New York City College of Technology, CUNY

CURRICULUM MODIFICATION PROPOSAL FORM

This form is used for all curriculum modification proposals. See the [Proposal Classification Chart](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/2013-10-09-Proposal_Classification_Chart.pdf) for information about what types of modifications are major or minor. Completed proposals should be emailed to the Curriculum Committee chair.

|  |  |
| --- | --- |
| **Title of Proposal** | Spanish Oral and Written Academic Communication for Heritage Speakers[[1]](#footnote-1) |
| **Date** | 9-5-17 |
| **Major or Minor** | Major Modification |
| **Proposer’s Name** | Dr. David Sánchez Jiménez |
| **Department** | Humanities |
| **Date of Departmental Meeting in which proposal was approved** | 9-7-17 |
| **Department Chair Name** | Dr. Ann Delilkan |
| **Department Chair Signature and Date** | 9-27-2017 |
| **Academic Dean Name** | Dr. Justin Vazquez-Poritz |
| **Academic Dean Signature and Date** | 9/29/17 |
| **Brief Description of Proposal**  (Describe the modifications contained within this proposal in a succinct summary. More detailed content will be provided in the proposal body. | This new elective course is intended for students who are heritage speakers of Spanish and, therefore, have different pedagogical needs than those learning Spanish as a foreign language. This course focuses on developing literacy skills and increased sociocultural competence, both in using the language and understanding the cultural diversity of Hispanic communities. |
| **Brief Rationale for Proposal**  (Provide a concise summary of why this proposed change is important to the department. More detailed content will be provided in the proposal body). | New York City and other urban areas in the country are populated with diverse cultural and linguistic communities. This diversity in turn affects how businesses, establishments, and government agencies communicate the services that extend to the needs of such communities, some of whom are still in the process of acquiring English for daily use and require linguistic tools to navigate through work, personal and social interactions.  Upon completion of SPA 2201HS, students have gained oral competence in Spanish. Through 2202HS, they will develop their written and oral ability to communicate in a formal academic and/or professional setting in Spanish. These skills will further enhance their career prospects, especially in a multicultural and diverse urban area, where opportunities for bilingual individuals who speak Spanish and English are growing in the specialized fields of technology, health care professions, social services, paralegal professions, etc. (Martinez, 2015, 2016). Within the curriculum of New York City College of Technology, this course will prepare students to continue their studies in the Spanish language program. It is intended for those who plan to take upper courses in Literature, and in Spanish for Specific Purposes (one of which was created this current academic year: SPA 2203. Spanish for Health Professionals), which will allow them to explore fields that encourage future studies in postgraduate degrees related to their chosen professions. |
| **Proposal History**  (Please provide history of this proposal: is this a resubmission? An updated version? This may most easily be expressed as a list). | New course proposal |

Please include all appropriate documentation as indicated in the Curriculum Modification Checklist.

For each new course, please also complete the New Course Proposal and submit in this document.

Please submit this document as a single .doc or .rtf format. If some documents are unable to be converted to .doc, then please provide all documents archived into a single .zip file.

**ALL PROPOSAL CHECK LIST**

|  |  |
| --- | --- |
| Completed CURRICULUM MODIFICATION FORM including: |  |
| * Brief description of proposal | X |
| * Rationale for proposal | X |
| * Date of department meeting approving the modification | X |
| * Chair’s Signature | X |
| * Dean’s Signature | X |
| Evidence of consultation with affected departments  List of the programs that use this course as required or elective, and courses that use this as a prerequisite. | X |
| Documentation of Advisory Commission views (if applicable). | N/A |
| Completed [Chancellor’s Report Form](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/2013-10-09-Chancellor_Report_Quick_Reference_Guide1.doc). | X |

**EXISTING PROGRAM MODIFICATION PROPOSALS**

|  |  |
| --- | --- |
| Documentation indicating core curriculum requirements have been met for new programs/options or program changes. | X |
| Detailed rationale for each modification (this includes minor modifications) | X |

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New York City College of Technology, CUNY

NEW COURSE PROPOSAL FORM

This form is used for all new course proposals. Attach this to the [Curriculum Modification Proposal Form](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/2013-10-10-Curriculum_Modification_Proposal_Form.docx) and submit as one package as per instructions. Use one New Course Proposal Form for each new course.

|  |  |
| --- | --- |
| **Course Title** | Spanish Oral and Written Academic Communication for Heritage Speakers[[2]](#footnote-2) |
| **Proposal Date** | September 5 |
| **Proposer’s Name** | David Sánchez Jiménez |
| **Course Number** | SPA 2202HS |
| **Course Credits, Hours** | 3 hours 3 credits |
| **Course Pre / Co-Requisites** | SPA 2201HS or placement test and department permission (student must be a heritage speaker and demonstrate proficiency to place in SPA 2202HS) |
| **Catalog Course Description** | As a continuation of Spanish 2201HS, this course is designed to further the formal study of Spanish grammar and vocabulary through reading comprehension. The course helps heritage speakers of Spanish enhance their writing and presentational skills in an academic setting. The knowledge and skills will equip students with the ability to expand their linguistic registers in Spanish and develop a broader command of the language. Taught exclusively in Spanish, this course is designed for heritage speakers only. Students with credit for SPA 2201 cannot register for SPA 2202HS. |
| **Brief Rationale**  Provide a concise summary of why this course is important to the department, school or college. | SPA 2202HS *Spanish Oral and Written Academic Communication for Heritage Speakers* will be the second step of a sequence created for heritage speakers of Spanish at NYCCT. It will allow us to develop an independent track in our existing Spanish program for heritage speakers to respond to the specific learning needs of these students, as has been done at several CUNY colleges. This is relevant for an institution like NYCCT, a federally designated Hispanic Serving Institution (HSI), with the mission to prepare for success in a multicultural and diverse bilingual community. In 2012, approximately 33.8% of the student population of NYCCT identified themselves as Hispanic, representing the largest community by ethnicity in City Tech since Fall 2014 (NYCCT, Data overview President´s Convocation Fall 2015), with a total number of 5,573 students (Female: 2,384; Male: 3,189) enrolled in Fall 2015 (Enrollment by Gender and Ethnicity, Assessment & Institutional Research, Fall 2015). Hispanic Americans are undoubtedly the fastest growing ethnic minority in the country. As of 2015, there are about 56.6 million Hispanic Americans in the United States (United States Census Bureau, 2016), and this number is expected to reach 150 million by 2050 (Martinez, 2016). The United States is currently the second largest Spanish-speaking country in the world (Fernández Vítores, 2015). |
| **CUNY – Course Equivalencies**  Provide information about equivalent courses within CUNY, if any. | SPAN 106 Oral and Written Skills for Native Speakers of Spanish (Hunter College), SPA 3006 Spanish for Heritage Speakers II (Baruch College), Spanish 201. Spanish for Heritage Speakers III (Queens College), SPAN 19400 Spanish for Heritage Speakers and Listeners II (The City College of New York), SPAN 2018 Intermediate Writing and Reading Skills for Heritage Speakers (Brooklyn College), SPA 212 Intermediate Spanish II for Heritage Students (John Jay College), ELS 106 Spanish for Heritage Speakers II (LaGuardia Community College), SPAN 204 Spanish for Native Speakers II (Medgar Evers College), LS-223 Workshop in Reading and Writing for Spanish Heritage Speakers III (Queensborough Community College) |
| **Intent to Submit as Common Core**  If this course is intended to fulfill one of the requirements in the common core, then indicate which area. | Yes. World Cultures and Global Issues |
| **For Interdisciplinary Courses:**   * Date submitted to ID Committee for review * Date ID recommendation received   - Will all sections be offered as ID? Y/N | No |
|  |
|  |
| **Intent to Submit as a Writing Intensive Course** | No |

Please include all appropriate documentation as indicated in the NEW COURSE PROPOSAL Combine all information into a single document that is included in the Curriculum Modification Form.

**NEW COURSE PROPOSAL CHECK LIST**

Use this checklist to ensure that all required documentation has been included. You may wish to use this checklist as a table of contents within the new course proposal.

|  |  |
| --- | --- |
| **Completed NEW COURSE PROPOSAL FORM** |  |
| * Title, Number, Credits, Hours, Catalog course description | X |
| * Brief Rationale | X |
| * CUNY – Course Equivalencies | X |
| Completed [Library Resources and Information Literacy Form](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/curriculum_modification_library_form.doc) | X |
| **Course Outline**  Include within the outline the following. |  |
| Hours and Credits for Lecture and Labs  If hours exceed mandated Carnegie Hours, then rationale for this | X |
| Prerequisites/Co- requisites | X |
| Detailed Course Description | X |
| Course Specific Learning Outcome and Assessment Tables   * Discipline Specific * General Education Specific Learning Outcome and Assessment Tables | X |
| Example Weekly Course outline | X |
| Grade Policy and Procedure | X |
| Recommended Instructional Materials (Textbooks, lab supplies, etc) | X |
| Library resources and bibliography | X |
| **Course Need Assessment.**  Describe the need for this course. Include in your statement the following information. |  |
| Target Students who will take this course. Which programs or departments, and how many anticipated?  Documentation of student views (if applicable, e.g. non-required elective). | X |
| Projected headcounts (fall/spring and day/evening) for each new or modified course. | X |
| If additional physical resources are required (new space, modifications, equipment), description of these requirements. If applicable, Memo or email from the VP for Finance and Administration with written comments regarding additional and/or new facilities, renovations or construction. | N/A |
| Where does this course overlap with other courses, both within and outside of the department? | X |
| Does the Department currently have full time faculty qualified to teach this course? If not, then what plans are there to cover this? | X |
| If needs assessment states that this course is required by an accrediting body, then provide documentation indicating that need. | N/A |
| **Course Design**  Describe how this course is designed. |  |
| Course Context (e.g. required, elective, capstone) | X |
| Course Structure: how the course will be offered (e.g. lecture, seminar, tutorial, fieldtrip)? | X |
| Anticipated pedagogical strategies and instructional design (e.g. Group Work, Case Study, Team Project, Lecture) | X |
| How does this course support Programmatic Learning Outcomes? | X |
| Is this course designed to be partially or fully online? If so, describe how this benefits students and/or program. | N/A |
| **Additional Forms for Specific Course Categories** |  |
| [Interdisciplinary Form](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/Application-for-Interdisciplinary-Course-Designation.docx) (if applicable) | N/A |
| Interdisciplinary Committee Recommendation (if applicable and if received)\*  \*Recommendation must be received before consideration by full Curriculum Committee | N/A |
| [Common Core (Liberal Arts) Intent to Submit](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/CommonCoreCourseSubmissionForm_4.2.12.doc) (if applicable) | X |
| Writing Intensive Form if course is intended to be a WIC (under development) | N/A |
| If course originated as an experimental course, then results of evaluation plan as developed with director of assessment. | N/A |
| **(Additional materials for** [**Curricular Experiments**](http://www.300jaystreet.com/college-council/curriculum_proposals/curricular-experiments)**)** |  |
| Plan and process for evaluation developed in consultation with the director of assessment. (Contact Director of Assessment for more information). | N/A |
| Established Timeline for Curricular Experiment | N/A |

**LIBRARY RESOURCES & INFORMATION LITERACY: MAJOR CURRICULUM MODIFICATION**

Please complete for all major curriculum modifications. This information will assist the library in planning for new acquisitions; it will not affect curriculum proposals either positively or negatively.

Consult with library faculty subject selectors (<http://cityte.ch/dir>) **3 weeks in advance** when planning course proposals to ensure enough time to allocate budgets if materials need to be purchased.

**Course proposer:** please complete boxes 1-4. **Library faculty subject selector:** please complete box 5.

|  |  |  |
| --- | --- | --- |
| **1** | **Title of proposal**  Spanish Oral and Written Academic Communication for Heritage Speakers | **Department/Program**  Humanities/ Foreign Languages |
|  | **Proposed by Dr. David Sánchez Jiménez**  **(**[dsanchezjimenez@citytech.cuny.edu](mailto:dsanchezjimenez@citytech.cuny.edu)**)**  **718-260-5018** | **Expected date course(s) will be offered**  Spring 2018  **# of students** 22 |

|  |  |
| --- | --- |
| **2** | **Are City Tech library resources sufficient for course assignments? Please elaborate.**  The library holds a good collection of essential titles for this course. The Humanities Department can provide the library with a desk copy of the textbook Conversaciones escritas (Kim Potowski, Wiley, 2011). However, the acquisition of the following materials as additional resources will certainly facilitate the students in their research and studies in learning the language addressed specifically for heritage speakers of Spanish. Moreover, it will be beneficial for the instructors to have pertinent resources that use different teaching methodologies.   * Beaudrie, S. M., Fairclough, M. & G. Valdés (Eds.). Spanish as a Heritage Language in the United States: A State of the Field. Georgetown University Press. 2012. * Beaudrie, S. M., Ducar, C. & Kim Potowski. Heritage Language Teaching: Research and Practice. McGraw Hill. 2014. * Brinton, D., Kagan, O. & S. Bauckus Heritage Language Education: A New Field Emerging. Routledge. 2007. * Fairclough, M., Beaudrie, S. M., Valdés, G. & A. Roca (Eds.). Innovative Strategies for Heritage Speakers: A Practical Guide for the Classroom. Georgetown University Press. 2016. * Roca, A. & M. C. Colombi (Eds.). Mi lengua: Spanish as a Heritage Language in the United States, Research and Practice. Georgetown University Press. 2011. * Roca, A. Nuevos Mundos: Curso de Español para Bilingües. Wiley. 2011. |

|  |  |
| --- | --- |
| **3** | **Are additional resources needed for course assignments? Please provide details about format of resources (e.g., ebooks, journals, DVDs, etc.), author, title, publisher, edition, date, and price.**  Additional materials such as videos, journals and newspaper/magazine articles will be provided by the instructor. |

|  |  |
| --- | --- |
| **4** | **Library faculty focus on strengthening students' information literacy skills in finding, evaluating, and ethically using information. We can collaborate on developing assignments and offer customized information literacy instruction and research guides for your course.**  Not necessary for this course  **Do you plan to consult with the library faculty subject specialist for your area? Please elaborate.**  Yes, this is to assess the course after its preliminary run. The first course design does not need extra materials other than those already chosen by the instructor. Feedback from the students should provide new perspectives on the course, which may then require the instructor to look for supplemental resources to address such needs and cover the course content. |

|  |  |
| --- | --- |
| **5** | **Library Faculty Subject Selector: Dr. Kimberley Bugg \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Comments and Recommendations**  The titles recommended for purchase are responsible considering the impact of course. The library will make an effort to select them but the current budgetary constraints will prohibit purchase of every title. The course instructors should look to open access resources and placing things on reserve when appropriate.  **Date:** 9/21/2017 |

SPA 2202HS Spanish Oral and Written Academic Communication for Heritage Speakers

NEW YORK CITY COLLEGE OF TECHNOLOGY

CITY UNIVERSITY OF NEW YORK

HUMANITIES DEPARTMENT

***Course Outline***

**Spanish Oral and Written Academic Communication for Heritage Speakers[[3]](#footnote-3)**

**Course code**: SPA 2202HS

**Instructor**: David Sánchez Jiménez, PhD

**Email**: [dsanchezjimenez@citytech.cuny.edu](mailto:dsanchezjimenez@citytech.cuny.edu)

**Office hours**: T & Th 1.00-2.00 PM, or by appointment

**Office Location**: Atrium. A630; **Tel**. 718-260-5018

**Credits**: 3 credits

**Hours**: 3 class hours

**Flexible core:** WORLD CULTURES AND GLOBAL STUDIES

**Prerequisites**: SPA 2201HS or placement test and department permission (student must be a heritage speaker and demonstrate proficiency to place in SPA 2202HS)

**Course Description**

As a continuation of Spanish 2201HS, this course is designed to further the formal study of Spanish grammar and vocabulary through reading comprehension. The course helps heritage speakers of Spanish enhance their writing and presentational skills in an academic setting. The knowledge and skills will equip students with the ability to expand their linguistic registers in Spanish and develop a broader command of the language. Taught exclusively in Spanish, this course is designed for heritage speakers only. Students with credit for SPA 2201 cannot register for SPA 2202HS.

***Specific Course Learning Outcomes***

|  |  |
| --- | --- |
| LEARNING OUTCOMES | ASSESSMENT METHODS |
| Students recognize the impact on communication between Spanish speakers in the U.S., who have different social, cultural, and religious behavior, as well as different historical backgrounds, regional contexts and settings.  Develop students’ awareness of sociocultural issues associated with Latino communities in the United States. | Compare and contrast dialects of Spanish. Read literature with use of dialect.  Class discussions are based on the readings and videos related to cultural issues shown in class. The contents of such discussion are included in the quizzes, midterm and final exam, as well as in the evaluation of oral presentations, reports, and written assignments. |
| Demonstrate the Cuban, Mexican and Puerto Rican immigration to the USA.  Develop cultural sensitivity through an understanding and appreciation of diverse Hispanic cultures and sociopolitical realities.  Integrate a diversity of cultural information based on the student´s heritage. | Assessment will be based on in-class activities, class discussion based on readings and videos on relevant topics, homework assignments, and quizzes.  Introduce class activities that allow students to value and appreciate their identities; |
| Students develop awareness of the importance of bilingualism in the US and the subsequent benefits that such awareness brings, including opening up more opportunities in the labor market.  Recognize students’ bilingual and biliterate abilities in Spanish and English.  Promote a better understanding of the nature of their own language and culture of origin. | Through class discussions and research, students make a self-evaluation of the skills learned during the course, and assess the benefits of real world application on such skills. |
| By the end of the course, students will demonstrate an advanced level of proficiency in Spanish, having developed the four linguistic skills (reading, listening, speaking, writing). They likewise become acquainted with the target language’s culture and its subtleties.  Strengthen and improve students’ confidence in their linguistic skills.  Develop students’ orthographic, lexical and grammatical understanding of the Spanish language.  Recognize sentence formation, coordination, and subordination.  Identify grammatical structures characteristic of Spanish in comparison to English. | Quizzes, homework assignments, online activities, class discussions on relevant topics, and engage students to write in different genres.  Expand vocabulary through extensive self-selected readings in order to increase students’ Spanish terminology. Constantly conduct word studies and develop cognate awareness. This will build both English and Spanish vocabulary.  Test vocabulary associated with a range of topics. |
| Demonstrate awareness of the dialectal varieties of Spanish and the variation in the social usage of different registers of Spanish; e.g., formal and informal (e.g., tú, vos, usted), politeness rules in different situations, etc.  Recognize linguistic registers, for example, formal and informal, in either oral or written texts.  Identify dialectal varieties of Spanish, for example, the Puerto Rican, Mexican, and Dominican varieties. | Compare and contrast formal and informal Spanish. Provide scenarios to act out so student can practice register shifts in written and oral activities.  Promote class discussions and debates regarding sociocultural issues from multi perspective point of view.  Use questionnaires based on readings and videos that show different registers of language: assessment will be based on in-class activities and homework assignments. Students are expected to listen attentively, take down notes, locate the speaker’s main ideas and detect organizational patterns. They are also expected to pay attention to verbal and nonverbal cues.  Quizzes and exams cover the specific contents described in the syllabus and activities discussed in class (e.g. identify linguistic features related to politeness and emphatic expressions in Spanish, distinguish the dialectal varieties of Spanish, identify the phonetic varieties of Spanish, etc.). |
| Demonstrate critical thinking and provide well-reasoned arguments in the production of spoken language using a sophisticated academic style while citing facts to support conclusions.  Practice oral and written skills in academic Spanish.  Use the standard varieties of oral and written communication.  Employ analytical skills through commentary and discussion | Analysis of good quality sample academic and professional oral texts guided by the instructor.  Opinion writing and academic essays, argumentative texts, and reading reviews.  Evaluate (using rubrics) the use of rhetorical features, determination of the appropriate audience and rhetorical organization of the text, and promotion of the correct use of discourse markers and connectors.  Write different types of texts, e.g. descriptive, narrative, and argumentative. |

***GENERAL EDUCATION LEARNING OUTCOMES/ASSESSMENT METHODS***

|  |  |
| --- | --- |
| GENERAL EDUCATIONAL OUTCOMES | ASSESSMENT METHODS |
| **VALUES, ETHICS, AND RELATIONSHIPS:** Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view; discuss the role that race, ethnicity, class, gender, language, sexual orientation, beliefs, or other forms of social differentiation play in world cultures or societies. | Compare and contrast dialects of Spanish. Read literature with use of dialect.  Evaluate class discussions on assigned readings, one oral presentation and one written assignment, midterm and final exams.  Evaluate student performance in classroom discussions and group activities.  Evaluate discussions on social media, newspapers, literary texts, and videos related to the Hispanic community in the U.S. and their relationship with their culture of origin. |
| **SKILLS:** Demonstrate critical thinking and provide well-reasoned arguments in the production of spoken language using a sophisticated academic style while citing facts to support conclusions. | Analysis of good quality sample academic and professional oral texts guided by the instructor.    Assessment via oral presentations and reports, moderate discussions, and description of cultural experiences in NYC.  Evaluate (using rubrics) strategies to organize a presentation, communicate effectively with the audience, learn to use voice modulation and vocal control, select appropriate vocabulary and correct use of discourse markers, develop supporting materials and techniques for a successful presentation, and enhance the knowledge of their own culture to help establish connections with the large and diverse Hispanic culture. |
| **KNOWLEDGE:** Demonstrate an advanced level of proficiency in communicating in a foreign language (Spanish) in different linguistic and social context. | Assessment via quizzes, homework assignments, online activities, class discussions on relevant topics, and engage students to write in different genres. |
| **VALUES, ETHICS, AND RELATIONSHIPS:** Students demonstrate the ability to work collaboratively and independently on assignments in and out of the classroom setting. | Evaluate student performance in  classroom discussions, group assignments, and individual oral presentations. |

**Weekly course outline**

The schedule below shows the outline of the class calendar. A more specific, day-by-day schedule of assignments is provided as we go along for each of chapters. Students are to refer to this schedule as they prepare for each class. PLEASE BE ADVISED THIS SCHEDULE MAY BE SUBJECT TO CHANGE.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **WEEK** | **DISCUSSION TOPIC** | **VOCABULARY/ STRUCTURE** | **ACADEMIC AND SOCIOLINGUISTIC APPROACH** | **CULTURE** |
| **1** | Introducción al curso  *Introduction to the course* |  |  |  |
| **2&3** | La inmigración en Estados Unidos y Argentina  *Immigration in the USA and Argentina* | Tipos de sílaba y de palabra. Acentuación de homónimos y de verbos 3ª persona pretérito  *Types of Syllables and words. Accentuation of homonyms and verbs in the 3rd person of the past tense (pretérito)* | La cortesía en la lengua española.  Las buenas tesis: cómo son y dónde van en el ensayo.  Maneras de citar correctamente en un ensayo argumentativo  *Politeness in the Spanish language. The good statements: how they are and where they go in the essay.*  *Ways to cite correctly in an argumentative essay* | Lectura sobre inmigración cubana, mexicana y puertorriqueña  *Reading about Cuban, Mexican and Puerto Rican Immigration* |
| **4&5** | Los términos “latino”, “hispano”, etc. Las etnicidades mixtas  *Definition of the terms “*latino*”, “*hispano*”, etc. The mixed ethnicities* | Diptongos, hiatos y diacríticos. Acentuación: más homónimos: “ha” vs “a”. Superlativos  *Diphthongs, hiatus and diacritics. Accentuation: more homonyms: "*ha*" vs "*a*". Superlatives* | El uso del énfasis.  Cómo generar buenos resúmenes.  La organización retórica de los textos  *The use of emphasis.*  *How to generate good summaries.*  *The rhetorical organization of texts* | Lengua, cultura e identidad. El bilingüismo  *Language, culture and identity. Bilingualism* |
| **6** | La educación bilingüe. El “Spanglish” y el funcionamiento del cambio de código  *Bilingual education.* Spanglish *and codeswitching* | Acentuación: más homónimos y verbos 1ª persona pretérito. La identificación de fenómenos de lengua en contacto  *Accentuation: more homonyms and verbs in the 1st person past tense. The identification of language phenomena in contact* | Estructuras del cambio de código.  Cómo evaluar fuentes electrónicas.  Buenos títulos e introducciones  *Structures of codeswitching.*  *How to evaluate electronic sources.*  *Good titles and introductions* | La juventud latina  *Latino youth* |
| **7** | El salario mínimo.  Los derechos de los trabajadores  *Minimun wage. Workers´rights* | Artículos definidos. El gerundio vs el infinitivo  *Defined articles. The gerund vs. the infinitive* | Variedades fonéticas y fonológicas del español.  Palabras de transición. Conclusiones  *Phonetic and phonological varieties of Spanish.*  *Words of transition*. *Conclusions* | El Carnaval en el mundo latino  *Carnival in the Latin world* |
| **8** | Review. Midterm |  |  |  |
| **9** | Los derechos del autor y la propiedad intelectual.  La brecha digital  *Author´s rights and copyright* | Haber “sino” vs “pero”.  Género, número y concordancia. Nombres con cambio de significado  *Contrast of "*sino*" vs. "*pero*".*  *Gender, number and concordance. Nouns with change of meaning* | Variedades léxicas del español.  Oraciones complejas. Parte I  *Lexical varieties of Spanish.*  *Complex sentences. Part I* | El territorio hispano y su naturaleza. Lugares para visitar  *The Hispanic landscapes and its nature. Places to visit* |
| **10** | La construcción de género. Lo que la sociedad dominante espera de hombres y mujeres  *Building of genre. What the dominant society expects of men and women* | El futuro simple. Acentuación: futuro simple vs pasado subjuntivo  The future tense. Accentuation: future tense vs. past subjunctive tense | Oraciones complejas. Parte II  *Complex sentences. Part II* | El día de los muertos  *The day of the dead* |
| **11&12** | Los retos para mantener una vida saludable. Problemas de salud que plagan muchas comunidades latinas  *The challenges to maintaining a healthy life. Health problems in Latino communities* | El futuro y el condicional de probabilidad.  El uso de diccionarios para buscar expresiones.  Tipos de registro y léxico  *The future tense and the conditional tense to express probability.*  *The use of dictionaries to look for expressions.*  *Types of communicative styles (formal, informal) and lexicon.* | Uso formal e informal en español.  Ajustar un texto para diferentes públicos. Desarrollar un propósito convincente  *Formal and informal styles in Spanish.*  *Adjust a text for different audiences. Develop a compelling purpose in the written text* | La herencia inca y azteca  *The Inca and Aztec inheritance* |
| **13** | Obras cortas de Tomás Rivera, Erlinda González-Berry, Mario-Bencastro e Iván Acosta.  *Short literary works written by Tomás Rivera, Erlinda González-Berry, Mario Bencastro e Iván Acosta* | La voz pasiva con ser vs con se.  Pronombres relativos: cuyo/a/os/as, etc.  *The passive voice with* ser *vs. with* se*.*  *Relative pronouns: whose, etc.* | Cómo presentar y defender una tesis sobre una obra literaria  *How to present and defend a thesis on a literary work* | Las guerras de Independencia y la formación de una nación  *Independence wars and the birth of a nation* |
| **14** | Review. Oral presentations |  |  |  |
| **15** | Final exam. Oral presentations |  |  |  |

**Grade policy and procedure**

*Breakdown of final grade Grading scale*

6 Quizzes 10% A 93-100

1 Oral presentation 10% A- 90-92.9

1 Moderate discussion 5% B+ 87-89.9

1 Cultural experiences in NYC 10% B 83-86.9

1 Reading review 10% B- 80-82.9

2 Essays 15% C+ 77-79.9

Midterm 10% C 70-76.9

Final exam 15% D 60-69.9

Class participation 10% F 59.9 and below

Homework 5% WU Unofficial Withdrawal WF Withdrew Failing

**Instructional materials**

*Textbook*

Kim Potowski (2010). *Conversaciones escritas*. 1st Edition. Wiley. ISBN-13: 978-0470633991.

**NOTE: Students are required to bring the textbook/reading materials to every single class. Extra material will be available on Blackboard as the course progresses (for more details, see *Class Behavior Policy* below).**

Suggested Text

Purchase an adequate Spanish monolingual dictionary. The following are some suggested dictionaries:

* *RAE. Diccionario práctico del estudiante. Taurus. 2015.*
* *Concepción Maldonado. CLAVE. Diccionario de uso del español actual. SM. 2003.*
* *Editors of Larousse. Gran diccionario usual de la lengua española. Larousse. 2015*

**Recommended resources**

This syllabus includes a series of cultural and Spanish language tutorial websites for you to practice Spanish outside of the classroom. It is especially recommended for those seeking opportunities to increase and develop their knowledge of Hispanic cultures using the language. Utilizing these internet educational resources will help match your individual learning style and complement your in-class instruction.

<http://www.cal.org/sns/resources/index.html>

<http://www.spanishheritagespeaker.com/heritage-speakers-vs.-foreign-language-students.html>

<http://www.colby.edu/%7Ebknelson/exercises/>

<http://www.elmundo.es/diccionarios/>

<http://potowski.org/resources>

[www.boomonline.com](http://www.boomonline.com)

<http://www.eluniversal.com/>

<http://www.cnnenespanol.com/>

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**Course Design**

**Course context:** The course is offered as elective to fulfill three (3) of the nine (9) foreign language requirements for students in Liberal Arts and Arts (LAA). It aims to address the needs of the heritage speakers of Spanish who possess very good listening and oral proficiency, but who have little or no formal training in the language. This course will expand their bilingual ranges and will help them develop a broader command of the language, producing oral and written texts in various formats, while continuing to develop other literacy skills in the correct use of spelling, written accent, and other grammatical aspects.

**Course** **structure**: This course combines face-to-face teaching with the use of online resources. The course consists of eight (8) didactic units that focus on communicative and sociocultural topics. It will be offered in a lecture format and taught twice a week over a 15-week session. Students are assessed in all four areas of language use, which include reading, listening, writing, and speaking throughout the course. There are six (6) quizzes, two (2) essays, one (1) moderate discussion, one (1) oral presentation, one (1) report of their experiences in NYC, one (1) book review, one (1) mid-term exam and one (1) final exam.

**Anticipated** **Pedagogical** **Strategies** **and** **Instructional** **Design**: With a focus on sociocultural content, *Spanish Oral and Written Academic Communication for Heritage Speakers* integrates the four communicative skills (reading, listening, oral, writing) necessary to prepare students who are heritage speakers of Spanish to communicate effectively in an academic and/or professional setting. In this respect, the main goal of the course is to enhance their capacity to analyze critically the language and the different features involved in the organization of the written and the oral discourse. SPA 2202HS also helps them to develop their sociocultural competence and to engage themselves further into relevant issues such as the Hispanic immigration into the US, the diversity of the Hispanic culture, and/or the different varieties of Spanish and the mechanism of code-switching in bilingual speakers. A sociolinguistic approach is used when discussing linguistic topics such as lexical variation, different varieties of Spanish or code-switching. Finally, a critical perspective is adopted in the analysis of literary works and other reading materials presented in the class. Classroom activities involve real communication using the real-life skills of the students, encouraging them to be personally involved in any assigned task. This course requires satisfactory completion of reading materials and reading reviews, two essays, one oral presentation and one oral report on the sociocultural topics discussed in class from an intercultural perspective. There will likewise be quizzes, participation in moderate discussions, weekly individual assignments, group simulation, and two major exams.

**Course designed to be partially or fully online?** N/A.

**How does this course support Programmatic Learning Outcomes:** The learning outcomes are met through the continued integration of the four linguistic skills in each didactic unit. Students are given daily assessment – be it in the form of a quiz, essay writing, group work, analysis of videos shown and materials used for the day, or in the form of a simple peer-to-peer and peer-to-instructor conversation. Students are expected to work closely and collaborate with both their peers and the instructor. The course will promote bilingualism, biliteracy and multiculturalism by exposing students to different linguistic varieties of Spanish and its cultures.

**Course Needs Assessment**

As of 2015, there are about 56.6 million Hispanic Americans in the United States (United States Census Bureau, 2016), and this number is expected to reach 150 million by 2050 (Martinez, 2016). Hispanic Americans are undoubtedly the fastest growing ethnic minority in the country. Currently, the country is second in the world with the second largest number of speakers of Spanish (Fernández Vítores, 2015). NYCCT is a federally designated Hispanic Serving Institution (HSI), which is significant for the Hispanic community in the college. In 2012, approximately 33.8% of its student population identified themselves as Hispanic and represent the largest community by ethnicity in City Tech since Fall 2014 (NYCCT, Data overview President´s Convocation Fall 2015), with a total number of 5,573 students (Female: 2,384; Male: 3,189) enrolled in Fall 2015 (Enrollment by Gender and Ethnicity, Assessment & Institutional Research, Fall 2015) (see Fig.1)

This is the rationale forSPA 2202HS. *Spanish Oral and Written Academic Communication* for Heritage Speakers, the aim of which is to develop a heritage language track for Spanish speakers in our existing Spanish program. This specific track will allow us to create an independent class for heritage speakers of Spanish, and will respond to their specific learning needs. Students who are likely to enroll in these courses are LAA (to fulfill the 9 credits language requirement) and BA students (6 elective credits).

Valdés (1997) defines a heritage speaker as “an individual who was raised in a home where a non-English language is spoken, who speaks or only understands the heritage language, and who is to some degree bilingual in English and the heritage language”. Non-native speakers, on the other hand, learn Spanish as a second language focused on grammatical concepts and terminology. They learn the type of Spanish that is of a prestigious monolingual variety, and are exposed to reading and writing in the target language. The heritage speakers typically possess fluent oral abilities in production and comprehension. They have a larger vocabulary (particularly of everyday items, and cultural processes and products), their pronunciation is native, and they have a greater sociolinguistic accuracy (for example: use of “usted” and titles of respect), (Potowski, 2017). Consequently, since both groups have specific learning needs and require a different type of pedagogical approach, it is recommended that each group be in separate classes for instructors to meet such needs and objectives.

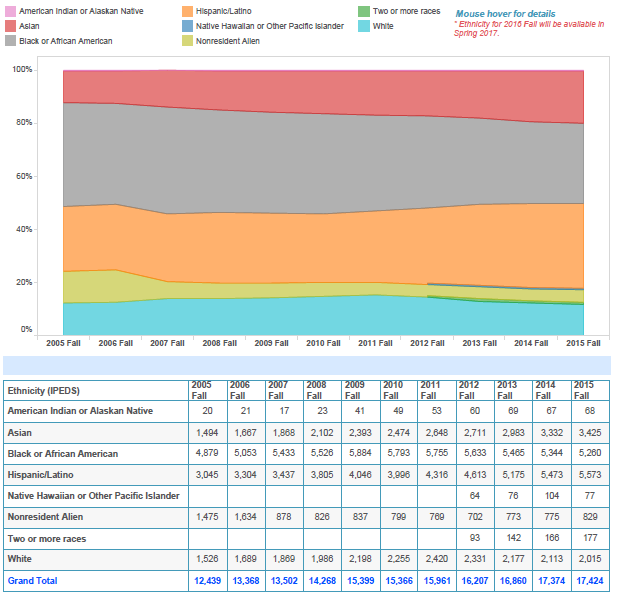


Fig. 1: NYCCT enrollment by Gender and Ethnicity, Assessment & Institutional Research, Fall 2015

There is a need for creation of Spanish for heritage speaker courses because the traditional language courses lack the response to the learning needs and objectives of our students. The existing and only course at NYCCT, SPA 2201HS *Spanish for Heritage/Native Speakers*, outlines similar objectives of a traditional language course. It introduces linguistic features such as the formal written Spanish, particular grammar points to heritage speakers (e.g., the use of spelling, accent marks, and punctuation), and reading for students who need to develop their communicative skills on these areas.

The newly-proposed course SPA 2202HS is developed as a continuation of Spanish SPA 2201HS, the emphasis of which is placed on composition and reading ability in order to expand students’ linguistic registers. This course is designed to continue formal study of Spanish to include mastery of certain grammar points. The main purpose of the course is to help students improve their academic writing and presentational skills, and to develop their bilingual and bicultural knowledge of the language into standardized biliterate use. Such a level of proficiency is significant; the students had already acquired an informal language necessary to communicate with family and friends, but lacked the linguistic skills for a formal setting. Knowledge of the prestige variety of Spanish refines their literacy skills for future academic and professional success.

Another main goal of this course is to improve global learning outcomes from a multicultural perspective, and for students to explore and become aware of the different variants of Spanish, cultural traditions, and products of the Hispanic World, including their own. Students will develop confidence when communicating in Spanish in different settings, as they will gain command of linguistic norms in the 21 countries where Spanish is an official language.

Enrolling in the specific courses designed for heritage speakers, our Hispanic students will be able to successfully continue studying literature courses at NYCCT, and be prepared to enroll in major or postgraduate studies in other universities that offer Spanish and/or Spanish Philology programs. Moreover, they can choose courses that will further develop their field of specialization, such as Spanish for Medical Professions, Spanish for Paralegal Studies, Spanish for Business, Spanish for Tourism, etc. Preparing the students for a bilingual and biliterate professional future is one of the main objectives of the Foreign Language Program in the Humanities Department at NYCCT.

**Target students:** Heritage speakers of Spanish.

Documentation: A survey was conducted for the creation of SPA 2201HS. Of 181 responses, 167 (92.2%) were in favor of offering this course to students, while only 14 (7.8%) were against it.

**Additional physical resources may be required:** A placement test is given to determine the student’s Spanish language background and proficiency level.

**The number of section (s) anticipated:** One section per semester

**Projected headcount:** Class cap is 22, to provide every student with adequate time for participation in role playing exercises.

**Course overlap:** Within the Humanities Department, this course may overlap with the regular course SPA 2202. However, while SPA 2202 is intended for students who learn Spanish as a foreign language, SPA 2202HS caters to students who are heritage speakers and require specific pedagogical approach. Advisement at the Humanities Department selects the best possible option for interested students.

**Faculty** **qualified** **for** **teaching** **this** **course**: The faculty members in the Humanities Department are experts in the fields of Spanish Applied Linguistics, Second Language Acquisition, and specifically on teaching Spanish for heritage speakers.

***Works consulted***

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**Chancellor’s Report**

**New courses to be offered in the Humanities Department**

|  |  |
| --- | --- |
| **Department(s)** | Humanities |
| **Academic Level** | **[ X ] Regular  [   ] Compensatory  [   ] Developmental  [   ] Remedial** |
| **Subject Area** | Foreign Language |
| **Course Prefix** | SPA |
| **Course Number** | 2202HS |
| **Course Title** | Spanish Oral and Written Academic Communication for Heritage Speakers |
| **Catalog Description** | As a continuation of Spanish 2201HS, this course is designed to further the formal study of Spanish grammar and vocabulary through reading comprehension. The course helps heritage speakers of Spanish enhance their writing and presentational skills in an academic setting. The knowledge and skills will equip students with the ability to expand their linguistic registers in Spanish and develop a broader command of the language. Taught exclusively in Spanish, this course is designed for heritage speakers only. Students with credit for SPA 2201 cannot register for SPA 2202HS. |
| **Prerequisite** | SPA 2201HS or placement test and department permission (student must be a heritage speaker and demonstrate proficiency to place in SPA 2202HS) |
| **Corequisite** | None |
| **Credits** | 3 |
| **Contact Hours** | 3 |
| **Liberal Arts** | **[ X ] Yes  [   ] No** |
| **Course Attribute (e.g. Writing Intensive, etc)** | N/A |
| **Course Applicability** | |  |  |  | | --- | --- | --- | | **[ ] Major** |  | | | **[ ] Gen Ed Required** | **[X ] Gen Ed – Flexible[[4]](#footnote-4)** | **[ ] Gen Ed - College Option** | | **[ ] English Composition** | **[ ] World Cultures** | **[ ] Speech** | | **[ ] Mathematics** | **[ ] US Experience in its Diversity** | **[ ] Interdisciplinary** | | **[ ] Science** | **[ ] Creative Expression** | **[ ] Advanced Liberal Arts** | |  | **[ ] Individual and Society** |  | |  | **[ ] Scientific World** |  | |
| **Effective Term** | **Spring 2018** |

**Rationale:** This course will fulfill the need to create an independent track for the growing Hispanic heritage speaker[[5]](#footnote-5) population in our existing Spanish program at NYCCT. The development of their writing and presentational skills will enhance their ability to communicate in a biliterate professional setting in Spanish, which will make them more efficient and competitive in their future careers.

**CUNY Common Core   
Course Submission Form**

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses may be submitted for only one area of the Common Core. All courses must be 3 credits/3 contact hours unless the college is seeking a waiver for another type of Math or Science course that meets major requirements. Colleges may submit courses to the Course Review Committee at any time. Courses must also receive local campus governance approval for inclusion in the Common Core.

|  |  |  |
| --- | --- | --- |
| **College** | New York City College of Technology, School of Arts and Sciences | |
| **Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)** | SPA 2202HS | |
| **Course Title** | Spanish Oral and Written Academic Communication for Heritage Speakers | |
| **Department(s)** | Humanities | |
| **Discipline** | Foreign Languages | |
| **Credits** | 3 | |
| **Contact Hours** | 3 | |
| **Pre-requisites (if none, enter N/A)** | SPA 2201HS or placement test and department permission (student must be a heritage speaker and demonstrate proficiency to place in SPA 2202HS) | |
| **Co-requisites (if none, enter N/A)** | N/A | |
| **Catalogue Description** | As a continuation of Spanish 2201HS, this course is designed to further the formal study of Spanish grammar and vocabulary through reading comprehension. The course helps heritage speakers of Spanish enhance their writing and presentational skills in an academic setting. The knowledge and skills will equip students with the ability to expand their linguistic registers in Spanish and develop a broader command of the language. Taught exclusively in Spanish, this course is designed for heritage speakers only. Students with credit for SPA 2201 cannot register for SPA 2202HS. | |
| **Special Features (e.g., linked courses)** |  | |
| **Sample Syllabus** | Syllabus must be included with submission, 5 pages max recommended | |
| **Indicate the status of this course being nominated:**  current course  revision of current course  **a new course being proposed** | | |
| **CUNY COMMON CORE Location**  **Please check below the area of the Common Core for which the course is being submitted. (Select only one.)** | | |
| Required  English Composition  Mathematical and Quantitative Reasoning  Life and Physical Sciences | | Flexible  World Cultures and Global Issues Individual and Society  US Experience in its Diversity  Scientific World  Creative Expression |
| **Waivers for Math and Science Courses with more than 3 credits and 3 contact hours**  Waivers for courses with more than 3 credits and 3 contact hours will only be accepted in the required areas of “Mathematical and Quantitative Reasoning” and “Life and Physical Sciences.” Three credit/3-contact hour courses must also be available in these areas. | | |
| **If you would like to request a waiver please check here:** | | Waiver requested |
| **If waiver requested:**  Please provide a brief explanation for why the course will not be 3 credits and 3 contact hours. | |  |
| **If waiver requested:**  Please indicate whether this course will satisfy a major requirement, and if so, which major requirement(s) the course will fulfill. | |  |

|  |  |
| --- | --- |
| **Learning Outcomes**  **In the left column explain the course assignments and activities that will address the learning outcomes in the right column.** | |
| **II. Flexible Core** **(18 credits)**  Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field. | |
| **A. World Cultures and Global Issues** | |
| A Flexible Core course must meet the three learning outcomes in the right column. | |
| Gather information on the history, society, and traditions of Spanish-speaking countries from a variety of written resources to identify cultural realities both in their origin and in their coexistence in the US.  Critical reading of literary texts which permits the students to discuss their own understanding and interpretations. This reflects multiperspective insights on the texts from the students.  Recognize other cultural forms of greetings, daily routines and schedules, perception of time and space, oral rhetoric and ways to establish a conversation.  Recognize formal and informal speech situations that require different registers of Spanish.  Identify different text genres (e.g., opinion essay, academic essay, reports, research article, short story, etc.).  Raise consciousness in students on the issues of language such as the different and vast range of Spanish varieties, and identify differences between standard and non-standard varieties; dialectal varieties of Spanish (e.g. Puerto Rican, Mexican, and Argentinian varieties). | * Gather, interpret, and assess information from a variety of sources and points of view. |
| Read assigned readings on history and sociocultural issues in Spanish-speaking countries individually.  Analyze and interpret texts on the Hispanic immigration to the US.  Study the linguistic transformation that occurred due to the convergence of different phonetic and lexical varieties of Spanish in the US.  Study and analyze the syntactic, morphological and lexical features of *Spanglish* and of code switching. | * Evaluate evidence and arguments critically or analytically. |
| Learn how to negotiate meanings with peers and instructor through the elaboration of dialogues for a moderate discussion or for an oral group presentation.  Analyze and show opinions on assigned readings in the class that focus on the historical and sociocultural issues in Spanish-speaking countries.  Students will have to provide a coherent interpretation of the readings made in class and discuss it with their classmates, arguing their own ideas to reach justified conclusions.  In the oral presentation, the students explore a text on Hispanic culture with their own points of view, after which the entire class discusses the topic, taking turns with questions and commentaries about the content, while encouraging them to debate on related matters when necessary. | * Produce well-reasoned written or oral arguments using evidence to support conclusions. |
| A course in this area (II.A) must meet at least three of the additional learning outcomes in the right column. A student will: | |
| Oral and written exercises that compare cultural ways of making request, apologies, compliments, etc. that characterize the Spanish and English-speaking communities.  Oral and written communication skills in organizing and elaborating text will be discussed in class  Describe the linguistic evolution of the Spanish language in the US in the last decades and the birth and development of *Spanglish*. | * Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature. |
| Identification of typical features of the Hispanic cultures and its influence in the United States “melting-pot”.  The course is designed to encourage critical thinking and developing skills in understanding the diversity of linguistic varieties and cultures involved in the Hispanic world. | * Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view. |
| The course will explain the evolution of festivals *(fiestas)* and customs of different countries in the Hispanic world, including the Dominican Republic, Colombia, Cuba, Puerto Rico, Mexico, etc. Similarly, students shall report on different historical and social facts of the Hispanic culture.  Reading and discussion of texts that address historical developments of Latin America.  Gastronomic and cultural contributions to US.  The topic of Hispanic immigration in the US and the adaptation of Cuban, Puerto Rican and Mexican society in the United States will also discussed in the course. | * Analyze the historical development of one or more non-U.S. societies. |
| Reading and discussion of texts that address historical developments of Latin America.  The topic of Hispanic immigration in the US and the adaptation of Cuban, Puerto Rican and Mexican society in the United States will also discussed in the course.  Discussion and analysis of *fiestas*, traditions, food, customs and religions of the Hispanic culture that are universally recognized. | * Analyze the significance of one or more major movements that have shaped the world's societies. |
| Class activities such as moderate discussion, oral presentation, and interactive discussion on assigned readings and videos allow students to recognize the diverse set of traditions and cultural beliefs that may affect the diverse identity in the Hispanic societies.  Integrate activities that allow students to value and appreciate their identities.  Introduce a diversity of cultural information based on students’ heritage.  Class discussion on the social value of all linguistic varieties as equally functional. Revision of Hispanic social status and acculturation (social and linguistic) as American customs are being adopted. | * Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies. |
| Students are tasked to write essays and review a novel, moderate a discussion, research on and present a cultural experience of the Hispanic community in the US, and prepare an oral presentation about a relevant historical or sociocultural topic in Spanish.  To encourage looking at language use from a contrastive approach, students are given assessments that focus on the grammatical structures of Spanish language.  Different practices in Spanish on the rhetorical organization of academic essays and opinions and its interdiscursive elements, such as boosters, hedges, personal markers, citation, etc.  Differences of the level of linguistic adaptation of both the second and third generations of Hispanic immigrants, and the different processes of bilingualism  Sociopragmatic-based oral and written exercises that compare politeness, ways of making request, apologies, compliments, etc. that characterize the Spanish and the English-speaking communities.  Identification of texts that use formal and informal ways of speaking in different contexts, both in written and oral forms.  Interpretation and discussion of photos, images, songs, readings, and videos provided by the textbook material or by external sources, such as newspapers, magazines, and Youtube. | * Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own. |

SPA 2202HS *Spanish Oral and Written Academic Communication for Heritage Speakers*

NEW YORK CITY COLLEGE OF TECHNOLOGY

CITY UNIVERSITY OF NEW YORK

HUMANITIES DEPARTMENT

***Course Outline***

**Spanish Oral and Written Academic Communication for Heritage Speakers[[6]](#footnote-6)**

**Course code**: SPA 2202HS

**Instructor**: David Sánchez Jiménez, PhD

**Email**: dsanchezjimenez@citytech.cuny.edu

**Office hours**: T & Th 1.00-2.00 PM, or by appointment

**Office Location**: Atrium. A630; Tel. 718-260-5018

**Credits**: 3 credits

**Hours**: 3 class hours

**Flexible core**: WORLD CULTURES AND GLOBAL STUDIES

**Prerequisites**: SPA 2201HS or placement test and department permission (student must be a heritage speaker and demonstrate proficiency to place in SPA 2202HS)

**Room:** Voorhees Building V-323

**Days & Times:** T & Th, 11.30 AM - 12.45 PM

**Course description**

As a continuation of Spanish 2201HS, this course is designed to further the formal study of Spanish grammar and vocabulary through reading comprehension. The course helps heritage speakers of Spanish enhance their writing and presentational skills in an academic setting. The knowledge and skills will equip students with the ability to expand their linguistic registers in Spanish and develop a broader command of the language. Taught exclusively in Spanish, this course is designed for heritage speakers only. Students with credit for SPA 2201 cannot register for SPA 2202HS.

**Instructional materials**

*Textbook*

Kim Potowski (2010). *Conversaciones escritas*. 1st Edition. Wiley. ISBN-13: 978-0470633991.

**NOTE: Students are required to bring the textbook/reading materials to every single class. Extra material will be available on Blackboard as the course progresses (for more details, see *Class Behavior Policy* below).**

Suggested Text

Purchase an adequate Spanish monolingual dictionary. The following are some suggested dictionaries:

* *RAE. Diccionario práctico del estudiante. Taurus. 2015.*
* *Concepción Maldonado. CLAVE. Diccionario de uso del español actual. SM. 2003.*
* *Editors of Larousse. Gran diccionario usual de la lengua española. Larousse. 2015*

**Recommended resources**

This syllabus includes a series of cultural and Spanish language tutorial websites for you to practice Spanish outside of the classroom. It is especially recommended for those seeking opportunities to grow and develop their knowledge on Hispanic cultures using the Spanish language. Utilizing these internet educational resources will help match your individual learning style and complement your in-class instruction.

<http://www.cal.org/sns/resources/index.html>

<http://www.spanishheritagespeaker.com/heritage-speakers-vs.-foreign-language-students.html>

<http://www.colby.edu/%7Ebknelson/exercises/>

<http://www.elmundo.es/diccionarios/>

<http://potowski.org/resources>

[www.boomonline.com](http://www.boomonline.com)

<http://www.eluniversal.com/>

http://www.cnnenespanol.com/

**Course Specific Learning Objectives**

* Develop students’ awareness of sociocultural issues associated with Latino communities in the United States;
* Integrate a diversity of cultural information based on the student’s heritage;
* Introduce activities that allow students to value and appreciate their identities;
* Provide a variety of language models through video, audio, blogs, newspapers, journals, magazines, etc. used as springboard for discussion;
* Promote class discussions and debates regarding sociocultural issues from multi perspective point of view;
* Enhance students’ reading comprehension of a variety of texts ranging in complexity level;
* Expand students’ vocabulary associated with a range of topics;
* Improve analytical skills through commentary and discussion;
* Enhance students’ writing different types of texts, for example, descriptive, narrative, and argumentative;
* Enhance students’ oral skills based on different speech situations whether in a formal or informal setting;
* Develop students’ orthography, lexical and grammatical understanding of the Spanish language;
* Develop students’ awareness of sentence formation, coordination, and subordination.

**Grade policy and procedure**

*Breakdown of final grade Grading scale*

6 Quizzes 10% A 93-100

1 Oral presentation 10% A- 90-92.9

1 Moderate discussion 5% B+ 87-89.9

1 Cultural experiences in NYC 10% B 83-86.9

1 Reading review 10% B- 80-82.9

2 Essays 15% C+ 77-79.9

Midterm 10% C 70-76.9

Final exam 15% D 60-69.9

Class participation 10% F 59.9 and below

Homework 5% WU Unofficial Withdrawal WF Withdrew Failing

**Assessment Overview**

***Quizzes***: These are used to evaluate vocabulary, grammar, reading comprehension and acquisition of new expressions every week at the beginning of the class. Quizzes facilitate students assess their own learning and guide them through a daily study habit. **The schedule of the quiz is unannounced.** It is the student’s responsibility to always come to class prepared - having previously studied the topic from the day before and having reviewed the new lesson by completing the class homework. **There are no make-up quizzes for any reason, including tardiness or absences.** However, the lowest quiz result will not be included in over-all grading.

***Oral presentation***: In pairs, the students have to present to the class one Hispanic topic from a list of topics facilitated by your professor. This activity requires you to conduct a research about your topic and explain it to the class using a powerpoint presentation. Time of presentation: 15-20 minutes. There will be a brief forum after the presentation. You are required to submit a list of at least three (3) publications or websites that you have consulted.

**There will be no make-up oral exam or presentations for any reason, including tardiness or absences.**

***Moderated discussion***: In groups of 4, students will prepare the discussion in connection to the literary readings recommended by the instructor. Each group will prepare a series of relevant questions and activities on one reading. This group moderates a discussion that encourages group conversations in the class. The class will be divided into 4 groups consisting of 4-5 people and each of the 4 students presenting will work with one of these groups. He will moderate the discussion, propose activities and solve any question generated during the conversations. After 20 minutes of discussion, the moderator will present a summary with the main conclusions proposed by each group, at the end of which the instructor will intervene with some questions and comments. This activity represents 5% of the final grade.

***Cultural experiences in NYC***: In pairs or small groups of three, students will explore the city to interact with Latino professionals or entrepreneurs who are established in the city. Through this sociocultural activity, students will actively participate and use the language in a real communicative situation, and hear successful stories of immigration in the Latino community. The topic and the list of questions to be used for the interviews have to be approved by the instructor. The interview has to be recorded in video and presented to the class. Time of presentation: 15-20 minutes. There will be a brief forum after the presentation.

***Reading review*:** You will select a novel originally written in Spanish of at least 150 pages in length from a selection given by your instructor, and write a weekly review. You must read the novel in 12 weeks, dividing the number of pages proportionally per week. You are allowed to miss two reviews only (not the last one), submitting a total of 10 summaries. The assignment must be dropped in Blackboard each week by each student.

***Essay***: Students submit two (2) written assignment (ensayos) in the second half of the course. Grades are based on the quality, cohesion and organization of ideas and on the adequate use of the grammar and vocabulary covered in the course. The composition is mainly focused on the cultural topics discussed in class; should contain 350-400 words, and should pass through two (2) steps: one draft and the final version. The composition counts for 10% of your final grade.

STEP 1: On the dates assigned on the calendar, you will receive specific instructions about the structure, topic and goal of the composition. You have to complete this first draft at home (20% of the assignment). Your teacher will read the first draft of your composition and will return it to you with comments and feedback. He will mark your errors without correcting them.

STEP 2: You will need to revise your composition, correct the errors, and include your instructor’s comments, before submitting the final typed version. With this final version you will also submit the error analysis form. The error analysis form counts as 20% of the assignment. Submit the final draft. It counts 60% of the assignment.

**VERY IMPORTANT: All compositions must be type written and double spaced, in 12-point font and with 1-inch margins. Accent marks and special Spanish characters need to be typed too.**

***IMPERATIVE****:* Papers must be submitted in class on the day it is due. **Papers submitted after the due date will not be accepted.** Extensions will be granted only in case of family or documented medical emergencies, or illness accompanied by a note from the student’s doctor or dean.

***A word of caution****.*While there are many resources available for peer help, compositions must be solely and completely the effort of the individual student. Students should not seek out other students or tutors for them to “fix” grammar problems. **No one other than the student him/herself should revise it before it is submitted to the instructor.** Students will have a chance to re-write the first draft after the professor has identified grammar or spelling errors for correction. The professor will keep copies of all first drafts, to measure the improvement of the student’s writing during the semester.

Do not use electronic devices to translate an English composition into Spanish. It is easy to detect literal translations. **Any composition that seems to have been corrected by somebody else or translated using an online translation tool prior to the due date will not be graded** (for more details, see below academic policy).

***Midterm and final examination***: Exams cover all aspects of the readings, the lecture and the class discussion, and serve to evaluate students’ understanding of the linguistic and cultural topics discussed in the course. Midterm exam covers materials including Chapters 1-4, while the final exam covers materials including Chapters 5-8. Both are closed-book/closed-notes examinations.

***Make-up policy***: Examinations must be taken at the time established in the syllabus. When absent on the day of the examination, a student is allowed to take the examination before or on the next class meeting **only in case of documented medical emergencies**. **Students who contact the instructor after they have missed the class will not be allowed to make-up the exam.** If the exam is not taken before or on the next class meeting, the student will receive 0 points for the exam.

***Class participation:*** Active participation is an essential part of the learning process and it is expected from all enrolled students. Participation means maintaining an active presence in the class by answering questions from the instructor, volunteering for and participating in class activities. There will be a significant deduction of points for students who regularly fail to answer the instructor’s questions or participate in the class activities. **Simply attending class does not constitute participation.** Other aspects considered under class participation include the regular use of Spanish in class with instructor and peers, constant demonstration of active listening when others speak, and collaboration with fellow students in in-class activities.

***Working outside the class****:* Students are also responsible for working each day outside of class to learn as much as possible through readings, assignments and research that you will share in class. Students are expected to invest at least three (3) hours of combined in-class and out-of-class work per week for each academic unit (credit) of coursework; thus, a 3-credit course will typically require a minimum of nine (9) hours of work per week (180 hrs./semester). Plan on spending at least six (6) hours per week outside of class. You will need this time to read the textbook and articles, memorize and practice the vocabulary, complete homework, elaborate essays, and prepare the oral activities assigned. Students should always look for ways *(learning strategies)* to grow and develop linguistic proficiency in and outside the classroom.

***Homework:*** Homework is assigned on a regular basis for knowledge reinforcement and further practice class activities. The student is responsible for completing homework every day before class as well as for those activities assigned by the instructor in the textbook and other sources. Homework must be written in a notebook and collected twice during the semester, on the class before the midterm exam and the final exam. No late work is accepted. Please do not forget to write your name on your notebook, otherwise it will not be computed.

**CLASS BEHAVIOR**

***Yellow/ red cards system***: Side conversations with classmates are not permitted, unless we work in groups. Interaction opportunities will be given to each student in the class. These interactions should be based on the task goal and are never to be considered as an excuse for the student to check his/her electronic devices and/ or chat with his/ her peers on issues not related to class activities. Conversations should be conducted in Spanish to provide practice for the linguistic and communicative skills learned in the class or to solve a task through interaction. Students must, therefore, participate in classroom activities using the target language. **If students do not follow this rule, the instructor will give them a first warning (yellow card); a second warning (red card) will result in a full letter grade reduction in their final grade.**

Absence is failure to attend any part of the class, from roll call to dismissal. **Please note that sleeping or putting your head down on your desk means that you are not present in the class; the same is applied to unauthorized use of electronic devices, leaving the classroom during class, or leaving early.**

Students are required to bring the textbook/reading materials to every single class. Extra material will be available in Blackboard as the course progresses. **Those who come to class without the book will be asked to leave and marked absent.**

Any electronic devices (e.g. cell phones, tablets, computers, etc.) must be turned off when class begins, and must remain off when the class is in session, unless otherwise indicated by your instructor (for more details, see *Technology Policy* below).

**COURSE POLICIES**

***Attendance policy***

Because practice and feedback are essential in the process of second language acquisition, most courses conducted in Spanish require class attendance, as well as daily homework and regular participation.

It is the conviction of the Humanities department that a student who is not in a class for any reason is not receiving the benefit of the education being provided. Missed class time includes not just absences but also latenesses, early departures, and time outside the classroom taken by students during class meeting periods. Missed time impacts any portion of the final grade overtly allocated to participation and/or any grades awarded for activities that relate to presence in class.

*Religious Holidays and Observances*

In accordance with State law, students should notify the instructor **before** missing class due to religious observance of a holiday.

***Policy on In-class use of technology***

Students are required to **log into their City Tech emails and Blackboard** regularly (every two to three days) in order to get updated information on course content, download handouts, watch videos, and follow class assignments. Failure to do so is every students’ responsibility and the consequences may affect their final grades. CUNY guidelines state that all communication between students and the instructor must be through your City Tech email address. The professor will use **ONLY** City Tech email addresses as primary means of communication. The instructor will make every effort to answer email messages promptly **(Monday to Friday until 5:00 p.m.).**

Any electronic devices (e.g. cell phones, tablets, computers, etc.) must be turned off when class begins, and remain off when the class is in session, unless otherwise indicated by your instructor. **Any evidence of cell phone use (ringing, buzzing, etc.) and similar equipment use will result in an automatic zero in participation for the day’s session, Using a cell phone during a test will result in a test score of zero.**

Technological issues are not a valid excuse for lack of participation or lack of course work. Students should foresee potential technical problems and should always have a Plan B in place (e.g., use of computers in the campus).

***Academic Honesty & Integrity at City Tech***

Academic honesty and integrity is expected from all students. This course demands a high level of scholarly behavior and academic honesty on the part of all students. Academic cheating and plagiarism will not be tolerated. Examples of academic dishonesty include but are not limited to: (1) the use of online translators, translator programs and/or another person completing assignments for the student in part or in whole\*; (2) copying from professional works without citing them. Any information you find on the web, at the library or in books must be cited; and (3) any form of cheating on exams. Specifically, copying from another student or using any paper or devices not allowed during the exam will lead to an automatic failure in the course. Violations of such may result in receiving a score of zero in a specific test/assignment, “F” final grade, and/or possible suspension or expulsion from City Tech, as stated in the academic integrity statement listed in the college’s catalog:

*“Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion.”*

**NOTE: In the event that the instructor finds that the results of students’ homework, scripts, and other at home activities do not correspond to their level of proficiency, students may be called to take an extra exam to prove their capacity to solve tasks similar to those normally assigned in class.**

***Diversity Statement***

The Humanities Department complies with the college wide nondiscrimination policy and seeks to foster a safe and inclusive learning environment that celebrates diversity in its many forms and enhances our students’ ability to be informed, global citizens. Through our example, we demonstrate an appreciation of the rich diversity of world cultures and the unique forms of expression that make us human.

***Reasonable Accommodation Statement***

We are committed to providing reasonable accommodation to students with disabilities. Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Center for Student Accessibility. Prior to granting disability accommodations in this course, the instructor must receive written verification of a student’s eligibility from the Center, which is located in room A-237. It is the student’s responsibility to initiate contact with the Center staff and to follow the established procedures for having the accommodation notice sent to the instructor.

*Explanation*

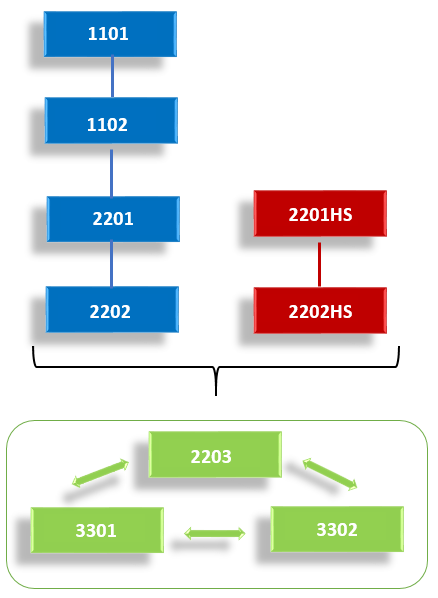
Reasonable accommodations are services, strategies, and adjustments for equalization and parity. Implementation of accommodations is based on documentation. Students with multiple disabilities must provide multiple documentation if reasonable accommodations are necessary for more than one disability. For example, a student with visual and learning differences may be eligible for notetakers in classrooms and extended testing time/calculators/scribes.

**Weekly course outline**

The schedule below shows the outline of the class calendar. A more specific, day-by-day schedule of assignments is provided as we go along for each of chapters. Students are to refer to this schedule as they prepare for each class. PLEASE BE ADVISED THIS SCHEDULE MAY BE SUBJECT TO CHANGE.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **WEEK** | **DISCUSSION TOPIC** | **VOCABULARY/ STRUCTURE** | **ACADEMIC AND SOCIOLINGUISTIC APPROACH** | **CULTURE** |
| **1** | Introducción al curso  *Introduction to the course* |  |  |  |
| **2&3** | La inmigración en Estados Unidos y Argentina  *Immigration in the USA and Argentina* | Tipos de sílaba y de palabra. Acentuación de homónimos y de verbos 3ª persona pretérito  *Types of Syllables and words. Accentuation of homonyms and verbs in the 3rd person of the past tense (pretérito)* | La cortesía en la lengua española.  Las buenas tesis: cómo son y dónde van en el ensayo.  Maneras de citar correctamente en un ensayo argumentativo  *Politeness in the Spanish language. The good statements: how they are and where they go in the essay.*  *Ways to cite correctly in an argumentative essay* | Lectura sobre inmigración cubana, mexicana y puertorriqueña  *Reading about Cuban, Mexican and Puerto Rican Immigration* |
| **4&5** | Los términos “latino”, “hispano”, etc. Las etnicidades mixtas  *Definition of the terms “*latino*”, “*hispano*”, etc. The mixed ethnicities* | Diptongos, hiatos y diacríticos. Acentuación: más homónimos: “ha” vs “a”. Superlativos  *Diphthongs, hiatus and diacritics. Accentuation: more homonyms: "*ha*" vs "*a*". Superlatives* | El uso del énfasis.  Cómo generar buenos resúmenes.  La organización retórica de los textos  *The use of emphasis.*  *How to generate good summaries.*  *The rhetorical organization of texts* | Lengua, cultura e identidad. El bilingüismo  *Language, culture and identity. Bilingualism* |
| **6** | La educación bilingüe. El “Spanglish” y el funcionamiento del cambio de código  *Bilingual education.* Spanglish *and codeswitching* | Acentuación: más homónimos y verbos 1ª persona pretérito. La identificación de fenómenos de lengua en contacto  *Accentuation: more homonyms and verbs in the 1st person past tense. The identification of language phenomena in contact* | Estructuras del cambio de código.  Cómo evaluar fuentes electrónicas.  Buenos títulos e introducciones  *Structures of codeswitching.*  *How to evaluate electronic sources.*  *Good titles and introductions* | La juventud latina  *Latino youth* |
| **7** | El salario mínimo.  Los derechos de los trabajadores  *Minimun wage. Workers´rights* | Artículos definidos. El gerundio vs el infinitivo  *Defined articles. The gerund vs. the infinitive* | Variedades fonéticas y fonológicas del español.  Palabras de transición. Conclusiones  *Phonetic and phonological varieties of Spanish.*  *Words of transition*. *Conclusions* | El Carnaval en el mundo latino  *Carnival in the Latin world* |
| **8** | Review. Midterm |  |  |  |
| **9** | Los derechos del autor y la propiedad intelectual.  La brecha digital  *Author´s rights and copyright* | Haber “sino” vs “pero”.  Género, número y concordancia. Nombres con cambio de significado  *Contrast of "*sino*" vs. "*pero*".*  *Gender, number and concordance. Nouns with change of meaning* | Variedades léxicas del español.  Oraciones complejas. Parte I  *Lexical varieties of Spanish.*  *Complex sentences. Part I* | El territorio hispano y su naturaleza. Lugares para visitar  *The Hispanic landscapes and its nature. Places to visit* |
| **10** | La construcción de género. Lo que la sociedad dominante espera de hombres y mujeres  *Building of genre. What the dominant society expects of men and women* | El futuro simple. Acentuación: futuro simple vs pasado subjuntivo  The future tense. Accentuation: future tense vs. past subjunctive tense | Oraciones complejas. Parte II  *Complex sentences. Part II* | El día de los muertos  *The day of the dead* |
| **11&12** | Los retos para mantener una vida saludable. Problemas de salud que plagan muchas comunidades latinas  *The challenges to maintaining a healthy life. Health problems in Latino communities* | El futuro y el condicional de probabilidad.  El uso de diccionarios para buscar expresiones.  Tipos de registro y léxico  *The future tense and the conditional tense to express probability.*  *The use of dictionaries to look for expressions.*  *Types of communicative styles (formal, informal) and lexicon.* | Uso formal e informal en español.  Ajustar un texto para diferentes públicos. Desarrollar un propósito convincente  *Formal and informal styles in Spanish.*  *Adjust a text for different audiences. Develop a compelling purpose in the written text* | La herencia inca y azteca  *The Inca and Aztec inheritance* |
| **13** | Obras cortas de Tomás Rivera, Erlinda González-Berry, Mario-Bencastro e Iván Acosta.  *Short literary works written by Tomás Rivera, Erlinda González-Berry, Mario Bencastro e Iván Acosta* | La voz pasiva con ser vs con se.  Pronombres relativos: cuyo/a/os/as, etc.  *The passive voice with* ser *vs. with* se*.*  *Relative pronouns: whose, etc.* | Cómo presentar y defender una tesis sobre una obra literaria  *How to present and defend a thesis on a literary work* | Las guerras de Independencia y la formación de una nación  *Independence wars and the birth of a nation* |
| **14** | Review. Oral presentations |  |  |  |
| **15** | Final exam. Oral presentations |  |  |  |

**Appendix I: Projected Spanish course sequence and electives for the academic year 2017-2018**



SPA 2202HS will be included in the new Spanish course sequence that the Foreign Language committee is preparing for the next academic year 2017-2018. In view of this course, there will be a specific track for teaching Spanish for students of other languages **(in blue)** and another one for Spanish heritage speakers **(in red)**. Students who have previously taken SPA 2201HS or placement test and department permission will be able to enroll in SPA 2201HS. After studying SPA 2202HS, students can continue studying other Spanish courses such as 2203, 3301 or 3302 **(in green)**.

New York City College of Technology, CUNY

CURRICULUM MODIFICATION PROPOSAL FORM

This form is used for all curriculum modification proposals. See the [Proposal Classification Chart](http://www.300jaystreet.com/college-council/resources/2010/04/2013-10-09-Proposal_Classification_Chart.docx) for information about what types of modifications are major or minor. Completed proposals should be emailed to the Curriculum Committee chair.

|  |  |
| --- | --- |
| **Title of Proposal** | **Minor Modification # 1: changes to SPA 2201HS** |
| **Date** | **9/5/2017** |
| **Major or Minor** | **Minor modification** |
| **Proposer’s Name** | **David Sánchez Jiménez** |
| **Department** | **Humanities** |
| **Date of Departmental Meeting in which proposal was approved** |  |
| **Department Chair Name** | **Ann Delilkan** |
| **Department Chair Signature and Date** |  |
| **Academic Dean Name** | **Dr. Justin Vazquez-Poritz** |
| **Academic Dean Signature and Date** |  |
| **Brief Description of Proposal**  (Describe the modifications contained within this proposal in a succinct summary. More detailed content will be provided in the proposal body. | 1. Change course name from “Spanish for Native/ Heritage Speakers” to “Spanish for Heritage Speakers” 2. In the course description for SPA 2201HS, change the line “Students with credit for SPA 2201HS cannot register for SPA 1301” for “Students with credit for SPA 1102 cannot register for SPA 2201HS”. |
| **Brief Rationale for Proposal**  (Provide a concise summary of why this proposed change is important to the department. More detailed content will be provided in the proposal body). | The first change was approved by the NYCCT Curriculum Committee in Spring 2017 (aside from the major modification on SPA 2203). However, the minor modification does not appear in the new Course Catalog (Fall 2017). Described below are the reasons for these changes proposed in the minor modification for Spring 2016.   1. SPA 2201HS will be the first step of a new track in Spanish created specifically for heritage speakers of Spanish.   The new course number reflects the language proficiency level that students achieve in this course, which will be parallel in the Spanish course sequence to SPA 2201. Students of both tracks (heritage speakers and non-heritage speakers) have developed different skills (oral, writing, grammar, vocabulary) at this level. For this reason, we recommend that 1. they cannot be mixed in the same class; 2. they are in a parallel language proficiency level, but they need to develop specific skills that they lack at this point of the process of learning a language.   1. The title is changed because the term “native” is included in the wider term “heritage” 2. An error was identified in the description of this course in the NYCCT Course Catalog since SPA 2201HS and SPA 1301 are the same course. The correct statement should be clarified in which 2201HS is a course specifically created for heritage speakers of Spanish, and students who obtained a credit for SPA 1102 (students of Spanish as a foreign language) cannot register in this class. |
| **Proposal History**  (Please provide history of this proposal: is this a resubmission? An updated version? This may most easily be expressed as a list). | 11-20-2016 First time proposed (and approved)  2-26-2016. Major and minor modifications for SPA 2203 were approved  9-5-2017 New proposal |
| Evidence of consultation with affected departments. | N/A |
| List of the programs that use this course as required or elective, and courses that use this as a prerequisite | SPA 2201HS is currently a prerequisite for SPA 2202. In the projected Spanish course sequence that the Humanities department is developing this semester, SPA 2201HS would be a prerequisite for SPA 2202HS (course to come) and SPA 2203 (*cf*. course proposed for major modification, *Appendix I*). |

**CHANCELLOR’S REPORT FORM**

**Section AV: Changes in Existing Courses**

**AV: 1 Changes to be offered in the Humanities Department**

**SPA 2201HS Spanish for Heritage Speakers**

|  |  |  |  |
| --- | --- | --- | --- |
| **CUNYFirst Course ID** |  | | |
| **FROM** |  | **TO** |  |
| Departments |  |  |  |
| Course |  | Course |  |
| Pre or co requisite | ~~SPA 1102 or department~~  ~~approval (placement test)~~ | Prerequisite | Placement test and department permission (student must be a heritage speaker and demonstrate proficiency to place in SPA 2201HS) |
| Hours |  | Hours |  |
| Credits |  | Credits |  |
| Description | An intermediate course intended for students who were immersed in or exposed to the language while growing up, but who have received little or no formal instruction in Spanish. Strengthens students’competence in the oral and written standard varieties of Spanish by building on their previous knowledge to expand their vocabulary, strengthen their command of grammar, and achieve more confidence and fluency in speaking and writing while learning about the diversity of the Hispanic cultures. The skills acquired in this course will help reinforce students’ bilingual abilities and cultural competence. ~~Students with credit for SPA 2201 cannot register for SPA 1301.~~ | Description | An intermediate course intended for students who were immersed in or exposed to the language while growing up, but who have received little or no formal instruction in Spanish. Strengthens students’competence in the oral and written standard varieties of Spanish by building on their previous knowledge to expand their vocabulary, strengthen their command of grammar, and achieve more confidence and fluency in speaking and writing while learning about the diversity of the Hispanic cultures. The skills acquired in this course will help reinforce students’ bilingual abilities and cultural competence. Students with credit for SPA 1102 cannot register for SPA 2201HS. |
| Requirement Designation |  | Requirement Designation |  |
| **Liberal Arts** | **[ ] Yes [ ] No** | **Liberal Arts** | **[ ] Yes [ ] No** |
| **Course Attribute (e.g. Writing Intensive, Honors, etc)** |  | **Course Attribute (e.g. Writing Intensive, Honors, etc)** |  |
| **Course Applicability** | **\_\_\_\_ Major**  **\_\_\_\_ Gen Ed Required**  **\_\_\_\_ English Composition**  **\_\_\_\_ Mathematics**  **\_\_\_\_ Science**  **\_\_\_Gen Ed Flexible**  **\_\_\_ World Cultures**  **\_\_\_ US Experience in its Diversity**  **\_\_\_ Creative Expression**  **\_\_\_ Individual and Society**  **\_\_\_ Scientific World**  **\_\_\_\_\_Gen Ed – College Option**  **College Option Detail** | **Course Applicability** | **\_\_\_\_ Major**  **\_\_\_\_Gen Ed Required**  **\_\_\_\_ English Composition**  **\_\_\_\_ Mathematics**  **\_\_\_\_ Science**  **\_\_\_ Gen Ed Flexible**  **\_\_\_ World Cultures**  **\_\_\_ US Experience in its Diversity**  **\_\_\_ Creative Expression**  **\_\_\_ Individual and Society**  **\_\_\_ Scientific World** |
| **EffectiveTerm** |  | | |

**Rationale:** The changes in the course number and title were approved by the NYCCT Curriculum Committee in Spring 2017 (aside from the major modification for SPA 2203). However, the minor modification does not appear in the new Course Catalog (Fall 2017). Regarding the course description, we identified an error in the course description since SPA 2201HS and SPA 1301 are the same course. The correct statement should be clarified in which 2201HS is a course specifically created for heritage speakers of Spanish, and students who obtained a credit for SPA 1102 (students of Spanish as a foreign language) cannot register in this class.

New York City College of Technology, CUNY

CURRICULUM MODIFICATION PROPOSAL FORM

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|  |  |
| --- | --- |
| **Title of Proposal** | **Minor Modification # 2: changes to SPA 2203** |
| **Date** | **9/5/2017** |
| **Major or Minor** | **Minor modification** |
| **Proposer’s Name** | **David Sánchez Jiménez** |
| **Department** | **Humanities** |
| **Date of Departmental Meeting in which proposal was approved** |  |
| **Department Chair Name** | **Ann Delilkan** |
| **Department Chair Signature and Date** |  |
| **Academic Dean Name** | **Dr. Justin Vazquez-Poritz** |
| **Academic Dean Signature and Date** |  |
| **Brief Description of Proposal**  (Describe the modifications contained within this proposal in a succinct summary. More detailed content will be provided in the proposal body. | Change course number from SPA 2202P to SPA 2203. This proposal aims to rectify the error on the course title proposal approved in Spring 2017. |
| **Brief Rationale for Proposal**  (Provide a concise summary of why this proposed change is important to the department. More detailed content will be provided in the proposal body). | The course number SPA 2202P was used in a previous version of this course prior to its approval in Spring 2017. The final course number was SPA 2203. However, the course number SPA 2202P stays in the new version of the NYCCT Course Catalog (Fall 2017). |
| **Proposal History**  (Please provide history of this proposal: is this a resubmission? An updated version? This may most easily be expressed as a list). | 2-26-2016. Major and minor modifications for SPA 2203 were approved  9-5-2017 New proposal (minor modification) |
| Evidence of consultation with affected departments. | N/A |
| List of the programs that use this course as required or elective, and courses that use this as a prerequisite | SPA 2203 is an elective course created to enhance the Spanish course sequence offered by the Humanities department. SPA 2203 provides future medical professionals who apply for programs in Nursing, Vision Care Technology, Dental Hygiene, etc., with the knowledge they need to interact in Spanish with Spanish speaking patients. This course likewise aims to support the proposal of a B.S. degree in Health Communication by the Department of Humanities and echoes the goals of a recently approved course Introduction to Heath Communication (Dr. David Lee), to improve the communication skills between provider and patient. |

**CHANCELLOR’S REPORT FORM**

**Section AV: Changes in Existing Courses**

**AV: 1 Changes to be offered in the Humanities Department**

**SPA 2203 Spanish for Health Professionals**

|  |  |  |  |
| --- | --- | --- | --- |
| **CUNYFirst Course ID** |  | | |
| **FROM** |  | **TO** |  |
| Departments |  |  |  |
| Course | ~~SPA 2202P Spanish for Health Professionals~~ | Course | SPA 2203 Spanish for Health Professionals |
| Pre or co requisite |  | Prerequisite |  |
| Hours |  | Hours |  |
| Credits |  | Credits |  |
| Description |  | Description |  |
| Requirement Designation |  | Requirement Designation |  |
| **Liberal Arts** | **[ ] Yes [ ] No** | **Liberal Arts** | **[ ] Yes [ ] No** |
| **Course Attribute (e.g. Writing Intensive, Honors, etc)** |  | **Course Attribute (e.g. Writing Intensive, Honors, etc)** |  |
| **Course Applicability** | **\_\_\_\_ Major**  **\_\_\_\_ Gen Ed Required**  **\_\_\_\_ English Composition**  **\_\_\_\_ Mathematics**  **\_\_\_\_ Science**  **\_\_\_Gen Ed Flexible**  **\_\_\_ World Cultures**  **\_\_\_ US Experience in its Diversity**  **\_\_\_ Creative Expression**  **\_\_\_ Individual and Society**  **\_\_\_ Scientific World**  **\_\_\_\_\_Gen Ed – College Option**  **College Option Detail** | **Course Applicability** | **\_\_\_\_ Major**  **\_\_\_\_Gen Ed Required**  **\_\_\_\_ English Composition**  **\_\_\_\_ Mathematics**  **\_\_\_\_ Science**  **\_\_\_ Gen Ed Flexible**  **\_\_\_ World Cultures**  **\_\_\_ US Experience in its Diversity**  **\_\_\_ Creative Expression**  **\_\_\_ Individual and Society**  **\_\_\_ Scientific World** |
| **EffectiveTerm** |  | | |

**Rationale:** The course number SPA 2202P was used in a previous version of this course before it was approved in Spring 2017. The final course number was SPA 2203. However, the course number SPA 2202P stays in the new version of the NYCCT Course Catalog (Fall 2017).

New York City College of Technology, CUNY

CURRICULUM MODIFICATION PROPOSAL FORM

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|  |  |
| --- | --- |
| **Title of Proposal** | **Minor Modification # 3: changes to SPA 2201** |
| **Date** | **9/5/2017** |
| **Major or Minor** | **Minor modification** |
| **Proposer’s Name** | **David Sánchez Jiménez** |
| **Department** | **Humanities** |
| **Date of Departmental Meeting in which proposal was approved** |  |
| **Department Chair Name** | **Ann Delilkan** |
| **Department Chair Signature and Date** |  |
| **Academic Dean Name** | **Dr. Justin Vazquez-Poritz** |
| **Academic Dean Signature and Date** |  |
| **Brief Description of Proposal**  (Describe the modifications contained within this proposal in a succinct summary. More detailed content will be provided in the proposal body. | 1. Include in bracket after the prerequisite list the note: “(to be taken ONLY by students who learn Spanish as a foreign language, but not for heritage speakers of Spanish)”. 2. In the course description of SPA 2201, delete the line “Students with credits for SPA 1301 cannot register for SPA 2201”. |
| **Brief Rationale for Proposal**  (Provide a concise summary of why this proposed change is important to the department. More detailed content will be provided in the proposal body). | 1. With the creation of the newly proposed course SPA 2202HS, the Humanities department offers Spanish in two different tracks: Spanish for heritage speakers (courses identified with the suffix HS) and Spanish as a foreign language (courses without the suffix). The goal of this minor modification is to inform the heritage speakers of Spanish with an intermediate proficiency level (SPA 2201HS) or higher that they are not allowed to register in courses specifically designed for students of Spanish as a foreign language. 2. SPA 1301 (renamed SPA 2201HS) will be at the same level as SPA 2201 in the Spanish course sequence. Therefore, students enrolled in SPA 2201HS cannot take SPA 2201 in the next semester. |
| **Proposal History**  (Please provide history of this proposal: is this a resubmission? An updated version? This may most easily be expressed as a list). | 9-5-2017 New proposal |
| Evidence of consultation with affected departments. | N/A |
| List of the programs that use this course as required or elective, and courses that use this as a prerequisite | SPA 2201 is currently a prerequisite for SPA 2202 in the Spanish course sequence offered in the Humanities department (*cf*. course proposed for major modification, *Appendix I*). |

**CHANCELLOR’S REPORT FORM**

**Section AV: Changes in Existing Courses**

**AV: 1 Changes to be offered in the Humanities Department**

**SPA 2201 Intermediate Spanish I**

|  |  |  |  |
| --- | --- | --- | --- |
| **CUNYFirst Course ID** |  | | |
| **FROM** |  | **TO** |  |
| Departments |  |  |  |
| Course |  | Course |  |
| Pre or co requisite | ~~SPA 1102 or department~~  ~~approval (placement test)~~ | Prerequisite | SPA 1102 or placement test and department permission (to be taken ONLY by students who learn Spanish as a foreign language, but not for heritage speakers of Spanish) |
| Hours |  | Hours |  |
| Credits |  | Credits |  |
| Description | Students complete the acquisition of fundamental grammatical structures (indicative, imperative, subjunctive and conditional moods; simple and compound sentences) and increase their working vocabulary while they develop their communication skills. Students are also required to read a selection of texts that illustrate the diversity of Hispanic culture. Class activities are complemented by required online assignments. ~~Students with credit for SPA 1301 cannot register for SPA 2201.~~ | Description | Students complete the acquisition of fundamental grammatical structures (indicative, imperative, subjunctive and conditional moods; simple and compound sentences) and increase their working vocabulary while they develop their communication skills. Students are also required to read a selection of texts that illustrate the diversity of Hispanic culture. Class activities are complemented by required online assignments. |
| Requirement Designation |  | Requirement Designation |  |
| **Liberal Arts** | **[ ] Yes [ ] No** | **Liberal Arts** | **[ ] Yes [ ] No** |
| **Course Attribute (e.g. Writing Intensive, Honors, etc)** |  | **Course Attribute (e.g. Writing Intensive, Honors, etc)** |  |
| **Course Applicability** | **\_\_\_\_ Major**  **\_\_\_\_ Gen Ed Required**  **\_\_\_\_ English Composition**  **\_\_\_\_ Mathematics**  **\_\_\_\_ Science**  **\_\_\_Gen Ed Flexible**  **\_\_\_ World Cultures**  **\_\_\_ US Experience in its Diversity**  **\_\_\_ Creative Expression**  **\_\_\_ Individual and Society**  **\_\_\_ Scientific World**  **\_\_\_\_\_Gen Ed – College Option**  **College Option Detail** | **Course Applicability** | **\_\_\_\_ Major**  **\_\_\_\_Gen Ed Required**  **\_\_\_\_ English Composition**  **\_\_\_\_ Mathematics**  **\_\_\_\_ Science**  **\_\_\_ Gen Ed Flexible**  **\_\_\_ World Cultures**  **\_\_\_ US Experience in its Diversity**  **\_\_\_ Creative Expression**  **\_\_\_ Individual and Society**  **\_\_\_ Scientific World** |
| **EffectiveTerm** |  | | |

**Rationale:** Due to the creation of the newly proposed course SPA 2202HS in the Humanities department, we have to adjust the Spanish course sequence and modify the prerequisites for SPA 2201. The heritage speakers of Spanish with an intermediate proficiency level (SPA 2201HS) or higher must be informed that they are not allowed to register in courses specifically designed for students of Spanish as a foreign language. In connection to the course description, SPA 1301 (rename SPA 2201HS) will be at the same level as SPA 2201 in the Spanish course sequence. Therefore, students enrolled in SPA 2201HS cannot take SPA 2201 in the next semester.

New York City College of Technology, CUNY

CURRICULUM MODIFICATION PROPOSAL FORM

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|  |  |
| --- | --- |
| **Title of Proposal** | **Minor Modification # 4: changes to SPA 2202** |
| **Date** | **9/5/2017** |
| **Major or Minor** | **Minor modification** |
| **Proposer’s Name** | **David Sánchez Jiménez** |
| **Department** | **Humanities** |
| **Date of Departmental Meeting in which proposal was approved** |  |
| **Department Chair Name** | **Ann Delilkan** |
| **Department Chair Signature and Date** |  |
| **Academic Dean Name** | **Dr. Justin Vazquez-Poritz** |
| **Academic Dean Signature and Date** |  |
| **Brief Description of Proposal**  (Describe the modifications contained within this proposal in a succinct summary. More detailed content will be provided in the proposal body. | 1. Delete SPA 2201HS from the prerequisites to register in SPA 2202. 2. Include in bracket after the prerequisite list the note: “(to be taken ONLY by students who learn Spanish as a foreign language, but not for heritage speakers of Spanish)”. 3. Add the line “Students with credit for SPA 2201HS cannot register for SPA 2202” at the end of the course description for SPA 2202. |
| **Brief Rationale for Proposal**  (Provide a concise summary of why this proposed change is important to the department. More detailed content will be provided in the proposal body). | 1. There is a new sequence created for heritage speakers of Spanish (2201HS> 2202HS) which is different from the one followed by students of Spanish as a foreign language (1101>1102>2201>2202). Therefore, students who obtained credit for SPA 2201HS (Intermediate Spanish for heritage speakers) cannot register in SPA 2202 (students of Spanish as a foreign language). 2. With the creation of the newly proposed course SPA 2202HS, the Humanities department offers Spanish in two different tracks: Spanish for heritage speakers (courses identified with the suffix HS) and Spanish as a foreign language (courses without the suffix). The goal of this minor modification is to inform heritage speakers of Spanish with an intermediate proficiency level (SPA 2201HS) or higher that they are not allowed to register in courses specifically designed for students of Spanish as a foreign language. 3. This new statement added to the description of SPA 2202 clarifies that heritage speakers of Spanish who obtained credit for SPA 2201HS cannot register in SPA 2202. |
| **Proposal History**  (Please provide history of this proposal: is this a resubmission? An updated version? This may most easily be expressed as a list). | 9-5-2017 New proposal |
| Evidence of consultation with affected departments. | N/A |
| List of the programs that use this course as required or elective, and courses that use this as a prerequisite | SPA 2202 is currently a prerequisite for SPA 3301 and SPA 3302 in the Spanish course sequence offered by Humanities department (*cf*. course proposed for major modification, *Appendix I*). |

**CHANCELLOR’S REPORT FORM**

**Section AV: Changes in Existing Courses**

**AV: 1 Changes to be offered in the Humanities Department**

**SPA 2202 Intermediate Spanish II**

|  |  |  |  |
| --- | --- | --- | --- |
| **CUNYFirst Course ID** |  | | |
| **FROM** |  | **TO** |  |
| Departments |  |  |  |
| Course |  | Course |  |
| Pre or co requisite | ~~SPA 2201 or SPA 2201HS or placement test and department approval~~ | Prerequisite | SPA 2201 or placement test and department permission (to be taken ONLY by students who learn Spanish as a foreign language, but not for heritage speakers of Spanish) |
| Hours |  | Hours |  |
| Credits |  | Credits |  |
| Description | Students build on the language structures and vocabulary acquired in previous semesters and develop proficiency in conversation, reading, listening comprehension, and writing. Special attention is given to Hispanic world culture. Class activities include group dynamics, readings, and class discussion of selected texts. | Description | Students build on the language structures and vocabulary acquired in previous semesters and develop proficiency in conversation, reading, listening comprehension, and writing. Special attention is given to Hispanic world culture. Class activities include group dynamics, readings, and class discussion of selected texts. Students with credit for SPA 2201HS cannot register for SPA 2202. |
| Requirement Designation |  | Requirement Designation |  |
| **Liberal Arts** | **[ ] Yes [ ] No** | **Liberal Arts** | **[ ] Yes [ ] No** |
| **Course Attribute (e.g. Writing Intensive, Honors, etc)** |  | **Course Attribute (e.g. Writing Intensive, Honors, etc)** |  |
| **Course Applicability** | **\_\_\_\_ Major**  **\_\_\_\_ Gen Ed Required**  **\_\_\_\_ English Composition**  **\_\_\_\_ Mathematics**  **\_\_\_\_ Science**  **\_\_\_Gen Ed Flexible**  **\_\_\_ World Cultures**  **\_\_\_ US Experience in its Diversity**  **\_\_\_ Creative Expression**  **\_\_\_ Individual and Society**  **\_\_\_ Scientific World**  **\_\_\_\_\_Gen Ed – College Option**  **College Option Detail** | **Course Applicability** | **\_\_\_\_ Major**  **\_\_\_\_Gen Ed Required**  **\_\_\_\_ English Composition**  **\_\_\_\_ Mathematics**  **\_\_\_\_ Science**  **\_\_\_ Gen Ed Flexible**  **\_\_\_ World Cultures**  **\_\_\_ US Experience in its Diversity**  **\_\_\_ Creative Expression**  **\_\_\_ Individual and Society**  **\_\_\_ Scientific World** |
| **EffectiveTerm** |  | | |

**Rationale:** Due to the newly proposed course SPA 2202HS in the Humanities department, we have to adjust the Spanish course sequence and modify the prerequisites for SPA 2202. In connection to the added note in the SPA 2202 course description, it is clarified that heritage speakers of Spanish who obtained credit for SPA 2201HS cannot register in SPA 2202. As to the change in the prerequisites, it is necessary because students who obtained credit for SPA 2201HS (Intermediate Spanish for heritage speakers) cannot register for SPA 2202 (students of Spanish as a foreign language).

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CURRICULUM MODIFICATION PROPOSAL FORM

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| --- | --- |
| **Title of Proposal** | **Minor Modification # 5: changes to SPA 3301** |
| **Date** | **9/5/2017** |
| **Major or Minor** | **Minor modification** |
| **Proposer’s Name** | **David Sánchez Jiménez** |
| **Department** | **Humanities** |
| **Date of Departmental Meeting in which proposal was approved** |  |
| **Department Chair Name** | **Ann Delilkan** |
| **Department Chair Signature and Date** |  |
| **Academic Dean Name** | **Dr. Justin Vazquez-Poritz** |
| **Academic Dean Signature and Date** |  |
| **Brief Description of Proposal**  (Describe the modifications contained within this proposal in a succinct summary. More detailed content will be provided in the proposal body. | Include SPA 2202HS as a new prerequisite for the course SPA 3301 |
| **Brief Rationale for Proposal**  (Provide a concise summary of why this proposed change is important to the department. More detailed content will be provided in the proposal body). | With the creation of the newly proposed course SPA 2202HS, the Humanities department offers Spanish in two different tracks: Spanish for heritage speakers (courses identified with the suffix HS) and Spanish as a foreign language (courses without the suffix). Heritage speakers of Spanish who obtained credit for the highest level of the sequence may be able to register for the Spanish literature courses offered by the Humanities department SPA 3301 and SPA 3302. |
| **Proposal History**  (Please provide history of this proposal: is this a resubmission? An updated version? This may most easily be expressed as a list). | 9-5-2017 New proposal |
| Evidence of consultation with affected departments. | N/A |
| List of the programs that use this course as required or elective, and courses that use this as a prerequisite | SPA 2202HS is an elective course in the projected Spanish course sequence that the Humanities department is developing this semester. SPA 2202HS will be a prerequisite for SPA 3301 (*cf*. course proposed for major modification, *Appendix I*). |

**CHANCELLOR’S REPORT FORM**

**Section AV: Changes in Existing Courses**

**AV: 1 Changes to be offered in the Humanities Department**

**SPA 3301 Survey of Early Spanish Literature**

|  |  |  |  |
| --- | --- | --- | --- |
| **CUNYFirst Course ID** |  | | |
| **FROM** |  | **TO** |  |
| Departments |  |  |  |
| Course |  | Course |  |
| Pre or co requisite | ~~SPA 2202 or department~~  ~~approval (placement test)~~ | Prerequisite | SPA 2202 or SPA 2202HS or placement test and department permission |
| Hours |  | Hours |  |
| Credits |  | Credits |  |
| Description |  | Description |  |
| Requirement Designation |  | Requirement Designation |  |
| **Liberal Arts** | **[ ] Yes [ ] No** | **Liberal Arts** | **[ ] Yes [ ] No** |
| **Course Attribute (e.g. Writing Intensive, Honors, etc)** |  | **Course Attribute (e.g. Writing Intensive, Honors, etc)** |  |
| **Course Applicability** | **\_\_\_\_ Major**  **\_\_\_\_ Gen Ed Required**  **\_\_\_\_ English Composition**  **\_\_\_\_ Mathematics**  **\_\_\_\_ Science**  **\_\_\_Gen Ed Flexible**  **\_\_\_ World Cultures**  **\_\_\_ US Experience in its Diversity**  **\_\_\_ Creative Expression**  **\_\_\_ Individual and Society**  **\_\_\_ Scientific World**  **\_\_\_\_\_Gen Ed – College Option**  **College Option Detail** | **Course Applicability** | **\_\_\_\_ Major**  **\_\_\_\_Gen Ed Required**  **\_\_\_\_ English Composition**  **\_\_\_\_ Mathematics**  **\_\_\_\_ Science**  **\_\_\_ Gen Ed Flexible**  **\_\_\_ World Cultures**  **\_\_\_ US Experience in its Diversity**  **\_\_\_ Creative Expression**  **\_\_\_ Individual and Society**  **\_\_\_ Scientific World** |
| **EffectiveTerm** |  | | |

**Rationale:** Due to the creation of a newly proposed course (SPA 2202HS), we have to adjust the Spanish course sequence and modify the prerequisites for SPA 3301.

New York City College of Technology, CUNY

CURRICULUM MODIFICATION PROPOSAL FORM

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|  |  |
| --- | --- |
| **Title of Proposal** | **Minor Modification # 6: changes to SPA 3302** |
| **Date** | **9/5/2017** |
| **Major or Minor** | **Minor modification** |
| **Proposer’s Name** | **David Sánchez Jiménez** |
| **Department** | **Humanities** |
| **Date of Departmental Meeting in which proposal was approved** |  |
| **Department Chair Name** | **Ann Delilkan** |
| **Department Chair Signature and Date** |  |
| **Academic Dean Name** | **Dr. Justin Vazquez-Poritz** |
| **Academic Dean Signature and Date** |  |
| **Brief Description of Proposal**  (Describe the modifications contained within this proposal in a succinct summary. More detailed content will be provided in the proposal body. | Include SPA 2202HS as a new prerequisite for the course SPA 3302 |
| **Brief Rationale for Proposal**  (Provide a concise summary of why this proposed change is important to the department. More detailed content will be provided in the proposal body). | With the creation of the newly proposed course SPA 2202HS, the Humanities department offers Spanish in two different tracks: Spanish for heritage speakers (courses identified with the suffix HS) and Spanish as a foreign language (courses without the suffix). Heritage speakers of Spanish who obtained credit for the highest level of the sequence may be able to register for the Spanish literature courses offered by the Humanities department SPA 3301 and SPA 3302. |
| **Proposal History**  (Please provide history of this proposal: is this a resubmission? An updated version? This may most easily be expressed as a list). | 9-5-2017 New proposal |
| Evidence of consultation with affected departments. | N/A |
| List of the programs that use this course as required or elective, and courses that use this as a prerequisite | SPA 2202HS is an elective course in the projected Spanish course sequence that the Humanities department is developing this semester. SPA 2202HS will be a prerequisite for SPA 3302 (*cf*. course proposed for major modification, *Appendix I*). |

**CHANCELLOR’S REPORT FORM**

**Section AV: Changes in Existing Courses**

**AV: 1 Changes to be offered in the Humanities Department**

**SPA 3302 Survey of Modern Spanish Literature**

|  |  |  |  |
| --- | --- | --- | --- |
| **CUNYFirst Course ID** |  | | |
| **FROM** |  | **TO** |  |
| Departments |  |  |  |
| Course |  | Course |  |
| Pre or co requisite | ~~SPA 2202 or department~~  ~~approval (placement test)~~ | Prerequisite | SPA 2202 or SPA 2202HS or placement test and department permission |
| Hours |  | Hours |  |
| Credits |  | Credits |  |
| Description |  | Description |  |
| Requirement Designation |  | Requirement Designation |  |
| **Liberal Arts** | **[ ] Yes [ ] No** | **Liberal Arts** | **[ ] Yes [ ] No** |
| **Course Attribute (e.g. Writing Intensive, Honors, etc)** |  | **Course Attribute (e.g. Writing Intensive, Honors, etc)** |  |
| **Course Applicability** | **\_\_\_\_ Major**  **\_\_\_\_ Gen Ed Required**  **\_\_\_\_ English Composition**  **\_\_\_\_ Mathematics**  **\_\_\_\_ Science**  **\_\_\_Gen Ed Flexible**  **\_\_\_ World Cultures**  **\_\_\_ US Experience in its Diversity**  **\_\_\_ Creative Expression**  **\_\_\_ Individual and Society**  **\_\_\_ Scientific World**  **\_\_\_\_\_Gen Ed – College Option**  **College Option Detail** | **Course Applicability** | **\_\_\_\_ Major**  **\_\_\_\_Gen Ed Required**  **\_\_\_\_ English Composition**  **\_\_\_\_ Mathematics**  **\_\_\_\_ Science**  **\_\_\_ Gen Ed Flexible**  **\_\_\_ World Cultures**  **\_\_\_ US Experience in its Diversity**  **\_\_\_ Creative Expression**  **\_\_\_ Individual and Society**  **\_\_\_ Scientific World** |
| **EffectiveTerm** |  | | |

**Rationale:** Due to the creation of a newly proposed course (SPA 2202HS), we have to adjust the Spanish course sequence and modify the prerequisites for SPA 3302.

New York City College of Technology, CUNY

CURRICULUM MODIFICATION PROPOSAL FORM

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|  |  |
| --- | --- |
| **Title of Proposal** | **Minor Modification # 7: changes to SPA 1101** |
| **Date** | **9/5/2017** |
| **Major or Minor** | **Minor modification** |
| **Proposer’s Name** | **David Sánchez Jiménez** |
| **Department** | **Humanities** |
| **Date of Departmental Meeting in which proposal was approved** |  |
| **Department Chair Name** | **Ann Delilkan** |
| **Department Chair Signature and Date** |  |
| **Academic Dean Name** | **Dr. Justin Vazquez-Poritz** |
| **Academic Dean Signature and Date** |  |
| **Brief Description of Proposal**  (Describe the modifications contained within this proposal in a succinct summary. More detailed content will be provided in the proposal body. | Include in bracket after the prerequisite list the note: “(to be taken ONLY by students who learn Spanish as a foreign language, but not for heritage speakers of Spanish)” in course SPA 1101. |
| **Brief Rationale for Proposal**  (Provide a concise summary of why this proposed change is important to the department. More detailed content will be provided in the proposal body). | With the creation of the newly proposed course SPA 2202HS, the Humanities department offers Spanish in two different tracks: Spanish for heritage speakers (courses identified with the suffix HS) and Spanish as a foreign language (courses without the suffix). The goal of this minor modification is to inform the heritage speakers of Spanish with an intermediate proficiency level (SPA 2201HS) or higher that they are not allowed to register in courses specifically designed for students of Spanish as a foreign language. |
| **Proposal History**  (Please provide history of this proposal: is this a resubmission? An updated version? This may most easily be expressed as a list). | 9-5-2017 New proposal |
| Evidence of consultation with affected departments. | N/A |
| List of the programs that use this course as required or elective, and courses that use this as a prerequisite | SPA 1101 and SPA 1102 are elective courses in the Spanish as a foreign language track in the Humanities department, constituting the first part of a Spanish course sequence for non-heritage speakers of Spanish. |

**CHANCELLOR’S REPORT FORM**

**Section AV: Changes in Existing Courses**

**AV: 1 Changes to be offered in the Humanities Department**

**SPA 1101 Elementary Spanish I**

|  |  |  |  |
| --- | --- | --- | --- |
| **CUNYFirst Course ID** |  | | |
| **FROM** |  | **TO** |  |
| Departments |  |  |  |
| Course |  | Course |  |
| Pre or co requisite | ~~Department approval~~ | Prerequisite | Placement test and department permission (to be taken ONLY by students who learn Spanish as a foreign language, but not for heritage speakers of Spanish) |
| Hours |  | Hours |  |
| Credits |  | Credits |  |
| Description |  | Description |  |
| Requirement Designation |  | Requirement Designation |  |
| **Liberal Arts** | **[ ] Yes [ ] No** | **Liberal Arts** | **[ ] Yes [ ] No** |
| **Course Attribute (e.g. Writing Intensive, Honors, etc)** |  | **Course Attribute (e.g. Writing Intensive, Honors, etc)** |  |
| **Course Applicability** | **\_\_\_\_ Major**  **\_\_\_\_ Gen Ed Required**  **\_\_\_\_ English Composition**  **\_\_\_\_ Mathematics**  **\_\_\_\_ Science**  **\_\_\_Gen Ed Flexible**  **\_\_\_ World Cultures**  **\_\_\_ US Experience in its Diversity**  **\_\_\_ Creative Expression**  **\_\_\_ Individual and Society**  **\_\_\_ Scientific World**  **\_\_\_\_\_Gen Ed – College Option**  **College Option Detail** | **Course Applicability** | **\_\_\_\_ Major**  **\_\_\_\_Gen Ed Required**  **\_\_\_\_ English Composition**  **\_\_\_\_ Mathematics**  **\_\_\_\_ Science**  **\_\_\_ Gen Ed Flexible**  **\_\_\_ World Cultures**  **\_\_\_ US Experience in its Diversity**  **\_\_\_ Creative Expression**  **\_\_\_ Individual and Society**  **\_\_\_ Scientific World** |
| **EffectiveTerm** |  | | |

**Rationale:** Due to the creation of the newly proposed course SPA 2202HS in the Humanities department, we have to adjust the Spanish course sequence and modify the prerequisites for SPA 1101. The heritage speakers of Spanish with an intermediate proficiency level (SPA 2201HS) or higher must be informed that they are not allowed to register in courses specifically designed for students of Spanish as a foreign language.

New York City College of Technology, CUNY

CURRICULUM MODIFICATION PROPOSAL FORM

This form is used for all curriculum modification proposals. See the [Proposal Classification Chart](http://www.300jaystreet.com/college-council/resources/2010/04/2013-10-09-Proposal_Classification_Chart.docx) for information about what types of modifications are major or minor. Completed proposals should be emailed to the Curriculum Committee chair.

|  |  |
| --- | --- |
| **Title of Proposal** | **Minor Modification # 8: changes to SPA 1102** |
| **Date** | **9/5/2017** |
| **Major or Minor** | **Minor modification** |
| **Proposer’s Name** | **David Sánchez Jiménez** |
| **Department** | **Humanities** |
| **Date of Departmental Meeting in which proposal was approved** |  |
| **Department Chair Name** | **Ann Delilkan** |
| **Department Chair Signature and Date** |  |
| **Academic Dean Name** | **Dr. Justin Vazquez-Poritz** |
| **Academic Dean Signature and Date** |  |
| **Brief Description of Proposal**  (Describe the modifications contained within this proposal in a succinct summary. More detailed content will be provided in the proposal body. | Include in bracket after the prerequisite list the note: “(to be taken ONLY by students who learn Spanish as a foreign language, but not for heritage speakers of Spanish)” in course SPA 1102. |
| **Brief Rationale for Proposal**  (Provide a concise summary of why this proposed change is important to the department. More detailed content will be provided in the proposal body). | With the creation of the newly proposed course SPA 2202HS, the Humanities department offers Spanish in two different tracks: Spanish for heritage speakers (courses identified with the suffix HS) and Spanish as a foreign language (courses without the suffix). The goal of this minor modification is to inform the heritage speakers of Spanish with an intermediate proficiency level (SPA 2201HS) or higher that they are not allowed to register in courses specifically designed for students of Spanish as a foreign language. |
| **Proposal History**  (Please provide history of this proposal: is this a resubmission? An updated version? This may most easily be expressed as a list). | 9-5-2017 New proposal |
| Evidence of consultation with affected departments. | N/A |
| List of the programs that use this course as required or elective, and courses that use this as a prerequisite | SPA 1101 and SPA 1102 are elective courses in the Spanish as a foreign language track in the Humanities department, constituting the first part of a Spanish course sequence for non-heritage speakers of Spanish. |

**CHANCELLOR’S REPORT FORM**

**Section AV: Changes in Existing Courses**

**AV: 1 Changes to be offered in the Humanities Department**

**SPA 1102 Elementary Spanish II**

|  |  |  |  |
| --- | --- | --- | --- |
| **CUNYFirst Course ID** |  | | |
| **FROM** |  | **TO** |  |
| Departments |  |  |  |
| Course |  | Course |  |
| Pre or co requisite | ~~SPA 1101 or department~~  ~~approval (placement test)~~ | Prerequisite | SPA 1101; or placement test and department permission (to be taken ONLY by students who learn Spanish as a foreign language, but not for heritage speakers of Spanish) |
| Hours |  | Hours |  |
| Credits |  | Credits |  |
| Description |  | Description |  |
| Requirement Designation |  | Requirement Designation |  |
| **Liberal Arts** | **[ ] Yes [ ] No** | **Liberal Arts** | **[ ] Yes [ ] No** |
| **Course Attribute (e.g. Writing Intensive, Honors, etc)** |  | **Course Attribute (e.g. Writing Intensive, Honors, etc)** |  |
| **Course Applicability** | **\_\_\_\_ Major**  **\_\_\_\_ Gen Ed Required**  **\_\_\_\_ English Composition**  **\_\_\_\_ Mathematics**  **\_\_\_\_ Science**  **\_\_\_Gen Ed Flexible**  **\_\_\_ World Cultures**  **\_\_\_ US Experience in its Diversity**  **\_\_\_ Creative Expression**  **\_\_\_ Individual and Society**  **\_\_\_ Scientific World**  **\_\_\_\_\_Gen Ed – College Option**  **College Option Detail** | **Course Applicability** | **\_\_\_\_ Major**  **\_\_\_\_Gen Ed Required**  **\_\_\_\_ English Composition**  **\_\_\_\_ Mathematics**  **\_\_\_\_ Science**  **\_\_\_ Gen Ed Flexible**  **\_\_\_ World Cultures**  **\_\_\_ US Experience in its Diversity**  **\_\_\_ Creative Expression**  **\_\_\_ Individual and Society**  **\_\_\_ Scientific World** |
| **EffectiveTerm** |  | | |

**Rationale:** Due to the creation of the newly proposed course SPA 2202HS in the Humanities department, we have to adjust the Spanish course sequence and modify the prerequisites for SPA 1102. The heritage speakers of Spanish with an intermediate proficiency level (SPA 2201HS) or higher must be informed that they are not allowed to register in courses specifically designed for students of Spanish as a foreign language.

1. For our Spanish courses at City Tech, we refer to heritage speakers of Spanish as those who possess good listening and oral skills, but who have little or no formal training in the language. [↑](#footnote-ref-1)
2. For our Spanish courses at City Tech, we refer to heritage speakers of Spanish as those who possess good listening and oral skills, but who have little or no formal training in the language. [↑](#footnote-ref-2)
3. For our Spanish courses at City Tech, we refer to heritage speakers of Spanish as those who possess good listening and oral skills, but who have little or no formal training in the language. [↑](#footnote-ref-3)
4. Course will be submitted for Pathways consideration in *World Cultures and Global Issues* category. [↑](#footnote-ref-4)
5. For our Spanish courses at City Tech, we refer to heritage speakers of Spanish as those who possess good listening and oral skills, but who have little or no formal training in the language. [↑](#footnote-ref-5)
6. For our Spanish courses at City Tech, we refer to heritage speakers of Spanish as those who possess good listening and oral skills, but who have little or no formal training in the language. [↑](#footnote-ref-6)