

# Spanish (SPAN)

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## **SPAN 1001. FYE: Spanish. 1 Hour.**

Strongly recommended for entering freshmen and transfer students with 0-24 credits. Designed to help students adapt to college life and become integrated into Utah Tech. Students will refine academic skills, create and foster social networks, learn about college resources, and explore different fields of study, degree options, and career opportunities. Multiple listed with all other sections of FYE (all 1001 courses and ENGR 1000). Students may only take one FYE course for credit. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Know their way around Utah Tech University. 2. Know some strategies for dealing with the challenges of college life. 3. Know how to succeed academically. 4. Describe their major or area of study. FA.

## **SPAN 1010. Beginning Spanish I (FL). 4 Hours.**

Beginning course for students with little or no Spanish language experience. Native-speakers and students who have acquired proficiency in this language through extended residence, military service, church missions, or other methods may not enroll in this class. Emphasizes conversation, vocabulary building, and basic grammar. A variety of teaching methods will be employed, including drills, videos, etc. Some discussion of culture is included. This course partially qualifies students to receive an Associate of Arts or Bachelor of Arts degree. Successful completers are prepared to take SPAN 1020. Placement in foreign language classes is at the discretion of the Department Chair. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Communicate minimally by answering direct questions with only two or three words or giving an occasional stock answer. 2. Search for simple vocabulary or recycle their own and their interlocutor's words. 3. Reproduce from memory a modest number of words and phrases in context. 4. Supply limited information and other basic biographical information. 5. Identify cultural differences between their own and that of the people whose language they are learning. FA, SP, SU.

## **SPAN 1020. Beginning Spanish II (FL). 4 Hours.**

For students who have completed SPAN 1010 or who have equivalent experience (approximately two years of high school Spanish). Native-speakers and students who have acquired proficiency in this language through extended residence, military service, church missions, or other methods may not enroll in this class. Speaking, listening, reading, and writing, as well as cultural awareness will be emphasized. Varied methods are used to teach the class, including videos and drilling. Students using 1020 as an entry level class may receive vertical credits for SPAN 1010 upon passing 1020 with a C grade or higher. This course partially qualifies students to receive an Associate of Arts or Bachelor of Arts degree. Upon completion of this course you will be prepared to take SPAN 2010. Equivalent experience may substitute for prerequisite. Placement in foreign language classes is at the discretion of the Department Chair. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Manage successfully a number of uncomplicated communicative tasks in straightforward situation. 2. Express personal meaning by relying heavily on learned phrases or recombinations of these and what they hear from their interlocutor. 3. Describe cultural differences between their own and that of the people whose language they are learning. Prerequisite: SPAN 1010 or instructor permission. FA, SP, SU.

## **SPAN 2010. Intermediate Spanish I. 4 Hours.**

For Intermediate level students who have taken Spanish 1020, or equivalent experience (four or more years of high school Spanish). Native-speakers and students who have acquired proficiency in this language through extended residence, military service, church missions, or other methods may not enroll in this class. Second-year course that emphasizes grammar review, composition, reading and conversation, and cultural awareness. Students using 2010 as an entry level class may receive vertical credits for lower level courses upon passing 2010 with a C grade or higher. This course partially qualifies students to receive an Associate of Arts or Bachelor of Arts degree. Successful completers will be prepared to take Spanish 2020. Not for students with extended Spanish language experience abroad. Equivalent experience may substitute for prerequisite. Placement in foreign language classes is at the discretion of the Department Chair. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Create with the language when talking about familiar topics related to their daily life. 2. Recombine learned material in order to express personal meaning. Ask simple questions and can handle a straightforward survival situation. 3. Produce sentence-level language, ranging from discrete sentences to strings of sentences, typically in present time. 4. Create statements and formulate questions based on familiar material. 5. Communicate simple facts and ideas in a series of loosely connected sentences on topics of personal interest and social needs. 6. Describe cultural differences between their own and that of the people whose language they are learning. Prerequisite: SPAN 1020 or instructor permission. FA, SP.

## **SPAN 2020. Intermediate Spanish II. 4 Hours.**

For Intermediate students who have taken Spanish 2010, or equivalent (four or more years of high school Spanish). Continued emphasis on grammar and introduction of authentic literary works to develop reading comprehension at a higher level. Cultural awareness will be emphasized as well. Students using 2020 as an entry level class may receive vertical credits for lower level courses upon passing 2020 with a C grade or higher. This course, along with one other Spanish course, will partially qualify students to receive an Associate of Arts degree. Not for students with extended Spanish language experience abroad. Successful completers should continue studies with SPAN 3040. Equivalent experience may substitute for prerequisite. Placement in foreign language classes is at the discretion of the Department Chair. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Create with the language when talking about familiar topics related to their daily life with minimal syntactical errors. 2. Recombine learned material in order to express personal meaning. Ask more complex questions and can handle a variety of every-day situations. 3. Produce near paragraph-level language, ranging from sentences to strings of sentences using various tenses. 4. Create statements and formulate questions based on familiar material. 5. Communicate ideas in a series of connected sentences on topics of personal interest and social needs. 6. Describe cultural differences between their own and that of the people whose language they are learning. 7. Expand on learned vocabulary by researching words and ideas not included in the textbook. Prerequisite: SPAN 2010 or instructor permission. FA, SP.

**SPAN 2990. Seminar in Spanish: [topic]. 1-3 Hours.**

For students wishing instruction that is not available through other regularly scheduled courses in this discipline. Occasionally, either students request some type of non-traditional instruction, or an unanticipated opportunity for instruction presents itself. This seminar course provides a variable credit context for these purposes. As requirements, this seminar course must first be pre-approved by the department chair; second, it must provide at least nine contact hours of lab or lecture for each credit offered; and third, it must include some academic project or paper (i.e., credit is not given for attendance alone). This course may include standard lectures, travel and field trips, guest speakers, laboratory exercises, or other nontraditional instruction methods. Note that this course in an elective and does not fulfill general education or program requirements. Instructor permission will be optional at the request of the instructor. For international travel, see [studyabroad.utahtech.edu](http://studyabroad.utahtech.edu) for additional travel costs that may apply. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Investigate about the Spanish language and culture depending on their own interests or context. 2. Solve real life problems due to the use of Spanish as a foreign language. 3. Combine all their knowledge of the Spanish language and culture to survive in a foreign context.

**SPAN 3000. Spanish Internship HS. 3 Hours.**

For Senior High School students who are accepted as a language facilitators into a Washington County School district public school. Mentor teachers and university faculty support interns as language advisors in the classroom. Students will have taken 3000 level Spanish college courses from UT or other university within USHE. They will apply at <https://www.washk12internships.org/> and enroll in CTE internship during the fall semester. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Facilitate communication in Spanish between teachers and students in the Dual Language Immersion program setting. 2. Arbitrate miscommunication in Spanish between teachers and students in the Dual Language Immersion program setting. 3. Facilitate teachers and students in the Dual Language Immersion program setting. 4. Assess their performance as language facilitators in the Dual Language Immersion program setting. Prerequisites: Students will be HS seniors, have taken 3000 level Spanish college courses from UT or other university within USHE, will apply at <https://www.washk12internships.org/>; and enroll in CTE internship during the previous fall semester. SP.

**SPAN 3010. Spanish for Heritage Speakers. 3 Hours.**

Entry level course designed for students whose home language is Spanish but whose education has been in English. Grammar will be reviewed while emphasizing the mechanics of written Spanish, including syntax, spelling, and the use of accents. Culture and traditions will also be taught. Strongly recommended for heritage Spanish students prior to taking more advanced Spanish courses. Students using 3010 as an entry level class may receive vertical credits for lower level courses upon passing with a C grade or higher. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Generate syntactically varied sentences observing correct punctuation, and accentuation with at least 80 percent accuracy when edition is allowed. 2. Compose narrations of events and descriptions of people, places, and objects in past, present and future planes with a 70% accuracy in aspectual elements of the past tense narrations in impromptu exercises. 3. Differentiate the structure of descriptive, narrative, and expository paragraphs; and know how to apply it to obtain cohesive descriptive, narrative, and expository paragraphs. SP.

**SPAN 3040. Intermediate Grammar and Oral Proficiency. 4 Hours.**

Emphasis on oral production through discussion of topics drawn from texts and other media addressing current events. Additionally, the course addresses intermediate grammar topics through reading and listening exercises. Native speakers or those who have acquired intermediate proficiency through extended residence (e.g. native speakers, military service, extended family visits, church missions) are not eligible to take this class. With the exception of students who obtained their high school diplomas in Spanish speaking countries, students using 3040 as an entry level class may receive vertical credits for lower level courses upon passing 3040 with a C grade or higher. Equivalent experience may substitute for prerequisite. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Create with the language when talking about familiar topics related to their daily life. 2. Recombine learned material in order to express personal meaning. 3. Ask simple questions and handle a straightforward survival situation. 4. Narrate and describe in the major times frames of past, present, and future, but not consistently. 5. Outline cultural differences between their own and that of the people whose language they are learning. Prerequisite: SPAN 2020. FA.

**SPAN 3060. Advanced Grammar, Culture and Composition I. 3 Hours.**

Special attention is given to advanced areas of Spanish grammar appropriate for oral argumentation and expository writing and also to distinctions between formal and informal usage. Continued development of conversational and written skills through discussing the different cultural aspects of Spanish-speaking countries, emphasizing the richness of the different cultures as well as dialectal uses of grammar. Critical and creative writing with emphasis on summaries, narratives, and descriptions of a factual nature, and supported opinion. Authentic materials promote the understanding of Hispanic cultures. With the exception of students who obtained their high school diplomas in Spanish speaking countries, students using 3060 as an entry level class may receive vertical credits for lower level courses upon passing 3060 with a C grade or higher. Equivalent experience may substitute for prerequisite. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Show competence in writing narrations and critical essays in Spanish. 2. Use correct grammar structures, spelling and punctuation in Spanish. 3. Develop conversational and written skills through discussing the different cultural aspects of Spanish-speaking countries. 4. Show awareness of the richness of the different cultures as well as dialectal uses of grammar. FA, SP.

**SPAN 3070. Advanced Grammar, Culture and Composition II. 3 Hours.**

Continuation of SPAN 3060. Emphasizes advanced grammar with focus on developing research skills. Attention is paid to Spanish/English contrasts, pronoun, tense, aspect, and mood selection; as well as reflexive and passive usage. Grammar skills are developed in conversation, reading and writing. Students are also introduced to linguistic concepts that will help them make their own judgments about grammar and pronunciation.

**\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Create competently in writing in Spanish. 2. Produce correct grammar structures, spelling and punctuation in Spanish. 3. Produce conversational and written skills through discussing the different cultural aspects of Spanish-speaking countries. 4. Research the richness of the different cultures as well as dialectical uses of grammar. 5. Solve the basic challenges inherent in translation through vocabulary, syntax, and grammar. Prerequisite: SPAN 3060.

**SPAN 3075. Intro to Spanish Linguistics. 3 Hours.**

An introductory course in Spanish Linguistics for advanced students in Spanish. Students will be introduced to the scientific study of languages and to the study of Spanish. Through a theoretical and practical approach, students will discover different branches of study, phonetics, syntax, morphology, geographical variations and the evolution of the language. This course helps students understand the language and will introduce them to linguistics. Students preparing to become teachers will benefit from this course. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Define what linguistics is. 2. Explain different branches of linguistics. 3. Compare Spanish and English phonetic, semantic, morphological, and syntactic systems. 4. Synthesize linguistic variation present in the Spanish-speaking world. 5. Deduct Spanish language evolution. Prerequisite: SPAN 3060. FA.

**SPAN 3080. Spanish Phonetics & Pronunciation. 3 Hours.**

Introduction to phonetics and phonology for advanced students of Spanish. Includes both theoretical and practical approaches to studying the Spanish sound system, including comparisons to English. Helps students improve their own or others' pronunciation in Spanish. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Explain what phonology and phonetics are and their relationship to each other. 2. Improve their pronunciation, intonation, and spelling of Spanish. 3. Demonstrate mastery of phonetic transcription. 4. Show understanding of the differences between sound systems of Spanish and American English. 5. Learn to recognize phonetic challenges to second language learners of Spanish and ways to help students improve their pronunciation. Prerequisite: SPAN 3060. SP.

**SPAN 3090. Spanish for the Professions: [topic]. 3 Hours.**

Offers a rotation of topics such as Medical Spanish, Spanish for Law Enforcement, or Spanish for Social Services according to student demand. Focuses on the practical needs of students who seek careers in applicable areas. Addresses the specialized vocabulary and communicative ability necessary for a professional in a bilingual English-Spanish or monolingual Spanish environment. Introduces interpretation in professional situations. May be repeated for a maximum of six credits as topic varies. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Identify and categorize specific terminology in Spanish. 2. Demonstrate academic oral and written language. 3. Compare and contrast Hispanic cultural aspects and the learner's own culture. 4. Research diverse topics through authentic academic articles in different fields written by researchers from Spanish-speaking countries. Prerequisite: SPAN 3060 (Grade C or higher). FA.

**SPAN 3116. Pop Culture: Film, Media and Entertainment. 3 Hours.**

Considers the role that current film, media, and entertainment play in the Spanish-speaking world. Students in this course will be exposed to the historical and cultural perspectives presented through these media. Proficiency goals: By the end of this course, students will be able to discuss familiar topics as well as some concrete social, academic, and professional topics. They will be able to talk in detail and in an organized way about events and experiences in various time frames, to confidently handle routine situations with an unexpected complication, and to share their point of view in discussions on some complex cultural and historical issues. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Identify, describe, and explain the historical, political, social, and artistic significance of popular cultural products, practices, and perspectives of the Spanish-speaking world. 2. Compare and contrast cultural similarities and differences of the Spanish-speaking pop-culture and the learners' own culture. 3. Argue and defend their position on pop-culture using multiple perspectives. 4. Evaluate a variety of culturally authentic sources--audio, written and audiovisual--about a diverse array of pop culture topics from the Spanish-speaking world. Prerequisite: Spanish AP Exam (score 3 or higher).

**SPAN 3117. Breaking Down Walls, Building Identities. 3 Hours.**

This course considers how critical moments of change in the Spanish-speaking world have shaped the present by building new identities. Proficiency Goals: By the end of this course, students will be able to discuss familiar topics as well as some concrete social, academic, and professional topics. Students will utilize interpretive communication skills (listening and reading) in order to speak and write in detail and in an organized way about events and experiences in various time frames, to confidently handle routine situations with an unexpected complication, and to share their point of view in discussions on some complex cultural and historical issues. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Identify, describe, and explain key critical moments of change in the Spanish-speaking world. 2. Compare and contrast perspectives on historical moments of change using a variety of authentic sources (e.g. literature, song, articles, news, film, art). 3. Make connections between historical, political or social contexts and students' own reality. 4. Analyze authentic sources to argue and defend multiple perspectives on social, political and historical issues. Prerequisite: Spanish AP Exam (Score 3 or higher).

**SPAN 3118. Literature and Film: Contemporary Issues. 3 Hours.**

In this course, students will critically analyze and interpret works of literature and film in Spanish to explore contemporary societal issues. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Describe and analyze key elements of literary genres, including poetry, fictional narrative, expository writing, theater, and film through thematic units of study exploring contemporary issues in society. 2. Apply fundamental tools of literary interpretation to texts from the Spanish-speaking world using interpretive reading and listening, presentational speaking and writing, and interpersonal modes of communication. 3. Make connections between contemporary political or social themes with students' own perspectives. 4. Demonstrate academic oral and written language development at targeted proficiency levels. Prerequisites: Spanish AP Exam (Score 3 or higher).

**SPAN 3390. Intro to Spanish Literature. 3 Hours.**

Readings in modern Hispanic literature (either Spanish peninsular or Latin American), focusing on formal literary analysis. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Debate major Spanish works orally and in writing in the target language. 2. Make use of the literary terminology and vocabulary proper for this introduction to literature course. 3. Successfully differentiate between genres, movements and periods of literature. 4. Critique the rhetorical figures fulfilling their first approach to a literary text written not only in Spanish but in any other language that they may be able to read. Prerequisite: SPAN 3060. FA, SP.

**SPAN 3400. Magical Realism. 3 Hours.**

Magical Realism explores a body of literature that blends reality with its "alterations" (magic) to create a modern Latin American cultural perspective. The course maps the evolution of Magical Realism, its assimilation into Latin American literature, and its encounters with competing vernacular categories such as the Marvelous-Real and Neo-Baroque. The course objective is to unveil discursive mechanisms by which Latin Americans decolonize their literature, self-image, and worldviews. Readings include short stories and novels by Jorge Luis Borges, Julio Cortazar, Gabriel Garcia Marquez, Alejo Carpentier, Carlos Fuentes, and Miguel Angel Asturias. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Appraise the mechanisms by which Magical Realism reframes Latin American cultural identities in response to current globalizing trends. 2. Analyze and discuss literary texts. 3. Create short stories using the toolbox employed by Magical Realist authors. 4. Contrast writing strategies utilized in the presentation of foundational myths in US, Mayan, and Early Spanish-American popular literatures. Prerequisites: Span 3390 (Grade C or higher).

**SPAN 3570. Contemporary Spanish Culture and Society Through Film. 3 Hours.**

Critical approaches to Spanish culture and society from the early 20th century to the present as portrayed in Spanish film. An introduction to filmic textual analysis and discussion of topics such as avant-garde, social art, revolutionary movements, civil war, exile, Francoism, democratic transition, peripheral nationalisms, immigration, cultural diversity, postmodernity, globalization. Offered based on sufficient student need. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Critique film in its cultural context. 2. Report their interpretation of film as an art form in relation to Spanish culture. 3. Assess movies by interpreting, evaluating and comparing the students' own culture perspectives to the culture of the studied movies. Prerequisite: SPAN 3060.

**SPAN 3580. Contemporary Issues. 3 Hours.**

Introduction to contemporary and historical, political, economic, and cultural issues affecting one or more of the countries of Spain and/or Spanish America. Repeatable for credit as topic varies for a total of 9 credits, subject to graduation restrictions. Offered based upon sufficient student need. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Report on contemporary and historical, political, economic, and/or cultural issues affecting Spanish speaking countries. 2. Analyze contemporary issues in Spanish speaking countries. 3. Criticize historical issues from a contemporary perspective. Prerequisites: SPAN 3060.

**SPAN 3950. Hispanics in US Service Learn. 3 Hours.**

Service Learning advanced Spanish course looking at a wide variety of issues that affect the lives of Hispanics living in the United States: immigration law, ESL, education, health issues, discrimination, employment, religion, etc. Students will become familiar first hand with these issues working on volunteer projects in a variety of settings such as public schools, hospitals and health clinics, legal service offices, and minority civic centers. Students will do work on a volunteer basis (not for pay) in an area that will be linguistically challenging and therefore will show a gain in Spanish language skills in order to increase cultural awareness and heightened sensitivity for immigrant issues. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Build conversational skills toward the Advanced-Low level, and writing proficiency towards the Advanced-Mid level, as defined by the ACTFL standards. 2. Acquire a specialized vocabulary in their respective areas of service, i.e., health, education, church settings, public assistance, etc. 3. Generate an informed appreciation of students' culture of origin and that of others through the application of concepts such as "transculturation" and cultural identity. 4. Appraise the importance of the act of service as a learning tool of personal and community betterment. 5. Examine issues relevant to the Latino Community of Saint George, such as ESL education, immigration laws, civic engagement of the Latino community, health care, entrepreneurial opportunities, etc. 6. Investigate the history, geographic distribution, and demographic characteristics of Hispanics living in the USA. Prerequisite: SPAN 3060. SP.

**SPAN 3990. Seminar in Spanish: [topic]. 1-3 Hours.**

For students wishing instruction that is not available through other regularly scheduled courses in this discipline. Occasionally, students request some type of non-traditional instruction, or an unanticipated opportunity for instruction presents itself. This seminar course provides a variable-credit context for these purposes. As requirements, this seminar course must first be pre-approved by the department chair; second, it must provide at least nine contact hours of lab or lecture for each credit hour offered; and third, it must include some academic project or paper (i.e., credit is not given for attendance alone). This course may include standard lectures, travel and field trips, guest speakers, laboratory exercises, or other non-traditional instruction methods. Note that this course is an elective and does not fulfill general education or program requirements. This course is repeatable up to 12 credits as long as the topic of the course is different each time. Offered based on sufficient student need. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Investigate about the Spanish language and culture depending on their own interests or context. 2. Solve real life problems due to the use of Spanish as a foreign language. 3. Combine all their knowledge of the Spanish language and culture to survive in a foreign context. Prerequisite: Instructor permission.

**SPAN 4000. Foundations of Dual Language Immersion Education. 3 Hours.**

For those seeking Dual Immersion Education endorsement. Emphasizes the theoretical and practical background about Dual Immersion Education. Overview of Dual Language Immersion Education, program models, teaching and learning issues in Dual Language Immersion Programs, and challenges of Dual Language Immersion Programs will be addressed to assist the success of prospective immersion teachers in the classroom. Eligible languages include Spanish, French, Mandarin Chinese, German, and Portuguese. Dual listed with HUM 4000 (students may only take one course for credit). **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Discuss theoretical principles and research findings that underlie dual language and immersion education. 2. Explain differences and similarities between one-way, two-way, developmental bilingual, and indigenous language immersion programs. 3. Summarize key principles of first and second language learning in dual language and immersion classrooms. 4. Discuss the social and political contexts for dual language education and their implications for classrooms and programs. 5. Synthesize lessons that can be learned from dual language and immersion programs around the world and based on class observation in the DLI schools in the state. Prerequisites: Must be admitted to Utah Tech teacher preparation program or have a Utah teaching license; Instructor permission required. FA.

**SPAN 4100. Introduction to Translation. 3 Hours.**

This course explores the theory and practice of Spanish to English and English to Spanish translation. Emphasis will be placed on application of theory as well as problem solving and techniques for overcoming linguistic and cultural challenges. Glossary building and research methods will be included. A variety of texts will be employed which may include, but are not limited to: literature, newspapers, advertisements, medical texts, legal documents, governmental documents, and general informational texts. **\*\*COURSE LEARNING OUTCOMES:** At the successful conclusion of this course, students will be able to: 1. Solve simple translation tasks. 2. Apply methods for successfully translating between Spanish and English and vice-versa. 3. Assess the best solution to solve translation challenges. 4. Apply the research skills needed to translate texts. Prerequisite: SPAN 3060 (Grade B or higher). FA.

**SPAN 4200. Introduction to Interpretation. 3 Hours.**

This course is meant to be taken in sequence after SPAN 4100. This course explores the techniques and practice of Spanish to English and English to Spanish interpretation. Emphasis will be placed on the role of the interpreter including ethics, decision-making, and strategies. Sight translation, consecutive, simultaneous, escort/travel, and other methods of interpretation will be explored in a variety of possible settings. **\*\*COURSE LEARNING OUTCOMES:** At the successful conclusion of this course, students will be able to: 1. Use terminology specific to the interpreting field. 2. Analyze challenging real-life scenarios from interpreting. 3. Develop a cognitive-interpreting process and the skills associated with each stage. 4. Make a decision based on the ethical principles for interpreters in a given situation. Prerequisite: SPAN 4100 (Grade C or higher). SP.

**SPAN 4300R. Spanish Internship. 3 Hours.**

For students who are granted and accept an internship for language advising in a WCSD school in cooperation with Utah Tech History, Humanities and Modern languages department. Mentor teachers and university faculty support interns as language advisors in the classroom. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Facilitate communication in Spanish between teachers and students in the Dual Language Immersion program setting. 2. Arbitrate miscommunication in Spanish between teachers and students in the Dual Language Immersion program setting. 3. Develop a lesson plan to help teachers and students in the Dual Language Immersion program setting. 4. Assess their performance as language facilitators in the Dual Language Immersion program setting. Prerequisites: Advanced standing and instructor permission.

**SPAN 4550. Culture and Civilization of Spain. 3 Hours.**

Covers the cultural history of Spain from the Middle Ages to the present, including history, architecture, art, literature music and film, to determine if there is a uniquely Spanish manner of seeing and understanding the world--one which emerges as clearly distinct from the culture of America and other Western European nations. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Recognize and describe the historical, social, economic, and political forces that shape society in current Spain from the beginning of its existence. 2. Label the geography and demographic data of current Spain. 3. Make connections between historical events in Spain and current consequences. 4. Design oral and written presentations of current events in the target language. 5. Criticize past and current social and cultural events in Spain through investigation of news sources and media. Prerequisite: SPAN 3060. FA (odd).



**SPAN 4560. Culture/Customs of Spanish America. 3 Hours.**

A study of the historical, cultural, and social influences that created the modern Latin American Society, including differentiating indigenous empires and identifying the legacy of those ancient civilizations; analyzing the complex conquest by Spain and examining the linguistic, social, political, and cultural aspects of Hispanic heritage; reviewing the different quests for independence in the 1800s; distinguishing the social and political aspects of the evolution of modern Latin American political systems; and examining examples of representative artistic and literary production.

**\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Differentiate the contributions of Indigenous, European, African, and Asian cultures to the creation of modern Latin American culture. 2. Construct a time line of historical events that have shaped Latin American life from colonial times to the present. 3. Critique the content of lyrics of selected corridos, bachatas, tangos, salsas, ballenatos, chamames, and cuecas, and assess their contributions to shape a Latin American identity. 4. Hypothesize how altitude, latitude, and geographical features have influenced population distribution or have suggested ways of articulating everyday life in selected regions of Latin America. 5. Compare Latin American cultural practices to cultural practices of students' culture of origin. 6. Formulate hypothesis connecting social functions with cultural practices of students' culture of origin. 7. Analyze texts and objects representing popular culture. Prerequisite: SPAN 3060. FA (even).

**SPAN 4610. Spanish Peninsular Literature to 1800. 3 Hours.**

Survey of selected periods and themes in Spanish literature of the Iberian Peninsula. Students will examine the most important literary texts, trends, genres, and literary, cultural, and philosophical theories from the Middle Ages to 18th Century through class discussions and lectures, analysis of readings, online databases, and videos. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Sort and differentiate literary movements in Spain from the birth of Spanish language until 1800. 2. Critique and analyze major works written in Spain before 1800. 3. Justify narrative, drama, and poetry delivery of major issues in the Humanities published in Spain before 1800. 4. Appraise a wide array of cultural, and historical events which appeared in major works in Spain before 1800, both in written and orally. Prerequisite: SPAN 3390. FA (odd).

**SPAN 4620. Spanish Peninsular Literature From 1800. 3 Hours.**

Survey of selected periods and themes in Spanish literature of the Iberian Peninsula. Readings of masterpieces by great writers chosen from the 18th Century to the present will be examined through lectures, oral discussions, and written reports in Spanish. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Sort and differentiate literary movements in Spain from 1800 until nowadays. 2. Critique and analyze major works written in Spain after 1800 (evaluate and analyze domains. 3. Justify narrative, drama, and poetry delivery of major issues in the Humanities published in Spain after 1800. 4. Appraise a wide array of cultural, and historical events which appeared in major works in Spain after 1800, both in written and orally. Prerequisite: SPAN 3390. SP (even).

**SPAN 4625. Generation of '98. 3 Hours.**

Examines the historical and social background of major authors and its works around the so called "disaster of 1898". Class discussion will focus on novels, poetry, and essays of this famous group of writers (Miguel de Unamuno, Pio Baroja, Antonio Machado, Ramon del Valle Inclan, and others). Offered based on sufficient student need. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Examine in-depth knowledge of "La generacion del 98." 2. Investigate the cultural context surround this generation's literary production. 3. Build additional vocabulary of literary terms. 4. Critique specific literary texts through written and oral responses. 5. Recognize the most relevant aspects of a literary text. 6. Discuss and answer focus questions related to a literary text. 7. Compose quality scholarly writing synthesizing student's research and their own original ideas. Prerequisites: SPAN 3390 (Grade C or higher), or instructor permission.

**SPAN 4630. Spanish American Lit to 1880. 3 Hours.**

Survey of selected periods and themes in Spanish American literature, covering texts from the pre-Hispanic, European exploration, and colonization of the Americas (1492-1826) periods in order to study a topic of interest in Spanish American literature and culture through reading and thinking critically about a wide variety of literary and cultural texts, including letters, chronicles, essays, poetry, and fiction. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Demonstrate a basic understanding of the evolution of Spanish American literature from its inception (1492) to 1880 (general years of independence from Spain). 2. Assess the literature read by writing critical essays in Spanish using correct grammar structures, spelling and punctuation in Spanish. 3. Demonstrate basic knowledge of the representative authors covered and their contributions to the Latin American literature canon. 4. Examine the inherent flaws, biases, and influences of historic literature from this era. Prerequisite: SPAN 3390. FA (even).

**SPAN 4640. Spanish American Lit From 1880. 3 Hours.**

Survey of selected periods and themes in Spanish American literature, covering texts from independence to the present in order to study a topic of interest in Spanish American literature and culture through reading and thinking critically about a wide variety of literary and cultural texts, including romantic allegories of the nation, modernism and postmodernism, avant-garde poetry, regionalism versus cosmopolitanism, indigenous and indigenist literature, magical realism and literature of the boom, Afro-Hispanic literature, and testimonial narrative. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Compare the aesthetic principles that guide the following literary movements: Modernism, Postmodernism, "Indigenist Movement", Magical Realism, Afro-Caribbean Baroque, and testimonial literature. 2. Hypothesize how the literary movements of this period, i.e., Modernism, Postmodernism, "Indigenist", Magical Realism, Afro-Caribbean, and testimonial literature, espoused a particular Latin American identity. 3. Critique the literary innovations Latin American authors made to Spanish literature after the 1880s. Prerequisite: SPAN 3390. SP (odd).

**SPAN 4700. Teaching Modern Languages. 3 Hours.**

Designed for students intending to teach foreign/modern languages in primary or secondary schools. Teaching methods course that includes a wide variety of approaches to and methods of teaching language, including alternative methods and traditional dichotomies such as explicit versus implicit language instruction, grammar versus communication, and foreign language versus mother tongue. Examines concepts of language awareness, language learning reflection, and learner autonomy as indicators of a shift in language teaching towards learner-centered approaches. Discusses the implications of concerns about standards, assessment, and continuing professional development. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Develop objectives for a foreign language course by submitting original language objectives individually. 2. Rank the different methods for teaching foreign languages by critiquing these methods in groups. 3. Propose a lesson plan by explaining each step in a lesson individually. 4. Combine different methods for teaching foreign languages by preparing a lesson. 5. Blend all the knowledge of activities for a L2 classroom by building a portfolio individually. Prerequisites: Instructor permission. FA.

**SPAN 4750. Independent Study. 1-3 Hours.**

Designed to meet the individual needs of advanced students in the Spanish Program who wish to pursue a specific focus of special interest not available in the existing scheduled offerings. Students work under close supervision by appropriate faculty in the design and successful completion of the course. Students are expected to meet with the faculty mentor each week and to provide the faculty member with progress reports and assignment development for feedback and grading purposes on an ongoing basis. Repeatable up to 6 credits subject to graduation restrictions. Offered by arrangement. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Investigate about the Spanish language and culture depending on their own interests or context. 2. Solve real life problems due to the use of Spanish as a second language. 3. Combine all their knowledge of the Spanish language and culture to survive in a Spanish speaking context. Prerequisites: Instructor permission.

**SPAN 4800. Spanish Senior Capstone. 3 Hours.**

Fulfills Spanish capstone requirement. This course is designed to be a culminating experience in which the student will demonstrate skills and knowledge garnered from his/her experience within the Spanish program. The Spanish major will research, write and revise an extensive research paper under the supervision of a Spanish faculty member. The capstone topic selected will directly relate to the language, literature, culture, history and/or civilization of the Spanish-speaking peoples of the world. The student will present the results of his/her research in a public forum at the end of the semester. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Combine their linguistic, cultural and/or literary understanding to create a research paper. 2. Assess and critique different sources to show in-depth research. 3. Compose in the target language with correct usage of MLA style. 4. Communicate/create at the Advanced-Mid level in accordance to the ACTFL guidelines for writing. 5. Generate an oral presentation of their research findings in a public forum. Prerequisites: Senior status, Spanish major, and instructor permission. SP.