

MINOR IN SPANISH

Minor in World Languages and Cultures

A minimum of 22 hours is required for the minor in German and Japanese. A minor in Spanish requires 21 hours. All course work must be in the same language and at the 2000 level or higher for Arabic, French, Japanese, and Spanish; at the 3000 level or higher for German. A minimum of 18 hours is required for the minors in Arabic, General French, and Applied French.

Students wishing to receive a minor in World Languages and Cultures have the responsibility, in consultation with the advisor in their major, to see that the necessary course work is included in the total number of undergraduate courses taken. Students outside the Judith Herb College of Arts, Social Sciences and Education should make sure that the minor in World Languages and Cultures is an approved program within their college.

Candidates for the minor in World Languages and Cultures must have their course work verified and approved by a World Languages and Cultures Department advisor or that department's chairperson at the time they make formal application for graduation. A form for this verification can be obtained from the college or department office.

Courses required for either the major or minor may not be taken P/NC; however, up to 12 hours of P/NC course work may be included in the related area.

Change SPAN 4000 to "Span 4000 Advanced Spanish Grammar, 3hrs." to "Span 4000 Advance Spanish Grammar, 3hrs. OR Span 4010 Stylistics and Syntax, 4 hrs." Total: 21/22 hrs.

Code	Title	Hours
Required Courses		
SPAN 3000	Spanish Grammar	3
SPAN 3010	Conversation And Composition I	3
SPAN 3020	Conversation And Composition II	3
SPAN 4000	Advanced Spanish Grammar	3
or SPAN 4010	Syntax And Stylistics	3
Select one of the following:		3
SPAN 3210	Survey Of Spanish Literature I	
SPAN 3220	Survey Of Spanish Literature II	
SPAN 3270	Survey Of Latin American Literature I	
SPAN 3280	Survey Of Latin American Literature II	
SPAN 3410	Spanish Culture And Civilization	
or SPAN 3420	Latin American Civilization	
Select 2 elective courses at the 2/3/4000 level. SPAN 2140 and SPAN 2150 are approved for the minor program.		6

- PLO 1. Speaking objectives. Spanish minors are able to converse with ease and confidence when dealing with the routine tasks and social situations of the Intermediate level. They are able to handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to their work, school, recreation, particular interests, and areas of competence. They can handle a substantial number of complicated, but they are unable

to sustain performance of all of these tasks all of the time. They can narrate and describe in all major time frames using connected discourse of paragraph length, but not all the time. They can generally be understood by native speakers unaccustomed to dealing with non-natives, although interference from another language may be evident (e.g., use of code-switching, false cognates, literal translations), and a pattern of gaps in communication may occur.

- PLO 2. Writing objectives. Minors are able to meet all practical writing needs, such as simple messages and letters, requests for information, and notes. Additionally, they can write compositions and simple summaries related to work and/or school experiences. They can narrate and describe in different time frames when writing about everyday events and situations. The writing is generally comprehensible to natives not used to the writing of non-natives.
- PLO 3. Grammar objectives. Minors are able to communicate clearly and correctly in the target language. Clear communication is based on the accurate use and understanding of correct forms and structures. Minors are able to identify forms and structures that they have mastered and to apply them appropriately within the contexts.
- PLO 4. Literature Objectives. Minors should be familiar with a range of texts by various authors from different historical periods and several Hispanic areas and be able both to place them in relevant contexts and to discuss them in the target language. The literary knowledge objective has two components: recognition of genres and critical reading skills. a) Literary history. Minors are able to situate literary texts into their literary, political and social-historical contexts and to classify literary texts according to historical genres (essay, novel, lyric poetry, drama etc.) as well as to evaluate their current relevance and the ongoing contributions to the tradition to which they belong. They should also be able to indicate which texts do not easily fit into given generic or stylistic categories and why. Minors should be able to use the library as well as electronic sources to gain access to relevant materials in and about literature in the target language. b) Critical reading. Minors are able to understand fully and with ease short, non-complex texts that convey basic information and deal with personal and social topics to which the reader brings personal interest or knowledge. They are able to understand main ideas and some supporting details on familiar topics from a variety of texts. Students are also able to understand some connected texts featuring description and narration although there will be occasional gaps in understanding due to a limited knowledge of the vocabulary, structures, and writing conventions of the language. Students can comprehend information rich texts with highly predictable order. They can respond coherently and react critically to texts they have read, formulate relevant questions and problems, and show how these concerns may be clarified. They are able to identify, understand, and analyze the texts they have read.
- PLO 5. Linguistic objectives. Students not only demonstrate the correct usage of the target language but also its structure, history, and varieties (dialectal, sociolectal, etc.). Students gain knowledge of the main branches of linguistics as they apply to Spanish (phonetics, phonology, morphology, syntax, semantics, and pragmatics) and apply this knowledge to their own use of the target language through the study of stylistics.
- PLO 6. Culture Objectives. Minors can make comparisons between products and practices related to everyday life and personal interests or studies in student's own and Hispanic cultures. Students are able to converse with peers from the Hispanic culture in familiar situations

at school, work, or play and show interest in basic cultural similarities and difference. They can recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders.