

PROPOSAL TO THE SENATE COMMITTEE ON EDUCATIONAL POLICY

TITLE OF THE PROPOSAL: Revision of the BA: Teaching of Spanish, College of Liberal Arts and Sciences

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BRIEF DESCRIPTION:

The current major in the Teaching of Spanish requires 29 hours of professional education courses and 48-53 hours in Spanish. The total 48-53 hours may be reduced by as much as 16 hours through prerequisite credit for work equivalent to SPAN 101 through 140, 141 or 142 taken in secondary school. Beyond completion of the basic language sequence (SPAN 140, 141 or 142), students are required to complete at least 29 hours of required 'core' courses, and 3-6 hours of electives. Currently, three 'basic skills' courses (reading, grammar, and composition) are required and are prerequisites to all advanced required courses. Of the remaining six required 'core' courses, two are in literature, two in culture, and two in linguistics.

The proposed revision requires the same 29 hours of professional education, 30 hours of required courses and 3-6 hours of electives. However, the revised curriculum provides the student with greater preparation in cultural studies and analysis. Because the credit for work equivalent to the first four semesters of basic language (SPAN 101 through SPAN 140, 141 or 142) is not specified in the non-teaching major, although it is a prerequisite, the unit sees no reason to specify it for the teaching major. This change brings the Spanish requirements for the teaching major in line with those for the non-teaching major. The major differences between the current and the proposed major are 1) All undergraduate majors will complete three "Introduction to the discipline" courses (SPAN 250, SPAN 252 and SPAN 254) that stress the development of analytical skills in each of the disciplinary areas represented in the unit (literature, linguistics and culture); all three courses are required and each is the prerequisite to more advanced coursework in that area; 2) The total number of required courses will not change, but the total number of hours will increase by one due to the addition of one hour of credit to SPAN 303 (Sounds of Spanish); and 3) Students will be required to take one fewer course in literature and one additional course in cultural analysis. Students will benefit from increased accessibility and faculty presence at the 200-level and expanded course offerings at the 300-level. (see *Appendix 1: Proposed Major in the Teaching of Spanish* for list of elective courses)

JUSTIFICATION:

The revision of the curriculum is a modernization to reflect the current state of the field, to bring it in line with sister disciplines in the humanities, and to create a coherent curriculum that conforms to the most recent recommendations of the Modern Language Association (May, 2007). The redesign is motivated by two major, interrelated and complex factors. First, over the last decade, the Humanities in general and departments of foreign language in particular, have been undergoing significant transformation. There is a growing move towards decentralizing a

predominantly literature-based curriculum and placing the study of languages and cultures other than English at the center of many related disciplines. A comparison of our curriculum with those of peer institutions in the Big Ten places Illinois clearly behind when it comes to re-conceptualization of intellectual mission and object of study.

The second major factor relates to current demographic and social changes in the world around us, and especially in the U.S, where it is projected that by the year 2050 one quarter of the population will be Hispanic. Not only has this demographic explosion endowed the Spanish language with increasing visibility in U.S. society, but it has also generated growing interest in issues particularly relevant to the extremely diverse Hispanic population. For our department, this translates into increased enrollments and high demand for Spanish.

BUDGETARY AND STAFF IMPLICATIONS:

a. Additional staff and dollars needed: None. All changes will be accommodated with existing funds.

b. Internal reallocations (e.g., change in class size, teaching loads, student-faculty ratio, etc.):

Spanish courses are in high demand, especially at the 200-level. The proposed revision of the curriculum does not create any additional prerequisites that might exacerbate this situation. In fact, by reducing the number of required courses, we expect that the demand will distribute more evenly across the course offerings. By allowing courses in addition to literature to count toward the major, the unit's strength in linguistics will be made available to undergraduates.

As the curriculum currently stands, the huge demand for Spanish means that many of the undergraduate courses, which are typically small, lecture-discussion format classes, are taught by graduate Teaching Assistants. As a result, undergraduates in Spanish rarely experience a course that is faculty-taught before their final semester. The proposed change in the curriculum has taken the demand for Spanish into account in the following ways:

1) The required 'basic skills' courses (SPAN 200, SPAN 204 and SPAN 208) will be offered in three different formats, each appropriate to the course content. SPAN 204 has recently been converted from multiple TA-taught independent sections to a large, faculty-taught lecture with accompanying small, TA-led discussion sections. The change has allowed the unit to ensure consistent, high quality course content as well as enroll 28% more students with no increase in FTE. SPAN 200 (Reading), on the other hand, will be converted to a primarily online format, with testing done in a controlled setting. It will continue to be supervised by a non-tenure-track faculty member, with one TA. Because of its focus on intensive and extensive writing, SPAN 228 (Composition) will continue to be taught by TAs in computer classrooms with a maximum section size of 18. The TA FTE that have been saved by the conversion of SPAN 204 and the "Introduction to the discipline" courses (SPAN 250, SPAN 252 and SPAN 254) will be used to accommodate more students in SPAN 228. This will entail access to additional computer classroom space.

2) In order to both meet student demand for the introductory-level courses and increase contact with faculty, the three 'Introduction to the discipline' courses (SPAN 250, SPAN 252 and SPAN 254) will also be offered as faculty-taught lectures with accompanying, small TA-led discussion sections. In addition to introducing faculty to undergraduates much earlier in the

curricular sequence, this format will accommodate more students in the high demand courses and make better use of our graduate teaching assistants by giving them experience teaching within their discipline under the direct supervision of a faculty member. The addition of small discussion sections will ensure that students will have the opportunity to develop their expressive skills in Spanish. All TA-led discussion sections will have a maximum enrollment of 25 students or fewer.

Course	Enrollment	Faculty FTE	TA FTE
(Fall 2007) SPAN 200	123	0.50	0.33
(proposed) SPAN 200	400	0.50	0.33
(Fall 2006) SPAN 204	354	0	2.33
(Fall 2007) SPAN 204	489	0.50	1.83
(Fall 2007) SPAN 228	191	0	1.8
(proposed) SPAN 228	300	0	2.6
(Fall 2007) SPAN 225/227	106	0	0.67
(proposed) SPAN 250 Intro to Literary Analysis	150	0.25	0.33
(Fall 2007) SPAN 302	75	0.50	0.17
(proposed) SPAN 252 Intro to Hispanic Linguistics)	150	0.25	0.33
(Fall 2007) SPAN 301	50	0	0.33
(proposed) SPAN 254 Intro to Cultural Analysis	150	0.25	0.33

The change in delivery format for the “Introduction to the discipline” courses (SPAN 250, SPAN 252 and SPAN 254) will require access to large lecture halls with IT capability. On the other hand, each course will free up from 6 to 32 regular classrooms, particularly at peak times of the day.

The current undergraduate curriculum restricts the number of majors at the entry point in the system, due to the unit’s inability to accommodate large numbers of students in the early, required courses since they are all taught as small, lecture-discussion sections with a maximum enrollment of 23-25 students each. The proposed curriculum seeks to increase accessibility to the early, required courses by changing the way in which instruction is delivered in those classes where it is most appropriate. The small lecture-discussion format will continue to be used in the more advanced courses at the 300- and 400-level.

c. Effect on course enrollment in other departments and explanations of discussions with representatives of those departments:

The change in delivery format for several courses, both basic skills and Introductions to the disciplines, at the 200-level will provide increased access for majors in Spanish and the Teaching of Spanish majors and minors as well as for the many students who wish to combine Spanish with their primary course of study. The Division of General Studies has already noticed the positive impact of the revision of SPAN 204. Majors in the Teaching of Spanish will directly benefit from increased access at the 200-level as well as from expanded course offerings at the 300-level, including a variety of courses in linguistics (Bilingualism, Varieties of Spanish and US Spanish) and in cultural studies focusing on Spain and Latin America. The creation of Topics courses at the 200- and 300-levels will facilitate the transfer of credit earned during study abroad.

d. Impact on the University Library (A letter of acknowledgement from the University Librarian must be included for all new program proposals.):

This is a revised program. The Library holdings are more than adequate.

e. Impact on computer use, laboratory use, equipment, etc.:



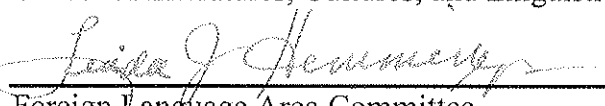
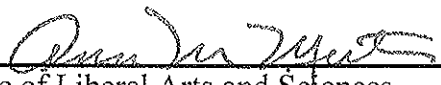
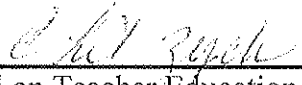
SPAN 204 (max. enrollment 250/lect) and the three "Introduction to the disciplines" courses (SPAN 250, 252 and 254, max. enrollments 150/lecture each) will require large lecture halls with IT capability. Additional sections of SPAN 228 to better meet student demand will require additional access to networked computer lab space (max. enrollment 18/section). A letter of support from ATLAS and one from FMS have been requested and will be attached to this document.

GUIDELINES FOR UNDERGRADUATE EDUCATION:

The proposed major in the Teaching of Spanish meets the guidelines published in the 1972 report entitled "An Academic Plan for the Urbana-Champaign Campus." Through the three required basic skills courses, the three required introduction to the disciplines courses, and the electives, students will acquire the ability to understand someone else speaking about a discipline-related topic and be able to engage that person in discussion; speak about topics related to their particular area of study and to develop and articulate positions in oral and written Spanish using appropriate sociolinguistic registers with few grammatical errors. In terms of cultural competency, students will demonstrate an understanding of the perspectives and products of the cultures studied; acquire information and recognize the distinctive viewpoints that are only available through the study of a foreign language and texts produced in different cultural contexts; recognize different patterns of interaction that are relevant in different cultural settings; and reflect on their own cultural frame of reference and their own cultural conditioning. Students will receive professional preparation by acquiring broad knowledge of the disciplines that comprise contemporary Hispanic studies (cultural, literary and linguistic studies) and knowledge of the three basic populations represented by Hispanic studies (Spain, U.S. Latino/a, and Latin America) as well as of their languages, cultures, and literary production.

PROPOSED EFFECTIVE DATE: Fall 2008

CLEARANCES:

 Department of Spanish, Italian, and Portuguese	<u>10/23/07</u> Date
 School of Literatures, Cultures, and Linguistics	<u>10/26/07</u> Date
 Foreign Language Area Committee	<u>12/10/07</u> Date
 College of Liberal Arts and Sciences	<u>4/4/08</u> Date
 Council on Teacher Education	<u>4/16/08</u> Date
Office of the Provost	Date