Code # Enter text…

**New Course Proposal Form**

**[X] Undergraduate Curriculum Council**

**[ ] Graduate Council**

|  |
| --- |
| **[X] New Course or [ ]Experimental Course (1-time offering) (Check one box)** |

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

Email completed proposals to [curriculum@astate.edu](mailto:curriculum@astate.edu) for inclusion in curriculum committee agenda.

|  |  |
| --- | --- |
| Warren Johnson 3/8/2017 **Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **COPE Chair (if applicable)** |
| Janelle Collins 3/8/2017 **Department Chair:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Head of Unit (If applicable)** |
| Warren Johnson 3/14/2017 **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| Dr. Deborah Chappel Traylor 3/15/2017 **College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
| |  |  | | --- | --- | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Enter date |   **General Education Committee Chair (If applicable)** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Vice Chancellor for Academic Affairs** |

1. Contact Person (Name, Email Address, Phone Number)

**Claudio Eduardo, Dept. of English, Philosophy, and World Languages, ceduardo@astate.edu, 972-2426**

2. Proposed Starting Term and Bulletin Year

**Fall 2018, Bulletin Year 2017-2018**

3. Proposed Course Prefix and Number (Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*. )

**SPAN 3483**

4. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

Introduction to Translation and Interpretation

Short title: Translation and Interpretation

5. Brief course description (40 words or fewer) as it should appear in the bulletin.

**Basic principles of written translation and oral interpretation from Spanish to English and vice versa, including theory, methods, and stylistics.**

6. Prerequisites and major restrictions. (Indicate all prerequisites. If this course is restricted to a specific major, which major. If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

1. Are there any prerequisites? **Yes**
   1. If yes, which ones?

**SPAN 2023 or consent of instructor**

* 1. Why or why not?

**Course presupposes Intermediate-mid knowledge of Spanish (ACTFL scale)**

1. Is this course restricted to a specific major? **No**
   1. If yes, which major? Enter text...

7. Course frequency(e.g. Fall, Spring, Summer). *Not applicable to Graduate courses.*

**Fall**

8. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

**lecture**

9. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])

**standard letter**

10. Is this course dual listed (undergraduate/graduate)?

**No**

11. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

**No**

1. If yes, please list the prefix and course number of cross listed course.

Enter text...

1. Are these courses offered for equivalent credit? Yes / No

Please explain. Enter text...

12. Is this course in support of a new program? **No**

a. If yes, what program?

Enter text...

13. Does this course replace a course being deleted? **No**

a. If yes, what course?

14. Will this course be equivalent to a deleted course? **No**

a. If yes, which course?

15. Has it been confirmed that this course number is available for use? **Yes**

*If no: Contact Registrar’s Office for assistance.*

16. Does this course affect another program? **No**

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

**Course Details**

17. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

|  |  |  |
| --- | --- | --- |
| **WEEK** | **Content** | **TASKS** |
| **Week 1** | Introduction Part I  Basic concepts | Use of dictionary  Use of internet  Cognates vs. False cognates |
| **Week 2** | Chapter 1: La Narración I | Grammar: Translations in the present tense (Indicative, Present Continuous, etc.)  Translation and interpretation exercises: Authentic texts  English texts vs. Spanish texts |
| **Week 3** | Chapter 2: La Narración II | Grammar: Translations in the past tense (Preterite vs. Imperfect)  Past tense: English vs. Spanish  Oral and written exercises in SPAN-ENG and ENG-SPAN |
| **Week 4** | Chapter 3: La descripción I | Grammar: Adjectives  Use of adjectives in Spanish vs. English  Exercises combining nouns and compound nouns  Nouns that work as adjectives  Oral and written exercises  Translation and interpretation of authentic dialogues |
| **Week 5** | Chapter 4: La descripción II | Grammar: Ser vs. Estar  Impersonal forms of the verb  Ser vs. Estar in English and Spanish |
| **Week 6** | Chapter 5: La impersonalidad | Passive voice vs. Active voice in English and Spanish |
| **Week 7** | Chapter 6: Niveles de afirmación [Levels of affirmation]  **MIDTERM PROJECT**  **Exam 1** | Indicative vs. Subjunctive: Differences between English and Spanish  Midterm project: Translation of authentic article (ENG-SPAN) |
| **Week 8** | Introduction Part II | Applied translation: Basic concepts  Translation and interpretation in different fields: (Marketing, business, medicine, sports, legal language, and computer science) |
| **Week 9** | Chapter 7 | Marketing: Translation and interpretation exercises (oral and written part) |
| **Week 10** | Chapter 8 | Business: Translation and interpretation exercises (oral and written part) |
| **Week 11** | Chapter 9 | Medicine: Translation and interpretation exercises (oral and written part) |
| **Week 12** | Chapter 10 | Sports: Translation and interpretation exercises (oral and written part) |
| **Week 13** | Chapter 11  **Exam 2** | Legal language: Translation and interpretation exercises (oral and written part) |
| **Week 14** | Chapter 12, Review  **FINAL PROJECT** | Computer Science: Translation and interpretation exercises (oral and written part)  Final project: Authentic text and oral conversation (ENG-SPAN) |

18. Special features (e.g. labs, exhibits, site visitations, etc.)

**None**

19. Department staffing and classroom/lab resources

Enter text...

1. Will this require additional faculty, supplies, etc.?

**No**

20. Does this course require course fees? **No**

*If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.*

**Course Justification**

21. Justification for course being included in program. Must include:

a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

**Building on basic language skills, students will learn important differences between Spanish and English that can lead to errors in translation and interpretation as well as develop their skills through practice exercises in moving with ease from one language to the other, both in writing and in speaking.**

b. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

**The mission of the BA/BSE in Spanish is to facilitate the communication skills, knowledge and appreciation of diverse languages and cultures that are necessary for students to achieve a successful professional career in today's global society. This course improves practical communication skills and furthers professional preparation.**

c. Student population served.

**Students in BA/BSE World Languages and Cultures, Spanish emphasis, or Spanish minors, or other interested students.**

d. Rationale for the level of the course (lower, upper, or graduate).

**This course presupposes Intermediate-mid Spanish skills (ACTFL scale) expected as an outcome of the final course of the basic language sequence (SPAN 2023) and required of other 3000-level Spanish classes.**

**Assessment**

**University Outcomes**

22. Please indicate the university-level student learning outcomes for which this new course will contribute. Check all that apply.

|  |  |  |
| --- | --- | --- |
| * 1. **[X]** Global Awareness | * 1. **[ ]** Thinking Critically | * 1. **[ ]** Information Literacy |

**Relationship with Current Program-Level Assessment Process**

23. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

**This course relates to the following outcomes for the BA/BSE in Spanish:**

**1. [Writing Proficiency] Write on topics pertinent to personal, academic, and professional life, as well as topics related to the analysis of social and cultural issues, including those in literature and film, in multiple-paragraph, coherent, and cohesive form with sufficient grammatical and lexical accuracy to be understood by a monolingual native speaker.**

**2. [Oral Proficiency] Converse in the target language on topics pertinent to personal, academic, and professional life; and topics related to the analysis of social and cultural issues with sufficient grammatical, lexical, and phonetic accuracy to be understood by a monolingual native speaker and at minimally the Advanced Low level on the ACTFL scale.**

**3. [Cultural Competence] Interact in a culturally appropriate manner with native speakers of the target language from various backgrounds.**

24. Considering the indicated program-level learning outcome/s (from question #23), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

*For further assistance, please see the ‘Expanded Instructions’ document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.*

|  |  |
| --- | --- |
| **Program-Level Outcome 1 (from question #23)** | **[Writing Proficiency] Write on topics pertinent to personal, academic, and professional life, as well as topics related to the analysis of social and cultural issues, including those in literature and film, in multiple-paragraph, coherent, and cohesive form with sufficient grammatical and lexical accuracy to be understood by a monolingual native speaker.** |
| Assessment Measure | **Direct: Written Outcome Assessment Exam; Indirect: Faculty Questionnaire** |
| Assessment  Timetable | **Outcome Assessment Exam is administered every semester to program graduates; Faculty Assessment of Graduating Students questionnaire is completed every year.** |
| Who is responsible for assessing and reporting on the results? | **Dr. Ruth Owens facilitates written Outcome Assessment Exam. Committee led by Dr. Vicent Moreno, Assistant Chair, evaluates results and develops action plans.** |

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| **Program-Level Outcome 2 (from question #23)** | **[Oral Proficiency] Converse in the target language on topics pertinent to personal, academic, and professional life; and topics related to the analysis of social and cultural issues with sufficient grammatical, lexical, and phonetic accuracy to be understood by a monolingual native speaker and at minimally the Advanced Low level on the ACTFL scale.** |
| Assessment Measure | **Direct: Oral Proficiency Interview (OPI) as a part of Outcome Assessment Exam; Indirect: Faculty Assessment of Graduating Students Questionnaire** |
| Assessment  Timetable | **OPI is administered every semester to program graduates; Faculty Assessment of Graduating Students questionnaire is completed every year.** |
| Who is responsible for assessing and reporting on the results? | **Dr. Ruth Owens administers OPI. Committee led by Dr. Vicent Moreno, Assistant Chair, evaluates results and develops action plans.** |

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| **Program-Level Outcome 3 (from question #23)** | **[Cultural Competence] Interact in a culturally appropriate manner with native speakers of the target language from various backgrounds.** |
| Assessment Measure | **Direct: Cultural competence assessment as part of required Internship in Spanish; Indirect: Faculty Questionnaire** |
| Assessment  Timetable | **Outcome Assessment Exam is administered every semester to program graduates; Faculty Assessment of Graduating Students questionnaire is completed every year.** |
| Who is responsible for assessing and reporting on the results? | **Dr. Ruth Owens facilitates written Outcome Assessment Exam. Committee led by Dr. Vicent Moreno, Assistant Chair, evaluates results and develops action plans.** |

*(Repeat if this new course will support additional program-level outcomes)*

**Course-Level Outcomes**

25. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

|  |  |
| --- | --- |
| **Outcome 1** | **Students will be able to translate from Spanish to English and from English to Spanish texts of various types and for different rhetorical purposes.** |
| Which learning activities are responsible for this outcome? | **Translation exercises** |
| Assessment Measure | **Final translation project** |

|  |  |
| --- | --- |
| **Outcome 2** | **Students will be able to interpret (using deferred interpretation) everyday conversations while demonstrating awareness of cultural norms of the Spanish-speaking world.** |
| Which learning activities are responsible for this outcome? | **Interpretation exercises based on authentic conversations from the internet, such as TV shows.** |
| Assessment Measure | **Oral portion of final project** |

*(Repeat if needed for additional outcomes)*

**Bulletin Changes**

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| **Instructions** |
| **Please visit** [**http://www.astate.edu/a/registrar/students/bulletins/index.dot**](http://www.astate.edu/a/registrar/students/bulletins/index.dot) **and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Follow the following guidelines for indicating necessary changes.**  **\*Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.**  - Deleted courses/credit hours should be marked with a red strike-through (~~red strikethrough~~)  - New credit hours and text changes should be listed in blue using enlarged font (blue using enlarged font).  - Any new courses should be listed in blue bold italics using enlarged font (***blue bold italics using enlarged font***)  *You can easily apply any of these changes by selecting the example text in the instructions above, double-clicking the ‘format painter’ icon 🡪 , and selecting the text you would like to apply the change to.*  *Please visit* [*https://youtu.be/yjdL2n4lZm4*](https://youtu.be/yjdL2n4lZm4) *for more detailed instructions.* |

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**Major in World Languages and Cultures**

**Bachelor of Arts**

**Emphasis in Spanish**

A [complete 8-semester degree plan is available at http://registrar.astate.edu/.](http://registrar.astate.edu/)

|  |  |
| --- | --- |
| **University Requirements:** |  |
| See University General Requirements for Baccalaureate degrees (p. 42) |  |
| **First Year Making Connections Course:** | **Sem. Hrs.** |
| ENG 1023, Making Connections Humanities | **3** |
| **General Education Requirements:** | **Sem. Hrs.** |
| See General Education Curriculum for Baccalaureate degrees (p. 84)  **Students with this major must take the following:**  *Six hours of Humanities (Required Departmental Gen. Ed. Option)* | **35** |
| **Major Requirements:** | **Sem. Hrs.** |
| See emphasis area below. |  |
| **Emphasis Area (Spanish):**  Grade of “C” or better required for all Emphasis Area requirements. At least 12 credit hours must be at the 4000 level. A minimum of six credit hours of study abroad is required. | **Sem. Hrs.** |
| SPAN 3183, Spanish Conversation | 3 |
| SPAN 3413, Introduction to Hispanic Literature | 3 |
| SPAN 3463, Advanced Spanish Grammar | 3 |
| SPAN 3473, Reading and Composition in Spanish | 3 |
| SPAN 4703, Internship in Spanish | 3 |
| **Select twelve hours from the following:**  *Minimum one course on the Americas and one course on Spain.*  SPAN 3503, Advanced Spanish Seminar (may be repeated for credit if content varies) SPAN 3623, Culture and Civilization, The Americas  SPAN 3633, Culture and Civilization, Spain  SPAN 4413, Survey of Peninsular Spanish Literature SPAN 4423, Contemporary Peninsular Spanish Literature SPAN 4443, Survey of Latin American Literature  SPAN 4503, Special Topics (may be repeated for credit if content varies) | 12 |
| **Select twelve hours of additional courses not previously taken from the following:**  SPAN 3013, Spanish Phonetics  SPAN 3503, Advanced Spanish Seminar (may be repeated for credit if content varies) SPAN 3703, Spanish for International Business  ***SPAN 3483, Introduction to Translation and Interpretation***  SPAN 4203, Advanced Oral Communication in Spanish  Any additional Spanish electives or pre-approved study abroad or maximum one course related to the target language or culture not taught in the target language (requires advisor approval) | 12 |
| WLAN 4010, Learning Outcome Assessment | 0 |
| **Sub-total** | **39** |
| **Electives:** | **Sem. Hrs.** |

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**Major in World Languages and Cultures**

**Bachelor of Science in Education**

**Emphasis in Spanish**

A [complete 8-semester degree plan is available at http://registrar.astate.edu/.](http://registrar.astate.edu/)

|  |  |
| --- | --- |
| **University Requirements:** |  |
| See University General Requirements for Baccalaureate degrees (p. 42) |  |
| **First Year Making Connections Course:** | **Sem. Hrs.** |
| ENG 1023, Making Connections Humanities | **3** |
| **General Education Requirements:** | **Sem. Hrs.** |
| See General Education Curriculum for Baccalaureate degrees (p. 84)  **Students with this major must take the following:**  *MATH 1023, College Algebra or MATH course that requires MATH 1023 as a prerequisite*  *HIST 2763, The United States To 1876* ***OR***  *HIST 2773, The United States Since 1876*  *POSC 2103, Introduction to United States Government*  *PSY 2013, Introduction to Psychology*  *Six hours of Humanities (Required Departmental Gen. Ed. Option)* | **35** |
| **Major Requirements:**  Grade of “C” or better required for all Major Requirements. At least 12 credit hours must be at the  4000 level. A minimum of six credit hours of study abroad is required. | **Sem Hrs.** |
| SPAN 3183, Spanish Conversation | 3 |
| SPAN 3413, Introduction to Hispanic Literature | 3 |
| SPAN 3463, Advanced Spanish Grammar | 3 |
| SPAN 3473, Reading and Composition in Spanish | 3 |
| SPAN 4703, Internship in Spanish | 3 |
| **Select twelve hours from the following:**  *Minimum one course on the Americas and one course on Spain.*  SPAN 3503, Advanced Spanish Seminar (may be repeated for credit if content varies) SPAN 3623, Culture and Civilization, The Americas  SPAN 3633, Culture and Civilization, Spain  SPAN 4413, Survey of Peninsular Spanish Literature SPAN 4423, Contemporary Peninsular Spanish Literature SPAN 4443, Survey of Latin American Literature  SPAN 4503, Special Topics (may be repeated for credit if content varies) | 12 |
| **Select twelve hours of additional courses not previously taken from the following:**  SPAN 3013, Spanish Phonetics  SPAN 3703, Spanish for International Business  ***SPAN 3483, Introduction to Translation and Interpretation***  SPAN 4203, Advanced Oral Communication in Spanish  Any additional Spanish electives or pre-approved study abroad | 12 |
| WLAN 4010 Learning Outcome Assessment | 0 |
| **Sub-total** | **39** |
| **Professional Education Requirements:**  Grade of “C” or better required for all Professional Education Requirements.  Courses denoted below with an asterisk (\*) require admission to the Teacher Education Program. For additional information, see Professional Education Requirements for Secondary Majors in the College of Education and Behavioral Science section.  An advisory Oral Proficiency Interview (OPI) must be completed before admission to this teacher education program, and an official OPI must be completed prior to the teaching internship. A level of intermediate-mid must be attained for admission to the teacher education program, and a level of advanced-low must be reached prior to graduation. | **Sem. Hrs.** |
| \*EDLA 4633, Methods and Materials for Teaching Second Languages | 3 |
| ELED 2113, Child Growth and Learning | 3 |
| ELSE 3643, The Exceptional Student in the Regular Classroom | 3 |
| PSY 3703, Educational Psychology | 3 |
| \*SCED 3515, Performance Based Instructional Design | 5 |
| \*SCED 4713, Educational Measurement with Computer Applications | 3 |

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**Spanish (SPAN)**

**SPAN 1013. Elementary Spanish I** The listening, speaking, reading, writing, approach to develop basic language skills. Fall, Spring, Summer. (ACTS#: SPAN 1013)

**SPAN 1023. Elementary Spanish II** Continuation of SPAN 1013. Prerequisite, SPAN 1013 or consent of instructor. Fall, Spring, Summer. (ACTS#: SPAN 1023)

**SPAN 1036. Accelerated Elementary Spanish I and II** Intensive one semester course that covers the material of instruction designed for a regular academic year. Fall, Spring.

**SPAN 2013. Intermediate Spanish I** Further development of basic language skills, with increas­ing emphasis on the written elements of the language. Continuation of SPAN 1023. Prerequisite, SPAN 1023 or consent of instructor. Fall, Spring, Summer. (ACTS#: SPAN 2013)

**SPAN 2023. Intermediate Spanish II** Continuation of SPAN 2013. Prerequisite, SPAN 2013 or consent of instructor. Fall, Spring, Summer. (ACTS#: SPAN 2023)

**SPAN 2036. Accelerated Intermediate Spanish I and II** Intensive one semester course in Intermediate Spanish designed to cover the material programmed for the regular second year of Spanish. Fall, Spring.

**SPAN 3013. Spanish Phonetics** Provides a developmental study of sound production in Spanish through study and various modes of direct application and interaction. Prerequisite, SPAN 2023 or SPAN 2036 or consent of instructor. Spring, even.

**SPAN 3183. Spanish Conversation** Practice toward developing facility in oral expression in various everyday situations. Prerequisite, SPAN 2023 or SPAN 2036 or consent of instructor. Fall.

**SPAN 3413. Introduction to Hispanic Literature** An introduction to poetry, drama, novel, and short story with emphasis on analytical reading. Prerequisite, SPAN 2023 or SPAN 2036 or consent of instructor. Fall, Spring.

**SPAN 3463. Advanced Spanish Grammar** Grammatical components and structures that will allow the student to move toward complex sentences in Spanish. Prerequisite, SPAN 2023 or SPAN 2036 or consent of instructor. Fall, Spring.

**SPAN 3623. Culture and Civilization, The Américas** A panoramic approach to the histories, geographies, social constructs, and political scenarios of the Spanish speaking Americas. Prereq­uisite, SPAN 3183 or consent of instructor. Spring, odd.

**SPAN 3473. Reading and Composition in Spanish** Development of expository writing skills through the examination of texts. Prerequisite, SPAN 2023 or SPAN 2036 or consent of instructor. Fall, Spring.

***SPAN 3483. Introduction to Translation and Interpretation. Basic principles of written translation and oral interpretation from Spanish to English and vice versa, including theory, methods, and stylistics. Prerequisite, SPAN 2023 or consent of instructor. Fall.***

**SPAN 3633. Culture and Civilization, Spain** A broad approach to the history, geography, social constructs, and political scenarios of Spain. Prerequisite, SPAN 3183 or consent of instructor. Spring, even.

**SPAN 3503. Advanced Spanish Seminar** Focused study in a particular area of lit­erature, culture or language. Topic varies. May be repeated when topic changes. Prerequisites, SPAN 2023 or consent of instructor. Spring.

**SPAN 3703. Spanish for International Business** Oral and written training in vocabulary and idiomatic expressions used in international trade transactions. Listening, speaking, reading, and writing are targeted, with the objective of preparing students to handle diverse international busi­ness transactions in Spanish. Prerequisite, SPAN 2023 or SPAN 2036 or consent of instructor. Spring, odd.

**SPAN 4203. Advanced Oral Communication in Spanish** Structured practice of advanced Spanish speaking skills with emphasis on communicating information about practical and factual matters, narrating and describing in major time frames, and using discourse of paragraph length and substance. Prerequisite, SPAN 3183 and SPAN 3463 or consent of instructor. Spring.

**SPAN 4413. Survey of Peninsular Spanish Literature** An intensive study of the principle liter­ary movements and genres in Spain from the Middle Ages to the Generation of 98. Prerequisite, SPAN 3413 or consent of instructor. Fall, odd.