

FACULTY SENATE
CURRICULUM COMMITTEE
Course Approval Form

GREEN FORM
74-5/e
2. proposal
①

Department Foreign Languages

Title ACCELERATED INTERMEDIATE SPANISH I & II

Sponsor(s) Mr. Ricardo Koehler-Guzman No. of Credits 6

Approved by the department Graduate ()

Not recommended by the department Undergraduate (X)

Information copies forwarded: Academic Dean; Chairman; Curriculum Committee

M. Onni (M)
Signature: Department Chairman
(Mrs. M. Onni, Acting Chairperson)

ACADEMIC DEAN

Consultation on proposal has been held

Comments:

[Signature] 11/27
Signature: Academic Dean

CURRICULUM COMMITTEE

Proposal received

Open Hearing held 4/8/74

Returned to the department for the following reason(s):

Approved by the Curriculum Committee 4/8/74

Presented to Executive Committee of the Faculty Senate as information

Notifications forwarded: Academic Dean; Department Chairman

[Signature]
Signature: Chairman, Curriculum Committee

ACADEMIC DEAN

I have reviewed the final documents as approved and concur with same.
Budget, faculty and library resources are adequate for immediate implementation.

I have reviewed the final documents as approved and concur with same.
Budget, faculty and/or library allocations for the current academic year
are inadequate for immediate implementation or implementation in the next
fiscal year. The earliest that the proposal might be implemented would be

HEGIS Taxonomy Number: _____

1195.113
1195.116

Signature: Academic Dean

Copies forwarded: Chairman, Curriculum Committee; Department Chairman;
Provost; Registrar

REGISTRAR

proved course description received

Signature: Registrar

PROVOST

Official copy and approval sheet filed

Signature: Provost (or designee)

- Note:
- 1) Course proposal format is attached
 - 2) A copy of this approval form should accompany each proposal
 - 3) A copy of a proposed catalogue description of the course must accompany the proposal as a separate page.

74-5/8

GLASSBORO STATE COLLEGE
GLASSBORO, NEW JERSEY
DEPARTMENT OF FOREIGN LANGUAGES

I. ACCELERATED INTERMEDIATE SPANISH I & II
Department of Foreign Languages
Ricardo Koehler-Guzman

II. ESSENCE:

1. Undergraduate course
2. Semester Hours Credit: 6
3. Course Level: Freshmen or Sophomore
4. Prerequisites: Elementary Spanish I and II or the equivalent.
5. Curricular Pattern: An offering which combined with an accelerated elementary program might prepare students to begin a Spanish major or double major as part of an interdisciplinary program within one year or offer the opportunity to complete a minor beginning in the Sophomore year. This would constitute an attempt to continue the accelerated process of developing language skills with increased emphasis on reading and writing combined with continued reinforcement of oral-aural skills, by consolidating Intermediate Spanish I & II in a one semester course meeting four times a week with a required Language Laboratory session once a week.
6. Suggested Time: Spring, 1975.

III. OTHER DETAILS:

1. Staff and Resources: Any member of the Spanish Faculty is qualified to teach this course; however, the re-implementation of the Language Laboratory facilities is essential.
2. No library needs
3. Space: Normal classroom and Language Laboratory facilities.
4. Uniqueness: Fulfills all prerequisite language requirements through a possible total of 12 credits in one year (contingent upon a similar Elementary offering) opening the Department to many more possible majors and minors who would not normally be able to complete all required courses by their senior year.
5. Specific Objectives: To consolidate courses that are sequentially prerequisite to further language, literature and cultural studies in the Department. The course would be aimed at, but not necessarily confined to three groups:
 - (a) Students interested in majoring in Spanish who have had no previous training.
 - (b) Students interested in an accredited minor in Spanish.
 - (c) Students desirous of a double major as part of a Bi-lingual Studies Program.

IV. RATIONALE:

1. Such a course would not interfere with present class-hour time schedules; moreover, there would be a return to the basic theory of sound language teaching through frequent contact. Intensive as well as extensive reading, oral and written practice on a daily basis is a proven method for vocabulary building, patterned structure development and the other skills needed in conversation and composition which are only acquired through repetition and practice. (Intensive study has been proven effective by the Army Language School, Monterrey, California).

2. An equal amount of material could be covered in the same number of class sessions as is now in the two semester arrangement; yet evidence of more rapid progress inevitably results in greater student motivation.
3. Since 6 credits are given, students will have no trouble in apportioning sufficient out-of-class time to complete assignments. As with all reading, so in a Foreign Language there is always a process of familiarization and a resultant acceleration in the digestion of material at any single sitting, rather than result in an inconvenience, outside assignments will be much better consolidated and more effective as reinforcement of class work.

V. CHAIRMAN'S STATEMENT: This course, and its counterpart, Accelerated Elementary Spanish are of special interest and importance to this Department. It is felt that these two courses (Elementary and Intermediate) represent sound language teaching practices and can, therefore, present a firmer and more efficient basis on which to build further language study. These courses should be attractive to students and present no problems in scheduling. No additional library holdings would be required, but the hours of the language laboratory would have to be supplemented. All members of the Spanish faculty are qualified to teach such courses.