

LSC Use Only

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Date: _____

CURRICULUM PROPOSAL COVER SHEET **University-Wide Undergraduate Curriculum Committee**

I. Title/Author of ChangeCourse/Program Title: SP 230 Intermediate Spanish CompositionSuggested 20 Character Course Title: Inter Sp.CompositionDepartment: Spanish and Classical LanguagesContact Person: Dr. Sally Thornton**II. If a course, is it being Proposed for:**

☐ Course Revision/Approval Only
☒ Course Revision/Approval and Liberal Studies Approval
☐ Liberal Studies Approval Only (course previously has been approved by the University Senate)

III. Approvals
Sally Thornton
 Department Curriculum Committee

Mike Z...
 Department Chairperson

[Signature]
 College Curriculum Committee

[Signature]
 College Dean *

[Signature]
 Director of Liberal Studies
 (where applicable)

[Signature]
 Provost (where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. TimetableDate Submitted
to LSC: _____Semester to be
implemented: _____Date to be
published
in Catalog: _____

to UWUCC: _____

COURSE SYLLABUS

I. CATALOG DESCRIPTION

Spanish 230 Intermediate Spanish Composition 3c-01-3sh

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

Intensive practice in written expression in Spanish. Both communicative and structural skills are stressed. Required for all majors and minors. This course is approved to meet the Liberal Studies requirement for a writing-intensive course for majors.

II. COURSE OBJECTIVES

1. Students will develop a sense of writing as interaction between writer/reader/purpose/message.
2. Students will learn writing as a process and will demonstrate their knowledge by:
 - a. writing six major compositions (250 words) which will each be conceived of as a process including purpose, organization, revision (of content, of organization, and of grammatical aspects) and the production of a final draft.
 - b. writing short compositions or paragraphs in class to be peer reviewed and discussed.
 - c. doing group writing in class for class review and discussion.
 - d. keeping a weekly journal.
 - e. writing compositions on exams.
 - f. taking notes in the target language in class.
3. Students will use grammar as a tool for writing and will practice using correct vocabulary, grammar and syntax through homework exercises in the workbook.

III. COURSE OUTLINE

- A. Introduction to writing as a process (2 classes)
- B. Writing a description (2 classes)
 1. pre-writing activities
 2. writing and revising a descriptive paragraph
 3. peer editing and writing a final version
- C. Writing a narration (6 classes)
 1. pre-writing activities
 2. writing and revising a short (1 to 2 paragraph

narration)

3. expanding the narration to include description
4. writing, revising and self-editing of a narrative composition

- D. Expository writing (6 classes)
 1. writing a thesis statement
 2. outlining support for the thesis statement
 3. limiting, focusing, elaborating
 4. writing, revising, and editing a composition based on a thesis statement
- E. Expository writing based on a definition (3 classes)
 1. dealing with difficulties of clear expression
 2. unifying the paragraph around a single thought
 3. group writing of a paragraph based upon a definition
- F. Analytic and classificatory writing (6 classes)
 1. vocabulary for analytic writing
 2. strategies for writing introductory paragraph
 3. analysis of analytic writing samples
 4. writing, revising and editing of an analytic or classificatory composition
- G. Cause and effect writing (3 classes)
 1. effect of tone of writing
 2. group re-writing of a paragraph from a different point of view (i.e. positive instead of negative)
 3. group writing of cause and effect paragraph with special note of supporting details, organization, tone and title
- H. Persuasive writing (6 classes)
 1. taking and defending a position
 2. consideration of the audience
 3. writing and revising a persuasive composition
 4. peer reaction to persuasive composition
- I. Summary writing (2 classes)
 1. writing an interpretive summary of a short story
- J. The research paper (4 classes)
 1. process, documentation etc.
 2. special issues involved in research papers on literary themes
 3. pair work in library to find article of literary analysis in a journal and note: general theme, preliminary thesis, general organization and documentation
- K. The essay answer (2 classes)
 1. essay answers on examinations
 2. each student will analyze one of his/her own essay

questions from an exam earlier in the semester and then revise it

IV. EVALUATION METHODS

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

300 points	- 6 compositions (50 points each)
150	- 2 exams (75 points each)
100	- final exam
100	- journal
150	- class participation (written and oral, individual and group)

800 Total points

V. REQUIRED TEXTBOOKS, SUPPLEMENTAL BOOKS AND READINGS

Required text and workbook:

Vald s, Guadalupe, Trisha Dvork and Thomasina Hannum.

Composición: proceso y síntesis. 2nd ed. NY: Random House, 1989.

---. Manual de ejercicios. Composición: proceso y síntesis. 2nd ed. NY: Random House, 1989.

VI. There are no special resource requirements for the course.

VII. BIBLIOGRAPHY

Cook, Claire Kehrwald. Line by Line: How to Edit Your Own Writing. Boston:Houghton, 1985.

Frederiksen, Carl H. and Joseph F. Dominic, eds. Writing: Process, Development, and Teaching of Written Communication. Vol. 2 of Writing: The Nature, Development, and Teaching of Written Communication. 2 vols. Hillsdale: Erlbaum, 1982.

Gibaldi, Joseph and Walter S. Achtert. MLA Handbook for Writers of Research Papers. 3rd ed. NY: Modern Language Association of America, 1988.

Strunk, William, Jr., and E.B. White. The Elements of Style. 3rd ed. NY:Macmillan, 1979.

Walvoord, Barbara. Four Steps to Revising Your Writing for Style, Grammar, Punctuation, and Spelling. Glenview:Scott,

---. Writing: Strategies for All Disciplines. Englewood Cliffs:Prentice, 1985.

COURSE ANALYSIS QUESTIONNAIRE: SP 230

Section A: Details of the Course

- A1 This course is required of all majors and minors. It is open to any student who has completed SP 201 or equivalent with a grade of C or better. This course is proposed as a Writing Intensive course under Liberal Studies in substitution for the currently approved SP 351.
- A2 Yes, see attached course descriptions and program requirement.
- A3 Yes.
- A4 No.
- A5 No.
- A6 No.
- A7 Yes. Glassboro State College. The Pennsylvania State University.
- A8 No.

Section B: Interdisciplinary Implications

- B1 Yes, the course will be taught by one instructor.
- B2 Yes, see attached course descriptions and program requirement.
- B3 No other department teaches courses in Spanish. In discussions with the French Department, they agreed that this change would not affect their program.
- B4 Yes.

Section C: Implementation

- C1 No new resources are needed.
- C2 No.
- C3 Every semester.
- C4 One or two.
- C5 20. No.
- C6 Yes. "As professionals of foreign language instruction, we deem the optimum class size to be 12 for adequate results in classes where all four skills are equally stressed. In any case, maximum class size should not exceed 20." Association of Departments of Foreign Languages, 1987.
- C7 This course is a requirement for all majors and minors. It will not affect the number of free electives available to majors. It will not affect the 124-hour requirement of students in the department.

Glassboro State College

1105.212

3 s.h.

Spanish Reading and Composition

(Prerequisite: 1105.211 or four years of H. S. Spanish or waiver)

This course consists of class and collateral reading of representative material, practical use of the language, written compositions and dictations.

The Pennsylvania State University

100. INTERMEDIATE GRAMMAR AND COMPOSITION (3:3:0) Grammar review; also guided and original composition. Not recommended for majors. Prerequisite: SPAN 003 or placement.