

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		05-57	Apr 4/20/06	Apr 5/2/06

**Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee**

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Proposing Department/Unit <b>Department of Spanish</b>	Phone 357-7530

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

<b>1. Course Proposals (check all that apply)</b>		
<input type="checkbox"/> New Course	<input type="checkbox"/> Course Prefix Change	
<input checked="" type="checkbox"/> Course Revision	<input checked="" type="checkbox"/> Course Number and/or Title Change	
<input type="checkbox"/> Course Deletion	<input checked="" type="checkbox"/> Catalog Description Change	
SPAN 223 Intermediate Spanish Conversation—Criminology		
SPAN 223 Intermediate Spanish Conversation and Grammar for Pre-Law, Criminology and Social Services		
<i>Current Course prefix, number and full title</i>	<i>Proposed course prefix, number and full title, if changing</i>	
<b>2. Additional Course Designations: check if appropriate</b>		
<input type="checkbox"/> This course is also proposed as a Liberal Studies Course.	<input type="checkbox"/> Other: (e.g., Women's Studies, Pan-African)	
<input type="checkbox"/> This course is also proposed as an Honors College Course.		
<b>3. Program Proposals</b>		
<input type="checkbox"/> New Degree Program	<input type="checkbox"/> Program Title Change	
<input type="checkbox"/> New Minor Program	<input type="checkbox"/> New Track	
<input type="checkbox"/> Catalog Description Change	<input type="checkbox"/> Program Revision	
<input type="checkbox"/> Other		
<i>Current program name</i>	<i>Proposed program name, if changing</i>	
<b>4. Approvals</b>		
Department Curriculum Committee Chair(s)	<i>Marveta Ryan-Sams</i>	Date 2-23-06
Department Chair(s)	<i>Raura Del B. rugge</i>	2-23-06
College Curriculum Committee Chair	<i>Ally Herbert</i>	3-22-06
College Dean	<i>A am</i>	3-22-06
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	<i>Gail Schuist</i>	4-20-06

\* where applicable

Received

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Liberal Studies

## Part II. REQUEST FOR CHANGE OF NAME

### 1. NEW TITLE AND NEW DESCRIPTION

SPAN 223 Intermediate Spanish Conversation and Grammar for Pre-Law, Criminology and Social Services 3c-01-3cr

Prerequisite: SPAN 201 or equivalent

Similar to SPAN 220 but with a special emphasis on the vocabulary and structures used in law enforcement, criminal justice and social services. Substitutes for SPAN 220.

### 2. SUMMARY OF PROPOSED CHANGE

This proposal is to change the course title from “SPAN 223 Intermediate Spanish Conversation—Criminology” to “SPAN 223 Intermediate Spanish Conversation and Grammar for Pre-Law, Criminology and Social Services.”

### 3. JUSTIFICATION FOR THE CHANGE

In April 2003, the UWUCC approved a proposal to change SPAN 221: Intermediate Spanish Conversation to SPAN 220: Intermediate Spanish Grammar and Conversation. In March 2004, the UWUCC approved a proposal to change the description of SPAN 223, noting that SPAN 223 is the “same as SPAN 220.” The present proposal is to make the title of SPAN 223 parallel to that of SPAN 220 (by adding “grammar” to the title), to reflect the course’s usefulness to those in Pre-Law programs, and to broaden the scope of the course content.

Part III. LETTERS OF SUPPORT: N/A

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## Part II. CHANGE IN CATALOG DESCRIPTION

1. See course title and other information above.
2. The old catalog description reads as follows:

SPAN 223 Intermediate Spanish Conversation and Grammar--Criminology

3c-01-3cr

Prerequisite: SPAN 201 or equivalent

Same as SPAN 220 but with a special emphasis on the vocabulary and structures used in law enforcement and criminal justice. Substitutes for SPAN 220.

The proposed catalog description reads as seen at the top of this page. The first phrase says the course is “Similar to SPAN 220.” The penultimate phrase of the description adds “social services” so that it reads “... used in law enforcement, criminal justice and social services. Substitutes for SPAN 220.”

Part III. LETTERS OF SUPPORT: N/A

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## Part II. COURSE REVISION

1. New syllabus of record is attached.
2. **SUMMARY OF PROPOSED REVISIONS:** The course outcomes have been revised to describe the expected performance and skills of students. The content of the course has been revised to include grammatical points and information on social services. The bibliography has been updated.
3. **JUSTIFICATION FOR THE REVISION:** This revision will bring SPAN 223 in line with SPAN 220, since the former can substitute for the latter. This revision also includes content having to do with the social services.
4. The old syllabus of record is attached.
5. Liberal Studies course approval is not required since this is not a Liberal Studies course.

Part III. LETTERS OF SUPPORT: N/A.

## SYLLABUS – SPANISH 223

### Intermediate Spanish Conversation and Grammar for Pre-Law, Criminology and Social Services

#### I. Catalog Description.

SPAN 223 Intermediate Spanish Conversation and Grammar for Pre-Law, Criminology,  
and Social Services 3c-0l-3cr

Prerequisite: "C" grade or better in SPAN 201 or equivalent

Similar to SPAN 220 but with a special emphasis on the vocabulary and structures used in law enforcement, criminal justice and social services. Substitutes for 220.

#### II. Course Outcomes.

At the end of the course, students will be able to:

1. demonstrate an understanding of spoken language on topics related to law enforcement, criminal justice and social services;
2. narrate and describe events in the present, past and future;
3. perform communicative tasks and negotiate meaning in social situations;
4. initiate, sustain, and close conversations which involve giving instructions and directions, conducting interviews, and reporting;
5. participate in conversations by providing information and asking questions to elicit information;
6. demonstrate an understanding of main ideas and facts from authentic readings and news items within the areas of Hispanic culture, law, criminology and social services;
7. interpret and summarize in written form topics related to law enforcement and social services;
8. present information, concepts and ideas to an audience of listeners on topics related to law enforcement and social services;
9. demonstrate an understanding of Hispanic culture as it relates to family relationships, traditions, identity, and social interactions.

#### III. Detailed Course Outline.

Approximately one to two weeks will be devoted to the presentation and instruction of the following topics:

1. The City:  
Greetings and courtesy expressions; Interviewing people applying for welfare  
Ways of being: *ser* vs. *estar*

2. On the Road:  
 Fines or warnings; Public drunkenness; Witnesses  
 El crimen o delito; códigos penales (Definitions of crimes; penal codes)  
 Expressions with *tener* and *estar*
3. In the Neighborhood:  
 Explaining a work-and-training program to an unemployed person; Assisting an unemployed person improve his/her chances of finding work;  
 Long-term disability: talking to an injured person about rights and obligations;  
 Gangs
4. Addictions:  
 Drugs and alcohol  
 Cultural reading: “Spanglish—is it a language?”
5. Emergencies:  
 Accidents, natural disasters, fires  
 Grammar review:  
 Irregular commands with indirect object pronouns, present progressive, *ir* and the idiomatic/immediate future, possessive adjectives, comparisons, formal commands, affirmative and negative expressions
6. The Police and the Community:  
 La policía I and II (The police)  
 Cultural readings: Taking bribes, “El machismo”  
 Impersonal *se*
7. Domestic Violence:  
 Spouse abuse; child abuse; talking to abusive parents; abuse of the elderly;  
 making house calls on/for the elderly  
 Diversity among Hispanics  
 Expressing knowledge and familiarity with *saber* and *conocer*
8. Crimes:  
 Prostitution, gambling, organized crime, cartels  
 Antes del juicio; el juicio (Before the trial; the trial)  
 The subjunctive to give advice or suggestions, also to express emotion and doubt
9. Investigation and prosecution of a crime:  
 Crime scenes; public defenders; prosecutors  
 Uses of the preterit tense
10. Social Ills:  
 AIDS; sexual offenses; date-rape; suicide  
 Grammar review:  
 The imperfect: narrating in the past, contrasting past tenses;  
*acabar de* + infinitive, reflexive verbs, reciprocal verbs

IV. **Evaluation Methods.**

60% Midterm and Final exams—will include listening, reading, writing and cultural segments.

15% Quizzes—will include any of the following: vocabulary, listening comprehension, writing or culture

15% Role-playing situations and presentations related to subjects under study and according to the students' interests

10% Individual oral interview (to be held in the instructor's office)

V. **Grading Scale:**

90 - 100 = A

80 - 89 = B

70 - 79 = C

60 - 69 = D

0 - 59 = F

VI. **Undergraduate Course Attendance Policy.**

The University expects all students to attend class. It is especially important that you attend a conversation course. Because this is a three credit course, you may have up to three excused **OR** unexcused absences. **After the 3rd absence, 2% will be deducted for every absence from the final grade average UNLESS** you have third party verification on letterhead paper for an illness, personal emergency or university-sponsored activity.

VII. **Required Textbook.**

Rush, Patricia and Patricia Houston. Spanish for Law Enforcement. Upper Saddle River, NJ: Pearson/Prentice Hall, 2005.

**Supplemental Books and Readings.**

Selections from Basic Spanish for Social Services. by Jarvis and Lebrede. New York: Houghton Mifflin Co., 2006.

Selections from Derecho y criminología by Schmitt and Woodford. New York: McGraw Hill, Inc., 1992.

A good quality English-Spanish/Spanish-English dictionary, Larousse, for example.

VIII. **Special Resource Requirements.**

None.

IX. **Bibliography.**

Cabanellas de la Cuevas, G. and E.C. Hoague. Butterworth's English-Spanish Legal Dictionary. Austin, TX: Butterworth Legal Publishers, 1991.

Gac-Artigas, Priscilla and Gustavo Gac-Artigas. Directo al grano (A complete reference manual for Spanish Grammar.) Upper Saddle River, NJ: Prentice Hall, 2000.

Jarvis et al. Spanish for Law Enforcement. Boston: Houghton Mifflin Company, 6th ed., 2000.

Jarvis and Lebreo. Basic Spanish for Social Services. New York: Houghton Mifflin Co., 2006.

Schmitt and Woodford. Derecho y criminología. New York: McGraw-Hill, Inc., 1992.

Stresino, Edward. English/Spanish Child Abuse Phrase Book. Albuquerque: University of New Mexico Press, 2002.

Woodford and Schmitt. Sociología y servicios sociales. New York: McGraw-Hill, Inc., 1993.

Woodford and Schmitt. Ciencia política y relaciones internacionales. New York: McGraw-Hill, Inc. 1993.

COURSE SYLLABUS

I. CATALOG DESCRIPTION

**SP 223 Intermediate Spanish Conversation-Criminology**

3c-01-3sh

Prerequisite: "C" grade or better in SP 201 or equivalent

Same as SP 221 but with a special emphasis on the vocabulary and structures used in law enforcement and criminal justice. Substitutes for 221.

II. COURSE OBJECTIVES

Listening: Students will be able to understand connected discourse on a number of topics related to law enforcement and criminal justice. They will understand description and narration in different time frames: present, habitual, past and future.

Speaking: (the most important) 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 give instructions and directions, to conduct interviews, and to give reports. Students will begin to use connected discourse with simple narration and description, and they will be able to ask and answer questions.

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

Writing: Students will be able to meet most practical writing needs. They will be able to take notes in some detail on law enforcement topics, to write paraphrases, summaries and reports. They will begin to gain skill in narrating and describing in the past.

Culture: Students will gain more understanding of Hispanic family relationships, traditions, working conditions, mealtime habits, communication, religion and identity.

III. COURSE OUTLINE

Approximately two to three class hours will be devoted to the presentation and instruction of each of the following units. Time will be allotted within the framework for role-playing situations, group presentations and quizzes.

- A. At the police station
- B. Answering a 911 call
- C. A domestic squabble (inc. spouse and child abuse)
- D. Traffic violations and accidents
- E. The sobriety test
- F. Armed robbery



- G. Drug addicts and pushers
- H. Runaways
- I. A rape
- J. A homicide
- K. An investigation leading to an arrest
- L. An interrogation
- M. Waiting to go to trial
- N. A trial
- O. In jail
- P. Rehabilitation
- Q. The police and the community
- R. The border patrol
- S. The park service
- T. A correctional agency

#### IV. Evaluation Methods

The final grade for the course will be determined as follows:

- 50% Homework, quizzes, class participation and performance in role-playing situations and presentations.
- 20% Writing assignments to be graded on content and mechanics.
- 20% Final exam consisting of a listening component, short answer, reading segment and essay questions.
- 10% Oral interview (to be held in the instructor's office).

#### V. REQUIRED TEXTBOOKS

Jarvis, Ana C. and Walter Oliver. Spanish for Law Enforcement. Toronto: D.C. Heath and Company, 1984.

Curry, Richard A. et al. Carreras: Leyes. Boston: Houghton Mifflin Company, 1985.

#### VI. BIBLIOGRAPHY

Chastain, Kenneth. Developing Second Language Skills: Theory to Practice. Chicago: Houghton Mifflin, 1976.

Hammerly Hector. Synthesis in Second Language Teaching: An Introduction to Linguistics. Blaine, Wash.: Second Language Publications, 1982.

Valette, Rebecca M. Modern Language Testing: A Handbook. New York: Harcourt, Brace, and World, Inc., 1977.