

Cover Sheet

APC CURRICULAR PROPOSAL FORM

CURRICULAR PROPOSAL 2007-2008

DEPARTMENT of Literature, Journalism & Modern Languages

Proposal I: Drop SPA311 Latin American Culture and Civilization II

Proposal II: Incorporate SPA311 into SPA310 course content.

Proposal III: Add SPA380 Genre/Period Studies in Hispanic Literature or Film

Proposal IV: Change intermediate language course numbers from SPA, FRE, GER 201-202 to SPA, FRE, GER 250-251

Total course additions: 1

Total course deletions: 1

Total unit additions: 3

Total unit deletions: 3

Staffing increase/decrease: 0

Library Collection Impact: 0

Proposal I-II Drop SPA311 (3) Latin American Civilization and Culture II and incorporate content into SPA310 Latin American Civilization and Culture I.

Rationale:

1. Faculty and students have agreed that the content of the two courses can be collapsed into one course. In senior exit interviews, students felt that the content of the courses moved too slowly and that they would like more flexibility in course offerings.
2. Most schools do not split this content into two courses. It was originally done to meet criteria for teacher education and placement purposes. Those standards have since changed.
3. All majors now are required to do a study abroad component, so that they receive a healthy dose of culture in that experience whether it be in course content or first hand experience.
4. The SPA311 is difficult to transfer in either from another university or from a study abroad course. It simply does not fit into a traditional mode of study.

Catalog Copy:

SPA310 Latin American Civilization and Culture (3)

The history and civilization of Latin America including indigenous and Hispanic cultures of Mexico, Central, and South America from pre-colonial times to the present. Conducted in Spanish.

Prerequisite: SPA251 or permission of instructor.
Offered 2007-08.

Proposal III: Add SPA380 (3) Genre/Period Studies in Hispanic Literature or Film

Rationale:

1. At the present time, students only take survey literature courses that are very broad in nature. This course would allow us to dedicate more time to a particular genre or period.
2. With such flexibility Hispanic films that are adapted from literary sources such as short story , novel or drama, could also be considered.
3. In addition, the flexibility of this course would make it more feasible to bring in courses from other universities or study abroad to meet requirements in the major or minor.

Catalog Copy:

SPA380 Genre/Period Studies in Hispanic Literature or Film (3)

A study of a literary genre or period of Hispanic literature or film. Conducted in Spanish.

Prerequisite: SPA302 & SPA303 or SPA302 & concurrent enrollment in SPA303 or permission of instructor.
Offered 2007-08.

Impact on the Spanish major:

Under required courses:

Delete SPA311

Add SPA380

Impact on the Romance Language major:

Under required courses:

Delete SPA311 as an option

Under one course from the following category:

Add SPA380

Impact on the Spanish minor:

Under culture category:

Delete SPA311

Under literature category:

Add SPA380

Proposal IV: Change Intermediate language courses numbering from the SPA, FRE, GER 201-202 sequence to SPA, FRE, GER 250-251.

1. The change in course numbering would distinguish the PLNU intermediate sequence from the community college sequencing of courses. Several years ago, community colleges in California Arizona and other states changed their elementary offering into a 3 semester sequence. Numbering varies from 101, 102, 103, to such sequencing as 101, 102, 201. Thus, there is a substantial difference between a community college 201 (third semester of elementary) and PLNU's 201. Our intermediate sequence assumes an introductory knowledge of all verb systems, modes, a considerable active vocabulary and knowledge of basic cultural concepts. Thus, PLNU's intermediate sequence re-enforces, grounds and expands upon the basic knowledge learned in the elementary sequence.

2. Because of the confusion, many colleges and universities have changed their intermediate numbering systems. For instance, San Diego State does not even use a 201 intermediate number. They have eliminated it from their numbering system. They require the community college 201 to meet their 103 elementary course. USD describes their 201 course as the third semester of the basic language sequence. UCSD brings in the 201 to meet their third quarter elementary track, SPA103.

3. This change would be helpful to Records as well as to advisors in the department to eliminate confusion and clarify what is truly meant by an intermediate language sequence.

Impact on course descriptions

Change prerequisite numbering on the following courses:

SPA 320 Advanced Grammar and Reading

Prerequisite: SPA251 or permission of instructor.

SPA310 Latin American Culture and Civilization

Prerequisite: SPA251 or permission of instructor.

SPA315 Spanish Civilization and Culture

Prerequisite: SPA251 or permission of instructor.

DEPARTMENT/SCHOOL OF XXX

PROPOSAL I:

Rationale:

Each proposal must be listed and justified separately. These proposals usually fall under one or two categories: minor change, major change.

Minor changes include: revision of course descriptions including title, number, or prerequisites, alternate year listing in the **Catalog** and the cross listing courses. These minor changes should be supported with rationale.

Major changes include: addition/deletion of courses, additions/deletion of A major, changes in degree requirements and changes in general education requirements. These changes must be supported by substantial rationale including the following:

1. Proposals should be accompanied with a completed program review, with the exception of established programs whose contours are defined by external licensing and credentialing bodies.
2. Proposals must include a response from any department/school impacted by the change.
3. Rationale must include:
 - a) impact on support services (library, technology)
 - b) a discussion of department/school and institution mission fit
 - c) impact on enrollments (course, department/school, university)
 - d) impact on department/school staffing (increase/decrease, ability to staff the course, etc.)
 - e) impact of proposal on the size of the major

Catalog Copy:

All catalog changes required by the adoption of the proposal must be included at this point.
