURRICULUM CHANGE

1. **Type of change:** New Course

2.

Department(s)	Languages & Literatures
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Spanish
Course Prefix & Number	SPA 618
Course Title	Spanish Dialectology and Sociolinguistics
Description	Major theoretical and practical foundations of sociolinguistic variation (dialectal, social, dialect/language contact) in primarily Spanish-speaking communities and principal methods of sociolinguistic research and discourse analysis.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

As described in the “Program Standards for the Preparation of Foreign Language Teachers” developed by the American Council of the Teaching of Foreign Languages (ACTFL), students attempting to be teachers need to develop an “Understanding of Linguistics” (Standard 1.b). This includes becoming familiar with the different geographical varieties spoken in the speaking communities of the target language taught (in this case, Spanish). Additionally, students need to understand issues associated with language such as high/low prestige or standard/non-standard varieties, and the role that those factors play in the second-language classroom. For that reason, the Department has developed a Spanish Dialectology and Sociolinguistics class (SPA 618) that will be offered as a requirement for the Department of Middle & High School Education’s revised Master’s Degree for candidates in Spanish Language Teacher Education.

4. Learning Outcomes and Sample Syllabus (By the end of the course students will be expected to):

- Identify sociolinguistic features (phonological, morphosyntactic, discursive) of target language discourse.
- Identify and provide examples of key features of varieties of the target language in terms of gender and dialectal differences.
- Speak and write knowledgeably about target language varieties through interaction with native speakers outside of class and by accessing authentic target language samples through a variety of means such as technology.
- Demonstrate knowledge of sociolinguistic variations of the target language in order to expose students to authentic language from a variety of regions where the language is spoken.

5. Date of Departmental Approval: April 10, 2014

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Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Spanish
Course Prefix & Number	SPA 619
Course Title	Hispanic Culture
Description	A survey course that provides an understanding of the complex cultural realities of the Hispanic World through the interdisciplinary study of a variety of practices and products (film, popular festivals, literary texts, music, art). The course will also enable the students to integrate the newly acquired knowledge into their foreign language instruction.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

As described in the “Program Standards for the Preparation of Foreign Language Teachers” developed by the American Council of the Teaching of Foreign Languages (ACTFL), students attempting to be teachers need to develop “Cultural Understandings” (Standard 2.a.) and an “Understanding of Cultural Texts and Traditions” (2.b.). This includes the ability to identify and to interpret the contributions of major artists, thinkers, writers, film makers and other cultural icons in order to analyze how they represent the target culture traditions through time and space. For that reason, the Department has developed an Hispanic Culture class (SPA 619) that will be offered as a requirement for the Department of Middle & High School Education’s revised Master’s Degree for candidates in Spanish Language Teacher Education.

4. Learning Outcomes and Sample Syllabus (By the end of the course students will be expected to):

- Demonstrate the connections among the perspectives of a culture and its practices and products.
- Integrate the acquired framework in their pedagogical practices.
- Recognize the value and role of cultural texts and use them to interpret and reflect upon the perspectives of the target cultures over time.

5. Date of Departmental Approval: April 10, 2014