



**SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS**

New Course Request

SDSU	College of Arts, Humanities & Social Sciences / School of American & Global Studies
Institution	Division/Department
Dennis D. Hedge	5/3/2021
Institutional Approval Signature	Date

Section 1. Course Title and Description

Prefix & No.	Course Title	Credits
SPAN 315	Spanish for Heritage Speakers	3

Course Description

This course addresses the student's ability to speak and write standard Spanish, with an emphasis on the specific needs of heritage students. Class will be conducted almost exclusively in Spanish, and there will be instruction on writing, grammar, common errors due to English interference, and different written tasks to put those skills into practice. There will be an emphasis on cultural identity, especially the cultures of heritage Spanish speakers, and on cultural metacognition.

Pre-requisites or Co-requisites

Prefix & No.	Course Title	Pre-Req/Co-Req?
SPAN 202	Intermediate Spanish I	Pre-Req

Registration Restrictions

None

Section 2. Review of Course

2.1. Will this be a unique or common course?

Unique Course

Prefix & No.	Course Title	Credits
SPAN 310	Conversation and Culture for Proficiency	3
SPAN 311	Intensive Writing, Conversation, & Grammar I	3
SPAN 312	Intensive Writing, Conversation, & Grammar II	3

Provide explanation of differences between proposed course and existing system catalog courses below:

SPAN 310 concentrates on developing fluency for second-language speakers of Spanish. Heritage speakers do not benefit from a course that tries to develop what they already have: fluency. A heritage speaker of Spanish is an individual who was raised in a family in which Spanish was the only or a majorly used language for communication, but who went through an educational system in which instruction was provided solely or for the most part in a different language. SPAN 311 and SPAN 312 build on grammar, conversation, writing, and translation, but being fifth or sixth semester Spanish, the course is too complex in compositional concepts for incoming freshmen whose first language is Spanish and have not even taken ENGL 101 yet. SPAN 315, in addition to a general grammar review, will offer the kind of linguistic training heritage speakers of Spanish need before taking other advanced Spanish language classes.

Section 3. Other Course Information

3.1. Are there instructional staffing impacts?

No. Schedule Management, explain below: This course has been offered twice in the fall as a topics course (392). It replaced one section of SPAN 310 as part of the existing course rotation. No additional resources or FTE are needed.

3.2. Existing program(s) in which course will be offered: Spanish (B.A. and Minor)

3.3. Proposed instructional method by university: D – Discussion/Recitation

3.4. Proposed delivery method by university: 001 - Face to Face Term Based Instruction; 030 – Blended/Hybrid

3.5. Term change will be effective: Fall 2021

3.6. Can students repeat the course for additional credit? Yes No

3.7. Will grade for this course be limited to S/U (pass/fail)? Yes No

3.8. Will section enrollment be capped? Yes, max per section: 25 No

3.9. Will this course equate (i.e., be considered the same course for degree completion) with any other unique or common courses in the common course system database in Colleague and the Course Inventory Report? Yes No

3.10. Is this prefix approved for your university? Yes No

Section 4. Department and Course Codes (Completed by University Academic Affairs)

4.1. University Department Code: School of American and Global Studies

4.2. Banner Department Code: SAGS

4.3. Proposed CIP Code: 16.0905

Is this a new CIP code for the university? Yes No

**NEW COURSE REQUEST
Supporting Justification for On-Campus Review**

<u>María T. Ramos-García</u> Request Originator	<u>María T. Ramos-García</u> Signature	<u>3/20/2021</u> Date
<u>Christine Garst-Santos</u> Department Chair	<u>Christine Garst-Santos</u> Signature	<u>3/24/2021</u> Date
<u>Jason Zimmerman</u> School/College Dean	<u>Jason Zimmerman</u> Signature	<u>3/26/2021</u> Date

1. Provide specific reasons for the proposal of this course and explain how the changes enhance the curriculum.

A heritage speaker of Spanish is an individual who was raised in a family in which Spanish was the only or a majorly used language for communication, but who went through an educational system in which instruction was provided solely or for the most part in a different language (in our case, that language would be English). On first impression these individuals sound native, and most often are fluent in the language (although levels of proficiency may vary greatly), however, their vocabulary is often limited to that of the home environment, and they have no academic training, or solid reading or writing skills. The students in South Dakota often began their schooling in English while speaking only Spanish at home. Experts have often pointed out the great academic disadvantage of these students in comparison to their English-speaking peers. Reinforcing their linguistic skills in Spanish has a number of advantages, developing self-confidence, and a sense of belonging in higher education. Most importantly, the develop transferrable academic skills that will contribute to their success in all disciplines.

SPAN 310 Conversation and Culture for Proficiency (3 cr.) concentrates on developing oral language skills that heritage speakers have already acquired. Heritage speakers, on the other hand, have other difficulties when learning a language they speak but have never read or written, therefore they need an alternative course before advancing towards more academically-demanding courses. However, the

course set up has been designed so second language speakers can also benefit greatly from the curriculum, as well as from a larger presence of fluent students in the classroom, hence the value of the course as an elective. This combination of both types of students will allow for a stronger enrollment and benefits both groups of learners.

This course also addresses some of the special needs of a population of students who come from a minority background in the state, not only linguistically, but also academically and in cultural terms, and may be a tool for the retention of Hispanic students at SDSU.

2. Note whether this course is: Required -For heritage speakers too advanced for SPAN 310
 Elective-For second language speakers
3. In addition to the major/program in which this course is offered, what other majors/programs will be affected by this course?
This course is a great addition for all Spanish heritage-speakers enrolling at the university regardless of major, even if they do not plan to pursue a major or minor in Spanish. It may also ease the transition to university students for students whose first language is Spanish.
4. If this will be a dual listed course, indicate how the distinction between the two levels will be made.
N/A
5. Desired section size 15-25
6. Provide qualifications of faculty who will teach this course. List name(s), rank(s), and degree(s).
María T. Ramos-García, Professor, Ph.D.
7. Note whether adequate facilities are available and list any special equipment needed for the course.
Regular classrooms are adequate for the teaching of this course, and no special equipment is needed.
8. Note whether adequate library and media support are available for the course.
This course will not require special library or media support.
9. Will the new course duplicate courses currently being offered on this campus? Yes No
10. If this course may be offered for variable credit, explain how the amount of credit at each offering is to be determined.
N/A